



In-District Charter School Application



**Fox Tech High School
for Health & Law Professions**

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1. CAPACITY OF APPLICANT LEADERSHIP TEAM

Fox Tech High School designed a writing team that consists of five individuals, each bringing a different perspective and set of expertise to the table. Our first member is Jennifer Benavides who serves as the principal of Fox Tech and has contributed new ideas and built new systems at the school. Her pedigree includes a Bachelor of Arts in Communication from The University of Texas at San Antonio, a Master of Bilingual Education from Southern Methodist University and a Master of Education Administration from The University of North Texas. She has 18 years of experience in education, has been a principal for 5 of those years, and started in July of 2017 at Fox Tech where she initially analyzed the health and law magnet programs to determine needs and develop better opportunities for students. Within the first year of her leadership, a partnership with The University of Texas at San Antonio began and students were offered 6 dual credit courses at the university in addition to two courses at San Antonio College. Also, it was the first year to offer a Certified Nursing Aide Certification course to 19 students via a partnership with Goodwill. She implemented a data tracking platform called *All in Learning* that has been pivotal in assisting teachers in increasing academic performance across all grade levels and has also implemented a campus-based intervention system. Under her leadership, Fox Tech has made significant academic gains: an increase in “masters” scores by 9%, increase in distinctions by 75%, and increase in enrollment by 17%. She has also increased the dual credit options from UTSA and SAC by 50% and currently we have 45 students enrolled in either Certified Nursing Aide Certification or Certified Medical Assistant Certification courses. Her contributions to this process are vital and her leadership influential in ensuring sustainability of these programs and continued academic success.

Our second member is our Teacher of the Year for the 2018-2019 school year, Cynthia Robinson. Cynthia Robinson is an English teacher and Coach who comes to the table with a Bachelor of Arts in Teaching degree from Sam Houston State University, and a Master’s of Science degree from Oklahoma State University. She has been a part of the San Antonio Independent School District for twenty-five years. She has been a department head, Teacher of the Year, and is a Master Teacher. Her career at SAISD began at Fox Tech High School in 1995 when the school had just become disassembled and was reconstituted to a new innovative school within a school model. The school moved from being one of the “worst schools to one of the best schools” - to a Blue Ribbon High School. From there, Cindy was involved with the school once again being reconstituted under the watchful eyes of TEA. Fox Tech was moving from a traditional comprehensive high school to a stand-alone magnet school. Through all of these changes she has played a pivotal role in maintaining our rising attendance rates and improving test scores. She brings to the table longevity within our community and a history of change and experience with new innovations, reconstruction and new designs; most importantly she has the ability to create success in a struggling environment.

Our third member is Kellen Morgan who is beginning his 11th year teaching math at Fox Tech High School. He has a Bachelor of Arts in Mathematics from Harding University. His first year at Fox Tech, it was announced that the school would be transitioning into a stand-alone health and law magnet. Four years ago, he sought out the opportunity to bring college credit for statistics to Fox Tech through the OnRamps dual enrollment program with the University of Texas at Austin. Since then, over 40 students have earned college credit for introductory statistics through the course. He has also spearheaded the Texas Success Initiative (TSI) prep math classes, over the past two years, and in that time the percentage of seniors graduating college ready in math has grown from 60% to 88%. This is his third year as a master teacher. He has served on the inaugural master teacher advisory committee to help work through the first-year implementation of the master teacher program district wide. He brings an eye for innovation and technology to the school that will drive student success for the future.

Mariana Rios Holguin is the Family and Community Engagement Specialist at Fox Tech High School and serves as our fourth member of the writing team. She joined us recently after graduating from The University of Texas at San Antonio with her Bachelor’s degree in Psychology and a Master’s degree in Business Administration. Mariana communicates with our families and communities. Ms. Holguin is bilingual, thus she effectively communicates the accomplishments and needs of our school in multiple languages. She assesses pivotal stakeholder (families and community members) perspectives through surveys and one-on-one interactions. Her role is important to the charter writing process because she gives our stakeholders a chance to present their opinions and ideas.

Yvonne Salinas is the final member of our writing team; she serves as the network associate principal for Fox Tech High School, St. Philip’s Early College High School and Travis Early College High School. She has served in various roles during her 12-year tenure in education with a number of districts in Central and South Texas. Her passion in the field of education began as a student at the University of Texas School of Law, working as an intern with the Down Syndrome of Central Texas Association in partnership with Austin ISD. For Austin ISD, she was responsible for reviewing and editing district policy, manuals, and district informational documents. In 2008, she received her master’s in Secondary Education and teaching certificate. During her time at Roy Miller, she was also given the opportunity to join the implementation team for Advancement Via Individual Determination (AVID). After completing her principal certification, she received the opportunity to serve at Southside ISD as the Content Specialist and Assistant Principal. Since she is on the charter writing committee for all three schools, she will offer a broad view of the charter progression that will help bring cohesion among the three campuses (Fox Tech, Travis and St. Phillips). She will be able to connect all three campuses to aid in meeting the shared needs of students across the network. Her work as a network associate principal allows her to collaborate with leadership to help create a cohesive network.

2. STAKEHOLDER MAP

Students	
Stakeholder’s Top 3 Needs	<ol style="list-style-type: none"> 1. Updated facilities and resources for quality 21st Century Learning for students. 2. Increased sense of belonging and connection with peers, teachers and staff. 3. Additional College Preparation Efforts (SAT, exposure to college environment, etc.)
How those needs were identified (discuss engagement)	Needs were identified through a Needs Survey given to all Fox Tech Students during U-Prep classes; we also collected data from student leaders in a monthly student leadership panel meeting. The survey was issued to students electronically via a QR code on Monday, September 30, 2019. Teachers encouraged students to respond to the survey and a total of 316 responses were gathered and analyzed over a period of two and a half weeks. We also conducted a SEAD survey in which the results of 422 students showed 38% responding favorably to questions pertaining to “Sense of Belonging” which is 2% below the district average. The survey also showed 45% of students responded favorably to questions pertaining to “Teacher-Student Relationships” which was 5% less than the district average.
How school is currently meeting the stakeholder’s needs	We are currently meeting student needs by providing a great college environment through dual credit, dual enrollment and AP course offerings. Dual credit students receive additional tutoring assistance from their professors at UTSA. Students in Dual Enrollment can benefit from extended tutoring hours offered through our master teachers after school sessions and SIMS tutorials. Writing centers are available at San Antonio College where students can receive feedback on their writing assignments. We offer regular meetings for students and parents about college preparedness facilitated by our College Bound Advisor (CBA) and counselors via Parent University.

<p>Areas for growth in meeting the stakeholder's needs</p>	<p>We need to implement and adapt a Social Emotional Learning (SEL) curriculum across the campus. All staff must be trained in support techniques for students, both emotional and academic support. We must also make sure support is aligned with the Institute of Higher Learning (IHE) expectations at The University of Texas at San Antonio (UTSA), San Antonio College (SAC) and The University of Texas at Austin (UT).</p> <p>In regards to facilities, the current bond addresses some of the structural areas of need, but by no means addresses all needs. Most of the spaces our students utilize will not receive the physical or technological updates needed.</p> <p>We also need to provide more opportunities for SAT prep that targets specific subjects so students are better prepared for their exam.</p>
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<p style="text-align: center;">Campus Staff</p>	
<p>Stakeholder's Top 3 Needs</p>	<ol style="list-style-type: none"> 1. Updated technology in the classrooms for instructional purposes. 2. Stability of Personnel and of structures/systems. 3. Sense of belonging among co-workers, administration, and staff.
<p>How those needs were identified (completed engagement)</p>	<p>Conversations between master teachers and staff; Stakeholder mapping activity during August 2019 faculty meeting and school challenges activity by departments in September 2019 professional development session.</p>
<p>How school is currently meeting the stakeholder's needs</p>	<p>All teachers received new laptops within the last two years, purchased by the district.</p> <p>In regards to stability, there has been greater stability recently within the administration, with the current principal, as she has now started her third year at this campus. The recruitment of master teachers within the CTE health magnet will hopefully increase stability within the health magnet. There has been an increase of teachers with Master's degrees through the Relay graduate program and recruitment of highly qualified teachers with a Master's degree.</p> <p>Also, with the implementation of team building activities (Main Event/Scavenger Hunt), focused professional development and collaboration across departments and schools there has been an effort to increase the sense of belonging among teachers.</p>
<p>Areas for growth in meeting the stakeholder's needs</p>	<p>The need for classroom technology represents one of the largest areas of growth in meeting teacher's needs. Promethean boards are 10 years old and some rooms do not have any virtual whiteboard technology. Classroom mobile technology such as iPads or laptops for use with curriculum-based instruction is lacking due to being outdated or not available on a daily basis.</p> <p>Hopefully the implementation of master teachers for our health magnet will help bring stability to the program. Historically the teacher retention in this program has been very low.</p> <p>Having new found stability in administration, there is a chance to create structures that recognize and appreciate the work ethic shown that would build trust and cohesion among all staff, which will help increase the feeling of belonging which will increase the longevity among teachers and staff. We need to create a SEAD survey for the staff that mirrors the questions from the student survey to gauge "Teacher-Teacher Relationships" and a "Sense of Belonging", this data will help us design strategies that will enhance teachers sense of belonging.</p>

Families	
Stakeholder's Top 3 Needs	<ol style="list-style-type: none"> 1. Effective and Efficient Communication (bilingual and timely) 2. Families need access to technology. 3. College information concerning financial assistance.
How those needs were identified (discuss engagement)	<p>A parent meeting was held during the back to school event in August. Families were also given, in September, a Needs Survey where they were able to identify how well Fox Tech was meeting the needs of their family. This survey was sent to all parents by our Family and Community Engagement Specialist. We were able to gather more input from parents on the October 16th report card night through the Needs Survey. Parents have also been invited to participate in the discussion through Parent University meetings that happen monthly.</p>
How school is currently meeting the stakeholder's needs	<p>Family and Community Engagement (FACE) specialist communicates weekly through email, phone and paper messages in both English and Spanish about school events and important upcoming events/meetings. Our College Bound Advisor (CBA) distributes information such as FAFSA, TASFA, application and scholarship opportunities through leaflets, social media, and the "Remind" App. Additionally, the CBA and counselors host college informational nights where families learn of the above applications and scholarship opportunities. For parents that are struggling to access these applications, the CBA will make individual one-on-one conferences (Rising Senior Meetings) to assist students and families with the application process.</p>
Areas for growth in meeting the stakeholder's needs	<p>Through practice and observation, we have determined that there is a digital divide amongst our families that hinders them from accessing the appropriate resources (i.e. registration, FAFSA, etc.) in furtherance of their child's post-secondary opportunities. Currently, the school is unable to meet this need fully due to the lack of technology and facility resources.</p>

Community	
Stakeholder's Top 3 Needs	<ol style="list-style-type: none"> 1. Request from industry partners (health and law professions) for a multilinguistic workforce who can close language gaps by serving customers/clients in a variety of languages. 2. Better two-way communication on how we can help each other. 3. Real Estate and Facilities (safe, quality, updated technology/equipment for community to use while interacting with students at Fox Tech)
How those needs were identified (discuss engagement)	<p>Surveys were sent to all community partners and local community businesses; PTECH committee panels and health advisory board panels. Needs were also identified in informal meetings with health advisory board members and P-TECH design team members.</p>
How school is currently meeting the stakeholder's needs	<p>Quarterly community meetings are held with the health advisory board. Fox Tech is graduating students who are college and career ready with exposure to health and law fields. The partnership with Goodwill has allowed students to graduate certified in CNA and CMA. Fox Tech is in the design year for H-TECH (a P-TECH model) and the design team meets on a bi-monthly basis.</p>
Areas for growth in meeting the	<p>To enhance in this area, we could build upper level Spanish courses to incorporate magnet curriculum. We need to create more opportunities for community partners to</p>

stakeholder's needs	get involved in the planning and creating of activities; providing updated resources for community while they are on campus. Early communication needs to occur with community members/partners when they are coming on campus to assess what they need us to provide for them while they are on campus (technology, space, equipment, etc.). Recently a dual credit English teacher was buying books for our students to use because he knew that computer access was not available to all students at Fox Tech. There have been other times when the dual credit teacher needed certain technology connections or capabilities that we don't have, so we need to work on this.
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3. CAMPUS DECISION-MAKING

Fox Tech High School uses the needs assessment process to identify legitimate school needs, root causes of those needs and then works to create school goals which are then written in our campus improvement plan. The campus improvement plan is analyzed even further as performance objectives are designed and strategies to meet those objectives are identified. The campus faculty, staff and administration are divided into four main groups: Demographics, Student Academic Achievement, School Processes and Programs, and Perceptions. Teachers decide which group they are most passionate about and they join the appropriate group, other personnel are assigned to groups based on their job function and level of knowledge or contribution to the topic. Data is gathered from each of the four domains and is placed in a google drive for all to access. Each team meets in April/May multiple times and teams use guiding questions to determine strengths and weaknesses analyzed in the data. Once weaknesses are identified, three needs are identified in each domain and teams work through a root cause analysis. Campus teams create a summary of findings and present their domain strengths and needs to the campus faculty in a meeting. Based on needs identified, goals are generated and specific targets are created to include in the campus improvement plan. A team of administrators and master teachers then work to write strategies to meet goals based on needs. Since goals are generated by teams of teachers and departments, strategies are specific to efforts made to meet those goals. Budget is then also aligned to needs and designated accordingly.

