

**In-District Charter Proposal
Young Women's Leadership Academy**

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DATA REFLECTION AND OUTCOMES ANALYSIS

A. Data Submission YWLA (See Appendix, Performance Data Template)

The Young Women's Leadership Academy (YWLA) commits to preparing 100% of its students to be college ready. Since 2012, when the current state mandated assessment, State of Texas Assessments of Academic Readiness (STAAR) was implemented, YWLA's academic performance trends reflect consistently that students perform above district and state norms with an average 100% of tested students meeting the 'met standard' criteria in all core subjects. (See Appendix A-Performance Data Template). In reviewing data for three years (2015 – 2018), students in grades 6 – 8 have performed stronger in math and science with an average 100% of students meeting grade level standard as compared to an average 99% percent of students meeting grade level standard in reading and social studies. Performance in writing had the lowest average percentage 98% meeting grade level standard. With the addition of a new teacher in 7th grade English, writing scores at the highest standard (Masters Grade Level) rose from 34% of students mastering content to a significant 67% of students mastering content. To strengthen writing school-wide, all courses, including electives integrated writing in their lesson and teachers planned interdisciplinary units to help students make conceptual connections while learning different writing genres. Instead of teaching writing in isolation, writing was connected to novels students read and to content students learned in all classes.

In grades 9 -12, similar three-year trends indicate that an average 100% of students meet grade level standard in math, science, English, and social studies. In an effort to provide students with a truly rigorous curriculum, students enroll in Advanced Placement (AP) courses and all participate in the administration of AP assessments. The Equity Index calculated by College Board tracks what percentage of a graduating cohort earns a qualifying score of 3 on at least one AP exam while in grades 9 - 12. Graduating seniors in 2016 had the highest Equity Index of 74% of its class earning a qualifying score followed by the lowest Equity Index of 66% in 2017 and the class of 2018 had an Equity Index of 71. YWLA students perform above state and federal standards for college readiness with a three-year trend of 100% of graduates meeting this standard through one of these assessments: the Texas Success Initiative (TSI), Scholastic Aptitude Test (SAT), or American College Testing (ACT) assessments. (See Appendix B Slide with Data) With a curriculum that challenges students to think critically at YWLA and a 100% of graduates enrolling college after high school, parents seek educational options like YWLA to ensure their daughter's current and future academic success.

We noticed after the high school program stabilized and delivered strong results and opportunities for students, YWLA's enrollment increased 9% in its total enrollment (grades 6 – 12) from 424 students to 464 students. The composition of students in the YWLA total student population aligns to district percentages with an average 91% Hispanic students for both YWLA and district; 3% White for YWLA and 2% district; and a difference in African American cohort percentages with YWLA 3% and district 6%.

Student persistence has also improved within the same time frame from 93% to 95%. A stronger persistence trend exists with faculty increasing from 85% returning teachers in 2015 to 92% returning in 2018. As the district extended the Master Teacher program to YWLA, more teachers with an average 9 years teaching experience continued at YWLA, despite having more than one course to teach.

B. Challenges

After reviewing data from the past three years and discussing on-going campus challenges, department chairs, campus lead counselor, and administrators identified the following challenges and root causes.

1. Persistence from 8th to 9th grade: District data shows a decline in student enrollment in excess of 2,000 students over the last three years. Families in the SAISD 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. The competition for students increases annually with each charter school that enters San Antonio. However, YWLA enrollment has increased overall, but historically, **an average of 15 students leave from eighth grade to ninth grade.** For each cohort, this represents the biggest dip in cohort enrollment. During exit interviews and conferences, YWLA parents were asked about their reason for leaving. Parents consistently identified the following reasons for their decisions:

- i. Different course offerings at other schools
- ii. Traditional high school experience

Students who leave after eighth grade have expressed the desire to have more course options in the fine arts, sciences, and technology. Since we do not have the student enrollment, we do not have the teaching units necessary to offer more courses. As a startup school, the district formula for staffing had been a one size fits all. Three years ago, the superintendent provided some additional units “off formula” that allowed courses like robotics, engineering, creative writing, AP Environmental Science, and AP Chemistry to be offered. The demand for these courses has been high and we have seen retention improve, but the off-formula staffing needs to continue for at least two more years. This will allow YWLA to offer courses that will interest students rather than students having to settle for a study hall or a physical education elective. As observed in the last two years, if we can broaden the course offerings, more students will stay from middle school to high school. On the flip side, college-preparatory academies provide mostly AP or dual credit course offerings that require a huge investment of time and commitment from students. Some students seek an opportunity to enroll in non-AP courses and to experience the traditional high school experience that allows them to attend football games, participate in cheerleading, or band. The priority on academics shifts to a more social focus for some of these exiting students. At the high school level, teachers and students have collaborated to organize more social events to retain more eighth grade students, but the enrollment challenge calls for us to truly meet all of our students’ needs.

2. Lack of social emotional coping skills. Demands of a rigorous academic program may cause anxiety for some students who are struggling with mastering content. 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. YWLA’s economically disadvantaged students’ percentage hovers between 60-53%. 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. Additionally, alumnae have communicated their lack of preparedness in coping with social-emotional issues, (anxiety and peer pressure) in college. Alumnae did not receive any structured social-emotional curriculum to develop coping skills.

A lack of formal social-emotional training for faculty and staff results in less awareness of factors that negatively impact students, like an inability to self-manage and to manage relationships, especially how to navigate through peer pressure. The lack of accessibility to social-emotional instruction limits students’ abilities to successfully function in a rigorous academic environment. Other structures exist to support students academically, i.e., interventions, one to one conferences, Saturday School session among other structures. A formal social emotional school-wide initiative will better prepare students for greater academic and personal success by providing skills for them to apply today and in the future.

3. AP Equity Index – Advanced Placement (AP) . Despite having STAAR, AP, and SAT/ACT performance norms above district and state norms (See Appendix C –District Data) an academic achievement challenge exists in an inconsistent AP Equity Index that hovers at an average 71% of graduates earning a qualifying score in at least one AP assessment throughout their high school years during the past three years. As a campus committed to preparing **all** students for college, 71% appears high compared locally, but the goal needs to shift to incremental increases until 100% is achieved per cohort. The root cause for the low performance on AP assessments is that the systems in reviewing AP data by teacher and department do not address the need to monitor students’ longitudinal data to ensure each student has earned a qualifying score, preferably before her senior year. In the past, teachers noted that students were not performing exceptionally on the Free Response Questions (FRQs) on AP assessments. After teachers added FRQs to their assessments in AP courses, instead of simply teaching the rubric, the AP Equity Index improved from 67% to 71%. Teachers also reflected on what instructional delivery strategies needed to change and began allowing students to discuss concepts more in class after completing notes at home. This allowed students an opportunity to process their thinking and challenge each other’s claims. The absence of a monitoring system for AP Equity Index perhaps is a consequence of each teacher monitoring student progress for each course and no one was focused on the individual student’s overall data during her high school years. The focus on student’s present course success is important, but the focus needs to broaden to include each student’s overall performance in AP courses.

SCHOOL OVERVIEW

In 2008, the Young Women’s Leadership Academy (YWLA) was established as the first all-girls public school in San Antonio, Texas, and as an internal charter school within the San Antonio Independent School District (SAISD). SAISD is one of 17 districts in Bexar County, a county with a population of nearly

two million. Rooted in the urban center of the city, all schools in SAISD are Title I schools with myriad challenges.

The purpose of the YWLA is to offer a college preparatory education for young women, from mostly economically disadvantaged homes, who seek to earn a university degree. YWLA belongs to a network of sister schools throughout Texas, all coordinated by the Young Women's Prep Network. YWLA is committed to the core values of **college preparation, leadership development, and health and wellness**.

The educational philosophy that drives YWLA is grounded in a growth mindset. Teachers focus on facilitating learning opportunities that push all students to experience individual growth every year. Students who enter YWLA with skills below grade level in the sixth-grade experience on-going academic and personal growth throughout their years at YWLA.

The YWLA school day is structured around a block schedule that allows students to spend 90 minutes in each class over a two-day period and every class on Fridays for 45 minutes. This structure allows teachers and students to delve deeper into levels of understanding in core content areas. Students attend an **advisory period** daily for 45 minutes and are assigned by grade level to their advisory period in grades sixth through eighth, and in grades ninth through 12th students are mixed.

In addition to their school hours, students commit to completing 100 hours of community service in alignment with our **leadership development** and as part of the YWLA graduation requirements. Students hone their leadership skills by organizing community service projects or serving on civic and campus organizations, such as the Mayor's Fitness Council, the SA World Transportation You, and Girl Up. Students connect with their club members and build a sense of belonging through this avenue and are supported emotionally and socially through other initiatives like Big Sister, Little Sister among others.

