

**APPLICATION
For
Renewal of
In-District Charter School
2019-2020**



Briscoe Elementary School
San Antonio Independent School District

Principal – D'Les Herron

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School History



Briscoe Elementary School, 2017

Briscoe Elementary School has a long history for educating the children of South San Antonio. In the late 1800s, “Lakeside School” emerged from rented facilities on South Flores Street. In 1899, a two-room building was rented to give the growing school a home. In 1904, after five years of moving from various buildings and houses in San Antonio, the Lakeside School, commonly called Miss Cook's School in honor of principal Rebbie Cook, found a permanent home in a new four-room, two-story brick school house opened as School #19 by San Antonio School District.

The school was officially named for William T. Harris, the United States Commissioner of Education, however, many continued to call the school “Lakeside” for several years afterwards. Finally, in March 1905, the Harris name was changed to Briscoe at the suggestion of Harris' son, Theodore, an SAISD trustee. His request was on behalf of the Daughters of the Republic of Texas that the school be named after a state patriot. The SAISD School Board agreed to name the school after Andrew Briscoe¹.

Briscoe Elementary School has served the children just south of downtown San Antonio for over a century in the current historic building located on South Flores Street.

In 2004, Briscoe also obtained internal charter status with San Antonio ISD providing an advanced academics curriculum for the Pre-K – 5th graders. In 2017, the campus changed its focus from scientific inquiry to seek authorization as an International Baccalaureate (IB) World School. In 2019, the campus is slated to have both a new charter with SAISD and be an authorized IB World School offering the Primary Years Programme (PYP) for all of their students.



*Andrew Briscoe
(November 25, 1810– October 4, 1849)*

An American pioneer who fought in the Texas Revolution against Mexican authority.

Briscoe was a delegate to the Texas Convention of 1836. After Texas Independence, President Sam Houston appointed him to serve as the first Chief Justice of Harrisburg County, later renamed Harris County, Texas. After his term ended in 1839, he retired from office and became a cattle dealer. In 1839, he planned a new railroad from Harrisburg, Texas to the Brazos River.

¹ Newton, Lewis W. (September 26, 2016). "Briscoe, Andrew". Texas Handbook Online. Texas State Historical Association.

Data Reflection and Outcomes

Data Submission

Briscoe Elementary School Data Submission

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
<i><-- Please type the school year (e.g., 2016-2017) for each year</i>					
PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
A. General Information					
Grade Levels Served (e.g., K-8; 9-12, etc.)	PK-5	PK-5	PK-5	N/A	N/A
Total Enrollment Count	551	523	492	-59	-11%
B. Student Population					
% African-American	1%	0%	0%	-1%	-100%
% Asian	0%	0%	0%	0%	N/A
% Hispanic	99%	99%	99%	0%	0%
% White	1%	1%	0%	-1%	-100%
% Other Race/Ethnicity	0%	0%	0%	0%	-100%
% Economically Disadvantaged	92%	91%	91%	-1%	-1%
% English Language Learner	33%	35%	34%	1%	3%
% Special Education	8%	9%	8%	0%	0%
C. Student Persistence					
% of Students who Remain at School from Previous Year (Total Student Population)	83%	80%	80%	-3%	-4%
% of Students who Remain at School from Previous Year (Special Education Population)	85%	75%	67%	-18%	-21%
PART 2: ACADEMIC OUTCOMES					
A. STAAR Grades 3-8 Outcomes (if applicable)					
% of Students who Meet or Master Standards (Reading)	35%	26%	28%	-7%	-20%
% of Students who Meet or Master Standards (Math)	29%	26%	23%	-6%	-21%
% of Students who Meet or Master Standards (Writing)	38%	23%	19%	-19%	-50%
% of Students who Meet or Master Standards (Science)	13%	15%	12%	-1%	-8%
% 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)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)					
% of Student Achievement of Meets in Math in STAAR			23%	0.23	N/A
% of Students who Meet or Master MAP Reading EOY		23%	23%	0.23	N/A
% of Students who Meet or Master MAP Math EOY		25%	21%	0.21	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE					
Average Years of Teacher Experience	9.8	8.9	8.6	N/A	N/A
% of Teachers who Remain at School from Preceding Year	88%	71%	67%	-21%	-24%
Number of Master Teachers	n/a	n/a	1%	#VALUE!	N/A

Briscoe Elementary School is a Year 1 Improvement Required (IR) school in San Antonio ISD. Under the current state accountability system, Briscoe would have received an “F” rating from the Texas Education Agency (TEA) due to student performance and growth shortcomings. Within the Burbank feeder pattern are six elementary schools. In comparison to those other six campuses, Briscoe performed as follows:

Student Achievement Domain - Only two schools scored higher than Briscoe’s 56 Scale Score.

Progress Domain Growth - All but one school performed better than Briscoe’s 59 Scale Score.

Progress Domain Relative Performance - Four schools performed better than Briscoe’s 58 Scale Score.

Closing the Gap Domain - Five schools performed better than Briscoe's 58 Scale Score.

Overall Score - Five schools performed better than Briscoe's 58 Scale Score.

When comparing Briscoe scores against SAISD averages, Briscoe outperformed the district in Reading at the Approaches level by 6% and 3% at the Masters level. Briscoe focused heavily on reading last year and it was a targeted area to improve from the previous year's data. The district as a whole received higher percentages in Approaches, Meets and Masters in all other content areas.

In comparison to federal expectations, Briscoe met or exceeded expectations in only three areas:

Academic Growth Reading - Met 64 target for Eco Dis

Academic Growth Reading - Exceeded 64 target by 1 for ELL+4 Yr. Exit

English Language Proficiency - Exceeded 42 target by 4 for ELL TELPAS

Additional Data and Discussion of Improvement Efforts

Briscoe Elementary STAAR DATA from last three years

Year	Reading	Writing	Math	Science
2015-2016	73%	63%	75%	60%
2016-2017	51%	62%	60%	37%
2017-2018	64%	37%	59%	62%

Briscoe Elementary - Index Comparison of State Accountability

Index	14-15	15-16	16-17	17-18
Index 1: % of students Met Standard	79%	71%	54%	56%
Index 2: Student Progress (Met/Exceeded Growth)	47%	31%	36%	59%
Index 3: Closing the Performance Gap	43%	37%	28%	55%
Index 4: Postsecondary Readiness	18%	24%	19%	na

In 2016, Balanced Literacy was implemented and facilitated school wide through the Implementation Specialist. This was a challenge for many teachers, as scores showed. Due to the decrease in Reading scores, we began looking at the reading process used campus-wide and determined areas of need for the next year. In 2017, we focused on our reading process and collaborated with teachers and implemented Briscoe Reading Process. We transitioned from a departmentalized campus to a self-contained campus, so many teachers had not previously taught reading. This was a challenge as well, so we provided professional development, such as Visible Thinking strategies, Guided Reading, and literature circles. In addition, we began Fast Forward Reading Interventions with 3rd-5th grades to help with our most struggling readers.

We also focused on our 5th grade Science classes, receiving assistance with planning, lesson modeling, ensuring we have materials for labs, and regular meetings with teachers and district implementation specialists. We almost doubled our scores with this level of support. With our focus on reading and science, we had a significant decrease in writing and showed no growth in math. This year we have implemented K-5 processes for writing, math and science that administrators are monitoring through Instructional Snapshots, classroom walkthroughs, journal collections and observations. The data

collected weekly in the Instructional Snapshots is shared in the staff weekly memo with areas of celebrations, concerns and a focus for teachers to reflect on their own practice.

Briscoe historically has had a full time music teacher until 2017. Based on our declining enrollment the music position was reduced to three days a week. Initially, an Art teacher was not allocated to Briscoe however, due to our IB status we received a full-time art teacher. An additional requirement of IB is to have a language teacher, which we began this year. However, we only have a part time Spanish teacher, who is on campus every other week. First through fifth grade students receive a total of 4-5 weeks of Spanish due to the sharing of teachers.

In a recent random sample of 90 1st-5th grade students they replied to the following regarding our Fine Arts and World Language classes:

Fine Arts and World Language Student Survey

Questions Asked	Percentage
I enjoy art.	77%
I have learned new skills in art.	77%
I enjoy making music in music.	69%
I have learned new music skills in music.	70%
I enjoy Spanish.	58%
I have learned more Spanish and it's cultures.	47%

Challenges for Our School

Working with key stakeholders, to include staff, students and parents, Briscoe Elementary School utilized the "Five Why's" method to identify root causes for the three challenges identified below.

1. Year 1 of IR: Faculty reflected on the root cause of the unsatisfactory STAAR results and determined that there was lack of school-wide, aligned processes, which resulted in low math, reading, writing and science scores. All stakeholders were surveyed as to the processes used in each of the content areas. Data showed that unaligned processes were a major factor in the STAAR results. For example, some grade levels were using TRAP, which is a reading strategy not a reading process, while others were not consistently using a formal reading process. The same inconsistencies were true of math without a consistent campus math problem solving process. In writing, grade level alignment was inconsistent as well. Students were not being held to daily writing expectations and teachers relied on 4th grade to prepare students for state testing. Teachers were not adhering to student investigations requirements in science as a primary avenue for learning. Historically, Briscoe has had exemplary test scores when school-wide processes were implemented. Through the process of the Targeted Improvement Plan (TIP) the CLT was able to determine lack of school-wide processes in all three subject areas, ELAR, Math and Science as the root cause based on analysis completed by the team.

2. EL Learning Gap: STAAR results indicate that EL students are not performing at the same level as their non-EL peers. Current 3rd-5th grade students are not progressing as other students. The bilingual team determined the root cause of this is lack of strategic planning and vertical alignment with the bilingual classrooms. In addition, there is a lack of appropriate bilingual resources and materials to meet the needs of students equal to that of the monolingual peers. Three years ago campuses received an entire

Scholastic set of level readers which were primarily English books. There were limited Spanish books provided. Some of the STAAR preparation materials were not available in Spanish as well. Vertical Professional Learning Communities (PLCs) did not take place due to the master schedule not being flexible to accommodate meetings. We also did not have a consistent Bilingual Specialist the full school year. We are transitioning to a Dual Language campus with Kinder as our first cohort of Dual Language learners with a two-way model.

3. Student and Family Engagement: Through the IB Framework we have seen an increase in student engagement and student action. Using instructional snapshots, we have determined that 61% of students are consistently and authentically engaged in transdisciplinary learning across the campus. In discussions with teachers, they support this increase with anecdotal evidence such as, students being able to develop open-ended questions, increase of authentic student work, students acknowledging areas of individual growth, developing inquiry skills, and working collaboratively with their peers to improve student achievement. We have also seen many examples of student-led action that promotes self-awareness of their role in the classroom, school and community. While relatively high levels of student engagement are occurring in individual classrooms, we would like to increase the consistency of the Fine Arts and World Language component on our campus. Current limitations include: a half-time Spanish teacher (who alternates weeks with another campus) and a part-time Music teacher, who is on campus only three days a week. These inconsistent allocations impact student and family engagement due to part time teachers having to split time and energy between multiple campuses. Our art program has flourished with a full-time teacher. During our IB Verification visit, when students were questioned about what they like about Briscoe or what Briscoe means to them, the advisors relayed the majority of students spoke about art when answering those questions. Students responded, “Every student at Briscoe Elementary School is an artist,” and “I like that everybody gets to display their art work at our school”. We want our students to have the same opportunity to engage in Music and World Languages as they do in Art.

Our campus believes that our Fine Arts and World Languages programs do impact student achievement and overall student development which is aligned to the IB Framework. A wealth of scientific research over the last decade has proven that music, world languages and art education are powerful tools for attaining children's fullest intellectual, social and creative potential. These disciplines speed the development of speech and reading skills, train children to focus their attention for sustained periods, help children gain a sense of empathy for others, give children a means to express themselves and honor students’ cultures. Researchers have provided us with rich studies that explore the impact of visual art education on students. Multiple studies have found that a focus on the visual arts improves students’ literacy skills. Many studies show how art and music impact students, especially those from low socio-economic backgrounds. According to The Educational Forum, who published an article in 2014 regarding the study, *Positive Impact of Arts Integration on Student Academic Achievement in English Language Arts*², ... “noted that arts education has a broad impact, improving academic outcomes in other subjects. With a focus on the importance of standardized test scores, this study found that schools that introduced art concepts into lessons on other topics saw an 11 percent increase in the number of students that scored proficient on ELA standardized testing.”

² Kylie A. Peppler, Christy Wessel Powell, Naomi Thompson & James Catterall (2014) Positive Impact of Arts Integration on Student Academic Achievement in English Language Arts, The Educational Forum, 78:4, 364-377, DOI: 10.1080/00131725.2014.941124

Several other studies discovered that students who engage in the visual arts have fewer disciplinary issues and higher graduation rates. Teachers are also impacted positively by working in a school that has a strong culture centered on the arts. At these campuses, teachers report higher job satisfaction, are more invested in their work and are more likely to pursue professional development outside of the school.

One report offered a unique insight into the power of visual art education. In *A Portrait of the Visual Arts*³, the authors discuss how students in low-income schools are especially helped by visual art experiences. They found that opportunities to make artwork as a group helps strengthen community connections.

School Overview

Mission and Goals

The mission of Briscoe Elementary is to provide students with tools and opportunities to take ownership of their learning and become contributors to the community and the world.

Briscoe Elementary has a mission that aligns with the International Baccalaureate (IB) and SAISD mission statements. IB schools share a mission of building a better world by cultivating caring, young people who are globally-minded in their approach to learning, both inside of the classroom and outside in the broader community. IB students are encouraged to become inquisitive in their approach to learning by asking questions and developing the necessary skills to research, collaborate, and communicate their findings to both school stakeholders and the community. Students who attend IB schools become well-rounded, better learners, and can adapt to various situations that they will encounter in their future.