Master teachers contribute greatly to the conversation around program design, school development, systems implementation and professional development. Master teachers meet weekly with administration to discuss campus needs and to work on campus projects or new initiatives. Department heads also meet with administration regularly to implement goals and strategize efforts around professional learning communities and data analysis. Our leaders are influential and support their teams to meet department academic goals and individual teacher goals. Departments also meet yearly to discuss master schedule and provide input into course offerings for each individual student cohort based on student needs. Teachers work with counselors and administration as a department to identify courses needed and begin leveling classes based on student data. This process is vital, ensuring students are leveled appropriately using diagnostic tools and data from *All in Learning*.

Campus Leadership Team is another forum in which campus leaders, community members, parents and students stay abreast of decision making and provide input on strategies and ideas. All student class officers, student board members and student leaders from organizations gather in a student leadership panel each month with administration to discuss issues, problem solve and implement strategies that align with campus goals. Their efforts are mainly directed at building student culture and developing a safe and healthy learning environment for all students.

Norms are created for each decision-making forum listed above and administration uses the T7 Model of Team Effectiveness, a teaming model, to disseminate information and collaborate on projects. The T7 Model, developed by Michael Lombardo and Robert Eichinger in the late 1990's is built on seven principles: thrust, trust, talent, teaming skills, task skills, team-leader fit and team support from the organization. Administration which includes one principal, one associate principal, one campus operations coordinator, one P-TECH coordinator and two counselors meet weekly to discuss district memos and campus needs. Collaboration is vital to each project and the joint thinking behind each decision which leads to a comprehensive plan is what makes our process successful.

In order to enhance stakeholder engagement, a H-TECH (a P-TECH model) design team will be created which is made of industry partners, Institute of Higher Education (IHE) and community stakeholders and will meet regularly to make decisions and guide instructional programming specifically for the P-TECH model. The FACE specialist will also create and meet with a parent advisory board that will offer ongoing support and feedback from parents to the school, which will help us meet the needs of our families.

As we work to develop a campus advisory board, we have identified the need to collapse some existing boards/groups and merge members to other committees so that we can work effectively and more efficiently moving forward. This process will allow members to fulfill their passions within their respective areas but also give them specific duties to contribute to the work in different but meaningful ways as well as streamline "decision input" groups and reduce the number of meetings administration is involved in.

4. DATA REFLECTION

See Appendix A - Data Template.

The most important data elements shown in Appendix A include an increase of Economically Disadvantaged students by 22% and an increase in English Language Learners by 100% in the last three years. Additionally, over the past three years, the school has seen a 67% increase in freshmen that have been previously retained. Although these subpopulations have increased, academic performance within the groups have maintained or improved across the school. Algebra 1 "meets" or "masters" has risen 17 percentage points from 34% to 51%. US History has risen 20 percentage points from 66% to 86%. English 1 decreased 4 percentage points over the three-year period, but rose 5 percentage points from 2017-2018 to 2018-2019. Biology has decreased 1 percentage point over the past three years but increased 4 percentage points from 2017-2018 to 2018-2019.

Fox Tech Magnet High School academically competes with the best schools, not only in SAISD, but also in the state. In 2018-2019, Fox Tech earned Texas Education Agency Designated Distinctions in seven of the seven possible categories: Academic Achievement in English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness. Fox Tech also received an accountability rating of an "A" with an overall scale score of 92, a two-point increase from the year prior. We rank 4th in the district in overall accountability ratings out of thirteen high schools (4th in English 1, 4th in Algebra 1, 3rd in English 2, 4th in Biology, 1st in US History). While Fox Tech is about one percent above the district average in attendance, we are one percent below the state average and in the 3rd quartile within our comparison group. When striving for greatness every little detail matters, even though our attendance is above the district average, in order to continue to reach the high academic goals we have set for ourselves we must improve in this area.

Attendance is also a factor considered in each academic domain when determining distinction designations and growth measures.

Previous improvement efforts have included a focus on college and career readiness, increased academic performance, improving student attendance and recruitment. In an effort to continue to improve overall student achievement, we began implementing a co-teach model in Algebra 1 and Biology 1. This method was originally piloted in Algebra 1, in 2018-2019, in order to meet the needs of students arriving below grade level in mathematics. Since we implement the master teacher program on our campus, teachers give up their conference time in order to work with students during the day, which creates openings in our master schedule that allows for the implementation of a co-teach model. This co-teach model provides targeted differentiation for the gaps present in our learning environments. In addition, we focus on using MAP data to determine a baseline for student needs and student grouping for small group instruction. We also take advantage of the MAP learning continuum to identify the needs for those students who are below grade level and to guide teachers on TEKS necessary to intervene. Fox Tech also implemented a data tracking software, *All In Learning*, that provides immediate feedback to students and allows teachers to aggregate data and sort by standards. This tool has revolutionized how we gather data and use it to drive instruction and for reteaching efforts. *Lead4ward* is also being implemented in grouping students by their educational needs in order to close learning gaps. In addition, teachers have designed their own student tracking system to engage each learner in the ownership of learning. Students are beginning to collect their own data, analyze their data and work with others to determine the next steps in their learning.

College and Career Readiness is another area in which we have worked to improve efforts. We created a fifty-five-minute period during each day, that is used for college preparation and student intervention. Many students are challenged with attending tutorials before and after school due to other commitments, we have found that building time in the school day helps both student and teacher. This time is built in the master schedule which provides flexibility for teachers to group students strategically, according to their needs. Teachers are able to then intervene and enrich for all content area courses, career and technology courses and college dual credit and dual enrollment courses. In addition, we implement Students Improving Mastery of Subjects (SIMS) tutorials on Tuesday, Thursday, select Fridays and Saturdays throughout the year. We pull weekly grade reports to identify students who are failing or in danger of failing and ensure they attend SIMS to recover their failing grades. All students are also enrolled in an AVID/University Prep course that teaches college strategies like time management, study skills, stress management and socioemotional learning. Our district supports our College and Career Readiness (CCR) efforts by providing a College Bound Advisor (CBA) who is stationed in our "Go Center" where students are guided through the college application and FAFSA process and scholarship completion. Our CBA works daily with students to connect them with the best fit for college. Fox Tech has also started TSI Prep courses for seniors who have not yet passed their college entrance exam. Students are scheduled in this course until TSI standards are met.

The last two years we have made major improvements in our student recruitment and enrollment efforts. In 2017-2018, the enrollment process changed from being application based to being a lottery. Students no longer had to fill out an application and meet certain criteria to get accepted into the school. This transition brought greater awareness and accessibility to the health and law curriculum offered at Fox Tech. Since our school enrollment is now open, it is important for us to ensure that all families across Bexar County are aware of our school and its benefits. Therefore, we employed new marketing strategies to include: commercial advertising, local TV morning show bits, targeted door-to-door flyer solicitation in certain neighborhoods, city fairs/events, health expositions and advertisements. We continued with our registration efforts on campus before and after

school assisting families in the new digital enrollment process, held open houses, visited middle school campuses, and attended district fairs and expositions.

Fox Tech is about one percent above the district average in attendance, but we are one percent below the state average and in the 3rd quartile within our comparison group. Therefore, an ongoing goal and area that we are constantly trying to improve upon is our daily student attendance. We created student incentives throughout the year that culminate in a reward at the end of each cycle and a field trip at the end of each semester. We also provide weekly free dress incentives to grade levels that meet our weekly attendance percentage goal. We continuously work with students to improve daily attendance by making phone calls, home visits, parent conferences as well as provide time in SIMS tutorials for students to regain time and content lost due to absences.

5. CHALLENGES FOR YOUR SCHOOL

Departments met August 30, 2019 to conduct a deep data dive and to analyze ten different reports. Teachers reported challenges based on the data reviewed. Challenges were collected and re-analyzed during a faculty meeting on September 16, 2019. Teachers, administrators and support personnel conducted root cause analysis through these data dives and continued the process through informal meetings with students and parents.

The first challenge that we identified is gaps in servicing the influx of students three to five years below grade level that represent various subpopulations and economically at-risk students. The root cause of these gaps in service is a lack of ongoing appropriate classroom supports for those that are identified as ESL or special education students, as well as students that are general population but are still significantly below grade level. The student enrollment numbers don't support the funding that would enable us to secure additional personnel to provide students support in the classroom to lessen gaps. Every year for the past several years Fox Tech has lost key positions due to lower enrollment and changes in local funding. We no longer have an ESL specialist and we have one special education teacher even though the number of students in special education has increased. Teachers, counselors and administrators work to identify gaps as early as possible in order to develop intervention plans for each student. Increased trainings and professional development opportunities to learn and implement strategies to help close student gaps have been provided. Creative scheduling has also been used to implement co-teach when possible through master teachers giving up their conference periods. These have been useful but are temporary solutions to long term challenges.

The second challenge we identified revolves around student attendance. Student attendance is below the state average by one percent; lack of attendance leads to deficiencies in learning in all content areas. We identified the root cause for low attendance to be the lack of socio-emotional supports and systems to assist a growing number of students enrolling with domestic or familial issues. The focus has been mostly academic by design throughout the beginning of Fox Tech as a stand-alone magnet. When the magnet was implemented in 2010, the existing SEL curriculums (Capturing Kids Hearts, Positive Behavior Intervention Systems) were discontinued and the focus remained academic. We also lost the allotment for our social worker around this same time. With the advent of the enrollment lottery system two years ago, we have seen an increase in students needing social-emotional support.

The final challenge we have identified involves the lack of technological resources to keep pace with the demands of 21st century learning on our campus and in our partnerships with institutes of higher education (IHE). The current access to technology is insufficient for our current student enrollment of 444 and will be woefully lacking if we continue to increase our enrollment to our goal of 600 students. Currently students who are in dual credit or

dual enrollment classes lack the technology to complete and submit college assignments. The root cause of these gaps in technology is due to a lack of financial resources at the campus level to update iPads and laptop carts. These i-pads and laptops carts were largely purchased with grants allocated during the 2009 and 2010 school years. Over time, these technology resources have become academically obsolete and unfit to handle the demands of 21st century learning. Laptops cannot be removed from the rooms due to the batteries dying within hours of being unplugged. The iPads that are iPad 2s from 2010 can no longer update their iOS and the apps that we use for the classroom will not run on the old iOS any longer.

6. MISSION

Our mission is to graduate all students prepared for success in higher learning. We do this through positive relationships, rigorous instruction, and innovative teaching.