YWLA **parents** support their daughters, teachers, and administrators consistently by attending parent meetings coordinated by each grade's parent council, campus Parent Teacher Student Association, and by provide input on campus decision-making by serving on the Campus Leadership Team (CLT).

The **YWLA Advisory Committee** contributes to decision-making for YWLA. This committee is composed of professional women from different spheres. They commit to providing input and guidance to campus administration, to raising funds for critical needs identified by administrative team and teachers. The Advisory Committee established the **SA Young Women's Leadership Academy Foundation**, which seeks private funding for several student enrichment opportunities including college visits and summer academic enrichment opportunities and professional development opportunities for teachers.

YWLA dedicates itself to excellence in all areas. Students have consistently and successfully competed in Science Fair, History Fair, and FIRST Robotics competitions at the district, state, and national levels in the past nine years. YWLA faculty members have been recognized for their dedication to student success

with teaching awards from city agencies, professional and civic organizations, and as SAISD Teacher of the year for 2016, 2017, and 2018. This commitment to excellence exists because of the synergy that teachers, parents, and students create daily. Everyone’s **high expectations** drive them to personal and academic success.

In 2013, after four years of 6 -12 grade academic data, YWLA was recognized as the #1 middle school in Texas by the Children at Risk organization. The National Center for Educational Achievement identified YWLA as a Higher Performing School for exceeding expectations in the areas of college and career readiness. In 2015, the United States Department of Education recognized YWLA as a National Blue Ribbon School for consistent high student achievement.

A. Mission and Goals

The mission of the Young Women’s Leadership Academy is to provide a single gender, college preparatory, public education that will give young women in urban schools the academic skills to achieve extraordinary success in college and life by thinking critically, leading purposefully, and living active, healthy and responsible lives. The core pillars of the Young Women’s Leadership Academy are: College Preparation; Responsible Leadership; and Healthy Decision-Making.

The five goals for YWLA students and faculty are:

Challenge	Goal Timeframe	Goals	How to Measure Goal
Enrollment	1 year	Campus enrollment will meet 95% or more of projected total enrollment.	The campus Enrollment Plan and PEIMS Snapshot will serve as instruments to measure student enrollment and retention.
Demands of Rigorous Academic Program	4 year	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.
Academic Achievement	1 year for system to be created.	100% of AP teachers will utilize a new monitoring system to ensure the AP Equity Index increases annually by a minimum of 1 percentage point for graduating cohort.	AP Equity Index will be used to measure growth with the system being created/revised by teachers annually in August.
	4 years for growth--annual		
	4 year	Student STAAR data in Reading and Math will reflect: 95+% of all students at meets, 35% of students at Masters.	The standard will be measured using annual STAAR data.

	1 year	All (100%) of AP courses will include FRQs on unit assessments and simulation assessments to improve student's performance on FRQs in each course from August to April.	Teachers will submit copies of unit exams that include FRQs and utilize student data tracker sheets to monitor students' growth on FRQs and other standards. Implementation will be monitored during walk throughs and review of students' Interactive Notebooks.
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The hardest goal to achieve will be the AP Equity Index goal because of the need to establish a system with procedures, forms, monitoring points, and training for teachers and then implementing that system with fidelity to ensure students and administration know each student has not earned a qualifying score on at least 1 AP exam from year to year. The Equity Index will call on all AP teachers to dig deeper to help students identify their target areas and address those critical needs together.

B. Academic Model

YWLA, a single gender, all-girls internal charter school, aligns its curriculum with the Texas Essential Knowledge and Skills (TEKS) and the College Board standards to prepare young girls for college. The emphases of the academic model are:

a. College preparation through

- i. rigorous and accelerated curriculum with the goal of college for 100% of students to graduate college ready;
- ii. Science, technology, engineering, arts, and mathematics (STEAM) integration across all subject areas due to women being under-represented in these career fields;
- iii. Advancement Via Individual Determination (AVID)

b. Wellness and Social-Emotional growth through

- i. Student voice and agency;
- ii. responsible leadership and
- iii. positive, healthy decision-making; and
- iv. CASEL

c. Inclusive culture with support systems grounded in **high expectations** for all through

- i. academic and personal support for students
- ii. professional and personal support for teachers
- iii. networking supports for parents, guardians

As part of the Young Women’s Preparatory Network, YWLA commits to preparing 100% of its students to be prepared for college, to be active members of their community and to live active and healthy lives by developing the whole child.

College Preparation

Rigorous Curriculum

YWLA's **core curriculum** is based on a rigorous and demanding program that aligns with the Texas Essential Knowledge and Skills (TEKS) state standards and the College Board Advance Placement (AP) standards. Instruction goes beyond formulas and procedure and delves into a habit of mind that cultivates exploration, curiosity, and complex ideas.

YWLA's **English** courses have been vertically aligned utilizing a novel-based curriculum. This approach prepares students for AP exams and college readiness skills by having students read and analyze literary works from as far back as the 16th century. Teachers use a variety of texts and writing modes to engage all learners. Additionally, students engage in timed writings, Free Response Questions, research papers, and writing journals. Reading inventories, Lexile, MAP and formal assessments may determine student groupings for literature circles, collaborative opportunities, and intervention activities. Teachers work with ability-based groups in order to optimize class time with students who struggle by offering more direct instruction and to determine weekly tutoring and intervention schedules. Teachers also meet the needs of advanced students by allowing them to explore a broad range of ideas and create products or literary theories that are thought provoking and innovative. The majority of students have the opportunity to master eighth grade TEKS in seventh grade, consequently entering English I, a high school course, a year earlier.

The **math** courses are vertically aligned by using a curriculum that teaches students how to use mathematical inquiry and quantitative reasoning in a variety of settings. This approach was chosen to prepare students for success in college bound courses such as AP Calculus and AP Statistics, where conjecturing and analyzing essential are essential. Students use manipulatives, project-based learning, and technology to acquire math skills. Math teachers use assessments to determine if a student is struggling with a conceptual or computational error. All students complete a data analysis tracker form that outlines TEKS standards covered on each test to identify exactly which standards need to be mastered so that individualized intervention plans can be created. Students are exited from interventions after all standards are mastered. Advanced students use enrichment template with tiered activities such as problem-based learning, acceleration, and independent study. The majority of students receive double math instruction in eighth grade with Math 8 and Algebra I, a high school course.

The **science** department vertically aligns their curriculum based on the TEKS and AP standards, in addition to the National Math + Science Initiative curriculum. These inquiry-based approaches were chosen to encourage students to build and discover knowledge to prepare them for college-level science courses such as AP Environmental Science and AP Biology. All science classes utilize labs to facilitate authentic learning experiences and project-based learning. Data from exams help set up interventions. Students are grouped by non-mastered TEKS and are re-taught in smaller group intervention sessions. This approach allows the teacher to provide each student extra attention and determine other strategies that can be implemented in the classroom to help students learn. Accelerated students work within an open tier of inquiry that allows students to analyze empirical data in labs for Science Fair or class; to construct topic-related questions for further investigation; to design procedures; and to communicating results through presentations using different media.

YWLA's **social studies** curriculum uses a combination of thematic and chronological approaches to learn key concepts. These approaches offer teachers the flexibility to explore topics in depth and develop students' understanding of concepts and necessary skills required to be successful on their AP exams. Middle school teachers introduce students to reading primary sources to notice bias. Instructional strategies include project-based learning, document-based questioning, timed writings, creating websites and documentaries, and presentations. Interventions focus on low-performing TEKS from testing data. Teachers re-introduce the content using different instructional methods. A variety of methods are used in interventions aside from working with students one on one. Teachers use games, stations, and collaborative activities to support students who are struggling with the material. Above level students have the opportunity to extend their project-based learning opportunities by solving real world problems using creative thinking and creating products that demonstrate their global awareness.

To promote a deeper understanding, teachers expect students to support claims with textual evidence in math, science, and history. In science Inter-active Notebooks (INBs), students use the Claim, Evidence, and Reasoning (C-E-R) system to justify their understandings. In English, students are exposed to high school novels in middle school and to college literature in high school. To address students at a lower reading level, English readers are provided for students who need to reference vocabulary and other background.

Teachers encourage students to integrate technology by using Google Classroom among other platforms to create an electronic flipped classroom and to facilitate the submission of student work and receipt of teacher feedback. Fine arts teachers and Spanish teachers use technology to reinforce what is taught in the classroom and to allow students choice in presentations and assessments.

Accelerated and Intentional Instruction

At YWLA, teachers understand that high expectations—when coupled with masterful, differentiated instruction, data analysis, and consistent intervention and enrichment—lead to exceptional student success. Teachers at YWLA commit to horizontal and vertical collaborative planning of engaging units that push students to learn outside of the classroom's four walls. This collaborative planning will include aligning TEKS across grade levels. Teachers' lessons will target their own grade-level TEKS but will also integrate TEKS from the next grade level. For instance, 8th grade teachers will work with 9th grade teachers to select historically-problematic 9th grade TEKS they can be introduced earlier in 8th grade. 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 via Saturday School, field trips, and academic competitions.