³ McCarthy, Kevin F., Elizabeth Heneghan Ondaatje, Arthur Brooks, and Andras Szanto, *A Portrait of the Visual Arts: Meeting the Challenges of a New Era*, Santa Monica, Calif.: RAND Corporation, MG-290-PCT, 2005. As of January 09, 2019: <https://www.rand.org/pubs/monographs/MG290.html>

Briscoe Elementary Campus Goals

	Goal Timeframe (1, 3, or 5 years)	What is the goal? (Please type each goal below)	How will you measure the goal? (Please detail the data you will use to measure progress towards each goal)
Goal #	1 Year	Increase student achievement for Writing from 20% Meets to 27% Meets	Teachers use a data tracker to collect percentages of approaches, meets and masters on assessments. The district provides the data for Simulations and shares with the campus. The final analysis will be to compare the district data to the state accountability.
Goal #	1 Year	Increase student achievement for Math from 23% Meets to 26% Meets	Teachers use a data tracker to collect percentages of approaches, meets and masters on assessments. The district provides the data for Simulations and shares with the campus. The final analysis will be to compare the district data to the state accountability.
Goal #	1 Year	Increase student achievement for Science from 12% Meets to 16% Meets	Teachers use a data tracker to collect percentages of approaches, meets and masters on assessments. The district provides the data for Simulations and shares with the campus. The final analysis will be to compare the district data to the state accountability.
Goal #	1 Year	In Closing the Gap Domain 3, increase the Academic Growth for ELs in Reading from 64 to the target of 65 and Math from 60 to the target of 69.	The district provides Domain Accountability information for each year. It also is able to provide the data for CBAs and Simulations that the campus participates in throughout the year.
Goal #	3 Years	100% of 5th graders will be enrolled in a Fine Arts or World Language Concentration All other grade levels, 100% of students will participate in equal amounts of Fine Arts and World Language classes.	Choice slips of 5th graders. Self-reflections for students and surveys from audience members.
Which goal will be the hardest to achieve? Why?			
Type response here -->	The most challenging goals to reach will be the ones related to student achievement because it will require closing our existing performance gaps while making additional academic gains. This can be accomplished by a collaborative commitment between all stakeholders (students, parents, teachers, administration and community members.) One of the barriers to reaching this goal is creating school-wide alignment processes related to these subject areas. We have held several professional development trainings to align our processes.		

In order to move our campus to “Met Standard” at the state accountability level, we must meet these goals. These goals are ambitious because we are addressing three content areas of improvement at the Meets level. We are addressing each of these content areas with a laser focus on student achievement at Meets or higher. The IB Framework provides opportunities for best practices, rigorous teaching and learning at high standards, authentic student work creation, and providing engaging and interactive learning experiences that improve student learning and ability to transfer knowledge in new experiences.

Academic Model – Primary Years Programme (PYP), Fine Arts and World Languages

Overview

As noted earlier, Briscoe is currently in Year 1 of Improvement Required status. The school needs to make significant changes to improve its student academic outcomes. In 2016, Briscoe chose to apply to become an International Baccalaureate (IB) World School, because the school had been declining academically for a few years and we wanted a way to revitalize and advance its academic rigor. Three years ago our classrooms were very heavily driven with worksheets, testing and teacher-led instruction.

Incorporating IB, has shifted our practices. Today, our hallways are filled with authentic student work, student collaboration occurs in and outside of the classroom consistently, and students are driving inquiry and leading discussions.



1st Grade Unit of Inquiry and 3rd Grade Units of Inquiry



4th Grade Unit of Inquiry, 3rd Grade student work and summative assessments, Kinder Unit of Inquiry



5th Grade Units of Inquiry and 1st Grade art and written reflections



5th Grade student work, 1st Grade Autobiographies, and 4th Grade Units of Inquiry

Additionally, Briscoe is part of a feeder pattern that has a long history of IB (its feeder high school has been part of the IB Programme for over 20 years), so it was important to align expectations for students, parents, and teachers along the IB philosophy beginning at the elementary level. Briscoe teachers researched several different models for improvement and believed that IB, with its focus on a rigorous curricular framework and inquiry-based strategies, was the best model to adopt. Briscoe believes that the IB program will provide a rigorous and research-based instructional framework that will help Briscoe address its challenges, in particular the lack of school-wide aligned processes. IB requires various structures to be in place at the school such as an organized development of language, collaborative planning and reflection of teaching and learning.

Traditionally the IB Diploma Programme, (DP), is for a high achieving group of students who meet specific academic requirements. Part of what drove our campus to embrace the IB Programme was our collective belief that when given the right framework, every student, including ours, can be an IB student.

Primary Years Programme (PYP)

IB follows one specific program, the Primary Years Program (PYP), at the Elementary School level. Students participate in four core classes (English, Math, Science, and Social Studies) in a self-contained classroom environment. These content areas are taught through a transdisciplinary approach to teaching and learning so that teachers can link subjects together that align with one another. The focus is on a learner-centered environment, so students really “take charge” of their learning through asking questions, researching problems to find answers, and putting their ideas into action through service to the school and community. The classroom would best be described as active and lively with authentic, real-world learning taking place on a daily basis. Teachers deliver the content in six transdisciplinary units which are linked together using a common theme provided by the IB (“Transdisciplinary Theme”) that lasts 4-6 weeks per unit. Some examples of Transdisciplinary Themes are “Who We Are” and “How the World Works.” Students study their Texas Essential Knowledge and Skills (TEKS), or state standards, through the lens of these themes in order to better understand their connection to one another and the wider world in a transdisciplinary manner. Students are also exposed to additional classes, commonly called “Specials,” through single subject teachers (such as Art, Library, Music, and PE). Briscoe also offers Spanish as a foreign language for 1st -5th grades which aligns with its feeder pattern at Harris Middle School.

Our teachers address our challenges of low STAAR scores in writing, math and science through the IB Framework daily. Teachers have adapted the IB Action Cycle, which is a process of choosing, acting, and reflecting, to use in all three of the content areas that Briscoe strives to improve.



Choose:

IB requires communication skills which is evident in the approach we are using on campus to improve our scores. We have incorporated number talks in all grade levels to improve student understanding of numbers and develop number sense for all of our students. Number talks are a way for students to engage and inquire about relationships and make connections and see patterns between numbers; students communicate verbally and use total physical response signals to solve math problems. For example, our Kindergarten students used a visual image to understand decomposing of numbers. Students then were asked to collaborate with their peers to represent the number in multiple ways by standing in groups based on the visual given. The teacher was able to formatively gather data on student

understanding and arrange groups based on their knowledge. In addition, teachers have developed consistent problem solving processes to best help students understand and solve problems accurately. During the process of discovery, students discuss mistakes and missteps and then develop a problem solving plan to solve the problem correctly.



Ms. Fuentes's Kinder class choosing how to decompose numbers verbally, kinesthetically, and independently.

Act:

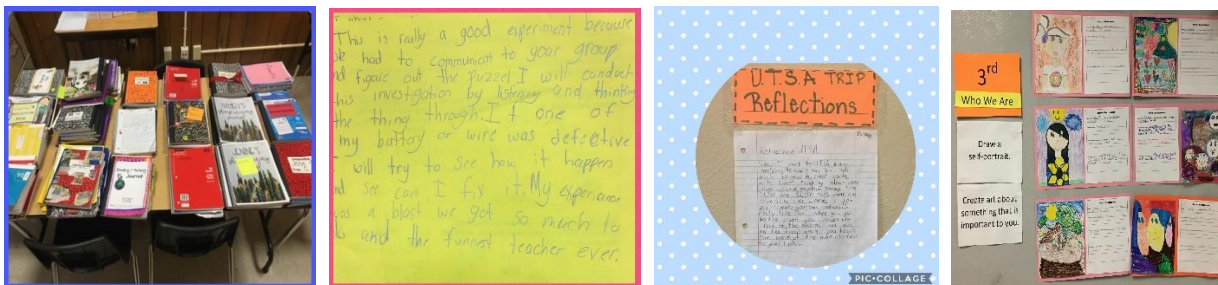
Part of the IB Framework relies on student inquiry which requires teachers to release control and allow students to experience the process of developing a question, answering the question, and reflect on learning. Sometimes this results in student's experience failure prior to success. One example of this is 5th grade students learning how to solve circuits through trial and error. Because their teacher shifted the focus from teacher-led instruction to student driven inquiry, she allowed her students to have the confidence to problem solve and take risks without penalty for failure or success. Their new found confidence in learning was evident at a Principal's Coffee when they were asked to demonstrate their ability to create a circuit, using a random box of parts in front of an audience. This type of inquiry will improve our science scores.



Mrs. Ortiz's 5th graders inquiring about circuits and properties of matter. Mrs. Falcon's 3rd graders using inquiry to learn about natural resources and their impact on communities with hands on investigations.

Reflect:

Reflection is a key component to the IB model which has increased our student opportunities to write in all content areas. We have targeted journal writing in grades K-5th on a daily basis that are connected to the PYP as well as specific content areas. In addition, Art and PE also incorporate writing in their lessons through student reflection. They are able to do so because they have daily interactions and classes with students consistently. One of the benefits of having a full-time Music and Language teacher would be that they would have additional class time to incorporate written reflections.



Campus collection of journals that administration reviews weekly, student reflection occurs in science investigations, reflections from field trips and student experiences, and 3rd graders reflect on their own art work that they chose to display in the halls.

Briscoe Elementary encourages students, parents, and all staff members to be mindful of the IB Learner Profile. This profile names ten different attributes which the school believes that all learners should demonstrate: caring, thinkers, risk-takers, open-minded, balanced, inquirers, knowledgeable, communicators, principled, and reflective. Teachers use the Learner Profile through reflection with students - both to examine various content TEKS such as character development in reading/writing as well as through the social/emotional lens to ask students to be reflective in their own practices of communication, thinking, and organization. IB schools encourage these attributes through purposeful teaching, learning, and assessment. It is the goal of all IB schools that students, parents, and staff members would be continually reflective of these 10 attributes.

Briscoe will strive to continuously improve in the implementation of the IB framework. Through purposeful and targeted professional development, teachers will enhance their craft to improve student outcomes and address the whole child through Fine Arts, cultural and language expression. Briscoe Elementary is encouraged that we will continue to grow in all areas of state accountability testing, with specific emphasis on student achievement areas. All staff have been trained in the required “Making the PYP Happen” which is a Category 1 IB training that is required by all teachers on campus. We have also provided Category 2 IB trainings for some teachers and the leadership team to further increase IB knowledge and experiences that allow us to share and improve our PYP Programme. Through weekly PYP PLCs we support teachers with unit planning, developing activities, and PYP reflections. Our IB Coach meets with teachers each week to provide individual support and guidance for the Units of Inquiry. We have provided all teachers with IB writing training, math problem solving process training (UPSC), and Stemsopes, Science Investigations, and Claims, Evidence and Reasoning training, and developed reading and writing processes. Through PLCs, we are able to follow up with teachers on each of the trainings and through our review of weekly lesson plans and instruction snapshots we collect data to determine if they are implementing the trainings that has been provided. Data is shared with staff weekly via the Briscoe Weekly Memo. We provide learning sessions for teachers to present and share information to each other to learn and grow from each other. We also hold internal instructional rounds for teachers to experience teaching and learning in multiple classes and grade levels. This allows for our campus to see best practices and experience other teachers incorporating PYP consistently through best practices.



Briscoe teachers sharing with each other how to break down the Central Idea, teachers attending EPIC Saturday to learn about inquiry, our staff engaged during IB Training - Making the PYP Happen at Briscoe, and PYP collaboration with other IB campuses and teachers.

The IB Programme was chosen to encourage our students from Pre-K-5th grades to think critically and challenge assumptions, to encourage students to think and act locally as well in global contexts and to develop multilingual students. Briscoe Elementary will continue to implement the IB Primary Years Programme with fidelity and provide additional opportunities through the Fine Arts and World Languages. As a result, students will improve their own self efficacy, increase critical thinking skills, and learning about student action. In addition, student attendance and campus enrollment increase, while we maintain low discipline issues.

Fine Arts and World Languages

Another component to Briscoe's academic model will be a renewed focus on Fine Arts and World Languages.

According to the Journal of Child Neurology, an article published in 2015, *A Preliminary Study of the Effects of an Arts Education Program on Executive Function, Behavior, and Brain Structure in a Sample of Nonclinical School-Aged Children*⁴, "found that students who received 15 weeks of dance or music instruction showed decreases in their depression scores on the Children's Depression Inventory. Additionally, the students who received music instruction showed an increase in their self-esteem scores after the 15 weeks, as measured by the Rosenberg Self-Esteem Scale. Additionally, both dance and music groups showed an increase in executive functioning skills, including time-management, focus, decision-making, and planning."

Along with Fine Arts, Briscoe will become a Kindergarten through 5th grade Dual Language campus. Dual language is a model of bilingual education that provides students with an enriched learning experience by teaching in English and Spanish. Both English language learners and native English speakers learn together, learn from each other, and use each other as language and cultural resources. This will help to cultivate a deeper understanding of other cultures, which is aligned with the IB mission statement. Also, learning a second language provides our students with a competitive advantage in the workforce and prepares students for the global economy. Briscoe will also consider offering Spanish and French by year 5 since our feeder patterns have both languages as an option.

⁴ Park, S., Lee, J.-M., Baik, Y., Kim, K., Yun, H. J., Kwon, H., ... Kim, B.-N. (2015). A Preliminary Study of the Effects of an Arts Education Program on Executive Function, Behavior, and Brain Structure in a Sample of Nonclinical School-Aged Children. *Journal of Child Neurology*, 30(13), 1757–1766. <https://doi.org/10.1177/0883073815579710>

Briscoe is an urban school located in San Antonio's Arts District with established partnerships with organizations in the Fine Arts community. Through student-led arts and music projects, students will take ownership of their creative expression. There will be 45 minutes allotted for the rotations schedule of Fine Arts and Language classes and by Year 3 a specialized Fine Arts or Language concentration. By adjusting our current schedule to meet the rotations suggested in the potential master schedule (see **Appendix A – Sample Schedules**), we will be providing students the maximum experiences for Fine Arts and Language to allow them two years of exposure to decide which Special they would like to focus on as a 5th grader.