7. GOALS

Goal #	Timeframe (1, 3 or 5 year)	Description of Goal in SMART format	2018-2019 Baseline	Data Used to Measure Progress towards Goal
1.	5-year goal	By June 2025, we will increase our average daily attendance to 96%. Increasing student attendance is the first step in increasing student achievement. The campus teams will monitor and adjust attendance interventions each year to ensure all students are reaching their full potential.	94.38%	PEIMS data
2.	1-year goal & 5-year goal	By August 2020, we will implement an SEL curriculum to meet the socio-emotional needs of students. This added social emotional support will help break down barriers that keep students from attending school and help them manage the stress and anxiety that is inherent in their high school lives so they become more emotionally and healthy students. The SEL will target building stronger relationships between all students and faculty. By June 2021, we will increase the percentage of students who feel a strong sense of belonging at Fox Tech to 42%.	Currently the beginning of the year 2019-2020 data shows 38% of students reported favorably on the SEAD survey on questions pertaining to a sense of belonging at Fox Tech. This is 2% below the district average and places us in the 1st quintile nationally.	SEAD survey data

		By June of 2025, 76% of students will feel a strong sense of belonging at Fox Tech.		
3.	1-year goal	By June of 2021 we will increase the number of upperclassmen enrolled in dual credit to 83% while maintaining 97% earning college credit by providing access to technological resources needed to meet the demands of college curriculum. Every college student needs a laptop that they can take to class and home.	34% of Fox Tech junior and senior students took a dual credit course and 97% earned college credit.	Dual Credit Success rates reported from the Office of Dual credits.
4.	3-year goal	By June 2023, all students and student groups will achieve "Master's" level performance on the STAAR EOC as follows 10% or more on English I and English II; 40% or more in Algebra I; 50% or more in Biology and US History.	Master's level performance: English I - 3% English II - 8% Algebra I - 19% Biology - 29% US Hist - 48%	Formative and Summative assessments, simulation data, EOC results
5.	3-year goal	By June of 2023 90% of rising juniors and seniors will have passed all three TSI (Texas Success Initiative) exams that determine college readiness.	2019 rising Juniors and Seniors at 79/185 = 42.7% have passed all 3 TSI tests	TSI data
Which goal will be the hardest to achieve and why?		Increasing attendance to 96% in the next five years will be the hardest goal to achieve because of the number of factors that are outside of our control. We have a number of unique transportation options for our students since we are a magnet school in the downtown area. There is also a mindset and culture of absenteeism that is pervasive and persistent within our community that we must work to change.		

8. ACADEMIC MODEL

The academic model includes a health magnet pathway, a law magnet pathway, college and career exploration, individualized learning via rigorous curriculum and academic and college support systems. Our model directly aligns to our campus mission and specifically addresses our need for SEL supports. Downsides to our academic model is our specific niche. We don't cater to a wide variety of educational pathways, therefore, students who want to attend Fox Tech, especially legacy students, don't always have a passion for health and law. In order to mitigate this downside, we try to engage students in other offerings via online instruction and general college preparation, so that we can retain students at our school but assist with enrichment opportunities in areas they enjoy. The establishment of The Network between Fox Tech, St. Philip's ECHS and Travis ECHS will allow students to explore career interests outside of the health and law pathways.

HEALTH MAGNET PATHWAY

The Health Professions Magnet challenges students with a rigorous academic curriculum that includes learning through innovative practices, lab activities, interactive classrooms, visits to professional settings and senior clinical rotations. Students receive hands-on lessons in the school's state of the art medical simulation facility, as well as are able to participate in educational visits to local hospitals, nursing homes and healthcare facilities. These real-world learning opportunities are a key element of the curriculum allowing students to witness firsthand how textbook knowledge is applied in a professional setting at hospitals, university facilities, research laboratories and clinics. Students are able to develop learning relationships with health professionals throughout the community via educational visits, contact with visiting physicians and participation in seminars, summer camps and summer volunteer programs within the health sector. The health magnet introduces students to health careers and provides a foundation for careers in medicine, including dentistry, physician's assistant, pharmacy, nursing, forensics and microbiology.

Healthcare Pathways Technology Early College High School (H-TECH), a P-TECH model, will debut in 2020-2021 and will have a focus on preparing students with the skills, credentials and an industry-specific associate degree necessary for high-demand careers in nursing and healthcare. H-TECH at Fox Tech will partner with San Antonio College within the Alamo Colleges District, Metropolitan Methodist Hospital and University Health Systems. Through San Antonio College, H-TECH students will have the opportunity to earn an Associate of Science Degree within 4-6 years upon enrollment as a freshman depending on the track. Upon successful completion of the H-TECH program, graduates are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) authorized by and administered through the Texas Board of Nursing. Upon passing the exam, the graduate will be a registered nurse in the State of Texas and ready to begin a career in the nursing profession. Students will also complete work-based training through internships, apprenticeships or other job-training programs.

LAW MAGNET PATHWAY

The Judge Andy Mireles Law Magnet, the first such magnet program in South Texas, provides students with a rigorous curriculum that is infused with current political events and public policies that impact our daily lives. Students are introduced to and given a foundation for careers in law, including legal studies, criminology, social work, politics, court reporting and other law related professions. With the help from the University of Texas at San Antonio's Criminal Justice program and the Bexar County Women's Bar Association, students learn criminal, civil and constitutional law and court procedures as part of their focused instruction. Instruction is delivered through traditional lectures, interactive classrooms, courtroom simulations, field observations, research and analysis projects and for seniors, internships in a chosen area of interest. This area of study requires extensive reading, writing and analysis. Students are able to observe and interact with professionals at City Hall, local law firms and county, municipal and federal courthouses. They also receive a valuable experience participating in Mock Trial.

COLLEGE & CAREER EXPLORATION

Students are given opportunities to earn health certifications in Certified Nursing Aide (CNA) and Certified Medical Assistant (CMA). All students who are TSI ready are able to earn more than 30 hours in college credits from The University of Texas at San Antonio (UTSA), San Antonio College (SAC) and The University of Texas at Austin (UT). Students are also provided real world application via hands-on experiences. All students are given opportunities to explore careers and industries in the city. Teachers incorporate project-based learning (PBL), simulations and hands-on opportunities (field trips) to extend and enrich the learning process. Students engage in community service activities to enhance the overall student self. Seniors are provided opportunities to solidify learning in health by conducting clinical rotations and applying skills at local hospitals. Seniors are provided opportunities to solidify learning in law by interning at local courthouses or law firms.

INDIVIDUALIZED LEARNING VIA RIGOROUS CURRICULUM

Teachers create opportunities to enhance and extend learning in class and provide weekly interventions to support students that struggle and provide enrichment to students that are on or above grade level.

Individualized learning occurs as enrichment and intervention opportunities are built into the schedule for 55 minutes every other day to support AP, Pre-AP, dual credit, dual enrollment and CTE courses. Teachers rotate interventions every three weeks and incorporate longer intervention periods on Fridays. Teachers also collaborate, plan and develop lessons using a co-teach instructional model to ensure all students needs are met in Biology, Algebra I, English I and US History EOC courses. We utilize the Master Teacher program that exists within our district to create these co-teaching opportunities. Teachers identified as highly qualified with a proven track record of success work extra hours with students. The master teachers' conference period is utilized during the normal school to push in to these EOC classes to close the gaps for students in their areas of weakness to help them reach their goals for academic success. Master Teachers support the teacher of record and provide small group instruction and intervention daily in the co-teach courses. When data reflects changes are needed, daily intervention rotations and Friday interventions are adjusted accordingly. Intervention time is built into our schedule for 55 minutes on Tuesdays and Thursdays. Grade levels rotate between the different content areas in three-week rotations. Fridays are used for intervention where needs are identified and these needs are addressed through a collaborative response from all teachers. This specific design allows our campus to meet the needs of all students and students in special populations, regardless of the gaps in which they enter high school.

ACADEMIC & COLLEGE SUPPORT SYSTEMS

All students are enrolled in the University Preparatory (U-PREP) course that is based on AVID strategies and teaches time management, social emotional learning, stress management, organization, note taking, reading and writing strategies. Students meet in these U-PREP classes twice a week on Monday and Wednesday for 55 minutes. Students participate in tutorology (student-led tutoring sessions); teachers hold students accountable for grades; students meet with college representatives on our campus and learn about the college process, FAFSA, scholarship opportunities; students attend tutorials specific to their dual credit, dual enrollment needs, etc. This course prepares all students including Special Education, English Language Learners and at-risk students with the skills necessary to bridge the gap between high school expectations and the reality of college coursework and classwork management.

To enhance our current model, Fox Tech plans to implement and adapt a social-emotional learning curriculum to better support all of our students with the challenges they face in their life. Through the data collected in the Social, Emotional, and Academic Development (SEAD) Survey we were able to identify specific places where our students are struggling emotionally. The implementation of the SEL curriculum will allow us to target specific social and emotional challenges our students are facing that keep them from reaching their full potential. Between these two programs, U-PREP and SEL, we will close the academic and social emotional gaps that keep our students from being successful in high school, college and beyond. This also allows us to focus on the whole person.

SPECIAL POPULATIONS

The number of students in special populations specifically students identified as ESL, 504 and/or special education has grown significantly over the past two years with the implementation of the lottery system for enrollment. The health and law pathways are an excellent opportunity for all students and give access to certificates and high paying jobs right out of high school, while our general curriculum also sets all students up for success in college. We continually try to improve the general education classroom support via the co-teach model for students in special populations to help with small group interventions and various learning strategies to help them become successful. We have added special population indicators into the *All In Learning* platform for each student so that data can be disaggregated and analyzed by each group. This data reflection will allow us to continually monitor and adjust the classroom interventions that are happening throughout Fox Tech. Staff will continue to seek out and attend high quality professional development that focus on meeting the needs of all students, specifically those within these special populations. We will also work with our higher education and industry partners to make sure that all students have access to success in their chosen pathways and track the progress towards certifications for students in special populations.

9. DATA AND CONTINUOUS IMPROVEMENT

At Fox Tech, data collection is a vital part of our instructional process. We use a database called *All in Learning* to track formative and summative assessments. Teachers are required to assess students on interim assessments every two weeks and also write unit/summative assessments as well. We follow Richard DuFour's *PLC At Work* model for collective inquiry and action research. Data is reviewed in Professional Learning Communities (PLC's) weekly and teachers work within their content teams to build interventions based on the data. Teachers are able to pull reports that provide item analysis, subpopulation data, standard analysis, and student analysis. In addition, we assess 9th and 10th grade students using NWEA MAP diagnostic in reading and math three times a school year. MAP data identifies student needs below and above grade level based Rasch UNIT (RIT) scores. Fox Tech uses the learning continuum from the MAP diagnostic report to identify exact standards below grade level in which to target.

During our scheduled intervention class every other day for 55 minutes, teachers work with students on a rotating basis to intervene in EOC, AP and dual credit courses. Teachers use testing data to determine appropriate intervention rotations and tiered groupings. Groups are categorized by performance levels and groups change as often as the data changes. We also use this data to create a half day or full day intervention on C Days and to intervene during after school tutoring. We ensure students attend tutorials by taking a hands-on approach by pulling students into Students Improving Mastery of Subjects (SIMS) tutorials on Tuesday/Thursday/Friday and Saturday school. In SIMS tutorials, teachers provide tutorials and missed work, failure prevention, and help those students that need academic support. We send home letters to the parents about SIMS tutorials and we make personal phone calls to gain support.

All department heads, administration and teachers are part of the process of analyzing data. We take a holistic approach to reviewing data and everyone is involved. We spend professional development time and faculty meeting time looking at data. Leaders meet every two weeks to discuss data and look at trends in order to develop plans. Department heads work with teams in PLC's to reinforce intervention needs and help drive instruction for intervention and C day planning. We have grade level meetings that help identify and address concerns with students falling below expectations both academically and behaviorally, as well as deciding when to set up times to meet with parents to address student concerns. In May, when school ends, a deep data dive is conducted during professional development, analyzing overall outcomes for the year, EOC data and planning for the upcoming years master schedule and intervention needs.

Parents and students are also involved in tracking student success. Students receive a "Red Fox Tech Folder" which serves as the students' educational portfolio and includes their progress report, attendance report, SIMS tutorials schedules/letters, parent meeting flyers and other pertinent information. Parents are required to acknowledge receipt of the portfolio via a signature and students are required to maintain the portfolio throughout the year. Students track data in English, Math, Science and Social Studies using content specific rubrics and data tracking tools to analyze their progress towards course mastery. Through this process, students gain ownership of learning and are able to adjust their learning habits based on data. Teachers work with students to identify specific strategies to address their own weaknesses and strengths; teachers adjust intervention/enrichment strategies while students develop a plan of action. Students revisit their own data tracking tool throughout the year and continue to monitor their own progress.