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 at a minimum three-week cycle to provide students' parents a comprehensive glimpse into their academic performance. These 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. 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. Additionally, students tracking data sheets will facilitate the goals they will set for themselves connected to their own learning.

STEAM

To provide students with a rigorous and equitable education that exposes girls to fields in which they are historically underrepresented, YWLA students and teachers integrate science, technology, engineering, the arts, and mathematics across content areas. Aside from developing girls' skills and confidence in STEAM fields, 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. STEAM does not mean providing offerings in isolation, but rather, purposefully planning such that reading lessons involve technology; science lessons integrate the arts; social studies lessons integrate engineering, etc. Two layers will be considered while developing and refining the campus's academic model for STEAM: interdisciplinary and fluid teaching and extended learning through community partnerships.

The **integration** of STEAM elements requires a level of collaboration among horizontal (grade-level) teams, as well as vertical (departmental) teams to ensure alignment of teaching and learning from year to year. At YWLA, 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 while integrating STEAM seamlessly from course to course. 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 and 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), 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. Students will extend their learning from one class to another and into their community.

Extended learning may begin with our in-house scientists reaching out to community mentors for help with Science Fair research and data or may involve field trips to Johnson City's Science Mill for students to experience labs or summer camps. Students and teachers have opportunities to deepen their learning through summer professional development or student camps at Southwest Research Institute, UT Health Science Center, Southern Methodist University Engineering school, Doseum, ArtSpace, Say Si, and

AVID

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 provide students the contextual awareness and the skills to experience success on a college campus, YWLA implements the AVID program schoolwide with each grade focusing on different AVID elements ([See Appendix .](#)) Our goal is for our young to continue using these skills in their college and careers. Among the strategies are: organization, time management, study skills, healthy communication, inquiry, and self-advocacy. The AVID program revolves around WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). These permeate our classrooms campus-wide. In sixth grade, students begin to develop organizational habits by maintaining organized AVID binders and planners that provide them with a calendar, as well as assigned folders for homework assignments and communication that must be seen by a guardian. These AVID planners help students manage their time by tracking due dates and holding themselves accountable for responsibilities. As students grow older, AVID implementation intensifies, with students in high school selecting a note taking system that best fits them and utilizing study groups more independently outside of school. Students take ownership of more advanced AVID strategies in class, including two-column notes, AVID Learning Logs, and Tutorology systems. Integrating the AVID, prepares students with the academic skills and the soft skills—communication, problem solving, and organizational systems that students must possess prior to stepping foot on a college campus. Developing those skills at YWLA, prepares our students to enter college more prepared to handle the obstacles that many college students experience and feel inept in addressing.

Wellness and Social Emotional Learning

Student and voice agency

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 addition to YWLA's academic model. YWLA students perform above norms, but YWLA commits to educating the whole child—this includes students learning self-awareness, self-management, social awareness, how to have healthy relationships, and how to make responsible decisions.

When students experience positive support regarding their overall wellness and social emotional development, they are more apt to focus on their academic goals and to feel more comfortable in their learning environment.

To ensure students learn to **self-advocate**, YWLA empowers students to be the agent of their own learning. Teachers create opportunities for students to collaborate, create, and debate actively versus sitting and completing worksheets. Whether students are choosing which medium best suits their needs for an English project or whether they want to have read a book in history on e-reader or hard copy,

students learn to move from passive learner to active director of their learning at YWLA. Teachers encourage students to teach each other and teachers serve more as coaches. YWLA administrators encourage students to self-advocate by presenting formal petitions for change to a policy, schedule or to start a new tradition, club, or initiative that will improve the learning environment for students. Some changes have involved athletic dress code and late work policy. Students' opinions and ideas are valued in the classroom and in the Campus Leadership Team forum.

Responsible leadership

In clubs and organizations, teachers serve as sponsors, but students conduct the business of the club/organization. All leadership positions are filled by girls who learn to practice **responsible leadership** by setting agendas, problem solving, planning fundraisers and setting budgets in a collaborative approach. As girls progress from grade to grade, they assume responsibility for training younger students on "YWLA Way" responsibilities. Cardinal Senators train new senators how to give campus tours and serve as ambassadors for our school by learning how small talk do's and don'ts. Varsity athletes teach incoming varsity members how to run intramural programs. Seniors model exceptional behavior for all students and how to be campus leaders. All students must choose one club/organization or athletic team to belong to in order to develop their leadership skills.

Positive, healthy decision-making

In addition to empowering students, YWLA commits to teaching students the difference between a fixed mindset and a growth mindset to promote a healthy sense of self and to teach students to accept failure with a healthier and positive outlook. The Grow Your Brain curriculum is used and provides a framework for students to embrace a growth mindset through the "power of 'yet'" and "failing forward", instead of thinking that they are not smart enough. YWLA strives to teach students to be healthy of mind and body. All students run a mile run monthly and participate in YWLA's annual walk-a-thon. High school students organize the walk-a-thon and plan schedules, physical activities connected to science, math and art. On a weekly schedule, students may participate in yoga, mindfulness activities in advisory class, running clubs, and nutrition classes after school.

Ensuring students are truly college ready requires both rigorous academic preparation and socio-emotional nurturing. YWLA students begin each school year weeks before the official academic calendar begins. During this time, students participate in workshops devoted to building the bonds of YWLA sisterhood and enriching their interpersonal networks.

Throughout the year, our students:

- share Meet Up, Sister Up time in advisory period while using the Sandford Harmony curriculum provided by the district.
- share Thorns and Roses to resolve conflicts and affirm one another. Students learn that conflict will happen, and relationships need to be navigated for the good of all.
- support the campus core value of healthy decision-making by organizing the annual Huisache-a-thon that has Big Sisters and Little Sisters walking together and spending the day bonding.

- in high school, experience First Fridays as they spend time with their teachers in mindfulness moments as they do yoga, cross-stitch, paint, cook, play flag football, or other participate in other activities chosen by students.

CASEL

Since YWLA does not have a formal framework to prepare students on how to navigate through the CASEL competencies, YWLA will commit to implementing **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. Students 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				
<i>Self-Awareness</i>	<i>Self-Management</i>	<i>Social Awareness</i>	<i>Relationship Management</i>	<i>Responsible Decision-Making</i>
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

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.

Inclusive culture with support systems grounded in high expectations academic and personal support for students

YWLA’s culture proclaims high expectations from the college banners hanging in the hallways to the classical music playing in the lobby and the pristine polished floors. High expectations for students, teachers, and parents call for consistent support systems to ensure all succeed.

The driving question behind every decision at the YWLA is “what is best for each student?” In answering that question, teachers provide the following academic supports for students:

- **Personalized student interventions** based on data and students’ social emotional needs.
- Across all core areas, teacher collaborate to organize additional support sessions based on identified concepts that need to be re-taught and re-assessed and teachers have **flexible**

teaching schedules within and outside the school day to allow students ample opportunities to attend interventions without conflicts.

- To support high school students, AP and dual credit teachers hold night school sessions and **Saturday School**. During these sessions, students engage in hands-on activities that include science labs, math learning stations, scavenger hunts for social studies and English, and writing labs
- Teachers have **one-to-one conferences** with students to provide specific feedback and next steps for each student's intervention plan.
- Teachers, while at home on weekends or after school, respond to students' inquiries regarding homework or independent projects.

Students who know teachers support and care may be more likely to succeed than those who have to address academic and personal problems alone. The additional support systems that teachers offer, Saturday School, Night School, sponsoring clubs, and coaching athletic teams aim to minimize students' academic and personal struggles and to consequently retain students.

Parents fully support these additional sessions and students commit to monitoring their personal progress from one grading period to the next. Students complete a tracker as part of their personal accountability in all grade levels. This keeps students focused on achieving their target goals and motivates them to take ownership of their learning. Students maintain their own work and notes in Interactive Notebooks (INB) using AVID strategies like Cornell Notes and highlighting with purpose. Students apply Costas' Levels of Questioning within their INB's to improve critical thinking.

We believe our culture of high expectations is the special sauce and that dedicated staff fuel high performance for all. We provide internal leadership opportunities and professional development to build capacity and our teachers crave this. We support each other and value "team first" players. Recruitment and retention of teachers will be discussed further in that section.

YWLA teachers are highly qualified and committed to leading students to extraordinary academic outcomes. Teachers prepare lessons that challenge students to think critically, to solve problems, to question claims, and to defend claims with evidence. Teachers customize instruction driven by student data and they sponsor clubs after hours to develop students' leadership skills. These teachers breathe the mission, enjoy their work, grow professionally, and have been a part of YWLA for many years.