As a Fine Arts campus, Briscoe will transition to providing all 5th grade students with a choice of a specialized Fine Arts or World Language concentration. At the end of Year 2, all rising 5th grade students who choose Fine Arts will rank the three Fine Arts options (Art, Music and potentially Theater). We will build a master schedule that groups students in the Fine Arts Course of their choice. Beginning in Year 3, 5th grade students will not rotate between all the Fine Arts courses, instead they will specialize in the one that they are most passionate about. This will allow students to delve deeper into the technical skills required of that discipline. It will also provide instructors with the opportunity to tackle more innovative and challenging projects with their smaller, dedicated cohort.

Essential to our Fine Arts program are full-time and highly qualified Fine Arts specialists. The campus will seek additional funds to pay for this new position, through external partnerships and fundraising if necessary. Currently, our 5th graders rotate between three Specials (Art, Music and Library). Using our proposed master schedule, students will attend one Fine Arts class four days a week for 45 minutes, along with one day a week of Spanish.

In Year 3, we will begin the annual tradition of our 5th graders presenting an end-of-year Fine Arts Exhibition. Fine Arts Specialists will collaborate with each other and their students to determine the scope and format of the Exhibition. Possible Exhibitions could include: students defending their visual art portfolio in front of a panel of teachers, administrators and community members; students performing a musical concert as a group, ensembles or solos; students staging a play, one acts or monologues. This capstone project should allow our 5th grade students to demonstrate their hard-earned talents in their respective discipline. It should also challenge students to perform and reflect on their craft at a more rigorous level than is commonly found in an elementary Fine Arts program.

Community Partnerships and Cultural Events

Our Fine Arts department will rely on new and existing community partnerships to build and maintain a dynamic, high-achieving program. We currently have a longstanding collaboration with San Antonio's Supporting Multiple Art Resources Together, or S.M.A.R.T. The gallery owners, who have developed a non-profit organization of S.M.A.R.T. across the street from our school, have worked tirelessly to build an art curriculum that exposes all our students, Pre-K through 5th, to new ideas and hands-on experience in the professional world of visual art. We also have a 7-year partnership with the San Antonio Museum of Art (SAMA) that allows all our students to visit the museum once a year and create a piece of artwork at the museum inspired by an exhibit. SAMA has invited Briscoe to display a large, school-wide piece of artwork in the museum for Spring 2019. We have collaborated with Southwest School of Art (SSA) for two years to provide additional art experiences for a group of 20 students. These students attend SSA's Saturday Morning Discovery Program and create artwork in professional studios every Saturday for a month. These community connections allow our students to have a richer and broader experience of the arts.

Once a year, the World Languages and the Fine Arts Department will collaborate on a school-wide, cultural event. Possible events could include: Day of the Dead, Posadas, or *tamaladas*. Each teacher would facilitate a project or experience for the students that connects their discipline to the cultural event. For example, the Music teacher might assist in the traditional music needed for the Posada. The Art teacher may choose to have students design Guatemalan kites or masks as part of celebrating the Day of the Dead. The Spanish teacher might choose to instruct the students in creating an “ofrenda” and writing about the person that they are honoring.

Through Art, Music and Spanish classes our students have learned self-expression, gained confidence in their own abilities and talents, and experienced new opportunities previously they would not have had if it weren't for our IB Framework.

In Art, students have had multiple experiences at different local museums, created art trading cards to exchange with students in different cities in the states and also internationally, and have been allowed a choice based learning process to develop their art work. In addition, students have Skyped with our Sister School, Yein Udann, in Chennai, India. Students introduced themselves and exchanged questions about each other, their cultures and cities. Our Art teacher allows students to choose their own art work to be displayed in our school along with their written reflection. All students in grades K-5th experience creating art at S.M.A.R.T. as well as sharing their exhibits with the local community through monthly art installations. Art students are also provided additional occasions to hone in on their art talents through attending the Southwest School of Arts (SSA) on Discovery Saturdays. Our full-time art teacher is able to offer these enriching opportunities for our students and embrace their learning through art and culture.



5th graders at SAMA learning and creating, first set of trading cards from students in Italy, 3rd graders with their art trading cards, and 4th graders skyping with our Sister School in India.



2nd graders at S.M.A.R.T. developing a life-size map of their community and characteristics of each area, 5th graders kinetic art installation at S.M.A.R.T., older Briscoe students mentoring younger Bears on how to create abstract landscapes for the SAMA exhibit, and students creating art at SSA on Saturday mornings.

Students experience music three days weekly at Briscoe. Students have flourished at learning drums, songs and how to think critically with musical aspects. 3rd-5th graders participate in Choir once a week and have been selected to sing at various celebrations and events. We acknowledge how music embraces and connects everyone on our campus since the on board of the PYP. Students have learned music pieces, from various cultures and periods of time, that are sung at campus events, such as Red Ribbon Ceremony, Pep rallies, and school assemblies. Our students have learned to use drums to create rhythms and music. Student's self-confidence and love of music has thrived at Briscoe with our music teacher. With a full-time teacher we are confident that our music programs can be just as successful as our art program.



Students in music class playing drums and rhythm sticks, students learning how to play the recorder and read music, and Choir performing at the annual Christmas Concert.

Having a part-time Spanish teacher students are learning more than just the language. Students are exposed to multiple Spanish cultures and appreciate similarities and differences of the cultures. Our campus is 99% Hispanic, however only roughly a third of our students are fluent in Spanish. Students are honoring their culture by learning some beginning level Spanish and conversational pieces as well as being exposed to multiple aspects of the Hispanic cultures. Teachers have expressed how much students are enjoying Spanish and students wish they were able to have more than just 4-5 weeks for the entire

year. With a full-time Language teacher, students will be able to have consistent classes to learn more of the language over time and more about Spanish cultures.



Students learning about where they are from, students created ofrendas of loved ones for Dia de Los Muertos that was discussed in Spanish class, and students work collaboratively with partners counting in Spanish.

Fine Arts has extended into the after school program at Briscoe as well. Students attend annual field trips to McNay or SAMA. Local cartoonists work with students on creating cartoon characters for 8 weeks. Students all create and enter their drawing in a Fiesta Medal contest for the after school program. Two winning designs from Briscoe have been selected and turned into a Fiesta Medal then distributed to all students in the after school program.

Student Service Opportunities

All students are also encouraged to demonstrate their learning through both service and action within the community. Service opportunities will be presented during the year for students to participate in with their Community Work class. Many of these service opportunities will be directly tied to the curriculum and be an extension of what students are learning during the normal school day. Currently, students in 5th grade are packing boxes of food for the Briscoe Bear Den food pantry, while students in grades 1st-4th work in our PepsiCo recycling project by sorting, organizing, weighing, reporting weight of items, and sending items to the recycling bins. Kinder classes are participating in Yogi Bear Yoga classes to learn balance and support each other in the classroom with an open mind and calm demeanor.



Pantry Packers creating food boxes, 2nd graders recycling, and Kindergarteners being balanced with Yogi Bears yoga classes.

Even our youngest students are comfortable to advocate for themselves. Kindergarteners wanted their pizza cut at lunch because it was too big for their hands. They wrote letters to the cafeteria manager and asked for the pizza to be cut. The manager agreed and now they are able to manage their pizza in smaller slices. This successful outcome led them to look for additional ways to improve their school. They began to pick up trash on the playground and made posters encouraging others to do the same.



Café Manager meeting student requests while student action creates smiles and cheers of success!

One 5th grader, Julian M., was concerned with the amount of food waste on our campus during breakfast, lunch, and supper. He proposed to his teacher to create a food pantry to eliminate waste because he knew some students were hungry when other just threw their food in the trash. Through his determination and never-ending spirit, he partnered with a volunteer from First Baptist Church to apply for the Silver and Black Give Back Grant to start a food pantry at Briscoe. Our campus was awarded \$16,000 this year to begin a food pantry. His individual persistence and act has impacted the entire school and the Briscoe school community. Forty families now receive food bi-weekly due to his agency. The Pantry Packers Club is made up of 25 students who exhibit the Learner Profile attribute of care by meeting weekly to organize and pack food for their peers and families. Julian has led the way for more student action to follow.



Julian, in the green shirt, leads his peers in ways to reduce food waste, SBGB gives Briscoe \$16,000 for the Briscoe Bear Food Den, and Pantry Packers begin organizing the Bear's Den.

International Mindedness is a key tenet to the IB. Students learning to start with themselves and work their way outward to impact their peers and community are vital for students to understand and display

this type of knowledge and core belief. Acts may be start with themselves, such as our kinder students with their personal needs to be able to hold the pizza, and eventually it grows to impact others. Students are doing this regularly on campus in a multitude of ways.



While waiting in the gym for school to start students organized and straighten the PE equipment that was messy and out of order, Pre-K students created an Expressions salon to allow students to express themselves and do something nice for their peers and teachers, students offering to help each other when having trouble completing an activity in class to giving a much needed hug to make someone's day – acts, big and small, occur regularly since we have become an IB campus.

An unexpected effect of our student initiative, was parent action. Parent volunteers approached the principal to help in distributing food for the pantry and excess fruit donated from our meals at school. They asked to make fruit bags using leftover items from student meals and they hand them out at dismissal to our families on a weekly basis. The San Antonio Food Bank also donates pallets of food to Briscoe regularly. These same parents pack hundreds of boxes for our Briscoe families. All families are informed that meals and food are available for pick up. For those families who cannot pick up, we have delivered boxes to their home. Allowing parents to give back to their own community is at the heart of what IB and PYP is all about.



Parent action helping the Briscoe community through organizing San Antonio Food Bank donations.

Social Emotional Learning

Using the IB Learner Profile (IB LP) and the IB Attitudes, teachers will be able to specifically teach Social Emotional Learning skills to all students in all classes including Specials. The IB LP is a specific list of traits that all teachers and students at the school should exhibit and, through practice, demonstrate their understanding of being a well-rounded individual in their classes and in their daily lives. The IB LP

has been combined with other district initiatives such as Positive Behavior Interventions and Strategies, PBIS, which our school has adopted to set campus-wide expectations. The school counselor provides counseling lessons once a week for grades K-5 that focus on the IB LP and IB Attitudes. This may be done in the form of reflections, exit tickets, or character studies in various disciplines throughout the school. An example of this might include asking students to discuss a character's motivation and development in a novel or story while identifying the various aspects of the Learner Profile that the character is demonstrating. They would then be asked to reflect upon how this is demonstrated in their own lives. This supports what students are learning in the classroom and allows students the opportunity to connect their learning with real world experiences. Through collaboration and communication with teachers, the counselor can also address classroom needs during the classes.

Special Populations

IB requires an Inclusion policy for all campuses. This allows us to pay special attention to different populations of students. The following practices will be a part of our Inclusion policy:

- All teachers will receive campus level special education training at the beginning of the school year.
- All teachers will provide differentiated instruction to meet their students' academic needs in the classroom.
- Special education teachers and general education teacher will plan together on a regular basis to support the needs of their students and ensure effective use of the GEC teacher and assistant during classroom support.
- All special education students will be included in all grade level field trips, awards ceremonies and events.
- Grading for special education students will be in accordance with their IEPs and district guidelines.
- Teachers and staff will follow the guidelines of FERPA (Family Educational Rights and Privacy Act).
- General education teachers must consult with the special education department when making changes to their classroom schedule.
- Special education teachers will participate in data and IB unit planning.
- Special education teachers will send a copy of student IEPs and BIPs to all teachers and administrative staff members that work with students at the beginning of the school and/or following an ARD meeting.
- All teachers and/or administrative staff members will be required to read the IEPs of all their special education students and be aware of and implement all accommodations/modifications and the Behavior Intervention Plan (BIP) noted in the IEP.

In addition, the school must design a language policy which does not supersede district or state guidelines, but instead is used to codify beliefs about language at the school. The school must be prepared to both answer questions and put into practice work around ESL and ELL students, transitions through language development classes, and how the school supports language development in all students - both English and their mother tongue language.

Because of the nature of IB as an inclusive program, the school must also address how its inquiry-based approach to teaching and learning is excellent for both Gifted and Talented students as well as Special Education students. All students are required to be a part of the IB program, and the school aligns expectations for rigorous teaching and learning for all students through review of planning and student engagement.

The IB Programme addresses struggling learners in multiple facets by providing a transdisciplinary approach to learning that allow students to make connections between content areas and topics. Students who struggle with learning have hands-on, inquiry based activities and lessons to allow for student learning and discovery in a variety of ways. Students are taught how to problem solve, develop ideas and questions and to inquire about their own learning. This approach helps all students, but allows for struggling students to become active in their learning and processing. Reflection is a major aspect of IB and students are consistently reflecting on their learning and setting goals for themselves through an IB framework.

To best examine whether the school is meeting the needs of its students, Briscoe will review these policies and practices annually through staff and parent meetings. When it is evident that the policy is not aligned with the practice happening in the classroom, the school will re-align teacher expectations, rewrite the policy to best align with expectations, and then follow up with classroom walk-throughs and PLC conversations.

Potential Challenges and Mitigation Strategy

There are some potential downfalls associated with our chosen Academic Model. One possible issue is that parents and students may be confused by how all of the different facets (Fine Arts, Dual Language and IB) fit together. In order to address that potential confusion, we will have informational sessions and parent engagement events that explain and demonstrate to our families how these facets fit together as they get to experience art, music and language first hand. We will demonstrate that the Fine Arts and Language components both support and enhance the IB model (which puts an emphasis on communicating and being internationally-minded) that we have already adopted. Fine Arts and Dual Language both allow students to communicate ideas and make global connections.

Another challenge in teaching PYP is the amount of time and collaboration to develop solid and well thought out Units of Inquiry with transdisciplinary lessons for each grade level and for teachers to internalize all the different aspects of the PYP in order to smoothly present the material in an appropriate fashion with ease and fluidity. Briscoe will mitigate this challenge with intensive training in the beginning of the school year, additional sessions throughout the year, and ongoing feedback from campus leadership and fellow teachers to ensure that staff understand the expectations for transdisciplinary teaching and are implementing it with fidelity.