Attendance is tracked weekly, we have an attendance committee who is responsible for facilitating parent phone calls, home visits, parent conferences and individual attendance plans (IAP). Teachers are also required to make

contact via phone, email, and/or letter when students are not in class. Attendance is an area in which we need to adjust to better meet our student’s needs.

10. PROPOSED AUTONOMIES

Proposed Autonomy	Description of Autonomy	Rationale
Academic Program		
Curriculum & Assessment	<ul style="list-style-type: none"> ● We request the ability to select or create our own school curriculum and assessments. ● We request the autonomy to select student textbooks or supplies other than those recommended or required by the district. ● We request to opt out of using district curriculum assessments and semester exams. ● We request to determine the administration of required state or national assessments based on allowed windows provided by the state and/or district. 	<ul style="list-style-type: none"> ● In an effort to meet the needs of all students through accurate data collection, additional curriculum resources for special populations, and flexibility in differentiating curriculum and resources will better align our efforts to meet our campus goals. ● Utilize textbooks and supplies that bridge the gap for all students (especially special populations) to be prepared for college level curriculum while in high school. ● Campus written assessments need to be administered to students at the end of the unit, cycle and semester to better assess the progress of all students towards college readiness. ● Due to conflicts with the college schedule, having the flexibility to change dates will help students by removing multiple assessments scheduled on the same day. This will maximize student performance.
Grade Reporting and Placement	<ul style="list-style-type: none"> ● We request the autonomy to create our own grade reporting system such as standards-based grading, and/or deviate from the standard nine-week cycle in grade reporting. ● We request the autonomy to set more rigorous promotion and graduation requirements. 	<ul style="list-style-type: none"> ● We will be able to incorporate points-based grading systems to reflect the practices of entrance level college courses. This also could mean changing percentages for exams and assessments to reflect the demands of college courses. ● Due to magnet status, we would like to incorporate community service hour requirements in our graduation plan along with other criteria such as: work-based learning via internships/externships and clinical rotations, the additional criteria for students will align to students meeting the core values of the school: leadership, commitment and service.

<p>Lesson Plans</p>	<ul style="list-style-type: none"> ● We request the autonomy to write lesson plans in a manner that is the most effective for our campus. 	<ul style="list-style-type: none"> ● This would allow teachers to have ownership to create lesson plans that most benefit the instructor and student while adhering to common beliefs in best practices. ● We will utilize a campus database of lesson plans housed in an online platform such as google drive.
<p>Schedule and Calendar</p>	<ul style="list-style-type: none"> ● We request the autonomy to create our own school schedule and calendar, which may or may not be the same as general SAISD school schedule and calendar, provided that any schedule or calendar changes that increase cost require approval. 	<ul style="list-style-type: none"> ● In order to maximize student learning, teachers need to receive appropriate training and professional development to create innovative lessons and meet the needs of a diverse and changing student population. Teachers also need time to plan, analyze data and use data to plan re-teach and/or create intervention plans.
<p>Teacher Conference Periods</p>	<ul style="list-style-type: none"> ● We request the autonomy to set our own guidelines on teacher conference periods in order to utilize that time most effectively for teacher support, staff collaboration, and student learning. 	<ul style="list-style-type: none"> ● This will allow for the flexibility to collaborate, plan, create, assess, reflect, analyze data and intervene to meet the needs of all students while they are here at school.
<p>Operations</p>		
<p>Budget</p>	<ul style="list-style-type: none"> ● We request the autonomy to develop our own school budget and the ability to rollover any unused funds to meet campus needs. ● We request the autonomy to provide additional staff compensation for extended time, responsibilities, and/or performance. If the additional compensation increases the school's overall budget, such compensation must either be approved by the district or supported by external fundraising. ● We request the autonomy to convert staff positions to dollars for our campus if 	<ul style="list-style-type: none"> ● As an innovative school, we need autonomy to determine how our funds are distributed into budget accounts and how funds support student learning in order to prevent misuse of funds. The ability to convert staff allocations to dollars would also allow us to use funds as we see fit for each cohort of students that enters our school. Each year brings different challenges, this autonomy would allow us to meet those needs based on data. We need to be able to set priorities based on data and appropriate funds accordingly. ● Compensation would allow for extended time for teachers to work with students before/after school, Saturday school, Friday night lights and summer bridge.

	<p>such positions are not needed.</p> <ul style="list-style-type: none"> ● We request the autonomy to add days to administrative staff, support staff and teaching staff to meet the needs of the campus provided that any additional days will require additional funding and/or approval of the district. 	<ul style="list-style-type: none"> ● Due to our magnet status, having the flexibility to rearrange staff allocations will allow us to meet the needs of each cohort and make necessary changes as needed. ● Our academic model may require additional time to plan, create interventions, analyze data in order to meet the demands of a certain cohort of students. This autonomy will allow us to meet student needs more efficiently and effectively.
District and Vendor Services	<ul style="list-style-type: none"> ● We request the autonomy to select our own vendors from the list of district-approved vendors, and the ability to request that new vendors be added to the approved vendor list when necessary. 	<ul style="list-style-type: none"> ● Innovation and magnet programs often require materials or supplies from companies that aren't already on our vendor list. This would assist us in purchasing needed supplies from vendors of our choice.
School Culture & Identity		
Campus Leadership Team	<ul style="list-style-type: none"> ● We request the autonomy to choose a different structure for site-based decision making other than the CLT, provided that our proposed structure has equal to or greater levels of parent and community involvement than the amount required by state law and district policy. 	<ul style="list-style-type: none"> ● We will create a robust campus-based decision-making team to include teachers, administrators, student leadership members, parent advisory, industry partners and health advisory boards to be more inclusive of all stakeholders and ensure proper guidance in decision making.
Campus Organization	<ul style="list-style-type: none"> ● We request the autonomy to organize our school in a different way, such as dividing the campus into thematic academies that fit into anchor model or creating small learning communities, cohorts or houses. 	<ul style="list-style-type: none"> ● Students are accepted into the school as members of the H-TECH, Health or Law magnet programs. These programs encompass our academic model and revolve around common curriculum and shared experiences that the students move through together during their high school years.
Student Discipline	<ul style="list-style-type: none"> ● We request the autonomy to institute restorative practices or another 	<ul style="list-style-type: none"> ● We see a need to move disciplinary practices to align with real world college and career expectations and consequences along with district policy

	<p>research-based student discipline program.</p> <ul style="list-style-type: none"> ● We request the autonomy to utilize different programs and practices to support our schools' approach to student discipline. 	<p>and procedures for the safety of students, staff and school.</p> <ul style="list-style-type: none"> ● We will identify and implement with fidelity a SEL curriculum that fosters a safe and inclusive environment for all students, with rewards and restorative practices.
Community Partners	<ul style="list-style-type: none"> ● We request the autonomy to select and oversee our schools' partnerships with external nonprofits and businesses. 	<ul style="list-style-type: none"> ● Due to our health and law pathways, we have an extensive community partner base for both industries and need to maintain a close relationship with all partners. We need to have direct access to maintain these relationships to create successful MOU's that support our programs.
Talent		
Professional Development	<ul style="list-style-type: none"> ● We request the autonomy to determine how much time to dedicate to professional development and how staff uses that time. ● We request the autonomy to opt in or out of district professional development offerings. ● We request the autonomy to select our own professional development vendors. ● We request the autonomy to establish formal relationships with vetted providers by contract or MOU. 	<ul style="list-style-type: none"> ● Professional Development at Fox Tech will require yearly specific alignment to campus needs. The campus requires flexibility to address those needs and to hire consultants or attend PD sessions that provide best practices that align with needs. The time to implement PD practices and targeted planning will be vital in ensuring success. ● Maximizing personnel's time to address professional learning and gaining time from district meetings will support teacher development which in turn supports student learning. ● Innovative practices and PD require specific vendors that are not always already on the approved vendor list by the district. This autonomy would not limit our search. ● Establishing dedicated community and industry partnerships is essential to our academic model. Working directly with these partners to develop service contracts and/or MOU's will allow us to meet our work-based learning requirements.
Recruitment and Hiring	<ul style="list-style-type: none"> ● We request the autonomy to create our own hiring process, including job descriptions, interview questions and selection 	<ul style="list-style-type: none"> ● Fox Tech Health and Law Program requires personnel with specific skills and talents. ● The hiring process must reflect the individualization that is required by our

	<p>criteria, provided that all candidates must complete legally required background checks.</p> <ul style="list-style-type: none"> ● We request the autonomy to select and hire candidates of our choice; the ability to be exempt from force placement or transfer of personnel. ● We request the autonomy to host our own job fairs and or opt out of the district wide job fairs and start hiring process early in the semester. 	<p>staff. We need the autonomy to create our own hiring questions, inbox activities, hiring rubric, create our own hiring panel and submit final names according to data in order to find the “best fit” for our campus.</p> <ul style="list-style-type: none"> ● In order to ensure “best fit” hiring qualified candidates is vital in mastering student success. ● Due to our specific niche, there are several events around town and in the region that would serve as a great platform for recruiting staff and we would like to attend and recruit accordingly.
Staffing Plans	<ul style="list-style-type: none"> ● We request the autonomy to choose the type and number of positions on our campus. ● We request the autonomy to revise existing roles and create new roles. ● We request the autonomy to determine non-teaching duties that teachers are required to perform. 	<ul style="list-style-type: none"> ● Due to our unique programs, Fox Tech has personnel needs that other campuses might not have. ● We want to better support our campus needs by consolidating positions or creating positions as needed. ● Creating a safe and secure environment in downtown San Antonio for students and teachers often requires additional non-teaching duties to support supervision and safety.
Substitutes	<ul style="list-style-type: none"> ● We request the autonomy to manage schools substitute budget according to school’s needs. 	<ul style="list-style-type: none"> ● Through the use of the substitute budget, creative and flexible scheduling and covering through co-teach model, this money could be reallocated into professional development opportunities and other needs that would be inaccessible due to financial constraints.
Teacher Certification	<ul style="list-style-type: none"> ● We request the autonomy to choose to hire qualified teachers who may not have state mandated teaching certificates. 	<ul style="list-style-type: none"> ● Allow for hiring highly qualified professors for dual credit upper level courses who have experience in the college realm and/or practitioners (nurses, lawyers, etc.) who are certified professionals/professors who also teach but don’t hold teaching certificates.
Work Rules	<ul style="list-style-type: none"> ● We request to have flexibility in staffing patterns for daily/weekly work hours. 	<ul style="list-style-type: none"> ● Flexibility is needed to better meet the needs of students before and after school, extended day, Saturdays, evening classes, etc. Staggered personnel schedules will allow us to provide greater

		opportunities for students to ensure they graduate on time and have the maximum access to college classes.
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11. SCHOOL NETWORK DEVELOPMENT PLAN

The Network is comprised of three “A” rated schools, Fox Tech High School for Health and Law Professions, St. Philip’s Early College High School, and Travis Early College High School, each with excellent achievement records. The mission of the three schools **is to change the life trajectory of underrepresented students by providing them excellence and access in a college setting leading to a career of their choice and a new legacy. The vision is to cultivate leaders who advocate and serve to develop a better tomorrow.** We believe that the network has the capacity to increase the number of options offered to students and that the work of three high performing schools will enhance the performance for all students across the network. The network will consistently review data, student needs and workforce demands together to identify and address opportunity gaps and to graduate students who are ready for academia and the workforce.

We believe in developing a strong network so that we can expand our reach and extend excellent practices to others. We understand that the three founding schools will meet capacity and expanding the network to additional like-minded schools will be vital to the growth and sustainability of the network. Our network academic model will include new pathways for students that will be phased in and could include restructuring programs to better facilitate workforce demand and degree offerings. For example, within 3-5 years, the network will create a shared pathway in education using a “grow your own” model that reaches a mirrored demographic make-up of the district. The education cohort will enter the program as freshmen and take fundamental courses that will lead to a bachelor's degree with an emphasis in secondary education. The teaching residency will exist within the network and graduates that are committed to SAISD could receive tuition reimbursement and job placement.