Some of the measures YWLA implements to support and retain these highly effective teachers, are :

- funding for teachers to attend national conferences to stay current in their curriculum and instruction knowledge and skills.
- building leadership capacity from within by nominating teachers to district curriculum committees and having teachers share their expertise in faculty meetings, professional development campus days, state YWPN institutes, and district professional development.
- supporting teachers' requests for flexible scheduling and flexible student grouping.
- working with parent councils to stock the refrigerator for teachers who stay late to eat.

Parents at YWLA are integral part of our success. Parents, like students, serve as ambassadors to our new parents and strive to educate them on the YWLA Way and provide support to parents whose daughters may be struggling academically or may need help understanding how the student planner system works. Most importantly, veteran parents communicate the importance of establishing a parent council to support their daughters, build a grade level parent community, and to support the school. Each parent council sends representatives to the school Parent Teacher Association (PTA) and all work together to support the school.

YWLA appreciates and supports parents at every opportunity. Some of the supports provided YWLA parents are:

- encouragement to organize parent councils to promote student achievement and parent networking
- inclusion of parents on Campus Leadership Team, as voting members
- parent orientation on Saturdays and in the evening to provide parents flexible scheduling to attend
- parent room for parents to dine with daughters
- parent information nights for parents seeking greater understanding on Science Fair requirements, AP class requirements, 6th grade AVID systems, graduation requirements, among other topics.

Special Populations

The YWLA model uses the Multi-Tiered Systems of Support (MTSS) 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). YWLA utilizes 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 leverages multiple modalities for students to demonstrate mastery and process skills. Teachers ensure 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

Data-driven decision making provides concrete information to guide instructional practices and the culture of the school. YWLA will use a variety of methods to collect data to guide the instructional and decision-making process to meet campus goals.

Formative assessments:

- Teachers implement checks for understanding with strategies such as skill checks, turn and talk, whiteboard reflections, Quick Writes, AP mock exams, and campus-wide simulations.
- Students participate in small-group instruction with the teacher to address instructional needs. Students track their mastery of TEKS and set goals with teachers.
- Binder 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, and a sharing shoebox will support assessment of student understanding and development in the CASEL competencies.

Summative assessments:

- Standardized Testing
 - Students participate in district mandated NWEA Map Testing in Reading and Math.
 - Students take unit tests created by the campus vertical content teams aligned to the Texas Essential Knowledge and Skills (TEKS).
 - Students take the state mandated State of Texas Assessments of Academic Readiness (STAAR) test in 6th – 11th grade.
 - Students take AP exams according to enrolled AP courses.
- Performance Tasks
 - Students present STEAM projects in core content areas.
 - Students present Science Fair and History Fair research.
 - Students present Science Enrichment research to parents and community partners.

YWLA meets bi-weekly by grade level teachers to review formative, summative, attendance, and discipline data. Departments meet monthly to identify highest and lowest student mastery of TEKS from the previous unit assessments. Teachers reflect on lesson plan TEKS to incorporate spiraling, reteach low concepts, and extend mastered concepts to deepen student learning and encourage student-driven inquiry. Monthly department data digs provide time to review student assessment data to identify students' mastery level of TEKS taught within four to five weeks of instruction. Data digs provide 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, teachers 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 review their data weekly to determine the standards on which students are performing below 80% and above 90%.
- Student data is grouped by standard per level of mastery and individual plans will be created for each group.
- Students receive support at their instructional level from designated staff.
- Teachers provide tutoring hours for the students with a lesson plan addressing each standard.
- Teachers provide individualized interventions for students scoring below 75%.

Using this data, grade level lead teachers, department chairs, and administration meet monthly to look for trends in instructional, attendance and discipline data.

- The team identifies the standards performing below 80% and above 90%.
- Identify attendance data below 98% and above 99%.

The committee provides input from their grade levels and departments to craft a plan of action to provide vertical support in areas of concern.

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

YWLA holds 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. YWLA 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 agenda items 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 YWLA parent family liaison collaborates with parent organizations such as Parent Teacher Association (PTA) to host community connection events to connect all stakeholders and communicate CLT minutes and decisions. Parent Teacher Association meets monthly to discuss campus initiatives, recruit members, and promote the parent program to boost school and community connections. During monthly community connection events, stakeholders learn about the overall academic model of the school, as well as its specialized focuses. These sessions are translated to Spanish, as needed.

Classroom teachers use technology applications such as Bloom's, email, AVID folders, and face to face, phone conferences to connect and communicate with parents throughout the school year.

Campus communication efforts 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 parent signature folders, and printed monthly newsletters (also posted on school website.)
- Schoolwide Parent Facebook groups; grade level parent Facebook groups allow parents to communicate with teachers and administration after school hours, on weekends, in Spanish and English. School communicates field trip, late buses, celebrations, and other items to parents via this avenue.
- During campus parent presentations, information is translated by faculty or students to Spanish, as needed. Materials are also presented in Spanish, when created in-house.

A campus One Drive Teacher Notebook, calendar and monthly faculty, department, upper school, lower school meetings provide systemic communication with faculty and staff regarding campus policies, procedures, events, meetings, professional development, and campus culture sustainability.

Effectiveness of communications systems is assessed with the following check points:

- attendance rate of constituents at campus events,
- informal parent feedback via phone calls, emails, Facebook
- stakeholder surveys,
- achievement of campus initiative benchmarks

Negative feedback drives a refinement of communication systems, as noted in the Fall Festival communication that went out “too early” because parents “forgot because we sent it (notice) a month ahead of time.”

The campus governing board and Campus Leadership Team (CLT) reviews campus data and achievement of campus goals quarterly. Campus goals are communicated with constituent representatives on the CLT.

YWLA hosts engagement events for families, advisory board members, and community members, such as:

- Parent 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 and students meet teachers and learn about campus instructional model, grade level goals, and classroom routines and procedures.
- Principal’s coffee—a forum to speak directly to the principal, to learn about a new topic related to student growth; and to share campus success, challenges, goals, initiatives, and overall campus plan to address identified challenges.
- White Rose Ceremony—YWLA’s induction ceremony for incoming 6th grade students. Their families, elementary teachers and principals are invited and thanked for their support of the incoming class.
- Lunch and Learn for Advisory Board and Governing Board members to recognize community partners and have them visit with students and learn about students’ learning experiences.

- Senior Luncheon for senior parents, community partners, district leadership to hear the State of YWLA and to celebrate seniors' admission offers.

The communication program may be adjusted to include more frequent communication utilizing the most effective output method, as determined by parents. The campus Parent Family Liaison works with teachers to present forums that interest 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, currently only Facebook is used.

E. Student Recruitment and Retention

- Phase 1 (September-April):
 - Collaborate with district Communications Department to connect with media outlets.
 - Connect with approved community partners to distribute information about YWLA Network and schedule for 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, San Antonio Women's Hall of Fame Gala, Bexar County Women's Bar Association.
- Phase 2 (September-April):
 - Hold parent information sessions on campus and at other locations across Bexar County with presentations in English and Spanish.
 - Initial meetings are held at YWLA, 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, 5th grade transition meetings, community meetings, etc.)
 - Incorporate email reminders and call-outs 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.
 - Recruitment will consist of the current staff, (Network Principal, Associate Principal, and Senior Coordinator of Operations, faculty, staff, students, and parents) coordinating and presenting at all parent information sessions and 5th grade programs that accept our invitation to present.

- Satellite locations are set up by Office of Access and Enrollment and Communications Department.
- Communication Department coordinates with media outlets to attend, to announce initial information session.
- Campus events with community connection.
- Community partnerships will host events at the campus.

Student Retention:

YWLA climate and culture will serve as the foundation of student retention.

Student empowerment, the ability to effect change on campus or off campus, drives students to “own” their school. The YWLA culture calls for high expectations in learning and in behavior. YWLA young women commit to a higher standard for character and behavior. The safe and nurturing environment, the empowering practices, and the freedom to present ideas to make YWLA better, have all contributed to students feeling like YWLA is a second home. Students experience several learning experiences into our community and across Texas.

In an effort to retain YWLA students, they:

- Serve as campus ambassadors at different community events
- Receive mentors from community partnerships who guide them through high school into college
- Live their passions in summer programs anchored in STEAM, like Southwest Research Institute’s moon rover project
- Receive financial support by participating in community program like Project SEED, sponsored by the American Chemical Society
- Visit a college during every grade
- Participate in academic and athletic competitions
- Coordinate social events like lock-ins, homecoming dances (co-ed), and fall festival
- Lead community programs and recruit younger “sisters” into these leadership programs, like National Hispanic Institute, Duke TIP, and Summer Theater.
- High school students earn additional privileges like a Senior Loft study lounge outfitted with Keurig, refrigerator and lap tops; eating lunch with teachers in their classrooms; having overnight field trips.

Within in the culture of “home”, parents spend much of their time volunteering and being a part of their daughter’s educational experiences.