Data and Continuous Improvement

Briscoe Elementary School will utilize Professional Learning Communities (PLCs) to collaboratively analyze formative and summative data every six weeks to ensure that the content taught in classes is aligned to the PYP Unit Planners. The PYP Unit Planners are systematic ways at looking at planning through conceptual teaching practices. The emphasis is twofold: assessment (pre-, post-, and formative) as well as inquiry and research-based teaching practices to best align with these assessments. In addition, teachers will analyze curriculum-based assessments to determine student mastery of TEKS based standards. Once data has been analyzed, teachers will create intervention groups to address areas of need to support student achievement and mastery of the TEKS. This is a continuous process that is modified based on student performance.

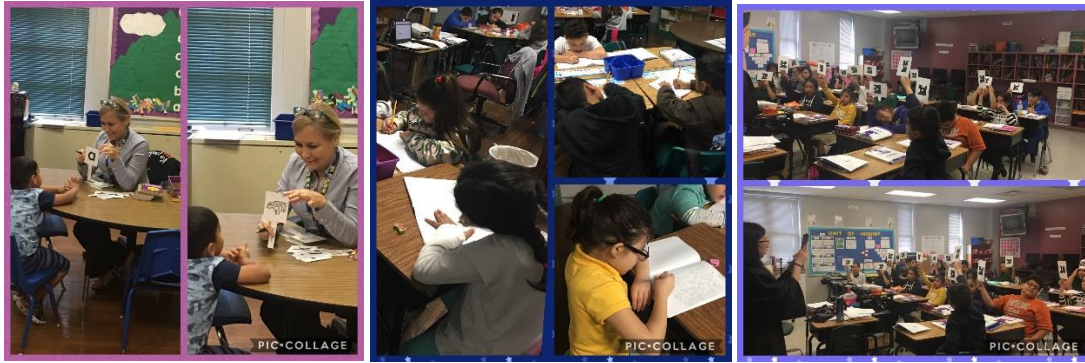
Teachers use and collect weekly information, or formative data, such as exit tickets, reflections, anecdotal notes, student observations, turn and talk, informal checks such as hand signals, and think,

pair, and share to gather daily and weekly guidance for student learning and mastery of standards. Teachers share this information during grade planning sessions to drive new learning and re-teach necessary standards.

Additional data to be used to determine student achievement is Measures of Academic Progress (MAP) testing. MAP data will be analyzed three times a year for reading and math in Kinder-5th grades during PLCs as well. We are able to analyze and utilize data that is provided by the Research and Evaluation Department, to identify the correlation between MAP and projected STAAR scores. This has allowed the campus to strategically group students based on projected performance outcomes. Also, utilizing the Projected STAAR performance reports in the MAP testing reports, we can pinpoint students that impact our state accountability in most areas. With this information, teachers group students accordingly and plan interventions necessary for each child in these categories.

The following are types of assessments our campus uses, as required by our Assessment Policy in regards to IB:

Formative Essential to learning in order to guide instruction, set student goals, and plan for growth.	Summative Takes place at the end of the teaching and learning process giving students an opportunity to demonstrate what is learned and assess the effectiveness of classroom instruction.	State and District Assessments Required per district and state guidelines.
Observation Student reflection Strategic questioning Discussion Pre-tests Exit slips Portfolios Journals Self/peer assessment Individual whiteboard Classroom polls Progress monitoring Signaling Checklists Benchmark assessments Student led /teacher conferences Exemplars Anecdotal records Individual review Peer feedback Rubrics teacher/student generated Checking for transfer Cold-calling Quick writes	Unit assessments Exhibition District/state mandated Assessments Student reflections Rubrics Multiple choice Individual/group projects/presentations Performance task Written/oral product Benchmark assessments	STAAR MAP CBAs CFAs F&P Simulations-Math, Reading, Science, Writing LAP3 Fast Forward TELPAS



Formative examples: Kinder teachers assess student knowledge through one-on-one assessments, 3rd graders are reflecting in journals as form of assessment, and 5th graders use Pickers to get instant feedback on student answers.



Summative examples: 2nd grade summative assessment was to create an invention that works against the natural laws of gravity to maximize drag and minimize impact of an egg being dropped from a certain height. K-2nd hosted a Pop-Up Museum to share their summative assessments for Sharing the Planet with the Briscoe community. Students shared their understandings and inquiry with students, parents, and community members.

The campus is utilizing a student data tracker, by grade level, (see **Appendix C – Student Data Tracker**) to assist us in analyzing data not only at the teacher level, but also at each grade level. This is a way for all grade levels and administration to quickly calculate data for each class and grade level to help determine student success, areas of need and student growth. These trackers are for teachers to use and calculate grade level performance in content core areas in four categories: masters, meets, approaches, and below approaches for all CBA results, MAP results and Fountas and Pinnell Reading levels⁵. During PLCs, teachers and administrators are able to determine next steps based on data, discuss adjustments within instruction and practices to improve student outcomes, and plan and develop reteach opportunities for specific standards. The trackers also calculate the individual teacher “grade” based on student performance as well as the overall grade level “grade” based on state accountability student achievement measures. Our plan is to add formative data to the data tracker for

⁵ <https://www.fountasandpinnell.com/textlevelgradient/>

any easier way to collect and analyze data more consistently. A sample Data Tracker is included in the Appendix.

To address student areas of need, the campus will utilize Branching Minds, the District's Multi-Tiered System of Support (MTSS) program. During MTSS meetings, teachers will analyze formal and anecdotal data to develop intervention plans. Teachers are required to input data that addresses this plan. Using Branching Minds, teachers will have access to a plethora of interventions to improve student success. For example, it provides specific examples and step-by-step instructions how to implement different behavior interventions such as: check-in-check-out, proactive behavior supports, behavior contracts, social skills role play, and non-verbal cues. It also provides very specific choices and suggestions for academic support such as: story maps, pre-teaching new and important concepts, peer-partner teaching, graphic organizers, and phonic activities.

Bilingual meetings are held regularly to discuss the bilingual students and how they performed on assessments and TELPAS. We hold MOY and EOY LAP meetings to determine language of assessment and continued placement in the bilingual program. Bilingual teachers progress monitor their students in EDUGENCE for BOY, MOY, and EOY while choosing what instructional strategies are working to support each learner.

School Community Communications

Staff Communication

Each week the principal will send a weekly memo to the staff highlighting recent accomplishments and accolades as well as information relevant to the upcoming week, such as: upcoming school activities, meetings, trainings, and tips for best practices of instructional strategies. This weekly memo will serve as a portable staff meeting and eliminate the need to use valuable time to meet about information that can be disseminate with a memo. In the Weekly Memo, there are various sections that are used to highlight the following: PYP Focus, Academic Focus, Leadership Focus, and Instructional Snapshots. Through weekly PLCs, teachers are provided daily opportunities to communicate campus and grade level needs, trainings, support, student needs, and PYP. We will assess the effectiveness of our staff communications through weekly PLCs, weekly Instructional Snapshots collected by administrators, and feedback forms for student work that is collected.

Community Communication

Each week the principal will send an email to parents and interested community members via SAISD's SchoolMint and/or other email list servers that communicate information about the campus including: upcoming events, games, activities and notable student accomplishments. This email will provide parents with friendly school reminders as well as keep families engaged with the "happenings" of the school. The email will be archived on our school website. In addition, students are sent home with monthly calendars that have school events and opportunities for parental engagement. In addition, parents will receive a parent newsletter every Nine/Six Weeks that explain core content learnings and IB related activities and student projects. Our school front office will have multiple paper copies of the email, monthly calendars and Nine/Six Weeks Newsletters for those who visit the campus. We will assess the effectiveness of our school community communications through a survey at least once a semester. We will analyze the survey data and make improvements where needed.

Our parents and community are invited and regularly participate in our current school and Fine Art events such as: S.M.A.R.T. grade level exhibitions and art installations, PYP Pop-Up Museums, PYP Showcases, Red Ribbon Ceremony, Choir Performances, iPlay competitions, UIL competitions, student-led parent conferences, Garden Club, Community Work opportunities, grade level and campus activities and celebrations, and Principal Coffee meetings. All of these activities and opportunities are consistently communicated through the leadership team and classroom teachers to parents and community members.

Through monthly Principal Coffee meetings, parents are informed of campus information such as data, programs, needs, upcoming events and ways to support their child at home. In addition, the coffees are a prime time to discuss their needs and areas of concern, find out their support needs, listen to community issues and develop a sense of unity with parents and administration. Parent surveys are given at each coffee provide feedback and help determine the topic of future Principal's Coffee meetings.

Student Recruitment and Retention

Briscoe Elementary School welcomes and encourages all students from Pre-K to 5th grade to apply. We meet all guidelines for Special Education students, 504 students, Dual Language Learners, Gifted and Talented and Bilingual students. We put children first in all aspects of their educational experience.

We will continue to work with the Office of Enrollment for district events such as the mini-magnet fair and Experience SAISD. Briscoe Elementary School will also work with Texas IB Schools to market our campus at Texas IB events such as the IB College Fair that attracts thousands of IB students from across the state. Our community partners, such as S.M.A.R.T., also share through their social media market, information about our program and enrollment opportunities at Briscoe. We will promote our campus at neighborhood events and local businesses to increase enrollment. We plan to continue to use our marquee, website, and develop a flyer/mailer to be distributed to students who live within SAISD boundaries but no longer attend SAISD schools. We will be working in conjunction with IB leaders to begin a marketing venture using Geomapping to advertise and promote Briscoe Elementary school for any user of an app or website within our school vicinity. Lastly, we will develop a campus enrollment plan that includes developing an enrollment team to revamp existing processes and develop new systems. We will have family's complete Intent to Return forms during the 2nd semester to secure returning Pre-K through 4th graders. The enrollment team will also develop a school pitch to be used while recruiting new families and will train all staff to be able to use the school pitch efficiently and effectively at all times. Many of the strategies mentioned above will continue to be employed each year as an in-district charter.

The Briscoe Elementary Principal shall recruit incoming pre-kindergarteners and kindergarteners on an annual basis beginning in 2019, until the school has grown to serve approximately 600 Pre-K through 5th graders in 2020. Recruitment and outreach should extend beyond the boundaries of SAISD with a goal of 20% of the students coming from Bexar County, outside of SAISD.

Our retention plan includes multiple aspects to retain students at Briscoe. When students withdraw from Briscoe we provide an exit conference to determine the reason for leaving. Based on the reason for leaving, we encourage them to remain. If that is not feasible, we ask them to complete an exit survey to explain the reason for leaving. We contact parents and families at the beginning of the year if they have

not completed the appropriate paperwork; at that time, we are able to discuss any concerns or reasons for not completing registration or returning to Briscoe.

We provide student incentives for All A's, A/B report cards, Perfect Attendance, Improved Attendance, and Kindness Coins for caring and kind behavior. Student-led parent conferences are held each grading period for students, parents and teachers to discuss student goals and progress and to celebrate their successes. In addition, we have several events throughout the year that encourage student and family participation and engagement such as Choir performances, Art exhibitions, PYP Showcases, and iPlay competitions. We also have clubs and organizations for student to participate to include, but not limited to Choir, Art Club, Crochet Club, Garden Club, Pantry Packers, Recycling Club, S.M.A.R.T. ART, Yogi Bears Yoga classes, UIL, PALS and Safety Patrol. Students also participate in community work projects such as Bear's Food Den and PepsiCo Recycling Project. These activities provide opportunities for students to volunteer and give back to their school community through student action and acts of service. This allows students to see the impact of international mindedness and how service begins within themselves and their community.

Through parent information sessions, written communication, website information, and Principal Coffee's conversations we will explain the shift of our campus to an IB World School with an emphasis of Fine Arts and World Languages. Through various parent engagement campus and student activities parents will be able to see the shift of the campus and student learning experiences through their participation and experiences at the school.

School Climate and Culture

The culture of Briscoe Elementary School is warm and inviting for students, families, and community members. Our students' school pride shows in the way they greet and interact with visitors, help the cafeteria staff with breakfast delivery and respectfully interact with peers and adults. We provide non-traditional professional development sessions through collaborations with community partners, which strengthens our teachers' bonds as a team. This August, we worked with S.M.A.R.T., Blue Star Contemporary and Boys & Girls Club to provide an interactive day-long training that allowed teachers to learn through experiences in our community. We have also implemented teacher-led professional development sessions, where educators on our campus share ideas and knowledge with each other. Teachers are open-minded and willing to learn from each other through experiences like this to benefit our students.

Briscoe has long-standing traditions to celebrate students and teachers. At the end of every school year, fifth graders complete a final walk of the halls as teachers and younger students congratulate them on their hard work before they leave for middle school. Each fifth grader hands out a flower to the individual staff member that has impacted their experiences at Briscoe.

The campus serves as a community hub for our families because it is family-friendly and centrally located. We host and celebrate various holidays and campus events, such as Fright Night, Fall Festival, health fairs, and Christmas celebrations. Our community partners also contribute to creating a positive climate for our teachers. Every Thanksgiving, volunteers from First Baptist bring a pie for each teacher to take home and enjoy. We host various gatherings for teacher's breakfast and lunches for teachers to show appreciation and gather as a staff or grade level. We celebrate parents, grandparents and students

through campus offerings such as Muffins for Moms, Donuts with Dads and Sweet Treats for Grandparent's Day.



Celebrating staff and giving Thanks for our staff at a Thanksgiving luncheon, classes celebrate successes and we honor them when they meet their goals, and 3rd and 4th grade parents and families were invited to learn about reading support they can provide at home for their child.

One piece of evidence that shows students view Briscoe as their second home is in art. Students were brainstorming titles for their school-wide art exhibition that will be displayed at the San Antonio Museum of Art. Almost half of the students proposed titles, included the words, "Briscoe, Family, or Community." This is a testament to not only their connection to the school, but also to the ideas that art gives them an avenue to express the importance that art has in their life. The students chose the title, "Community of Imagination" for the art exhibit.