A. RELEVANT EXPERIENCE

Adrianna L. Arredondo, Principal of Travis Early College High School (ECHS) since 2016, initially served as its assistant principal from 2014 to 2016. Under her leadership the programs at Travis ECHS have expanded and flourished, increasing program completion from 77% (2016) to 96% (2019). With a goal of servicing the intended targeted demographic, Ms. Arredondo has increased male, at-risk, and economically disadvantaged student populations. Additionally, the school has maintained its high level of achievement and has been designated an “A” rated campus by TEA, earning national recognition as a National Blue Ribbon School in 2017. As principal, Ms. Arredondo manages the campus budget, the Title I Plan, campus improvement plan, student activities and building supervision, master schedule, San Antonio College Dual Credit Associates Program, special programs, counseling program, graduation, transition to high school and university, Fundraiser/Activity Accounts, T-TESS/Staff Evaluations, professional development, national, state, and local testing, and recruitment and enrollment. She maintains collaborative partnerships with San Antonio College, PTSA Organization, and Community Outreach. At the helm, Ms. Arredondo has helped shape Travis ECHS mission, to provide the traditionally underserved students access to higher education and ensure college readiness.

Derrick Thomas, Ed.D., Principal of St. Philip’s ECHS, an “A” rated campus, has served in various roles during his 38 years in education. He has taught kindergarten through the college level. He has served as an administrator in

both the public and private school settings at the elementary, middle, and academy (Pk-8) levels. He has campus and central office leadership experience where he served in the district's first cohort of Instructional Guides (Campus instructional coaches) and was Senior Coordinator of both the Mathematics and Reading departments. Further, he has written and/or operated grants with budgets as high as three million dollars. He developed leadership teams and faculty that have taken low or stagnant performing schools to high levels of performance and achievement. One example of this is the Martin Luther King Academy, where the leadership team and faculty took the school from a "low performing" to "recognized" rating and were one of one hundred campuses statewide to receive the Governor's Educational Excellence Award (three-year grant recipient) due to the campus performance.

Jennifer Benavides, who serves as the principal of Fox Tech, has contributed new ideas and built new systems at Fox Tech for the last three years. Her 18-year educational career started in Dallas ISD for one year and then she transitioned to Garland ISD where she served as a high school teacher, district instructional coach and an administrator at both middle and high school levels. She was a middle school principal for two years prior to moving to San Antonio in June of 2017 in which she started at Fox Tech. During her three years, she has implemented new programs, implemented new data tracking tools, provided certification options for students, increased dual credit options, created intervention within the master schedule, started teacher instructional rounds, orchestrated out of state college tours, created new courses, enhanced partner relationships, expanded marketing and enrollment reach, and created an industry health advisory board. Now she is leading the charge of creating an H-TECH program, creating court reporting program of study and collaborating with UTSA for a pipeline into their BA program in politics and law. Her contributions to the success of the school and her contributions to this process are vital and her leadership influential in ensuring sustainability of these programs and continued academic success for the school and for the network.

B. SYSTEMS

All decisions regarding unified systems and decisions in the network will be driven by our network mission and vision. The network will focus on sharing practices across schools, then tailoring them based on student needs, interest, and performance. We will share our practices through collaboration and planning days with teachers from all three campuses. Through flexible scheduling we will continue hosting professional development days where teachers from all three campuses meet at one campus to learn and work together. We will establish norms around elements of teaching and learning we expect to see implemented with fidelity across the network. We will prioritize processes and procedures around how to structure and execute rigorous data cycles, and how to support and provide feedback to teachers around their practices. Teachers will have the flexibility over their teaching practices to positively impact student learning and student success, while keeping in mind our vision and mission for the network and each individual school. For example, multiple collaboration opportunities in virtual and in-person PLC's allow teachers to work together on instructional practices and gather immediate student data to drive changes in the classroom. Teachers will have autonomy to create and be innovative in meeting the needs of students and address academic concerns across the network. This collaboration allows for immediate feedback to students which in turn drives success across all campuses.

Establishing unified systems for the network will happen in the areas of academic programs, operations, school culture and identity, and talent. We will modify and/or create systemic programs in these areas to implement across the network for the benefit of the individual schools.

System/Structure	Modification and/or Creation
Academic Programs	
Database	All campuses and teachers will utilize the <i>All in Learning</i> data management system to collect and report data. This will assist with the analysis of data at the teacher, department, campus and network level. Data will be used for PD and instructional planning. The <i>All in Learning</i> system will allow for student data to travel with the student even when participating in shared programming on other network campuses.
Data Analysis	The network will create a system for analyzing data; network leadership will review comprehensive network data. Data could include but is not limited to academic performance, social emotional data (SEAD Survey), attendance, college performance data, outcomes-based measures as stipulated in the ECHS/P-TECH blueprint.
Curriculum and Assessment	As a network, we will work together to support each school in developing a curriculum to meet the mission and vision of the network and the individual schools. All of the instruction will be data driven and standards based. Teachers and/or teacher teams will collaborate on the writing cycle and/or semester assessments.
Graduate Supports	The following systems will be evaluated for implementation and modification towards unification as appropriate: systems to prevent failures, EOC interventions, senior year college activities (scholarships, applications, FAFSA, essays, college tours and visits, on-site admissions, advising, college fairs, etc.) and the overall social emotional health of the students (SEAD Survey).
Network leadership team walkthrough protocols	The network principals and associate principals need to have a strong understanding of classroom instruction and a pulse of the daily teaching activities. Each week, campus associate principals will conduct walkthroughs together at one another's campuses and input this walkthrough data into a shared database. This database is a way for all members of the leadership team to have shared access to information and to keep a steady coaching cycle with teachers. Network leadership will conduct walkthroughs at the network campuses to ensure calibration of expectations across the network, stimulate meaningful coaching opportunities, and allow the network leaders to facilitate conversations that are beneficial for all stakeholders.
Academic calendar	Each campus will develop an instructional calendar aligning, as much as possible, to each other and our partner colleges, to enable network leaders, teachers, students, families and key partners to benefit from being part of the network.
Operations	
Communication	The network senior operations coordinator will continually modify existing systems to find the best ways to communicate network news and events to parents, district, and the community across our schools.

Meeting Calendar for Network	The network associate principal and network senior operations coordinator will work with network principals to create a network meeting calendar.
Network Leadership Meetings	Network leadership will meet regularly. These meetings will alternate locations and will be listed on the network meeting calendar. The meetings will focus on identifying network and campus needs, discussing how each campus can be supportive in addressing these needs, work on mitigating risks, leverage support and resources and planning professional development so it is mutually beneficial to the network. Members present for each meeting will be determined based on needs.
1882 Common Governing Board	All three schools forming the network, (Fox Tech High School, Travis Early College High School and St. Philip’s Early College High School) will share one common board (1882 governing board) that will align systems for the benefit of all schools. Each school will establish its own campus governing board for day to day organizational, academic decisions and to support critical needs identified by the network principal and campus associate principal.
Network Operations	We will observe and evaluate existing network systems in order to provide a stream-lined and best practice approach to a unified school network. The network principals will work with leadership to develop the network operations plan.
School Systems	The senior coordinator of operations will gather data to analyze operating systems and write a proposal for systemic improvement across the network.
School Culture and Identity	
Self-Discipline	We will create a set of guiding principles and habits of success for the network that will serve as expectations for all students. We will develop a shared system to promote student self-management and self-advocacy.
Electives	In order to prepare a robust high school elective program and meet requirements for graduation we will ask that elective positions be based on enrollment of the network and that positions be shared across the network to the extent possible. There is the possibility of modification to staffing due to current co-existing shared elective programming.
Extracurricular	As a network, we understand that extracurricular offerings will be secondary to the building of a strong academic program. Even though academics is primary, the extracurricular needs of our students are paramount to developing the “whole” child. We will work together as a network to develop a strong extracurricular and cocurricular program for all students. There will be a designated person at each campus that will be responsible for working with other schools to build our network extracurricular programming. Examples of additional network programming may include: Intramural individual and/or intramural team sports [Fox Tech will continue to have UIL athletic sports for Fox Tech students], network dances, network field trips, UIL academic events, house competitions, and network student field days, network graduation activities, etc.

Community outreach	We will evaluate and modify for unification our recruitment and enrollment processes in order to extend programming across Bexar County. The network will allocate resources and personnel to fulfill recruitment needs.
Volunteer systems	We will create a unified process to clear, share and train volunteers. Intensive training will be provided to serve the network needs of out of town and/or overnight trips (i.e. HEB Camp, college visits, etc.).
Parent Involvement	FACE Specialists from each network school, working in collaboration with the network senior operations coordinator, will form a network parent advisory council, parent university and parenting sessions. These activities will empower parents to organize and build community.
Talent	
Professional Learning Communities (PLCs):	Each campus will facilitate high-functioning professional learning communities that focus on data, planning, instruction, and action plans. PLC sessions are planned during campus-specific team meetings. Barriers will be discussed at network meetings to identify how the other campuses can add value.
Yearly Professional Development Calendars & Supports	The network associate principal will conduct a needs assessment and plan a yearly professional development calendar to address campus and network needs. A network professional development calendar, that works in conjunction with campus PD calendars, will allow teachers to learn and collaborate with each other and will provide opportunities to improve pedagogy through instructional rounds.
Staffing Model	The staffing capacity of the network will be evaluated for efficiency and sustainability. We will develop a unified process for talent management to include but not limited to recruitment, job expectations and descriptions, interview and onboarding process. Network Principal: Lead campus initiatives and build and implement network plan. Network Associate Principal: Support network initiatives Campus Associate Principal: Support campus initiatives.
Accountability and Evaluation Systems	Network principals will create systems to enhance reflective practices. Our goal is to maximize the use of high performing teachers to guide and lead instruction on the campus and across the network. We want to build avenues for teachers to become instructional leaders.

C. MITIGATING RISKS

Developing a network of three schools is challenging and several needs must be addressed so that each school maintains their high state accountability rating and is able to contribute to the creation and sustainability of a successful network. Challenges include:

- Bringing all three schools together as a network while maintaining each school's individual identity,

- Clarifying and calibrating what systems are centralized and unified across the network and what is specific and maintained at each campus,
- Identifying and clarifying the various roles, responsibilities and accountability measures of network leaders, and
- Preparing campus associate principals to manage the campus in the absence of the network principal.

Risk	Mitigating Strategies
<p><u>Increased demands of time and energy of network principal</u></p> <p>Network principals are tasked with balancing our role as a coach to the network associate principal, senior operations coordinator and campus associate principals while maintaining the established campus standards and building the capacity of the network.</p>	<p>Ensuring that the associate principal has the leadership ability, time management skills and instructional vision for the school is the single greatest mitigation for this risk. With the increase in responsibilities away from the campus for the network principal it is vital that the campus associate principal can fluidly carry out the day to day operations.</p> <ul style="list-style-type: none"> ● We will utilize a phase-in model to transition clearly defined roles and responsibilities from the network principal to campus leadership. ● We will clarify the roles and responsibilities by creating an organizational chart that specifies the responsibility and relationship among roles. ● Campus associate principal will meet with the network associate principal and network principal to discuss priorities and action plans. ● Campus associate principal will maintain high standards for all students, faculty, and parents to support rigorous academic programs, safe and encouraging learning environments, and a campus of support for all stakeholders. ● We will create a system to grow our own network leaders and promote from within as appropriate. ● In summary: <ul style="list-style-type: none"> ○ The network principal will oversee the academic fidelity of their specific school while working together to cultivate leadership and talent in the network. ○ The network principal will work with campus associate principal and the network associate principal to oversee the day-to-day instruction and operations that occur on campus. ○ As an instructional leader, the campus associate principal will lead campus professional development, coach and evaluate teachers, lead data analysis, and work to uphold the mission of the campus.

<p><u>Efficient 1882 Network Communication</u> Clear communication across the network and with the 1882 non-profit partner about major projects that include all campuses is necessary.</p>	<ul style="list-style-type: none"> • A single point of contact will streamline the process for all network projects. The network senior operations coordinator will utilize project mapping to ensure efficient and effective completion of projects.
<p><u>Clarifying Roles & Responsibilities</u> Apprising the 1882 non-profit partners of the mission of the network, and who is fulfilling which roles and responsibilities on our campus? Especially when these roles may not be the same as a traditional campus.</p>	<ul style="list-style-type: none"> • Transition planning will occur with 1882 partners to apprise them of the timeline, changes, and needs of our network and schools. We will notify them of the authority/decision making of network principals, network associate principals and associate principals and ensure understanding of the granted autonomies of network schools.
<p><u>Leadership Transition</u> The transition/succession of network leadership and/or addition of network schools is a risk.</p>	<ul style="list-style-type: none"> • The network will build systems and structures that support a collaborative, data driven, continuously improving network to include transition and succession plans as well as criteria for adding schools to the network to ensure student success and sustainability. These systems will be shared with the 1882 non-profit partner.