- Parent involvement such as parent volunteer program.
- Campus Leadership Team membership
- Parent organizations (PTA) and Parent Councils promote investment in the campus.
- Parent Family Liaison provides education classes to support parents in learning “how to” help their children be successful.
- A communication system keeps parents informed on happenings of the campus such as:

- monthly campus newsletter with campus calendar of events (posted on line, too).

The parent program supports parents by providing resources that teach parents how to assist their daughter find her voice and passion. The campus serves as a liaison between families and access to community services that assist with the needs and goals of the family. Parent meetings keep students and parents informed about campus academic expectation, campus goals, campus data, and volunteer opportunities. YWLA ensures 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.
- Through the campus website, social media, flyers, and meet and greets, constituents will obtain information about sessions dates and times.
- Campus Recruitment team will coordinate with SAISD schools to host parent information sessions at elementary schools. Campus will have mobile application stations for families to apply on-site.

F. School Climate and Culture

Analysis of district discipline data of YWLA for the years 2015 – 2018 was very low due to an in-house demerit system that teachers use to remind students of expectations. Teachers write office referrals for more egregious offenses noted below. In 2017 – 18, 5 students in one incident were found under the influence off campus within 300 feet; and in a second incident 2 students were found in possession of alcohol. Understandably, parents called for a stronger alcohol and drug curriculum and YWLA responded. In 2015-16, two students laid hands on each other, but were not suspended, but placed in school suspension. Typically, such egregious offenses are non-existent. However, YWLA does adhere to the State of Texas Code of Conduct and enforces it per policy.

YWLA Discipline Data			
Behavior	2015-2016	2016-2017	2017-2018
	2	0	7

Student Discipline:

YWLA’s discipline structures include a demerit system that serves to remind students of behavioral expectations and aims to keep students in class. The demerit system allows teachers and administrators to have conversations with students to determine why a student has not adhered to a rule fully. Students have the opportunity to explain and are not removed from instruction. YWLA believes that students need the opportunity to grow, to improve, and to self-advocate. The demerit system allows

students to receive consequences that are not punitive in the sense that demerit consequences do not go on a student's record, like an in or out of school suspension, but allow the students to have input into consequences to reflect on what led the student to violate a rule and how she can work to re-direct her behavior.

Furthermore, YWLA proposes to strengthen its social emotional foundation with the implementation of Collaborative for Academic and Social Emotional Learning (CASEL) competencies. The objective is to equip students with the skills to recognize and communicate their emotions and respond in a way that is healthy and non-threatening.

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 (see Appendix); students 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.

YWLA provides students with a safe environment to verbalize their feelings and experience meaningful conflict resolution by encouraging students to speak one on one to resolve their differences through peer mediation or to reach out to an adult for help. YWLA strives to reduce punitive consequences such as out-of-school and in-school suspension, and instead, develops a culture that has students feeling like a member of a supportive sisterhood. At YWLA, 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 class.

Culture and Climate

Students share that "sisterhood" is a key component of the "YWLA Way." During their seven years at YWLA students establish strong friendships with each other and students in other grades because of a common goal of going to college and shared YWLA experiences. YWLA has established deliberate and purposeful experiences that maintain and strengthen this sense of family and sisterhood.

Some YWLA shared experiences for students, teachers, and parents include:

- White Rose Induction Ceremony to welcome entering 6th grade students into the Cardinal family
- Leadership Week for entering 6th grade students led by Girls Inc.
- Cardinal Senators who welcome new students in older grades and serve as Study Buddy
- Big Sister, Little Sisters between 9th and 6th grade students to orient incoming students
- New Teacher Cohort for "New to YWLA" teachers (first year teacher through veteran teachers).
- Mentor Program has new teachers to teaching paired with an experienced teacher.
- New Parent Orientation for "veteran parents" to welcome new parents and bring them into the Cardinal parent community
- Parent Council training for parents who are elected to grade level parent councils. Veteran parents train new parents.

G. Proposed Autonomies

To effectively and successfully implement the YWLA 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.

YWLA Autonomies	
Type of Autonomy: Talent	
<p>Description: Staffing Plans: Ability to re-allocate FTEs to meet campus needs</p>	<p>Rationale: Repurpose allocations to meet the needs of the academic model of a 6 -12 academy, STEAM, SEL, and college preparatory and allows sharing of units between network schools, as needed.</p>
<p>Description: Recruitment and Hiring Ability to recruit using a timeline separate from district talent recruitment timeline</p>	<p>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.</p>
<p>Description: Recruitment and Hiring Ability to use campus protocols for hiring</p>	<p>Rationale: YWLA will create interview questions specific to the single gender, college prep, STEAM, SEL program to find best fit talent. Applicants are required to conduct a demonstration lesson as part of the interview process with students as part of the process, to assess teacher’s lesson design.</p>
<p>Description: Recruitment and Hiring Ability to be exempt from forced placement/transfer of teacher/administrators within YWLA network.</p>	<p>Rationale: YWLA teachers need to believe in the school mission, be willing to meet high expectations, be willing to attend summer professional development aligned to school initiatives. By using our hiring protocols, selected staff members will be committed to academic model.</p>
<p>Description: Work Rules Ability to be exempt from specifically negotiated rules governing whether and how teachers participate in school summer camps.</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • YWPN Network schools are required to have one week of summer enrichment learning opportunities for students with teachers involved in these learning opportunities. Students learn best from their teachers

	<p>as opposed to substitutes.</p> <ul style="list-style-type: none"> • Flexibility to amend teacher and staff schedules to meet YWLA campus needs that will ensure optimal daily operations that contribute to improved student achievement.
Type of Autonomy: Professional Development	
<p>Description: Ability to opt out of district professional development not aligned to YWLA academic model.</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • YWLA network teachers, staff, and administrators attend additional professional development during the summer and throughout the year required of YWPN network schools. • By opting out of PD that does not support YWLA academic model, teachers spend more time with students by not being pulled from instruction unnecessarily. • YWLA teachers participate in campus PLCs and new teacher cohort sessions. • Auxiliary staff will participate in campus professional development aligned with the model. • Teachers must complete Gifted and Talented certification at YWLA.
Autonomy: Academic Programs	
<p>Description: Grading Guidelines Ability to establish grading guidelines above district standard.</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • By setting the “failing” standard at 75, students receive supports earlier to ensure they do not fail according to District standard of 70. • Interventions are provided to students early to ensure learning gaps do not widen.
<p>Description: Schedule and Calendar Ability to create a flexible School Schedule and Calendar</p>	<p>Rationale: Flexibility with schedule and calendar allows leadership team and governing board to address student and teacher needs accordingly.</p> <ul style="list-style-type: none"> • Campus summer enrichment learning experiences may dictate a change due to high number of students attending Pre-Engineering Program at SA universities.

	<ul style="list-style-type: none"> ● Leadership team may opt to amend daily schedule to provide teachers more professional development days and/or early release dates for students. ● Teachers attend summer professional development that may conflict with summer enrichment learning experiences—need teachers on campus for this.
<p>Description: Curriculum and Instruction Ability to select and/or create curriculum/assessments aligned to academic model.</p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● YWLA will develop its own scope and sequence/pacing calendar to best fit with the accelerated instructional model. ● Teachers will supplement TEKS through the integration of National Math and Science Initiative curriculum and of STEAM across disciplines. ● Teachers need to align assessments to College Board format that will include Free Response Questions to support AP Equity Index goal. ● Teachers may opt to use all or parts of district generated assessments, as deemed appropriate by Leadership team and department chairs. ● All students (6-12) need to participate in PSAT 8/9, PSAT, SAT, ACT annually to teach students the format and rigor of these assessments before senior year.
<p>Description: Curriculum and Instruction Ability to amend teacher formal observation cycles from annual to rotation cycle.</p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● Students and teachers perform at levels above district and state norms on state mandated assessments and above state and national norms on college readiness assessments. ● Campus has 11 master teachers that provide strong, effective instruction for students. ● Teachers rated at Accomplished/Distinguished overall on 2 out of 4 domains will move to a 1-year observation, 2 year no observation cycle. ● Walk through data may place a teacher on alternating cycle back on cycle if regression in performance is documented by administrator through walk through data. ● Network Principal will split time between schools and the focus will need to be on new teachers at YWLA Primary. This rotation schedule will provide Network Principal time to establish teacher performance

	standards at YWLA Primary and calibrate with Associate Principal there.
Autonomy: Operations	
Description: Budget Autonomy to spend funds allocated to YWLA students and teachers.	<ul style="list-style-type: none"> Funds controlled by district offices often remain unused at the end of the year, thus denying supplies and services to students and teachers. Allowing campus to decide how to spend these funds will align with campus critical needs and will align with campus standards for curriculum and instruction.
Description: Budget Ability to convert allocated staffing positions to dollars.	<ul style="list-style-type: none"> This flexibility with positions opens additional consideration for meeting critical needs innovatively. YWLA Network leadership and Governing Board request optimal autonomy of campus funding, including SB 1882, to prioritize allocations according to highest needs, as determined by Network Governing Board and Campus Leadership teams.