Our Counselor provides weekly guidance lessons that are focused on IB LP attributes, attitudes and ATL's based on planners and student needs. For example, a lesson regarding caring, students had to learn how to first care about themselves to then care about others. Once a week, students are provided various opportunities to use ATL's, LP and attitudes in multiple ways. Our Counselor collaborates with each grade level to ensure appropriate focus for lessons and ensures she is meeting class needs as well. No other IB feeder pattern school is approaching Guidance in the such manner to support the SEL of all K-5th grades.



Students in Guidance collaborate, share opinions, and develop new ways to approach situations. Using the LP Attributes our counselor support Units of Inquiry and LP for each grade level.

During our IB Verification visit, the verifiers encouraged our counselor to present at the IB World Conference due to her innovative approach to incorporating the Learner Profile Attributes during guidance lessons. They visit multiple schools internationally and have never seen a counselor created program that address the IB LP in such a unique way. Community in Schools (CIS) also support our Bilingual learners, by translating for these classes. The IB is in the process of selecting a SEL model to adopt. Once the model is selected, our counselor will incorporate the requirements into her program.

Our campus ensures the needs of the whole child are addressed through individual and small group, counseling, Communities in School, Briscoe Buddies snack pack donation, Briscoe Bear Den Food Pantry, and 187th Fort Sam Medical Battalion by providing the school with necessities for our students, such as food, clothing, school supplies and outside health services for each child.

Briscoe Elementary students must meet the behavioral standards of the District as adopted in the SAISD Student Code of Conduct. Briscoe Elementary adopts the Student Code of Conduct and the SAISD Disciplinary Alternative Education Program and will apply them as its own discipline management plan and procedures.

Briscoe discipline data shows that discipline incidents, in school and out-of-school suspensions, have decreased over the past 3 years. There were 123 discipline incidents reported in 2016-2017 and we currently have 47 total discipline incidents to date for this year. In-school suspensions have gone from 11 incidents three years ago to 1 incident currently. Out-of-school suspensions have also decreased from 28 to 4 over the last three years. We believe that this improvement in behavioral issues is a result of our campus taking a more restorative approach when addressing discipline problems. This is done by conferencing with parents, meeting with students, and discussing with teachers the root cause of the behavior issue, while using suspension only as a last resort. We have also taken a different approach with our PBIS team by creating a Solutions Team. This team is a combination of MTSS members and PBIS members. Many times these two teams discuss similar students or address the needs of the entire campus. Therefore, we combined the teams to create one team. The Solutions Team meets monthly to discuss not only behavioral issues, but also academic and attendance issues. This allows us to analyze all the data that affects a student's learning outcomes. Teachers bring grade level needs to the Solution Team meetings and based on conversations, data and student needs, the appropriate support is recommended and communicated with the appropriate stakeholders.

We have aligned our Bear Essentials: Be Principled, Be Caring, Be Reflective, to the attributes of the Learner Profile so that our students make stronger connections to the LP. Our counselor also incorporates the Learner Profile and addresses social emotional learning in her lessons. As research has shown and stated previously, we are hopeful that increasing student opportunity and choice in the Fine Arts will increase not only student performance, but have a positive impact on student social emotional learning. With an increase in community partners focused on arts and language we know that promoting community engagement and activity will increase. This in turn will allow students to reach our school mission by providing "students with tools and opportunities to take ownership of their learning and become contributors to the community and the world."

To ensure that students are meeting the expectations of Being Principled, Being Caring, and Being Reflective, each student will be assessed through a Learner Profile Report Card as seen in **Appendix D - Learner Profile Report Card**. This report card allows teachers, students, and parents to determine if the student is developing, proficient, or accomplished in each of these areas. The Learner Profile report is

shared with parents every grading period and then parents rate their child and return it to the school. Teachers are able to determine if students are exhibiting the Learner Profile Attributes based on the learner profile selected in the Unit of Inquiry for that grading period. The Learner Profile Report Card may be used during student-led conferences for students to explain to parents their growth as an individual and how they have grown in regards to the Learner Profile. It is used for communication purposes only and allows for conversations for students to address how they can progress from category to category. Our goal is that all students will be able leave Briscoe Elementary School demonstrating, at minimum, a level of proficiency for all the attributes of the Learner Profile (see **Appendix D - Learner Profile Report Card**).

Proposed Autonomies and Rationales

Briscoe Elementary will have autonomy to run all aspects of the school subject only to federal, state, and local law including this agreement to the fullest extent possible.

The Principal will work in conjunction with the TCIS Governing Board and Briscoe Advisory Board to determine, implement, and maintain the autonomies within the charter.

Type of Autonomy	Description
Curriculum and Assessment	<ul style="list-style-type: none"> To select all curriculum, textbooks, instructional technology, and instructional materials to be used by Briscoe students. (<u>Rationale</u>: To select IB materials that supports transdisciplinary units and student inquiry.) To select and implement its academic model - IB, Fine Arts and World Language, (subject to state standards) including but not limited to, curriculum. (<u>Rationale</u>: To improve student achievement and increase student engagement using the IB Framework.)
Grade Reporting and Placement	<ul style="list-style-type: none"> To determine the time frame for grade reporting. (<u>Rationale</u>: To align with IB requirements for 6 week units and to allow campus to utilize standards-based grading and incorporate Learning Profile Attributes.)
Lesson Plans	<ul style="list-style-type: none"> To determine the format of lesson plans and frequency of submitting lesson plans. (<u>Rationale</u>: To ensure that collaboration is occurring throughout each grade level and lesson plans are consistently being completed to meet campus goals.) To require that all teachers be expected to revise and reflect on all Unit Planners. (<u>Rationale</u>: To encourage teacher collaboration and reflection over the course of multiple school years to best support the IB Framework.)
Schedule and Calendar	<ul style="list-style-type: none"> To set the Briscoe Elementary school calendar, the length of the school day, and the beginning and ending dates of its school year, which may differ from those in other SAISD schools, subject to any legal limitations. We will work in conjunction with the other IB Elementary Schools to ensure that our school calendars coincide. Potential Master and Bell schedules are attached as Appendix A – Sample Schedules for a reference of possible schedules. (<u>Rationale</u>: To support the planning and collaboration of activities with other IB schools and Briscoe stakeholders and community partners.)
Teacher Conference Periods	<ul style="list-style-type: none"> To set expectations for teacher conferences periods to ensure that the time is utilized most effectively for teacher support, staff collaboration, and student learning, provided that teacher will always receive a minimum of 45 minutes daily

	for instructional purposes. (<u>Rationale:</u> To support the campus needs and ensure that staff are collaborating to meet the schools goals and IB expectations.)
Work Hours	<ul style="list-style-type: none"> To set teacher work day and lunch periods. We reserve the right to adjust the start and end times of the work day. (<u>Rationale:</u> To allow the campus the opportunity to make adjustments in the best interest of student learning to meet desired goals for the campus while honoring teacher work times.)
Budget	<ul style="list-style-type: none"> To develop Briscoe's own school budget and allocate school funds however we see appropriate (<u>Rationale:</u> In accordance with state and district comparability requirements). To convert staff positions to dollars for your campus if such positions are not needed. (<u>Rationale:</u> To better align resources to the needs of our campus.) To have a district issued credit card (purchasing card) to be controlled by the principal. This is important for the campus as they typically do more professional development that requires travel and order more materials than other campuses because of IB and its focus on inquiry-based instruction. (<u>Rationale:</u> The use of a campus credit card will afford the campus the opportunity to purchase materials in a timely manner and ease the process of making necessary travel arrangements for required professional development.) To be able to purchase professional memberships (such as Texas Elementary Principals Association, TEPSA) using our campus funds. Professional memberships and conferences associated with these memberships allow the opportunity for the campus administration to further our knowledge and expertise in matters related to curriculum, instruction, and assessment. (<u>Rationale:</u> This will also help campus administrators to stay engaged with matters related to school leadership and best practices on the implementation of IB and other school programs.) To make consolidated purchases, such as technology, marquees and furniture, with other IB schools in the SAISD IB network. (<u>Rationale:</u> If a single vendor is able to offer a discount to the network of schools, then the campus wishes to take advantage of this right in order to spend its funds in the most fiscally responsible manner possible.)
District and Vendor Services	<ul style="list-style-type: none"> To opt out of district services and receive dollars to the Briscoe Elementary budget instead, provided that we will not opt of District transportation and food services. (<u>Rationale:</u> To better meet the needs of the campus.) To select our own service vendors that may or may not be approved by the district. Including but not limited to: Amazon, Walmart, Home Depot, Costco, Sam's, Dollar Tree, Target. (<u>Rationale:</u> Fiscally, this could be cost effective for Briscoe. Also, the timeliness in which we receive instructional materials and services would also improve.) To use funds to purchase materials, resources, and memberships through international vendors. Because of the nature of IB, many of the resources and materials are only available through what are typically considered "sole source" vendors—many of whom reside overseas. (<u>Rationale:</u> The campus will benefit from increased autonomy to purchase without unnecessary restrictions.)
Site-Based Decision-Making	<ul style="list-style-type: none"> To select a site-based decision-making committee that is different than the structure required by the District. (<u>Rationale:</u> With the new charter and new expectations from the IB program, Briscoe wants to create a site-based decision

	making committee that replaces the CLT, that brings in more external expertise and resources in addition to retaining a strong teacher and administrative voice.)
Professional Development	<ul style="list-style-type: none"> ● To select and implement all professional development for teachers and administrators. The Principal shall also determine how much time to dedicate to professional development and how staff use their professional development time. (<u>Rationale:</u> To meet the individual needs of the campus, grade levels and content areas of focus to increase student achievement in response to Goals 1-4). ● To allow the campus the option to opt out of district professional development offerings or determine relevant choices. (<u>Rationale:</u> Develop campus specific professional development to enhance the Fine Arts and Language Model and the IB Framework to meet our Goals 1-4). ● To select our own professional development vendors. (<u>Rationale:</u> To have a greater selection of vendors to support teacher growth and to increase student achievement in response to Goal #1, 2, 3, 4, and 5)
Staffing Plans	<ul style="list-style-type: none"> ● To revise existing roles and/or create new roles, for example: Theater Arts, full time Music, Visual Arts, and Language teachers. We reserve the right to create teaching positions, which includes Master Teachers, specialist, and interventionist to support the needs of our students. (<u>Rationale:</u> Briscoe currently does not have the full-time positions to support the Fine Arts and Language Model to reach our goals within the timelines set and we want to be able to fulfill the IB requirements and make the use of student learning.)
Recruitment and Hiring	<ul style="list-style-type: none"> ● To recruit, interview, and hire candidates from inside and outside of the district and create our own interview process, including our own job descriptions, interview questions and selection criteria, provided that all candidates must complete legally required background checks through the district. (<u>Rationale:</u> To recommend for hire highly qualified teachers that support Briscoe's Mission and to contribute to the collective teacher efficacy.) ● Displaced teachers will need to meet the same high quality standards as other teachers hired at Briscoe. (<u>Rationale:</u> To hire highly qualified teachers that support Briscoe's Mission and to contribute to the collective teacher efficacy.) ● To be exempt from other SAISD campuses from recruiting students from our campus. The campus will still participate in district-wide recruitment events such as Experience SAISD; however, the campus wishes to be able to refuse to allow other SAISD schools, not in our normal feeder pattern, the opportunity to recruit from our campus. (<u>Rationale:</u> With the growth of IB, it is important to be able to retain one's students from year to year.)

Capacity of Applicant Leadership Team

Team Member Name (First and Last)	Current Role	Current Work Organization	Proposed Role at School
D’Les Herron	Principal	Briscoe Elementary School	Principal
Renaii Ortiz	Teacher	Briscoe Elementary School	Teacher
Melissa Kriewald-Flores	Teacher	Briscoe Elementary School	Teacher
Krista Powell	Teacher	Briscoe Elementary School	Teacher
Jennifer Emerson	Assistant Principal	Briscoe Elementary School	Assistant Principal

Principal – D’Les Herron – Mrs. Herron is starting her third year as Principal at Briscoe, Elementary School. She has 15 years of teaching experience: 3rd grade self-contained, 5th grade self-contained, 5th grade ELAR, 6th grade ELAR, 6th grade Science and World Cultures, Gifted and Talented, and School-wide Enrichment and Intervention. She is in her 6th year as a principal; 3 in previous districts and currently starting her third year in SAISD. Her Bachelor’s degree is in Interdisciplinary Studies with a Reading Specialization and she received her Master’s in Education Administration through Concordia University. Her experience includes various curriculum writing opportunities, grants writing for previous districts, and developing pilot programs for intervention programs. Mrs. Herron headed the campus in the pursuit of the IB Programme. She has been able to understand the big picture of systems and determine what needs to be in place to accomplish the desired outcomes while pushing boundaries of traditional thinking. By developing and implementing systems, Mrs. Herron is leading the campus to academic improvement by improving teacher efficiency, building teacher capacity, and implementing the IB Programme with fidelity.

Teacher – Renaii Ortiz – Mrs. Ortiz has been teaching at Briscoe for 21 years. She is beginning her 2nd year as a Master Teacher. Last year, she was given all students who had not been previously successful on the STAAR test. 80% of her students made growth last year and over half of the students met approaches. Her students rolled up to 5th grade with her and they continue to show improvements through her incredible teaching and amazing bond and relationship she has developed with her students. Mrs. Ortiz has had consistent high scores with state testing over the years as well which demonstrates her commitment to reaching our campus goals. She was part of the original charter process over ten years ago and a Campus Grant Co-Facilitator. Her experiences teaching includes Kinder, 4th and 5th grades. She is a vital part of campus initiatives with her tenure on the campus. She is a valuable campus leader who is looked up to by the staff because of her proven track record with student success in the classroom and extra-curricular activities. She is extremely organized and able to quickly process new information to ensure student success and campus initiatives. She was named Teacher-of-the Year in 2016. She has been the Campus Site Facilitator for the after-school program since 2006. She has earned her Master of Arts Degree in Education and Psychology. Mrs. Ortiz visited several schools during our IB school visits while determining whether to move forward with the IB Programme.