12. HUMAN CAPITAL

At Fox Tech, we provide strong teacher support through administrative guidance, targeted professional development which includes a network of teachers that work together to create a cohesive learning environment. We are a teaching community where great teachers are given the autonomy to build the classroom environment their students need to succeed and where leaders are cultivated to advocate and serve to develop a better tomorrow. Teachers are given the autonomy to pursue creative and non-traditional methods of teaching to help all students achieve success. Teachers routinely extend the learning beyond the traditional classroom in tutorials and field trips to help solidify learning and expand exposure of the learning across our community. Our school is a place where no teacher is left on an island to try to survive but has a community of fellow teachers working collaboratively in professional learning communities (PLCs). We build capacity across the campus and improve our craft through instructional rounds, book studies and peer mentoring so that we are reflective in our practices. The teaching process is such a collaborative event that co-teaching (collaborative planning and instruction by two or more expert educators) is a natural extension of the learning environment. Teachers work with a network of experts who are sought out to mentor other teachers, who present at conferences and lead professional development sessions.

Teachers prepare students for success in careers and higher education opportunities by using data intentionally and by setting clear and high expectations for students. The student-teacher relationship is at the center of all student success and this creates an atmosphere where teachers look forward to coming to school. Teachers are held accountable to results but work together to increase performance through challenges. All teachers, administrators and students are life-long learners who operate out of a growth mindset. We work to build a strong culture of intrinsically motivated individuals who have great initiative and are passionate about learning. Our high performing teachers, as identified by T-TESS and performance data, are celebrated (via extended social

activities and recognition ceremonies), have increased autonomy in the classroom and on campus, serve as leaders in our master teacher program, serve as mentors and coaches to other teachers and help breed success in others.

Our hiring process is a collaborative process that involves administration, teachers, network personnel, partners and personnel from our institutes of higher education when appropriate. As positions open, a team gathers to determine hiring questions and in-box activities (to include data analysis, model teach, student learning analysis, etc.) per position and to create the hiring panel of all appropriate personnel invested in that particular domain. The recruitment process includes outreach to local hospitals, colleges and professional organizations to obtain interested and skilled applicants. Our recruiting team also attends local recruiting fairs to engage with the public on teacher offerings. Our focus in recruitment of teachers, is to match a qualified candidate to our teacher profile and campus values.

Finding the right fit during the hiring process helps mitigate teacher turnover. Over the past three years stability at Fox Tech has increased, although last year we did see a slight dip in percentage due to familial reasons (ie, retirement, family dynamics changed). One of the ongoing challenges in staff stability that is unique to Fox Tech is the high turnover numbers with the teachers who teach the curriculum specific to our health magnet. Health CTE instructors must be licensed practitioners. These professionals are transitioning from a health industry into the educational world, many times working more hours and days for less pay. To try to increase stability this last year those positions were redefined as Master Teacher positions in order to attract highly qualified, industry certified and experienced teachers. The compensation package for Health CTE teachers now competes with industry standards which creates a larger and more qualified applicant pool. In addition, the average years of all teaching staff is approximately 10.7 years experience and 48% of teachers currently hold graduate degrees. Through the experience and education that teachers bring to the classroom, the delivery of instruction is at a higher standard and the content knowledge is deeper allowing teachers to help students close their achievement gaps at a faster rate. John Hattie's latest research analyzed 252 factors related to student achievement and found collective teacher efficacy has by far the greatest effect size on student achievement. This research shows how critical it is for Fox Tech to hire great teachers that can work collaboratively with all current staff at Fox Tech. This data also highlights the quality of the staff at Fox Tech and reiterates the importance and value placed on experience and advanced knowledge in content areas. Our teachers are highly educated and skilled in their respective domains.

13. CLIMATE & CULTURE

In the fall of 2019, the SEAD survey was administered campus wide and we collected 422 responses from students at Fox Tech. Sixty nine percent of students responded favorably to being physically and psychologically safe at Fox Tech, which was 11% above the national average. While students feel safe at Fox Tech only 38% responded that they feel like a valued member of the school community which is 16% below the national average. This data shows some of the strengths and needs in our school's current climate and culture. After review of SEAD survey data with student leadership, it became evident that most students have a low sense of belonging as a result of having low self-esteem, low self-confidence and not enough self-love. This analysis by students has led to conversations and actions around building systems within student groups to encourage self-worth; student leaders made it clear that they are committed to building this out campus wide with the support of our counselors.

We want Fox Tech Health and Law Magnet to be a place where students, staff and families look forward to being a part of the school community and who find a sense of belonging. In order to meet that goal, we will implement

a house system that unites students into multiple distinct houses where they can build a strong positive bond through community and competition. Social emotional support will be present for all members of the school community consistently through our SEL curriculum and crisis team. Teachers and administrators will articulate and implement clear expectations that create a safe and inviting learning environment for all students. When these expectations are not met, students are held accountable and restorative practices are followed to allow the student to learn and correct their behavior. Currently, the social connection between teacher and student within and beyond the classroom is 18% below the national average. The classroom needs to be a place where teachers and students work collaboratively to achieve success for students and we will work towards making it obvious just how much teachers care for students. The classroom is an innovative and engaging space where the teacher anticipates the challenges students may face and promotes students to take ownership of their own learning and persevere through those challenges. Students are allowed to go beyond the expected learning outcomes through deep enrichment activities that connect to real world problems and skills.

The goal is to have a physical environment that reflects the career and college expectations for all students and seamlessly blends into the innovative practices implemented in the classroom. Students in the health and law magnet will be able to attend classrooms that mirror the real-world environments. Improvements to the physical building and structures in and around Fox Tech are currently under construction during this bond and the upcoming bond, therefore improvements made in furniture, appearance, functionality, design and technology need to be flexible and scalable to adapt to the changes that are occurring to the physical spaces over the next few years.

Our discipline data has increased dramatically over the last 3 years. The number of student suspensions has increased by 400% and the number of review 360 incidents has increased by 100%. It is clear that our culture is changing and we need to implement better systems for managing student behavior. The existing academic magnet model was originally designed to be purely academic with no focus on social emotional needs of students and their families. Due to the changes in student enrollment and the data we have collected we see an immediate need to build strong SEL skills among administrators, staff and students. More students are being identified as needing support for trauma, abuse, depression, anxiety, and substance abuse. Students at all academic levels are consistently making outcries to counselors or teachers and seeking help at school. In an effort to meet some of the socio-emotional needs of students, Fox Tech leaders researched over fifteen SEL curriculum that are used in secondary schools nationwide and vetted programs that aligned to the needs of our campus based on the SEAD survey given to students in the fall of 2019. From the list, faculty were able to narrow the search down to 2 programs: *RULER* and *Leader In Me*. An SEL committee was formed to conduct further research on these two programs, conduct site visits at local schools and report findings to faculty for final voting of an SEL program. By May 2020, we will choose one program to implement campus wide and in August 2020, we will implement the program.

In addition, campus administration researched ten different behavior management curricula to use campus wide. Administration narrowed the choices to three in which we brought the top three to faculty and staff to review and analyze as a whole. We have since decided to pursue further research on safe and civil schools and conscious discipline. We have a committee that will decide between these two options, conduct campus visits of successful implementation and then make a final decision on which program best meets the needs of our campus culture. By May 2020, we will choose one of the two programs to implement campus wide and in August of 2020, we will implement the program. This program will assist teachers and students in managing behavioral challenges and provide structures that will lead to a successful and positive school culture.

14. SCHOOL COMMUNICATIONS

With current parents and community members, we publish a weekly *Smore*, an electronic newsletter, every Monday to inform parents and community about what is happening at Fox Tech, this includes events and announcements from our administration and staff. We assess the effectiveness of our newsletter through Smore Analytics, where we can see how many people have accessed our *Smore* newsletter and how many people RSVP'd to our events. Our weekly *Smore* newsletter is also available via email to parents and on our school website for both parents and community members to access in English and Spanish. We also utilize the school messenger system to send messages regularly to parents; we are able to reach all parents in a more efficient manner and use this platform to communicate important announcements. This system allows messages to go out as phone and email messages that parents can respond to directly. The campus website allows us to publish information that can be used by our community and parents. The website is updated frequently to include new information and add important sites that will be useful to parents and community. All social media accounts from Twitter and Instagram are used to inform parents and community about events and news that is happening at Fox Tech.

Parent University is a time for our parents, students, counselors, family and community engagement (FACE) specialist and principal to have a face-to-face communication with experts that engage families in topics that include FAFSA, scholarships, college applications, budgeting, *Naviance*, PSAT/SAT, college supports and essay writing. This time is also used to communicate to parent's information related to events and announcements going on at school. Parent University is held once a month and the location is normally in the community at one of our partner organizations (SAC, UTSA, Cafe College, etc.); we try to expose parents to community resources and reinforce the need for students to attend to learn these resources as well. Parent Advisory is another forum in which parents can engage and provide input on educational processes of the school. Our first meeting was held on December 10, 2019. Our FACE specialist also hosts lunch and learn opportunities for parents throughout the month; these smaller meetings allow for a more intimate time to engage parents.

Charter meetings are held monthly to keep our parents and community members up to date about the charter process. Our first engagement with parents was at a Trunk or Treat event in October where we introduced the main concepts of an in-district charter and reasons we are pursuing this process. We met in November and again in December to discuss 1882 partnership and the network plan. January 8, January 23, January 28, February 6, February 13 and February 26 are all scheduled to continue to engage parents in learning about in-district charter. Each meeting includes opportunities for parents to read a portion of the application and give feedback. Exit surveys are distributed before each meeting and collected after each meeting. We also plan to engage alumni in the process of learning in-district charter on February 12.

With teachers, we meet weekly in faculty meetings that are held by the administrative staff. In these meetings administration is able to communicate with teachers about important logistical information and relay district memos and facilitate mini professional development regarding current needs. Faculty meetings are also spent analyzing data and creating implementation plans for student intervention. The time we have together is important to ensure we are meeting campus goals and are creating plans and adjusting plans as needed, based on data. Within the teacher group, resources and artifacts are housed in a google classroom for each meeting and a google drive is used to collect artifacts, notes, etc. for special projects. Administration also uses the Remind App to communicate with teachers' daily reminders and announcements. This is a fast and effective way to reach all of our teachers with important announcements throughout the day as needed. Teachers and administration use Google shared drives to organize and collaborate on a series of projects throughout the school year.

Administration uses Google Classroom to post all agendas, important announcements and to create forums for ideas amongst teachers.

Students are offered leadership opportunities to provide constructive feedback to school leaders through student leadership panel, class officer meetings, student council, and class meetings. The student leadership panel is an excellent way for students to give input into activities of the school and ideas around building school culture. The student leadership panel meets monthly with school leaders and counselors and the team works together to fulfill projects that support building a strong student climate. Student communication also occurs through daily announcements in university prep courses; a shared staff Google Slide allows teachers to submit their weekly announcements. This method ensures face-to-face sharing on information to students about events and important dates. Teachers also utilize the Remind app to relay messages to students from administration or about the class. Students are able to ask questions directly to students as needed via this app. Students also have a “Red Fox Tech Folder” where they receive communication from the school to be sent home. The red folder also serves as an educational portfolio for grade reports, attendance reports and other important testing information. Students can monitor their own progress throughout the cycle in real time using mySAISD app; teachers encourage regular use of this app and use it as another method in which to communicate to students.

The Health Advisory Board meets quarterly and the purpose of this committee is to guide work-based learning of the health program. Members serve as liaisons between the medical field and the school, giving time and providing connections for guest speaker series and even serving as mentors to students in the health pathway. Next year, we will also have an H-TECH Steering Committee that will guide the work of the H-TECH program; their purpose is to serve and monitor progress and continuous improvement in the design, governance, operations, accountability, curriculum development, professional development, outreach, and sustainability of the H-TECH program.