H. 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 single gender education; in reading, math, social studies, science instruction at secondary levels; and in leading their departments in Curriculum-Instruction-Assessment design. 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 29-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 YWLA Network 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.

Team Member	Current Role	Current Employer	Proposed Role at School
Regina Arzamendi	YWLA Associate Principal	YWLA	YWLA Associate Principal: Former YWLA science teacher and assistant principal ; Master’s in Education. Policy and procedure reviewer.
Stephanie Hawk	YWLA Assistant Principal	YWLA	Assistant Principal: Former YWLA Teacher of the Year, SAISD Teacher of the Year, Math Dept. Chair; YWLA graduate; Master’s in Educational Leadership. Student experience voice.
Ashley Cash	Lead Counselor	YWLA	Lead Counselor: Former elementary science teacher. Counselor voice for SEL, master schedule, and problem solver and trouble shooter.
Karen Harris	Science Teacher	YWLA	Science Teacher: voice for middle school; has been at YWLA since 2 nd year. Brings historical knowledge of systems and mission.
Michelle Grajeda	English Teacher	YWLA	English Teacher: voice for high school; has been at YWLA for past four years. Brings innovative out of the box thinking.

I. Human Capital:

YWLA teachers are highly qualified and committed to leading students to extraordinary academic outcomes. Teachers prepare lessons that challenge students to think critically, to solve problems, to question claims, and to defend claims with evidence. Teachers customize instruction driven by student data and they sponsor clubs after hours to develop students’ leadership skills. These teachers breathe the mission, enjoy their work, grow professionally, and have been a part of YWLA for many years.

Staff Recruitment and Selection

YWLA campus leaders attend district sponsored job fairs; Teach For America (TFA) job fairs; and support clinical teachers on campus in an effort to identify and recruit strong teachers. Educator Night will launch the recruitment of talent for YWLA Network. Educators will learn about the mission and vision of the school and the program model. YWLA will interview applicants using questions specific to single-gender education, STEAM, and social-emotional knowledge and experience.

The selection of teachers and staff involves students, parents, faculty representatives who ask questions aligned to YWLA's core values and mission. A teacher may be called in for a demonstration lesson that will provide additional data for the selection to make a recommendation for hiring. Due to the accelerated and rigorous curriculum and highly engaged students, the requested autonomy to use our in-house hiring protocols allows us to screen applicants more thoroughly to ensure they are committed to the mission and core values of YWLA; to use a timeline different from the district so that we may hire teachers once we know we will have a vacancy.

Staff Development

Professional Development: YWLA commits to providing professional development aligned with campus goals and student data.

- Staff will participate in AP Summer Institute, AVID Summer Institute, STEAM, CASEL, and YWLA training in the summer.
- YWLA 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.
- New to YWLA teachers will receive support through New Teacher Cohort monthly sessions. This includes new to teaching teachers and experienced teachers. They will be guided by administrator and campus culture bearers regarding YWLA expectations, systems, and culture.

Staff Retention

Some of the measures YWLA implements to support and retain these highly effective teachers, are:

- autonomy to structure and pace their instruction as is conducive to the model and campus goals.
- a minimum of one representative per department on the Campus Leadership Team to assist in campus decisions
- feedback from administrators using walkthroughs and coaching
- funding for teachers to attend national conferences to stay current in their curriculum and instruction knowledge and skills
- building leadership capacity from within by nominating teachers to district curriculum committees and having teachers share their expertise in faculty meetings, professional development campus days, state YWPN institutes, and district professional development
- supporting teachers' requests for flexible scheduling and flexible student grouping
- working with parent councils to stock the refrigerator for teachers who stay late to eat

YWLA 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. YWLA 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.

Recruiting and Hiring Timeline:

YWLA Staffing Timeline	
Month	Tasks
January	<ul style="list-style-type: none">● Meet with Talent Management on professional staffing needs.
February	<ul style="list-style-type: none">● Plan and market Educator Night.● Develop job descriptions for professional staff.
March	<ul style="list-style-type: none">● Conduct Educator Night.● Post job descriptions.● Conduct round 1 of the interview process.
April	<ul style="list-style-type: none">● Conduct round 2 of the interview process: Demonstration Lessons.● Submit the recommendations of candidates to Talent Management.
May	<ul style="list-style-type: none">● Meet with Talent Management about processing of candidates.● Connect with staff.
June	<ul style="list-style-type: none">● Host a YWLA staff meeting to welcome to the team and network.● Onboard new teachers with initial meeting of YWLA Way and campus tour.● Provide staff with a calendar of PD and the school calendar.
July	<ul style="list-style-type: none">● Professional development: Teachers attend AVID Institute and G/T Training.
August	<ul style="list-style-type: none">● Teachers begin their school year.

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.

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 YWLA and ensures all teachers and staff understand and commit to the campus mission. 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, she 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 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.

Regina Arzamendi serves as the YWLA Associate Principal. She has been an assistant principal at the Young Women's Leadership Academy for 4 years and a teacher for 4 years. Prior to YWLA, she taught in Title I schools in SAISD for 3 years. Her strengths in pedagogy and curriculum serve YWLA teachers well as she provides instructional leadership and supports teachers' growth with specific feedback. She has sponsored UIL Academics, Science Fair, and One Act Play as a teacher and administrator. She understands the high expectations of YWLA and commits to keeping the standards high. She received her bachelor's degree from the University of Texas and is a first generation college graduate. Before becoming a teacher, Mrs. Arzamendi was an interior designer in Austin. Her example models for our students, that self-fulfillment can happen at any age. She left interior design because she felt she was not having a positive impact on her world.

Stephanie Aguilera Hawk serves YWLA as an assistant principal. She has been an SAISD Teacher of the Year in 2017, a math department chair at YWLA, and a math master teacher at YWLA for the past 5 years. She graduated from the first Texas all girls' public school in Dallas. Her experience as a student in single-gender education serves to create great opportunities for students, especially with her alma

mater Notre Dame and other universities across the mid-west. As a Teach for America teacher, her network has afforded these college connections for our students. She serves as a strong example of persistence for our students.

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. Currently, there is no public school that offers parents the choice of a single gender college prep elementary school. 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.

System/Structure	Modification and/or creation
Common governing board	<p>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. Prior to network, there was no governing board.</p> <p>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 generate funding for enrichment initiatives.</p>
Academic calendar- YWLAP will start one week before district start date	<p>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.</p> <p>A staggered calendar will:</p> <ul style="list-style-type: none"> ● allow the YWLA Head of Schools 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.

	<p>When the younger 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.</p>
Meeting Calendar for Network	<p>Associate principals will coordinate calendars to ensure “‘big’ meetings are not happening on the same day.</p> <p>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.</p> <ul style="list-style-type: none"> ● allow teachers from YWLA and YWLAP to collaborate because they will not have faculty meetings at the same time <p>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.</p>
Yearly Professional Development Calendars	<p>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.</p> <p>The “Big Picture” view will keep Associate Principals focused on the pillars of each school and of the network.</p>
Transportation	<p>Trying to work out for all girls’ and all boys’ schools to travel on bus together to build community of single gender schools.</p> <p>In an effort to build the network culture and community, older YWLA students will guide YWLAP students to ensure they do not exit at the wrong bus stop. This will stretch the Big Sister, Little Sister program into YWLAP, too. Currently, YWLA sixth grade students are mentored by Big Sisters in 9th grade. Ideally, YWLA seniors will mentor YWLAP students.</p> <p>In addition to the “Older Sister” guide, we will establish an ID that YWLA Network students will wear for bus drivers to ensure safe delivery of the younger students and for older students to assist in ensuring younger students are dropped off accordingly.</p>

	Determine best system for transporting YWLA high school students to both YWLAP and YWLA for academic tutoring and leadership development sessions. YWLA students will travel to YWLAP 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 younger students in annual walk-a-thon (Huisache-a-thon) that YWLA sponsors. Allow YWLA Network students to raise funds that will go to schools and to spend the day with YWLA students. Pool funds to provide innovative opportunities for students and teachers.
Parent Involvement	Help YWLAP establish a parent council training presented by YWLA Parents. This will empower parents at YWLAP and YWLA to organize and build community. This training will be coordinated with YWLA Family Engagement Coordinator. YWLA and YWLA Parent 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, YWLA Network 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 YWLA Network students to attend plays, dance recitals, choir performances at YWLA and in the community to connect them. Include YWLAP families 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.
Communication	A system will be created to communicate YWLA Network news and calendar events to parents, district, and community partners.