Teacher – Melissa Kriewald-Flores – Mrs. Kriewald-Flores has been an asset to the campus for 10 years as a Kinder and 1st grade teacher. She also represents the campus as a parent since all her own children have attended Briscoe throughout the years. She is a hard-worker, who is very organized and adapts to situations. She has a positive attitude that others admire, and she works well with all staff and is well respected. She is able to provide feedback as a staff member and a parent. She has embraced the IB philosophy and she is consistently implementing transdisciplinary learning throughout her daily lessons. Mrs. Kriewald-Flores is currently pursuing her Master of Arts in Reading. She promotes student

engagement in multiple ways to include: changing classroom setups, props, costumes, and room transformations that align with the Unit of Inquiry. She participated in IB school visits while in the process of learning about the IB Programme. She has served as a 1st grade lead teacher for the past two years.

Teacher – Krista Powell – Ms. Powell started the Art Program at Briscoe when she was hired as the school's first art teacher in 2017. She has 10 years of experience teaching art across grade levels, K-12. She has implemented a choice-based art curriculum at Briscoe, which allows students to take ownership of their artwork by choosing the subject and media. Her classroom management and organization give her students the freedom and responsibility of using the art room as their own studio. She was named "Elementary Teacher of the Year" by the McNay Art Museum in 2018. She has a Master of Arts in Teaching from Austin College. Last year, she wrote multiple grants to improve the art program at Briscoe and was awarded 9 grants for various art initiatives. She provides all students, K-5, opportunities to reflection on their art, learning and experiences in art. She has embraced international mindedness by helping students participate in a world-wide Artist Trading Card exchange. She has also partnered with a Sister School in Chennai, India called Yein Udann. Students exchange artwork and writing about their artwork with one another. The two classes use Skype to communicate with each other, reflecting on their art exchanges and asking questions about teacher other's communities and experiences. Through a series of three grants, Mrs. Powell has received the equipment necessary to implement a Digital Art project with all K-5 students. Students work collaboratively to create a button design in iPads. Their artwork is printed out and turned into physical buttons that students can wear and the can also be sold to fund future art projects. With her vast knowledge and experience of Fine Arts she will continue to be an assess as we move forward developing the Fine Arts and World Language aspect of the charter.

Assistant Principal – Jennifer Emerson – Mrs. Emerson has been an educator for 9 years. This is her 2nd year as Assistant Principal at Briscoe. She was previously a Pre-K and 4th grade teacher, and Instructional Dean within SAISD. She is well respected by the teachers and has built trusting relationships with the staff. She presents information in a direct manner that is clear, concise, and student centered. Her ability to achieve timelines and goals is beyond compare. She easily adapts to multiple situations, listens to staff needs, and is an advocate for students and staff. Mrs. Emerson has been a vital part of the improvement of student performance. She is working closely with teachers and students to improve writing and ELAR specifically. She has attended Category 2 IB trainings to support the implementation of the IB Programme. Since Mrs. Emerson serves as the LPAC representative, Campus Testing Coordinator, and ARD Administrator she is well-versed in student needs, achievement, and bilingual aspects. She is a graduate of The University of Texas at San Antonio and received her Principal Leadership Degree from Trinity University. Mrs. Emerson was a participant in the Eastside Promise Neighborhood Wheatley Redesign team that developed a redesign plan for the project to include: budget, security, infrastructure, aesthetics, marketing, branding, and campus supports.

Human Capital

Recruit Teachers/Staff

The administration of Briscoe Elementary School will attend local teacher job fairs and promote all job openings on the Texas IB Schools website to attract experienced IB teachers to Briscoe Elementary School. A major part of our recruitment plan is to share the history and legacy of Briscoe Elementary School and then promote the vision for the future of the school, which includes being a premier IB World School, with teachers who are trained in the best practices in pedagogy, including specific IB

training in “Approaches to Teaching” and “Approaches to Learning”. In addition, we will recruit from universities job fairs and organizations such as TASNANET.org.

Briscoe will utilize teachers and other staff to serve on a Teacher Hiring Committee. This committee will work with the principal to create the profile for the desired position, interview candidates and help orientate new hires. Our process will consist of three parts: district interview process, a mini-lesson based on TEKS using a Learner Profile attribute, and a written situational essay. We will use a rubric to score the lesson and essays. The interview will consist of at least one administrator, one grade level teacher, and the PYP Coordinator. The committee will review all portions of the interview process and determine a best fit for the campus. In the event, a teacher has previous IB experience and is able to provide a video lesson with students, that may be used in place of a mini-lesson. It is important for our campus to select potential teachers who align their philosophy with IB, who are willing and capable of meeting the rigorous demands of a PYP school and who exhibit and demonstrate the IB LP.

We want Briscoe Elementary Teachers to exhibit the characteristics of the IB Learner Profile as:

- Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators: We express ourselves contently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- Risk-Takers: We approach uncertainty with forethought and determination and we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Briscoe Elementary School will be approaching human capital in two ways: developing processes and strategies to recruit, place, develop, and retain top talent and by determining the instructional

effectiveness and student performance of teachers while coaching teachers in the process and utilizing PLCs to review data and analyze areas of need.

Develop Teachers/Staff:

Briscoe Elementary School teachers will receive the same training opportunities as other SAISD teachers, except that Briscoe Elementary School teachers will always put what is learned into the context of our IB program. An example of this is lesson planning. Teachers are taught how to develop effective lesson plans to promote high engagement and high cognition. An IB teacher will take that same training and incorporate it into IB Unit Planners and infuse tenets of the IB Learner Profile and International Mindedness. The leadership philosophy is to grow leaders from within. One way we encourage teachers is to become ACT's, enroll in Master Education Classes to pursue a Master's in Education, provide opportunities to present professional development to peers and share successes from their own classroom, and encourage high performing teachers to apply for Master Teacher positions.

In addition, the leadership team uses the Get Better Faster model to coach teachers in way to improve student engagement and rigor within the classroom. Teachers are also evaluated on T-TESS, through a formal observation, goal setting process and walkthroughs. Areas of reinforcement (strength) and refinement (growth) are identified in the formal observation as well. Areas of refinement are linked to corresponding trajectory in Get Better Faster. We also provide mentors for all new teachers to provide support, guidance and opportunities for reflection of their practice. Mentors are required to have regular check-ins with mentees. For any new employees, we will provide a PYP 101 introduction into the PYP Programme in addition to sending them to the required Making the PYP Happen for all IB teachers. In the beginning of the year, all teachers have to complete a beginning of the year professional goal. Through goal conferencing with teachers we are able to discuss and clarify goals for teachers and provide guidance and assistance how to reach the goal throughout the year.

Another beneficial way we develop our staff is through Internal Instructional Rounds. We have participated in several round processes, where our own staff, visit classrooms to look for areas of successes and growth. Through our teacher's reflection of these rounds, they have shared with us the benefits for participating such as: learning from their peers, seeing new perspectives, experiencing classroom management strategies, and being able to view in action best practices all connected to student learning, achievement and PYP. We also have participated in one External Instructional Rounds where administrators, teachers and staff members from other SAISD schools completed the rounds process on our campus. Each time we participate in this process we grown and learn from the experience.



External Round Feedback session, Briscoe teachers in the Internal Rounds this year, and teachers gathering and analyzing data from the most recent Internal Rounds.

Retain Teachers/Staff:

The Leadership Team designs professional development for teachers that focuses specific aspects for the year through innovative and creative ways through a day long field trip. This year our first day back to campus began at our community partner SMART, creating a collaborative piece of artwork that symbolized our vision for the year – Shared Vision. Then we went to the Haven for Hope to take tour of the facilities where some of our homeless children live. Through that experience we learned of ways to volunteer and support our students in the center. A local business donated a sit down lunch that allowed staff time bond and celebrate our accomplishments. Then we took teams of teachers to Blue Star Contemporary Gallery to experience Nearpod, virtual experience, that took them through the 6 areas of focus for the new school year. Rotations occurred for each group to learn about each focus.



Beginning of the year professional development through engaging field trips and team collaboration to experience leadership focus for the year.



“Shared Vision” collaborative art work created by teachers to symbolize our goal for the year and collaborative effort, reinforcing teamwork and unity, to make a bridge out of cardboard that could hold our staff during first professional development day.

Briscoe Elementary School plans to continue to engage our staff in excellent professional development opportunities such as TIBS Level IB Training, teacher requested training, provide opportunities for our staff to teach each other and collaborate with other IB campuses to develop teachers. We like to celebrate the efforts of our teachers by acknowledging their hard work and student success with teacher incentives, such as random prizes and accolades. We celebrate teachers weekly with our staff member of the week recognition through “Staff of the Week” and “Shout out to...”. We also recognize campus celebrations in the memo. Teacher and student stand outs are shared as well. We also highlight teachers during morning announcements, and share about their degrees and share relevant information with our students about our teachers. We partner with our community partners to host staff luncheons throughout the year that celebrate their hard work and thank them for their daily efforts.

The leadership team values teacher's thoughts and options. Using our Campus Needs Assessment (CNA) and teacher feedback, we are able to make adjustments to master schedules, duty schedule and meet grade level and campus needs. Last year our teachers requested additional time for planning IB Unit Planners. This year we incorporated PLC Planning time in the schedule to allow for additional collaborative instructional planning time. Another request from Briscoe teachers was to only have duty one day a week for only an additional 20-minutes before school. Teachers and leadership had made schedules that meet the needs of all students and staff to ensure adequate cover while meeting teacher requests as well.

Briscoe teachers are given a choice to stay at our IB campus from year to year. There is an IB Agreement all teachers and staff complete yearly. This is a way for teachers who agree with the IB philosophy, teaching, and framework to commit to our campus and students. If at the end of the year, a teacher feels that they need to move to a non-IB campus, there is an option for a transfer.

School Network Development Plan

N/A

Constituent Map & Stakeholder Engagement

Knowing Your Constituents

Constituents Groups	Strengths	Opportunities for Growth
Students – Pre-K -5 th grade	PYP, Low Discipline, Low Failure Rate, Campus Culture and Climate, IB PYP Programme, Visual Art, Music, Spanish Class, Fine Arts and World Language Model, Dual Language, Choir, Extracurricular activities and clubs, School Pride, Generational Pride, Spirit, Family Activities, Community Involvement and Support, Briscoe Buddies, Literacy Promotion, Art Field Trips, Music Field Trips, Community Learning Experiences, Community Work Service Projects, Social Emotional Learning, Communities In Schools, After-school Challenge program, Tutoring, Master Teacher Programs, Family Involvement, Virtual Experiences, Experience SAISD	Family Engagement with academics and performances, New opportunities for student experiences within the community, create a pathway for Fine Arts and World Languages that aligns to Harris and Burbank, Exposure to addition art programs, music experiences and additional language offerings, partnering with S.M.A.R.T. and other supports to enhance current offerings and provide space for new offerings that align Integrated Arts program. (Challenges: Students have limited experiences and exposure to academics, cultural and social opportunities which causes barriers within the classroom.)
Parents and Families -	Providing resources and support for families and students through Briscoe Buddies Snack Pack program and backpack donations, CIS, Ft. Sam	Increase parental engagement opportunities, identify additional families that may need support, provide choices for after school care, and expose students and

Parents, Grandparents, Parent Volunteers	Houston relationships, After School Program sliding scale fee, Parent ESL classes through First Baptist Church,	families to integrated art options past elementary school. (Challenges: Teaching parents the difference between parental involvement and parental engagement. Parents are also limited in their ability to assist their child in academic success.)
School Staff – Teachers Support Staff Leadership Team Paraprofessionals Classified Staff	Professional Development, PLC and Collaborative Planning time dedicated daily, 3 Master Teachers, Classroom Instructional Snapshots, Classroom observations and feedback, Orientation for non-teachers of PYP, Incorporation of Guidance classes with IB focus	Grade level and individual specific Professional Development needs, PCL and collaborative time for Specials, One Instructional Coach for the entire campus (Challenges: Developing a master schedule to give PLC and planning time that maximizes instructional time. Ensuring that all teaches understand and consistently utilize effective PLC time.)
S.M.A.R.T. & New Partners	Educational opportunities and enrichment activities for existing partnership with S.M.A.R.T.	Expand new partnership with the assistance of S.M.A.R.T. to additional music and language options, partner with SAY Sí for projects and mentorships. (Challenges: Identifying new partners to assist the school.)
Harris and Burbank feeder patterns	Honor pathways created for the feeder pattern and increase offerings for students to prepare students for middle and high school.	Create mentorship or partnerships with language, music and art classes for students to share experiences, art, music and opportunities to communicate in foreign languages. (Challenges: Time and scheduling is an issue.)
District Support Personnel	Support and encourage parent engagement through different activities. Attendance at some events.	Attend more events on the campus or at fine arts showings. (Challenges: Time and scheduling is an issue.)
Business and Neighborhood	We located in a thriving art district that embraces art and music education.	Reach out and become partners with new businesses. (Challenges: Building relationships with new partners is time consuming and many staff are not highly comfortable or trained in partnership building.)

Completed Engagement

At Briscoe Elementary, families are involved, but not always necessarily engaged. Our parents and families typically participate in high numbers for school events such as Open House, Red Ribbon Care Bear Drive and Ceremony, Fall Festival, Fright Night, Donuts of Dads, and other school and Choir performances. We consider this involvement. Since Briscoe is the hub of the community, these types of activities tend to bring out the families. Where we have struggled in the past is increasing parental

engagement, such as parent conferences and participation with academic engagement. In order to increase engagement, we have held student-led Open House, student-led parent conferences, and encouraged student directed PYP Showcase for students to share with their parents their learning within the PYP. During our PYP Showcase we had students surveying parents, community members and district staff using iPads. We learned that if we provide access to technology our parents and partners will participate and provide us with feedback. We have had an increase in parental attendance and engagement to these kinds of activities where students are performing, sharing information or presenting a summative project. Parents and families are quick to come to school events that are fun and entertaining. They are less inclined to attend academic activities, however with our student leadership focus and opportunities parents are attending more often with their children. Students are building confidence to discuss their goals, share educational information with their parents and reflect regularly on areas of growth and successes.