We will monitor attendance at school events and work to collect survey data from parents/guardians on how best to reach them. Since technology is constantly changing, we will adjust our approach as necessary to reach the most parents/guardians in the best way possible each year. We will leverage our students to communicate with their parents/guardians about their academic progress and school events. If processes are not working efficiently, we will change our approach to respond more effectively to our stakeholders. We do need to reevaluate how we are getting information to parents/guardians and how we are reaching our parents/guardians, as attendance at meetings has dropped this year. We may need to update contact information more often throughout the year to best reach our students’ parents/guardians.

15. FAMILY AND COMMUNITY ENGAGEMENT

Our relationship with families and community is built on a foundation of two-way communication, transparency, and opportunities for school involvement. We will work to improve our parent involvement via attendance at meetings; volunteering; donations, active liaison to community and community resources, and Parent University meetings. The purpose of our family engagement events is to inform parents on topics that will aid their decision-making skills and help them prepare their children for college. Our parents need this information to ensure their students are successful and are college ready; parents could struggle finding the right information for their kids without our support. “When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement (Henderson and Berla, 1995).” Engaging parents fully in the school community will naturally lead to higher retention rates of students in the health and law programs. We connect

early with our incoming families through engaging in proactive home visits, summer camps, orientation activities and through the registration process to build positive relationships between the school and our families.

Parent University is a time for our parents, students, counselors, family and community engagement (FACE) specialist and principal to have a face-to-face communication with experts that engage families in topics that include FAFSA, scholarships, college applications, budgeting, *Naviance*, PSAT/SAT, college supports and essay writing. This time is also used to communicate to parent's information related to events and announcements going on at school. Parent University is held once a month and the location is normally in the community at one of our partner organizations (SAC, UTSA, Cafe College, etc.); we try to expose parents to community resources and reinforce the need for students to attend to learn these resources as well. Parent Advisory is another forum in which parents can engage and provide input on educational processes of the school. Our first meeting was held on December 10, 2019. Our FACE specialist also hosts lunch and learn opportunities for parents throughout the month; these smaller meetings allow for a more intimate time to engage parents.

We utilize various partnerships, programs and strategies to connect our students and engage with the community. Leading industry partners in the health and law fields provide opportunities for job shadowing and internships with junior and senior students. Community leaders and organizations also mentor students and provide first-hand knowledge and experiences in their respective fields. These industries get the opportunity to build relationships and recruit future employees. Guest speakers from health and law fields provide informational summaries about job opportunities in their fields and build career interest. Students and parents have the opportunity to attend field trips to participate in community service, tour college campuses and be a part of relevant industry experiences. These opportunities give insight to parents about what we do as a campus and how we are supporting work-based learning skills. They also open up doors for students to visualize themselves in colleges and careers where they have been historically underrepresented. Our industry partners are able to create a pipeline of highly qualified future employees who are invested in the community. These early interactions enable industry partners to establish professional skills and character they expect in their potential future employees.

16. STUDENT RECRUITMENT AND RETENTION

Fox Tech is the only Health and Law Magnet in downtown and the only "A" Rated Health and Law Magnet in the city and all of South Texas. We earned 7 TEA Distinction Designations in 2019 and are ranked at the top of our district compared to other high schools. Our reputation as a high performing school is appealing to families who are looking for a pathway to college for their students. Our dual credit opportunities and higher education partnerships with SAC, UTSA and UT provide many options for students to earn college credit at no charge to the student while offering the college experience. While we are a small school environment with a population of approximately 440 students, with a maximum capacity of 600, we offer almost all of the extracurricular opportunities that a traditional high school offers. UIL sports, fine arts, student clubs and field trips provide opportunities for students to pursue their personal passions and talents. They also provide a pathway to scholarships that are not solely academic. In addition, our downtown location affords us easy access to hospitals, courthouses, law firms and other medical facilities that are used for internships, shadowing experiences and other work-based learning goals. For new students or returning students, we build supports to ensure they are successful throughout their four years so that they experience all that Fox Tech has to offer. Students have increased freedoms in exchange for greater responsibility but with a family culture that supports their needs.

Our campus employs recruitment teams to develop yearly strategies for recruitment. As a network, we hired a senior operations coordinator who is responsible for recruitment and retention of the network. Her duties include organizing and attending recruitment events, ordering paraphernalia and sending out marketing materials to incoming students. The recruitment team consists of our network senior operations coordinator, our FACE Specialist, our P-TECH Coordinator a member of the administrative team and the principal. Since recruitment is mostly year-round, we have to adjust the strategies as needed based on data. This year we have a new program, H-TECH, launching in August of 2020 which requires even more efforts to engage families about the program. Due to the H-TECH blueprint, we must ensure we meet access measures so our focus will be on targeting specific groups of students. Our yearly plan includes multiple parent and student information sessions, school tours, exhibition nights, mini-fairs at middle schools, district fairs and city expositions. We also conduct commercial advertising via local TV commercials, TV morning show bits, and door-to-door flyer solicitation in certain neighborhoods. We also schedule several registration nights after the lottery runs to assist families in completing the online registration process successfully.

Fox Tech’s Elevator Speech for Student Recruiting:

Fox Tech is one of San Antonio’s most prestigious high schools. Our downtown location means easy access to work-based learning opportunities at hospitals and courthouses. We also have strong partnerships with UT Austin, UTSA, and SAC where students can earn up to 67 hours of college credit and participate in traditional high school experiences such as UIL sports, fine arts, and a variety of student clubs. We are a great choice for students interested in health and law, who are looking for a university experience, the traditions of a comprehensive high school and the feeling of a tight, close knit family.

17. CAMPUS GOVERNANCE

A. ROLE

The role of the campus advisory board is to serve in an advisory position to guide campus decision making in the following manner:

1. provide input on campus decision-making
2. hold leadership accountable to goals
3. connect the campus to resources (mentors, internships, donations, etc.)

The purpose of the board member is to provide time, talent and connections so that the school and community benefit from each consultation to the maximum extent possible. Through frequent engagement opportunities, board members will serve as an advocate to the community on behalf of the school and a liaison to stakeholders. The campus governance board will be called the Fox Tech Campus Advisory Board.

B. STRUCTURE

Effective communication is pivotal to the success of the campus advisory board, which will include 9-12 people. We will establish clear roles and responsibilities for each board member and host an annual network retreat to create working norms and build capacity within the board. This work will serve as a foundation as the board will meet four to six times a year and each meeting will be structured with specific outcomes. Leadership will establish meeting agendas to include goals, updates, program analysis

and program monitoring. Meeting minutes will be posted on the website to ensure transparency and to keep stakeholders informed and engaged in the development and implementation of programs.

As a mechanism to gather input from all stakeholders, standing committees will be developed and will function as a support but separate from the advisory committee. Each committee will include a secretary which is responsible for minutes and reports to the advisory board. Other committee chairs will be created as needed. The following standing committees describe the general committees considered at this time and should not be construed as an exhaustive list of all standing committees: academics, finance and development, student life (internships, mentorships, SEL, student voice, etc.), parent engagement, alumni, board nominations and H-TECH Steering Committee.

At least one meeting will be held in conjunction with the other two campus advisory boards of the network to review network accomplishments, barriers, and strategic plans.

C. SUSTAINABILITY

Fox Tech has strong relationships with current industry partners and institutes of higher education; reaching out to key individuals that currently partner with our school will ensure that members have a shared mission and interest in our students' success. This alignment of personnel directly reflects our community and ensures stability within the health and law realms. It is important that we create a board membership cycle with staggered terms for each position so that we retain board members but also plan for succession. The nomination committee will solicit and recruit future board members to fill vacancies as needed.

D. ACCOUNTABILITY

In order for the performance contract to be met, frequent monitoring of school goals must occur and action plans must be implemented for increased performance. The academic committee will monitor progress of the charter and progress of school goals and report findings to the campus advisory board to fulfill those responsibilities with fidelity. Frequent engagement in a variety of campus activities (ie: campus visits, student shadowing and program events) will add a human pulse to the performance data that will be analyzed and evaluated throughout the year. These actions serve as the most important duties of the board.

E. MEMBERSHIP

Board Member Name (First and Last)	Affiliation or Role	Relevant Expertise
1. Dr. Carlos Orozco	Health Board Member & Alumnus	Serves on health advisory board.
2. Jennifer Benavides	Principal	Served on the Chamber of Commerce Board for the City of Sachse, Texas for 2 years.
3. Cynthia Robinson	Master Teacher	English expert and committed teacher with over 25 years in SAISD.
4. Kellan Morgan	Master Teacher	Served on the inaugural Master Teacher advisory committee board for one year. Math expert and

		committed teacher with over 11 years at Fox Tech.
5. Jennifer Maestas	Parent	Has served on several boards in the community; has experience as a consultant with charter schools, prior administrator and teacher.
6. Health Board Member	Health Board Member	
7. Law Board Member	Law Board Member	
8. UHS Representative	UHS Representative	
9. SAC Representative	SAC/IHE Representative	
10. Metropolitan Methodist Representative	Metropolitan Methodist Representative	
11. UTSA Representative	UTSA Representative	

18. BUDGET EXERCISE

Item Description	Estimated Cost	Rationale	Sustainability Plan
Student Laptops	\$250,000	To close the gap on electronic devices needed to serve students in dual credit and dual enrollment courses.	Every 3 years replace ⅓ of devices as needed; we will fundraise or use 199 funds to replace.
SEL Curriculum	\$15,000	To implement SEL curriculum campus wide that includes curriculum for students, staff and my mom.	Once the curriculum is purchased, a need no longer exists to sustain.
SEL Professional Development	\$50,000	To train teachers in social emotional intelligence and how to implement SEL curriculum in U-Prep.	Once faculty and staff are trained, only new teachers will require training. Updates can occur in-house.
Classroom Furniture (flexible student tables/desks and seating, dry-erase/glass boards, teaching podiums/stations, etc.)	\$230,000	To create innovative learning spaces and upgrade classroom to include movable desks, tables, etc.	Once these are purchased, only damaged or broken pieces will be replaced.
PD for faculty and staff (SEL, BE, Software/Technology, Law, Health, Content, Magnet, AVID, PBL, RCA)	\$150,000	To improve teacher performance, teachers will attend nationally recognized PD in content areas on topics that would meet our goals.	We will use a combination of 199 and 1882 funds to continue PD for teachers after initial rounds.
Curriculum Resources for special programs (ELL, SPED, 504, Dyslexia, etc.)	\$30,000	To provide supplemental software programs, diagnostic program and/ or manipulatives for special populations in the classroom to identify academic needs earlier in order for intervention to efficiently and effectively. .	We will fundraise or use 199 funds to cover costs.