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	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

<p>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.</p>	<p>stakeholders. The YWLA Associate Principal and YWLA Head of Schools will serve as culture bearers for the Network.</p> <p>The clarity of roles will be strengthened by creating a Head of Schools job description at the district level.</p> <p>Use the title “Head of Schools” in-house to support Associate Principals/Principals as they establish their authority and presence.</p> <p>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.</p> <p>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.</p>
<p>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 difficult for SAISD to fund a 21st century facility that will appeal to parents enough to drive south of downtown San Antonio for a school.</p>	<p>YWLA will apply for several grants to ensure funding exists for major funding needs and YWLA will seek grants to support its critical needs.</p> <p>YWLA and YWLAP will secure the governing role of the Young Women’s Preparatory Network to ensure SB 1882 funding exists for additional supports.</p>
<p>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</p>	<p>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.</p> <p>Additionally, communication for recruitment will be delivered in Spanish and English to ensure access reaches more families.</p>

<p>for YWLA network are families from economically disadvantaged backgrounds. Need to admit 70% economically to yield 60% enrolled.</p>	<p>Marketing will continue all year to ensure families learn about the YWLA Network and learn about the process for admission at each school.</p> <p>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.</p>
<p>Project Management:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Build systems and structures that support a collaborative, data driven, continuously improving network. 	<p>Transition planning meetings are being coordinated with different departments to apprise them of the timeline, expectations, and needs of YWLA Network schools. 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.</p> <p>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 school. 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.</p> <p>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</p>

	<p>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.</p>
<p>Academic Success:</p> <ul style="list-style-type: none"> ➤ Build systems and structures that support a collaborative, data driven, continuously improving network. ➤ Develop a rigorous elementary program model that bridges instruction and culture of YWLA Primary to YWLA. 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. ➤ Develop a strong recruitment pipeline of teachers, followed a rich professional development program. 	<p>Students at YWLA will receive exceptional instruction from purposefully-hired and well-trained teachers who engage in professional development.</p> <p>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.</p> <p>Data digs will build team capacity to analyze student performance and make necessary instructional changes to boost that performance.</p>

CONSTITUENT MAP AND STAKEHOLDER ENGAGEMENT

A. Knowing Your Constituents

Key constituents of YWLA are the neighborhood families, business owners, community leaders, and families of Bexar County. Additionally, the YWLA Advisory Board members serve as YWLA’s biggest cheerleaders in the greater San Antonio community. Because of our Advisory Board members, YWLA has established strong partnerships with universities in San Antonio and Texas.

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. YWLA has a commitment in building the connection to the school and the community. 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	Ways School is Currently Meeting this Group's Needs	Ways School is Not Meeting this Group's Needs
Bexar County Families	<ul style="list-style-type: none"> ● Safe, highly rigorous single-gender environment without social pressures ● Opportunity to go to college ● Extended hours for library ● After-school care ● Saturday and evening school for students who need to work 	<ul style="list-style-type: none"> ● Lack a strong athletic program and facilities ● Lack of latest technology ● Have learned there are systems outside of YWLA that need support to serve schools more effectively.
Business / Community	<ul style="list-style-type: none"> ● Partnerships with community businesses for extended learning experiences. ● Accessibility to connections various career paths. 	<ul style="list-style-type: none"> ● Diverse community partners from various personal and professional backgrounds. ● Have learned community wants to support our program.
Students	<ul style="list-style-type: none"> ● College Preparatory Education ● Single Gender Environment ● Social Emotional Learning ● Field Experiences ● First Fridays ● Ropes Course ● Science Nights ● Fall Festival 	<ul style="list-style-type: none"> ● Have learned that empowering students to create their own social events is a win-win for students and teachers.
Teachers and Staff	<ul style="list-style-type: none"> ● Annual Back to School Family Bowling Night 	<ul style="list-style-type: none"> ● Have learned that teachers appreciate time together-

	<ul style="list-style-type: none"> ● Annual End of Year luncheon ● Annual Fiesta Lunch for Auxiliary Staff ● Annual Egg Hunt for Teachers ● Monthly Faculty Meetings ● Monthly High School and Middle School Meetings ● Monthly Department Chair meetings 	either socially or professionally.
Advisory and Foundation Board members	<ul style="list-style-type: none"> ● Quarterly meetings ● Annual Back to School Staff dinner ● Annual Burger Bash ● Frequent phone conferences ● Senior Luncheon ● Lunch and Learn 	<ul style="list-style-type: none"> ● Have learned that phone calls serve as better reminders for this group than emails or texts.
Local and State Universities	<ul style="list-style-type: none"> ● Partner for summer camp opportunities ● Partner for research, clinical teacher placement, and Science Fair judging ● Producing enrollment pipelines from YWLA to these universities 	<ul style="list-style-type: none"> ● Have had to limit students' exit out of instruction to field trips to universities during school year.

B. Completed Engagement

YWLA conducts extensive engagement with students, staff and parents throughout the year. See Culture and Climate section for student engagement. See Human Capital section for teacher engagement. See chart above for community and parent engagement.

C. Planned Engagement

YWLA 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 occur regularly to provide information to and receive feedback from YWLA parents. Parents learn about the how students at YWLA progress and the Network, too. Parents provide input on initiatives that need to be implemented and systems that work well or systems that need to be refined.
- 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 household’s availability may conflict with the time and dates offered by the campus.
- YWLA Network schools 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.
- Students 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.
- Student-Advisory Board luncheons will allow advisory board members to gather input from students regarding their experiences.

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 YWLA 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 an 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.
- Partner with community supporters, like District Council Representative to host community events on campus. This will bring educate “first-timers” to YWLA about the school, its mission, and culture.

- YWLA Network schools 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

YWLA will continue to engage families in educational opportunities across Bexar County. The campus will survey stakeholders to provide a bank of ideas to brainstorm as school-community collaboration opportunities. YWLA utilizes 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 objective is to partner with civic groups to support the educational goals of the campus with the home and community. YWLA utilizes 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. YWLA recognizes the importance of building relationships with constituents to meet their needs in the format most beneficial to them. The resources needed to sustain a program such as this requires partnerships with district, business, and county entities. YWLA has found partners committed to the mission, vision, and goals of the campus outreach efforts.

Constituents serve as an integral part of the decision-making team of YWLA. Parents, community members, staff, and administration are represented on the Campus Leadership Team (CLT). The campus has 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 (YWPN) will oversee and work collaboratively with YWLA 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. YWPN will designate a board chairperson who will meet quarterly with campus leadership and the YWLA Foundation chairperson to review campus progress toward goals, deficits, needs, resources, and create a strategic plan addressing the needs of the campus.

YWPN’s designee 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. YWLA 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 YWLA; 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.

YWLA has had an active Advisory Board since 2008. The volunteers, their background, and expertise are described below:

Board Member Name (First and Last)	Professional Background	Proposed Role on Board	Relevant Expertise
Jimmie Ruth Evans	Philanthropist	Chair Emeritus	Founder of Advisory Board; maintains the history of the YWLA model development; and has the community influence and experience serving on several local and national foundations.
1. Suzanne Wade	Business Management	Chair	President of HEB; Board member of Teach for America SA; Board Member of Girls Scouts of America and San Antonio; connector; influencer.
2. Cathy O’ Briotti Green	HR Management	Chair Foundation	Zachry Human Resources; San Antonio Area Foundation Board; influencer; financial oversight
3.Sonia Rodriguez	Attorney	Advisory Board Member	Attorney; SAISD Foundation Board Member; San Antonio Mayor’s Commission on Women Chair; SA 2020 Chair
4. Graciela Cigarroa	Attorney Corporate	Foundation member; Advisory Member	Drafted Foundation Charter and bylaws; consults on contract matters.
5.Marty Beth Williamson	Philanthropist	Foundation member; Advisory Members	Texas Higher Education Coordinating Board member; State Board of Education member; member of several other SA boards. Knowledge of Texas educational law/policy; financial oversight.
6.Diana Trevino	Business owner	Advisory board members	Business acumen; mentor; wife of former SAISD School board member. Influencer.
7. Jimmie Ruth Evans	Philanthropist	Advisory Chair Emeritus	Network to other board members in San Antonio; financial support; professional advice from network ; connector; influencer.