Parent and community engagement in our Pop-Up Museum, student-led parent conferences school-wide, and Donuts for Dad event.

We have monthly Principal Coffee's and share ways to support students at home and in the classroom with families. Our attendance for the year has been high and consistent for these meetings. We have hands-on activities for parents and provide multiple opportunities for engagement. We regularly share information about our academic model, core content areas and strategies, the PYP, and social emotional aspects of students. Through these interactions we have noticed that parents want the very best education for their child and support the school to provide the best learning possible. Parents want to learn ways to support and help their child, however many of our parents are limited to assist their child with homework and rely on the school for educating their child. We have learned that our parents will complete surveys on paper over surveys sent via email and such. All parents who attend Principal's Coffee complete surveys. Parents also share with the principal items they want or need to learn about at the next Principal Coffee.



Parents attending Principal's Coffee learning about STAAR testing and how to support their child, parent engagement at S.M.A.R.T installations, parents attending a reading night for 3rd and 4th grades, and parents at Principal's Coffee learning how to ask open-ended questions with expository pictures and text.

S.M.A.R.T., our main community supporter of the arts, has become a major advocate for our campus. We engage in K-5 field trips to their art studio and they visit the school for pre-visits to the classrooms to meet with students. They also collaborate with teachers to develop TEKS driven lessons. S.M.A.R.T. meets our campus needs and continues to reach out to other potential businesses and educational supporters of the arts. We have learned they will continue to support us in this new academic model and provide us with additional community supports of the Arts and Language.

Regarding the Harris and Burbank feeder patterns, we have been able to utilize information from the Parent Family Liaison (PFL) meetings to share with families and increase involvement and engagement with campus events at all campuses. In addition, with the formation of the IB Network of Principals, the feeder pattern principals can collaborate and communicate efficiently. We have learned that our families that have students in the feeder pattern are supportive and attend events.

District Support Personnel such as a Bilingual Implementation Specialist, Gifted and Talented Education (GATE) Instructional Specialist, and a Math Instructional Coach have provided coaching, modeling, support, and feedback to teachers and students one day a week. We have learned that the supports in place meet some of our campus needs however, we are needing more support in the areas of ELAR and Science. Through events like "The State of the Campus," teachers and administration are able to articulate to District support personnel the needs of the campus. Since presenting the "State of the Campus," District Personnel have reached out to assist in meeting our campus needs. By doing this, we can ensure that the appropriate resources and materials are being provided to meet the needs of our students and their families.

Planned Engagement

Briscoe will be working collaboratively with Harris Middle School and Burbank High School to communicate the idea of chartering with our families. Since we share families, we will be using similar strategies to get parents on board. At the Principal's Coffee, the principal has already shared with parents that our charter must be revised, as well as the focus of a Fine Arts and World Language Model. Parents are willing to share and get other families to support the voting. During parent, student-led conferences, teachers will share the talking points and FAQ's with parents while answering questions they have regarding chartering. All materials have been presented in English and Spanish to meet the needs of our families. Each month, PYP information is shared with parents as the charter process continues.

Through planned performances, such as holiday celebrations, parent conferences and PYP Showcases, we will engage and inform parents throughout the year. The principal planned a presentation for the PYP Showcase in November to share with parents and families about the charter and facilitate signing of the petitions. We also offered additional parent meetings prior to school events to inform parents of information or campus needs. During our Fall Festival we held an information session as well as discussed the IB Programme and Fine Arts and World Language School Charter. Many parents signed the petition at that event.

Throughout the rest of the school year we will continue to hold Principal's Coffee and educate parents on the IB Programme and promote parent engagement with IB. We will have a Spring Showcase for K-2 students to share their summative projects with the community and their families. We will have parent complete surveys in order to make adjustments to future events. We will continue student led-conferences where students lead the conference with their parents, show a portfolio, data and student progress.

To address special populations such as students who are identified as dyslexic, 504 or a student with a specific learning disability, meetings are held annually to determine the progress and needs of the students. Parents are invited to these meetings to provide input. The dyslexia coordinator works closely with parents to make sure they are receiving information about workshop and information sessions. Also, through the Multi-Tiered Student Supports (MTSS) we engage with parent regarding student progress and areas of concerns. Parent are also invited to Tier 3 meetings as needed.

Governance (Part 1)

Role of the Campus Governing Board

Texas Council for International Studies (TCIS)

Briscoe Elementary School is applying to TEA to create a school governance partnership with a non-profit partner, Texas Council for International Studies (TCIS).

The tremendous growth in Texas of the IB and of Texas IB Schools (TIBS), the regional IB organization, created the need for a TIBS partner organization. As a result, the Texas Council for International Studies (TCIS), a 501(c)(3) organization, was established to support the general improvement of education for students enrolled in IB programs in the state of Texas, specifically in San Antonio ISD. TCIS was founded by IB educators and community leaders to partner with Texas school districts and TIBS to achieve high quality implementation of the IB curriculum. The Executive Director of TIBS is a permanent, voting member of the Board of TCIS. TCIS facilitates an IB education with partnership agreements to support implementation of the IB at IB World Schools through program development, professional training, curriculum planning, marketing campaigns and scholarship programs.

To this end, TCIS works to:

- Ensure a continuity and commitment to the standards of performance espoused by the International Baccalaureate Organization;
- Facilitate program development, professional development, curriculum planning, and scholarship programs at IB World Schools in SAISD;

- Provide authorized IB professional development through agreements with Texas IB Schools and SAISD.

The role of the TCIS board will be to operate the campus by:

- Managing the Principal and is responsible for student outcomes
- Overseeing all aspects of the curriculum, calendar, assessments, and professional development of all staff members
- Being held accountable through a performance contract agreed upon with SAISD.

The TCIS board will be sustained by rotating two-year renewable appointments to the board who will hire an executive director to manage all of the IB World Schools, including Briscoe Elementary School.

It is the plan of this campus and charter to have TCIS' governing board serve as the governing board for Briscoe Elementary School.

As such, the governing board will have strong shared beliefs and values about what is possible for our students and their ability to learn, as well as our system's ability to teach all children at high levels using the International Baccalaureate (IB) Instructional Model. The governing board will meet quarterly. The agenda will be developed by the Principal in collaboration with the governing board's Executive Director and formulated through campus improvement needs. The board will publish agendas prior to the meetings as well as publishing meeting minutes after meetings are held.

Twice a year the campus principal (or designee) will report on the state of the campus as follows:

- Progress towards annual student performance goals
- Progress towards identified campus goals set by governing board and/or district
- Update on all staffing / personnel matters
- Student celebrations and upcoming campus events

The TCIS Board will be accountability driven and their responsibilities will include the following:

- Commit to and aid the campus vision of high expectations for student achievement and quality instruction using the IB Instructional Framework
- Define clear goals to support the campus vision and mission
- To aid the campus in implementing with fidelity, the IB Instructional Framework
- Embrace, monitor and use data to drive continuous student/campus improvement
- Locate and sustain resources to meet campus and district goals
- Plan and participate in annual team development and training, at times with campus leadership and district personnel, to build shared knowledge, values, and commitments for their improvement efforts
- Work collaboratively with school and district staff to share ideas and strategies that support student success
- Craft a formal program for the orientation and ongoing training of new members
- Adopt and oversee the TCIS annual budget and the individual IB schools' annual budgets
- Oversee strategic planning for TCIS and the IB network

- Establish and maintain a positive, collaborative relationship with staff and the community that includes a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving our campus and district goals
- Lead as a united team with strong collaboration and mutual trust

The Principal will lead the day to day operations of the school, such as:

- Run the campus in line with the direction of the governing board, SAISD policies and procedures, and in accordance with the plans laid out in this charter application
- Keep the board educated and informed through robust quarterly updates and regular/routine communication with the governing board's Executive Director
- Recommend goals, best practices, and new research-based strategies
- Make all hiring and staff development decisions with the support and input of the governing board's Executive Director and the campus advisory board
- Seek support from the governing board, leveraging their external connections and expertise to support the organization
- Facilitate a campus advisory board that will consist of staff, parents, and community members

Campus Advisory Board

While the TCIS board will oversee and support individual IB World Schools, the main focus of TCIS will be to ensure the success of the schools as a network. Each individual IB World School, including Briscoe, will establish a local campus advisory board that is unique to each school. The role of the campus advisory board is to advise the principal on matters of curriculum, budget, hiring, school culture, parent and community engagement, staff professional development, and general operating of the campus. The principal will work closely with the campus advisory board in developing campus goals, initiatives, and protocols. The advisory board will also play an active role in ensuring that the school maintains fidelity to this charter application.

The advisory board members will develop a complimentary and supportive relationship with the TCIS board. The TCIS board will develop a formal structure for providing IB Network updates to the campus advisory boards and collecting and responding to feedback from the campus advisory boards.

At Briscoe, the campus advisory board will focus on supporting the Fine Arts and IB programs, recruiting and training volunteers at the campus, helping to increase student enrollment and parent engagement, and supporting campus staff.

Membership and Capacity of the Campus Governing Board

TCIS Board

The TCIS board will ultimately consist of seven to eleven members. Board members will be recruited and selected based on their ability to fulfill the core duties of the board. In addition to meeting the baseline legal duties of care, loyalty, and obedience, board members will be expected to contribute a diverse range of expertise in a profession or field beneficial to the success of the IB network. Relevant knowledge and skills will include expertise in the following fields: marketing, education, IB implementation, youth development, accounting/finance, facilities/real estate, fundraising skills, and

community leadership. The TCIS board is actively recruiting board members who live in San Antonio and are heavily involved in the communities of the IB schools.

TCIS Board Member Name	Professional Background	Proposed Role on Board	Relevant Expertise
1. Karen Phillips	Texas IB Schools, Executive Director	Chair	IB Education
2. Walter Sorenson	Administrator, The Alcuin School (an IB School)	Member	IB Education
3. Linda Bouie	IB Coordinator, Longview ISD	Member	IB Education
4. TBD	TBD	Member	Marketing
5. TBD	TBD	Member	Youth Development
6. TBD	TBD	Member	Finance
7. TBD	TBD	Member	Real Estate
8. TBD	TBD	Member	Fundraising
9. TBD	TBD	Member	Community
10. TBD	TBD	Member	Community
11. TBD	TBD	Member	Community

Campus Advisory Board

The advisory board will consist of staff, administrators, parents, and community members. The school may utilize the Campus Leadership Team (CLT) to serve as the campus advisory board, but the specific membership of the board will be at the discretion of the campus. Multiple community and business members will serve on the committee and each will bring a specific expertise that will support the school in achieving its goal and maintaining fidelity to the charter. Teacher representatives will be elected by teachers. The school reserves the right to adjust the committee size according to the needs of the campus.

Sustaining the Campus Governing Board (TCIS Board and Campus Advisory Board)

The relationships the school can grow and foster with families and other stakeholders is the key to sustainability and meeting the educational needs of children. To ensure the sustainability of the TCIS Board and Campus Advisory Board over time, the respective board chairperson will build out staggered board terms to ensure ongoing health of the board and commitment by members, and to ensure that members do not come and go all at once, but move off the board in planned intervals. We will research and invest appropriately in board training for our members, and we will ensure that the training is adapted for public schools and to the unique situation of our IB World School. The TCIS Board and Campus Advisory Board commit to the following member recruitment plan:

- Identify - Potential board members will be identified through a variety of channels, including through the social and professional networks of school leadership and current board members. School leadership and current board members will regularly identify individuals in their networks to maintain a healthy pipeline of prospective board members that fulfill our need for specific skills and expertise and who bring diverse perspectives to the board.
- Connect - Once identified, potential board members will be connected to the board chair for a brief introduction and to gauge their baseline level of fit and interest in the role.

- Cultivate - Over time, campus and board leadership will cultivate interested potential board members through one-on-one conversations, school visits, and other informal opportunities.
- Vet - Prospective board members who demonstrate a serious interest in serving on the board will be formally vetted to determine their fit and overall suitability for service.
- Socialize - Prospective board members who pass the vetting process will be socialized to current board members as potential additions to the board. Barring no strong objections to their candidacy, prospective board members will receive a formal offer to join the board in accordance with applicable policies and bylaws.
- Onboard - Each new board member will undergo a thorough onboarding process to ensure he or she is able to perform the requisite duties of a board member effectively

Campus Charter Petition

[Petitions Submitted to Office of Innovation]

Staff

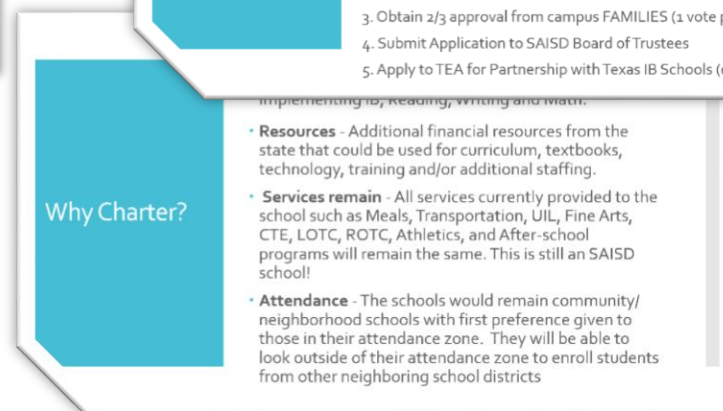
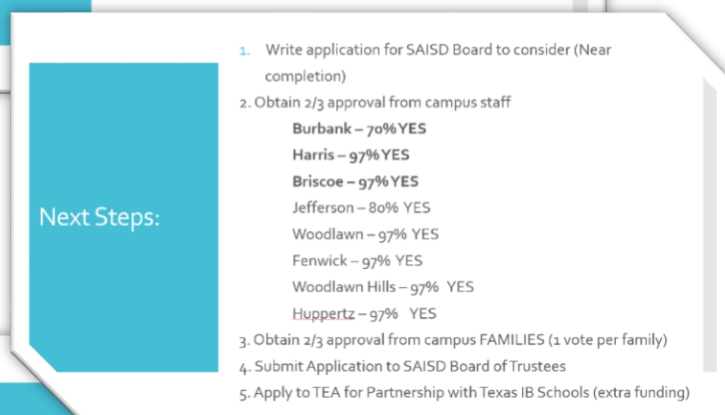
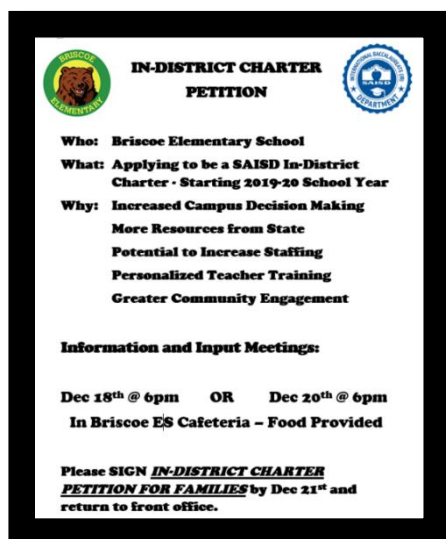
In order to engage our teachers, we held several different faculty meetings, information sessions and PLC conversations regarding the charter process. Teachers discussed concerns, were able to ask questions, shared input with the design team and application team, along with being informed of the process. The charter application was shared with both teams. Teachers were able to collaborate through Google docs during the charter application development and were able to make comments which allowed multiple teacher's input. By educating our teachers, they were able to share with our parents the process and answer questions as they arose. The school principal led these sessions; however, district personnel were also present to help answer questions as well. Drafts of the charter application were shared with staff at various points in the process as well to gather feedback and edit as needed. Additionally, charter application writers made themselves available for one-on-one sessions for teachers as needed.