Recruitment/Marketing (FT promotional materials such as but not limited to stickers, pens, bags, brochures, commercials, banners, TV marketing package, etc)	\$10,000	To enhance marketing materials and approaches to increase enrollment.	We will fundraise or use 199 funds to cover costs.
Promethean Interactive Displays (ActivePanels and ActiveBoards)	\$65,000	To enhance teacher technology in the classroom to improve and enhance teaching abilities and student engagement.	We will replace bulbs and provide regular maintenance as needed from 199 account.
Total	\$800,000		

19. IMPLEMENTATION PLAN

	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21
Social Emotional Learning Curriculum					
	<ul style="list-style-type: none"> -SEL committee will conduct site visits to 3 local schools that implement SEL -SEL committee will finalize SEL choice - Administrative team will request quote for 1-year PD plan & curriculum for 30 teachers -Administrative team will Plan PD days for August -Teacher leaders will plan summer student leadership camp 	<ul style="list-style-type: none"> -Principal will purchase SEL PD, curriculum & supplies -Principal send small group to summer training -Teacher leaders Implement student leadership camp -Principal will hire social worker to work with students, teachers and families with social emotional issues -Counselors will develop a crisis intervention team of highly trained staff 	<ul style="list-style-type: none"> -SEL contractor will implement PD in August/Sept/Oct - Specialist/Contractor will conduct crisis intervention training -Teachers will implement curriculum across all grade levels in U-PREP -Administrative team will monitor progress of SEL plan 	<ul style="list-style-type: none"> -SEL contractor will continue to implement PD Jan/Feb/ Mar -Administrators will assess program data and re-evaluate strategies/implement for following year -Administrative team plans for year 2 of SEL curriculum -Principal will purchase SEL PD, curriculum & supplies 	<ul style="list-style-type: none"> - Administration will plan, budget and hire experts in SEL to provide ongoing professional development in socio-emotional strategies each year to teachers and staff -SEL team will analyze performance of implementation plan and adjust as needed for 2021-2022 school year -SEL team will determine if additions need to be made to curriculum to fill in any gaps that might exist
	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21
House System					
	<ul style="list-style-type: none"> -Teacher Leaders and Administrative team will research Ron Clark Academy house system and learn how to implement at scale 	<ul style="list-style-type: none"> -Small group of teacher leaders will attend RCA House Academy July 24th and 25th to design scaled house system for Fox Tech 	<ul style="list-style-type: none"> -Small group of teachers and school personnel will attend RCA for PD -Host reveal ceremony that is engaging and exciting 	<ul style="list-style-type: none"> -Small group of teachers and school personnel will attend RCA for PD -Heads of House will monitor house 	<ul style="list-style-type: none"> -Groups of teachers and school personnel from Fox Tech attend RCA House Conference July 10th and 11th

	-Teaches who visited RCA in December will brainstorm and plan possible house system implementation and discuss with department leaders and faculty members	-Teacher leaders will plan, design and monitor house system (house names, point system, rewards, etc.) - Teacher Leaders who visit RCA will take on leadership role for each house (Heads of House) -Teacher Leaders will plan and create engaging and exciting reveal ceremony that all teachers will go through during professional development in August	in which students will be randomly assigned to a house -Student Leadership will establish norms for each house -C-days will be utilized to develop house pride and unity through chants, dances, etc. -Teachers will give out points based on student performance in and out of the classroom	effectiveness and intervene as needed -Highest earning points house will be recognized and rewarded	-Teacher leaders will make adjustments as needed after year one -Reveal ceremony for incoming freshmen will be held during freshman orientation
	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21

New Behavior Expectations

	-Administration will conduct site visits at local schools that implement the BE curriculum with fidelity -Administrative team will finalize BE choice -Administration will plan implementation and PD for teachers and students	-Teacher leaders will train student leaders and model expected behaviors. -Administrators will attend training on BE curriculum -Administrators will develop a plan for curriculum implementation with parents to build into Parent U meetings.	-BE Consultants/ administrators will conduct training for teachers -Teachers and administrators will implement the BE methodologies in all classes -Administrators will monitor BE methods and re-assess as needed	-Faculty will conduct SEAD survey to gather data on effectiveness of program -Administrators will plan summer PD and further implementation of program	-Faculty will assess implementation of program at the end of the year meeting -Teacher leaders will analyze discipline data for program effectiveness and make adjustments as needed
	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21

Technology

	-Campus leadership will research and purchase enough Chromebook computers for each student (500) on campus, so that they can have access to instructional resources and curriculum content	-The Campus Operations Coordinator and Librarian will create a 1:1 system for managing devices based on student needs and academic demands. -The Camus Operations Coordinator and librarian will create usage norms, an	-School leaders will identify technology integration needs and gaps to be able to provide training as needed for teachers and students	-Campus Operations coordinator and librarian will monitor technology use and responsible stewardship of devices by students -Librarian will schedule maintenance, manage warranties and purchase replacements as needed	-Campus Operations Coordinator will follow up with maintenance, warranties, purchase and replacements as needed to prepare for the following year
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		inventory system and method for providing tech support to students		-Librarian will collect and inventory all devices that were used during the year	
	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21

Health Pathways in Technology (H-TECH)

<p>See P-TECH blueprint for a more in depth implementation plan.</p>	<p>-P-TECH Design Team will design and plan H-TECH program with IHE and industry partners (to include: work-based learning, academic supports, intervention, recruitment/enrollment, summer bridge, certifications, etc.) -P-TECH Coordinator and team will recruit students to program -P-TECH Coordinator, Principal and team will create and implement intake for new students -Campus Operations Coordinator and Teacher leaders will test new students in TSI -Registration team will Register new students to SAC via Apply TX -P-TECH Coordinator and Senior Operations Coordinator will identify teachers qualified to teach dual credit and start the approval process with SAC -P-TECH Coordinator and design team will finalize MOU's with SAC, UHS and MM -P-TECH Coordinator and Principal will create steering committee -P-TECH Design team will create annual PD schedule -Counselors and P-TECH Coordinator will finalize dual credit rosters and submit to SAC -P-TECH Coordinator will submit final</p>	<p>-Teacher leaders, industry partners and IHE will Implement summer bridge program (2 weeks in June) -P-TECH Design team will work to align curriculum to meet high school requirements, industry standards and college requirements - P-TECH Coordinator & Design Team will plan and implement professional development for CTE Health Teachers -P-TECH Coordinator will publish all artifacts and documents from planning meetings, etc. to campus website P-TECH page</p>	<p>-P-TECH Coordinator, CTE Health teachers will implement H-TECH program -P-TECH Design team will continue with alignment for following 2nd year course pathway -P-TECH Coordinator will analyze recruitment efforts and meet with steering committee to finalize enrollment plan -P-TECH Coordinator will ensure ongoing PD for CTE Health teachers and core teachers</p>	<p>-P-TECH Coordinator and recruitment team recruit incoming freshman -P-TECH Coordinator will analyze prior year's intake process and make adjustments as needed -P-TECH Coordinator, Principal and team will modify, adjust and implement intake for new students -P-TECH coordinator will finalize SAC course list for 2021-2022 cohort -P-TECH coordinator will monitor grades and plan for course recovery as needed</p>	<p>-Teacher leaders, industry partners and IHE will Implement summer bridge program -P-TECH Design team will work to align curriculum to meet high school requirements, industry standards and college requirements -CTE Health teachers will participate in professional training in collaboration with industry partners</p>
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	application for P-TECH Designation by February				
	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21

The Network

	<ul style="list-style-type: none"> -Network principals will meet regularly to create a basic plan for network collaboration for current school year -Network principals will work with network associate principal to design network professional development for Spring and Fall semesters -Network principals will work with network senior coordinator of operations on recruitment of students to the network -Network principals will conduct site visits to learn from other school collaboration efforts -Network principals will participate in leadership coaching with Bellwether 	<ul style="list-style-type: none"> -Network principals will design collaboration efforts for Fall 2020 -Network principals will re-evaluate network shared positions from current year and adjust job descriptions as necessary -Network principals will create network goals -Network principals will work with associate principal to build PD plan for Fall 2020 -Network principals will collaborate on shared allocations and analyze data to determine best fit for network needs -Network principals will determine if new positions should be hired and if so, create interview panels and interview questions/activities for those interviews 	<ul style="list-style-type: none"> -Network principals and network associate principal will implement PD plan -Network principals will research and design new program offerings for future years -Network principals will send network staff to training as needed -Network principals will continue with leadership coaching with Bellwether -Network principals will train and orient all campus advisory boards in a yearly retreat -Network principals will plan funding supports for future of network 	<ul style="list-style-type: none"> -Network principals will work with SAC to implement any new dual credit program offerings -Network principals and recruitment teams will recruit new students to the network schools -Network principals will plan summer bridge program for network students 	<ul style="list-style-type: none"> -Network principals and network associate principal will plan PD for Fall 2021 -Network principals will assess network goals and make adjustments as necessary -Network principals will view financials/network budget and analyze needs -Network principals will explore hiring fundraising positions and plan fundraising efforts
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Administrative Team - refers to Principal, Assistant Principal, Campus Operations Coordinator, Counselors, and P-TECH coordinator

Teacher Leaders - refers to Department Heads and Master Teachers

P-TECH Design Team - refers to Principal, P-TECH coordinator, SAISD CTE support personnel, SAISD support personnel, Metropolitan Methodist support personnel, UHS support personnel, SAC support personnel

APPENDIX A – DATA TEMPLATE

	2016-17	2017-18	2018-19	% CHANGE Y1 TO Y3	% CHANGE Y1 TO Y3
PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
A. GENERAL INFORMATION					
GRADE LEVELS SERVED (E.G., K-8; 9-12, ETC.)	9-12	9-12	9-12	N/A	N/A
TOTAL ENROLLMENT COUNT	384	382	371	-13	-3%
B. STUDENT POPULATION					
% AFRICAN-AMERICAN	5%	4%	4%	-1%	-20%
% ASIAN	0%	1%	2%	2%	N/A
% HISPANIC	93%	93%	92%	-1%	-1%
% WHITE	2%	2%	2%	0%	0%
% OTHER RACE/ETHNICITY	0%	0%	0%	0%	N/A
% ECONOMICALLY DISADVANTAGED	65%	75%	79%	14%	22%
% ENGLISH LANGUAGE LEARNER	3%	5%	6%	3%	100%
% SPECIAL EDUCATION	5%	4%	4%	-1%	-20%
C. STUDENT PERSISTENCE					
% OF STUDENTS WHO REMAIN AT SCHOOL FROM PREVIOUS YEAR (ALL STUDENTS)	92.8%	88.5%	87.4%	-5.4%	-5.8%

% OF SPECIAL EDUCATION STUDENTS WHO REMAIN AT SCHOOL FROM PREVIOUS YEAR	92.8%	81.8%	83.3%	-9.5%	-10.2%
PART 2: ACADEMIC OUTCOMES					
A. STAAR GRADES 3-8 OUTCOMES (IF APPLICABLE)	2016-17	2017-18	2018-19	% CHANGE Y1 TO Y3	% CHANGE Y1 TO Y3
% OF STUDENTS WHO MEET OR MASTER STANDARDS (READING)	N/A	N/A	N/A	#VALUE!	N/A
% OF STUDENTS WHO MEET OR MASTER STANDARDS (MATH)	N/A	N/A	N/A	#VALUE!	N/A
% OF STUDENTS WHO MEET OR MASTER STANDARDS (WRITING)	N/A	N/A	N/A	#VALUE!	N/A
% OF STUDENTS WHO MEET OR MASTER STANDARDS (SCIENCE)	N/A	N/A	N/A	#VALUE!	N/A
% OF STUDENTS WHO MEET OR MASTER STANDARDS (SOCIAL STUDIES)	N/A	N/A	N/A	#VALUE!	N/A
B. STAAR EOC OUTCOMES (IF APPLICABLE)					
% OF STUDENTS WHO MEET OR MASTER STANDARDS (ENGLISH I)	65%	56%	61%	-4%	-6%
% OF STUDENTS WHO MEET OR MASTER STANDARDS (ENGLISH II)	73%	81%	68%	-5%	-7%
% OF STUDENTS WHO MEET OR MASTER STANDARDS (ALGEBRA I)	34%	39%	51%	17%	50%
% OF STUDENTS WHO MEET OR MASTER STANDARDS (BIOLOGY)	79%	74%	78%	-1%	-1%
% OF STUDENTS WHO MEET OR MASTER STANDARDS (U.S. HISTORY)	66%	85%	86%	20%	30%

C. SELF-SELECTED OUTCOMES					
GRADUATES WHO MET COLLEGE READY IN ALL THREE SUBJECT AREAS. (MATH, WRITING, READING)	48.3%	58.2%	58.3%	10%	20.7%
ATTENDANCE	94.64	93.94	94.38	-0.26	0%
PERCENT OF 9TH GRADE STUDENTS PREVIOUSLY RETAINED	3%	10%	5%	2%	67%
	2016-17	2017-18	2018-19	% CHANGE Y1 TO Y3	% CHANGE Y1 TO Y3
PART 3: HUMAN CAPITAL					
TEACHERS WITH GRADUATE DEGREES (MASTERS AND ABOVE)	42%	48%	NOT RELEASED	#VALUE!	N/A
AVERAGE YEARS EXPERIENCE OF TEACHERS	9.7	10.7	NOT RELEASED	#VALUE!	N/A
% OF TEACHERS WHO REMAIN FROM THE PRECEDING YEAR	72.7%	83.3%	80.8%	8.1%	11.1%
PART 4: STUDENT DISCIPLINE					
# OF REVIEW 360 INCIDENTS	25	48	50	25	100%
# OF STUDENT SUSPENSIONS (IN AND OUT-OF-SCHOOL)	7	10	35	28	400%
# OF DAEP PLACEMENTS	0	3	3	3	N/A

APPENDIX B – REFERENCES

Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

J.Hattie(December 2017) visiblelearningplus.com

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 2020-21 school year and ending with the 2030-31 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 Partnership 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.