8. Betty Burks	Retired Educator	Advisory Board	Provides guidance to administration on educational issues; serves as liaison between school and board in regard to explaining testing, policy, etc. to members.
9. Cynthia De Hoyos	Architect	Advisory Board	Organizer; provides financial support; connects potential donors to YWLA
10. Marie Thurston	Retired College Educator	Advisory Board	Provides support in Eastside of San Antonio; financial support; connector.
11. Katherine Shields	Business owner	Advisory Board	Financial support; mentor
12. Tina James	Business Executive	Advisory Board	Financial support; mentor; connector;
13. Janie Gonzalez	Webhead CEO	Advisory board	Financial support; mentor
14. Margarita Seaman	Medical Provider Attorney/Dentist	Advisory board	Provides medical services; connector;

YWLA will collaborate with YWPN in the designation of the 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 and YWLA Head of Schools 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 YWLA Head of Schools to create 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:

If YWLA received an additional \$500,000, the following critical needs will be addressed

Item	Cost	Rationale
Marketing materials - stand-up banners, flyers, brochures, and other recruiting collateral	\$20,000	YWLA would like to upgrade and professionalize its marketing collateral to help with student recruitment. The current materials are outdated and unappealing. These funds will also purchase air time on television and billboards in San Antonio.
Furniture	\$200,000	YWLA is an old building that has smaller classrooms that have bulky, heavy student desks that are not conducive to collaborative settings. New furniture that moves easily and designed sleeker will allow for more versatility with group configurations.
Technology	\$100,000	Teachers need classroom sets of laptops that will facilitate all students having access to technology. Currently teachers share laptop carts, but this limits student’s accessibility and restrict teacher’s lesson.
Class materials equipment: Sets of novels for every grade level; and calculators for each student	\$50,000	As cohort classes grow and students move, the need to replenish or increase student novel copies grows. Teachers need students to have the same version of a novel so that students may have uniform page references in regard to homework assignments and assessment reference pages. By purchasing for the greatest cohort enrolled, future classes will have novels readily available to them.

		Purchasing enough calculators for each tested student will ensure they do not have to share a calculator during state mandated assessments, AP Calculus assessment, and campus simulation. Younger students may not be as comfortable asking a classmate to use a calculator and may go through a math assessment without the benefit of a calculator, thus limiting her opportunity to improve her score.
SAT and PSAT prep study guides	\$25,000	Purchase either software licenses for several contracted years or purchasing study guides for SAT, ACT, AP assessments, student will receive the necessary instructional materials to prepare for these assessments, consequently improving their scores and improving their odds of admission to a Tier I university.
Recording and editing hardware and software to create a digital video and audio recording studio.	\$105,000	Students compete actively in History and Science Fair but lack the software and equipment to produce digital images for science fair and editing equipment to create sound and video for more professional documentaries that will compete stronger at the state and national levels.

GOVERNANCE:

A. Campus Governing Board and Expertise and Development:

Together with the YWLA Head of Schools, the Advisory Board will establish a short list of goals for itself annually. These may 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 governing 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 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 following is the Personal Statement from our Advisory Board Chair, Suzanne Wade: “I commit 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 the YWLA Advisory Board and Foundation members, the Governing Board will support the YWLA Head of Schools and YWLA Associate 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 in short focus groups while they are on campus to hear about issues that are top of mind for students.
- Family interactions: Board members will have the opportunity to interact with family members who choose to attend board meetings. Periodically members of the board will be invited to attend parent council meetings to create a formal channel for communication between families and the board.
- Community partner interactions: A key role for board members is making connections to the larger San Antonio community. Board members will be generous in identifying connections for the school and making introductions for the network principal and/or associate principal to local business leaders, community leaders and potential partner organizations. They will act as ambassadors for the campus as they go about their daily lives and will promote awareness and goodwill toward the campus.

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 will meet with the Head of Schools at three different established dates within 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 YWLA representatives from faculty, a YWLA parent representative, a YWLA 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 YWLA Principal will provide the leadership team with a draft of the transition timeline to review.

A quarterly review of the transition plan during YWLA weekly 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.

Action Item	Owner	Deadline
1. Staffing—ensure that highly effective teachers and staff members are secured for YWLA Network.	YWLA Head of Schools YWLA Principal	June 30, 2019
2. Summer Professional Development—Develop annual calendar plan for YWLA Network Schools to allow ample opportunities for	YWLA Principal	May 20, 2019
3. Budget—develop a budget that will meet the instructional needs of YWLA and maintain “budget neutral.”	YWLA Head of Schools	June 1, 2019
4. Hiring - Ensure 100% of staff are hired and ready	YWLA Head of Schools YWLA Principal	August 1, 2019

APPENDIX

CASEL Competencies				
<i>Self-Awareness</i>	<i>Self-Management</i>	<i>Social Awareness</i>	<i>Relationship Management</i>	<i>Responsible Decision-Making</i>
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

YWLA Primary CASEL Competencies Implementation					
	Self-Awareness	Self-Management	Social Awareness	Relationship Management	Responsible Decision Making
Building Relationships	Closing Circles Guidance Lessons SMART Goals	Closing Circles Guidance Lessons	Closing Circles Guidance Lessons	Closing Circles Guidance Lessons	Closing Circles Guidance Lessons SMART Goals
Measurement of Learning	Student goal achievement Bloomz Student surveys	Student Discipline Data Bloomz Student surveys	Peer evaluations Bloomz Student surveys	Peer evaluations Student surveys	Student goal achievement Student surveys

AVID Strategies – Sample (6th Grade)

AVID Strategies	Focus Areas
6 th grade	<p>Organization—How to use an agenda/planner</p> <p>Binder Organization—includes weekly binder checks in Prep 2nd period</p> <ul style="list-style-type: none"> <input type="checkbox"/> Binder needs tabs <input type="checkbox"/> Chronological order within subject tabs <input type="checkbox"/> Note checks of Cornell notes within Interactive Notebook (INB) <input type="checkbox"/> Table of Contents in Binder <input type="checkbox"/> Cornell Notes used consistently <p>Collaboration</p> <p>Team Building Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Wing Man <input type="checkbox"/> One per 9 weeks minimum <p>Setting goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> As an individual and as a team member <input type="checkbox"/> How to set timelines for goals <p>Etiquette</p> <p>Computer Etiquette</p> <ul style="list-style-type: none"> <input type="checkbox"/> No all caps <input type="checkbox"/> Adhere to computer policies/procedures <input type="checkbox"/> Keep all food and drinks away from computer stations <p>Auditorium Etiquette</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3-2-1 <input type="checkbox"/> Take journal when speakers come in <input type="checkbox"/> Have a least one question to ask speaker <input type="checkbox"/> Place seat up when you are exiting <input type="checkbox"/> Wait to be dismissed <p>Dining Etiquette (will be taught during AVID)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to set a table <input type="checkbox"/> How to use appropriate silver ware <input type="checkbox"/> How to speak while at an eating event <input type="checkbox"/> How to ask for items at the table, etc. <p>Walk on right side of halls always and exit doors on the right side</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice entering and exiting doors on right side <p>Inquiry</p> <p>Teach students how to ask Level 1 Costas Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral and Written format <input type="checkbox"/> STEPS Description of Inquiry Level <p>Sample Questions</p> <ul style="list-style-type: none"> ○ Step 1:Gather and Recall Information (Gathering/Input) Ask Level 1 questions to identify what students know about the problem or question and connect to prior knowledge. ●What do you know about your problem? ●What does _____mean? ●What did you record from your class notes about the lecture? ●What does it say in the text about this topic? ●What is the formula or mnemonic device (ex.P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?



PERFORMANCE DATA TEMPLATE

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

SCHOOL NAME:

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

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3	
	2015-16	2016-17	2017-18			
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	6 - 12	6 - 12	6 - 12	N/A	N/A
2	Total Enrollment Count	424	445	464	40	9%
B. Student Population						
3	% African-American	4%	3%	2%	-2%	-50%
4	% Asian	1%	1%	1%	0%	0%
5	% Hispanic	90%	91%	92%	2%	2%
6	% White	4%	3%	3%	-1%	-25%
7	% Other Race/Ethnicity	1%	2%	2%	1%	100%
8	% Economically Disadvantaged	60%	53%	59%	-1%	-2%
9	% English Language Learner	2%	1%	1%	-1%	-50%
10	% Special Education	0%	1%	1%	1%	N/A
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (Total Student Population)	93%	91%	95%	2%	2%
12	% of Students who Remain at School from Previous Year (Special Education Population)	*	100%	100%	#VALUE!	N/A
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	99%	99%	100%	1%	1%
14	% of Students who Meet or Master Standards (Math)	100%	99%	99%	-1%	-1%
15	% of Students who Meet or Master Standards (Writing)	100%	97%	100%	0%	0%
16	% of Students who Meet or Master Standards (Science)	100%	100%	100%	0%	0%
17	% of Students who Meet or Master Standards (Social Studies)	99%	99%	92%	-7%	-7%
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)	99%	100%	100%	1%	1%
19	% of Students who Meet or Master Standards (English II)	100%	97%	100%	0%	0%
20	% of Students who Meet or Master Standards (Algebra I)	100%	100%	100%	0%	0%
21	% of Students who Meet or Master Standards (Biology)	100%	100%	100%	0%	0%
22	% of Students who Meet or Master Standards (U.S. History)	100%	100%	100%	0%	0%
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
23	AP Participation	100	100	100	0	0%
24	AP Passing Rate per graduating class AP Equity Index	74	67	71	-3	-4%
25	College and Career Ready Graduates	100	100	100	0	0%
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26	Average Years of Teacher Experience	9	8		N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	85%	90%	92%	7%	8%
28	Number of Master Teachers	0	0	10	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.

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.