Parents

Briscoe Elementary School developed a strategic plan to inform classroom teachers as well as families by using student-led and campus activities to reach out to the majority of stakeholders. With our families, we utilized our student-led Primary Years Programme (PYP) Showcase that allowed students to share with parents their work through the PYP. Many parents attended as well because we combined the event with a Choir performance and information session regarding the chartering process prior to the PYP Showcase. Students held discussions with their parents, showed their work for the unit and celebrated their achievements of the PYP to solidify the impact of this program. We offered three additional information sessions to share the information with parents. One was after school in the Library. The next was during a Principal's Coffee session, and finally, we had information and one-on-one discussions with parents during our Fall Festival. Parents were very supportive of the PYP at each of these events. Information and communication was share in English and Spanish at all events.

Ballots were created in both English and Spanish for parents to read. Principals shared about the process in their weekly email announcements to parents, and teachers, principals, and administrators solicited votes via a ballot box in the office. Teachers and administrators also met students and parents during drop-off/pick-up to help answer questions and inform stakeholders as well.

The following flyers and presentations slides were used for staff and community engagement:



Budget Exercise

As an in-district charter, if we were allocated \$500,000 for the first two years of operation we would focus on three main areas of improvement for the school. The budget categories we would utilize are technology, training, and commonly purchased items.

Our campus and student technology is severely lacking and needs to be updated. I would allocate \$250,000 to upgrade our two computer labs along with each teacher's classroom technology, such as, classroom computers, interactive boards, projectors, etc. We have inconsistencies with our technology within grade levels, such as some have iPad and carts to share, while other teachers have 3 iPads for their class. Our 2nd grade's iPad were previously purchased with Bilingual funding, so only the Bilingual classes are allowed to use the iPads and cart of 25. Our Pre-K classes have a couple of working computers and no iPads. Our computer labs are outdated as well and we have many computers not working. It is a challenge for our grade levels to complete any online testing or whole group lessons and intervention programs when the computer labs are not working properly. The technology would last the campus several years and allow our campus become a one-to-one technology campus.

Rationale: Due to the nature of the IB Programme and the inquiry-based instruction students need regular and daily access to technology. Students will use computers, iPads and computer labs to access the internet for researching skills, virtual field trips, and learning to communicate with others all across the globe. Since our labs have several non-working computers and older computers than 5 years old, they are difficult to use for classes consistently.

Sustainability: Maintaining and replacing these items would be determined based on additional funding that is acquired with supplemental funds from the district, donations from businesses, grants that are written for the school and other resources that the campus finds.

We would request \$130,000 to provide much needed training and bilingual resources. We would like training for grade level leaders and campus leadership in PLC processes. In addition, we would like to provide additional bilingual training and resources for all grade levels to include Sheltered Instruction Observational Protocol (SIOP) strategies and best practices to use with English Language Learners for all campus teachers. Our Bilingual Teachers need resources in Spanish. We would like to be able to send teachers to professional development provided by service centers and/or content area trainings. In addition, we would use a portion of these funds to ensure we build capacity within our IB/PYP Programme by sending additional teachers to Category Level 2 and 3 IB trainings. Some of the trainings would need travel funds allocated as well.

Rationale: By increasing knowledge of PLC processes within the campus leaders and grade level leaders, we will be able to use PLC time most effectively to improve student achievement. Our campus is approximately 1/3 English Language learners. Providing training for best practices for all of our teachers will improve instruction not only for our English learners, but any student. By providing additional IB training, we will improve teacher efficacy using the IB Framework. Providing much need Spanish resources will improve allow teachers more resources to use in lesson and small group instruction which will lead to improvement in student learning and understanding.

Sustainability: Each year as attrition impacts staffing, the campus will need to use additional funding that is acquired with supplemental funds from the district, donations from businesses, grants that are

written for the school and other resources that the campus finds. Once materials are purchased they will remain on the campus and would only be replaced as needed through supplemental funds.

Lastly, we would use the rest of the monies, \$120,000 to update classroom and campus furniture under the commonly purchased items category. We would like to offer flexible seating and learning areas conducive to student learning. Gradual Release of Responsibility (GRR), is our district instructional framework for teaching and learning on a daily process. Student collaboration is one key aspect of the GRR process and the IB Framework. Some of our teachers have purchased their own types of flexible seating to encourage and help in their collaborative efforts. This helps students to develop thinking, processing and communication skills needed for success. We have seen and an increase in attention and focus on work in those classrooms with non-traditional seating. However, most of our rooms have traditional seating which is old and needs replacing. Many chairs are broken or cracked.

Rationale: Creating a learning environment that is comfortable, collaborative, nice and updated is important. When students feel their environment is important and aesthetically pleasing it can create a positive reaction and improve campus culture. The IB Programme requires student collaboration and inquiry. Our current classroom furniture and layouts limit those to aspects because the furniture is traditional desks and chairs that is not conducive to group work.

Sustainability: New furniture would last many years and would not need to be replaced in the near future. However, additional funding that is acquired with supplemental funds from the district, donations from businesses, grants that are written for the school and other resources that the campus finds.

Governance (Part 2) (TCIS Board and Campus Advisory Board)

Campus Governing Board Expertise and Development

Once members are selected to the TCIS Board, the Executive Director and SAISD's Assistant Superintendent for IB Schools will provide a mandatory training for all board members, which will include the following topics:

- What is an In-District Charter School?
- The role of the Campus Governing Board
- How to be an effective member on the Governing Board
- An overview of the Campus Improvement Plan and Charter Documents
- An overview on campus budget and expenditures and school finance in general
- An overview on campus student achievement data and Charter accountability metrics
- Any legal requirements of in-district charter school boards

Each board member will be fully versed on the dynamics of the IB school charters, the academic expectations for our students and teachers, school campus budgeting, and how to read and make decisions using accountability data from the district and State. Board members will also partake in annual team building exercises.

A similar onboarding experience will be created and implemented for the campus advisory board, led by the campus principal.

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

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

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

Campus Governing Board Leader Personal Statement

In my capacity as board leader, I am genuinely excited by the opportunity to be a part of this new network initiative in San Antonio. As an educator with forty-five years of experience, the Executive Director of Texas IB Schools, and an active member of the International Baccalaureate® community, I see great promise in the implementation of the International Baccalaureate® to provide students in the urban core of San Antonio with an excellent education meeting world standards. I see this work as leader of the board as an opportunity to advocate for students and support schools invested in developing into one network committed to developing the leaders of tomorrow within our schools. I can't wait to get started with this important, meaningful work as leader of the Texas Council for International Studies board.

- Karen Phillips
TCIS Board Member

Campus Governing Board Engagement with Families and Other Stakeholders (TCIS Board and Campus Advisory Board)

The TCIS Board and Campus Advisory Boards will interact with our constituents through a variety of formats, including:

- Board meetings: Quarterly board meetings will be open to the public and held on campus. The board will make every effort to allow public comment whenever members of the public attend.
- Campus visits: All board members will be encouraged to visit the campus regularly. This will be facilitated by board meetings scheduled on campus, and board members will arrive early or stay late from time to time so they can visit classrooms, and talk to teachers, students and parents.
- Event attendance: Board members will be encouraged to attend public events at the school (plays, competitions, sporting events, award ceremonies, etc.)
- Staff interactions: At least once a year, the Campus Advisory Board will host lunch for the staff and have the opportunity to informally interact with the staff and hear how things are going on campus, as well as answering questions from the staff about the board. The TCIS Board will be invited and encouraged to attend all staff lunches.
- Student interactions: In addition to attending events at the school, board members may engage students in short focus groups while they are on campus to hear about issues that are top of mind for students.
- Family interactions: Board members will have the opportunity to interact with family members who choose to attend board meetings. Periodically, members of the board will be invited to attend family meetings to create a formal channel for communication between families and the board.
- Community partner interactions: A key role for board members is making connections to the larger San Antonio community. Board members will be generous in identifying connections for the school and making introductions for the network principal and/or associate principal to local

business leaders, community leaders and potential partner organizations. They will act as ambassadors for the campus as they go about their daily lives and will promote awareness and goodwill toward the campus.

This school year events would have been as follows:

Event	Date / Location	Purpose
Meet the Teacher	August 10, 2018	Welcome student and families
1 st Day of School	August 13, 2018	Greet students and families
Open House	September 15, 2018	Greet students and families
Yogi Bear Yoga Classes	September 2018	S.M.A.R.T. shared with administration team that there was an opportunity for a Yoga instructor to work with Kindergarten students to provide free classes weekly. Arranged schedules and communicated the requirements of the grant and the needs of the school.
ESL Classes for Parents	September 2018	First Baptist Church (FBC) continues to provide ESL classes, beginner and intermediate for parents interested in learning English.
Care Bear Assembly	October 24, 2018	Recognize Art contest winners
Team Up Challenge Grant	October 2018	FBC works with 5 th student and administration to develop Spurs Silver and Black Give Back Team Up Challenge to create the Briscoe Bear Den Food Pantry to serve families needing assistance
S.M.A.R.T. Grade level art installations	Monthly starting in October/ S.M.A.R.T.	S.M.A.R.T. opens gallery to the public to share the art installations that each grade level created through field trips to S.M.A.R.T. They share the pieces with the community at large through First Fridays and Second Saturdays as well.
IB Showcase	November 8, 2018	Greet students and families – share with families regarding charter successes and information.
Potential Grant Opportunities	November 2018	S.M.A.R.T. reached out to administration regarding a local business that would like to support the campus and assisted with writing a grant for campus technology which is in the process of being funded.
Briscoe Bear Den Food Pantry Organization	January 2019	Establish relationship and partnership with San Antonio Food Bank to become a recognized Food Pantry and begin purchases through that organization.
Mentoring/Tutoring	January 2019	Teachers in K-2 requesting mentoring and tutoring for lower students, FBC begins recruitment of volunteers to work with students and met with principal to determine needs of the campus.
Family Day See & Do Art Display	March 3, 2019/San Antonio Museum of Art (SAMA)	Attend and celebrate with families to view student art exhibit “Community of Imagination” at SAMA. Briscoe was selected to exhibit artwork this year and is the first school to display a piece of artwork from every student, Pre-K-5 th .

School Leader Evaluation and Planning (TCIS Board and Campus Advisory Board)

The campus principal will be formally evaluated by the principal's supervisor. The TCIS Board will execute its governance role by working with the principal to set school-wide goals, support the principal in achieving those goals and progress monitor during the board's regular meetings. At least two times per year, the principal will report to the TCIS Board with status updates of all goals and board expectations. When schools are not meeting their goals, the TCIS Board will play an active role in supporting the principal and school staff to achieve those goals, through strategic advice, resource development, and creative problem solving.

The TCIS Board' will hire the school's principal when a new person is needed. The TCIS Executive Director will work with members of the Campus Advisory Board to assist the TCIS Board in developing a profile for the desired principal candidate, serving on an interview committee, and making recommendations for the candidate to be hired by the TCIS Board.

Transition Plan

Action Step	Owner	Deadline
Recruit and organize TCIS Board	TCIS Executive Director	March 2019
Recruit and organize Campus Advisory Board - Campus election for teachers, solicit business and community members, work with school board member for their input	Principal	March 2019
Secure SAISD Board of Trustees approval for Charter	Office of Innovation	March 2019
Develop training/orientation for TCIS Board and Campus Advisory Board	TCIS Executive Director, Assistant Sup. and Principal	April 2019
Conduct Campus Needs Assessment for technology, training, teaching materials and staffing	Principal	April 2019
Develop budget for results of Needs Assessment	Principal	April 2019
Finalize Master Schedule for 2019-2020	Principal	April 2019
Hire for vacant staff positions	Principal and Hiring Committee	April 2019
Work with Office of Innovation and applicable SAISD departments to explain and secure autonomies described in charter application	Principal	April 2019
Host end of year community engagement event focused on charter and IB program	Principal	May 2019
Conduct TCIS Board Orientation and Training, present proposed budget from needs assessment	TCIS Executive Committee and Assistant Sup.	May 2019
Conduct Advisory Board Orientation and Training	Principal	May 2019
Plan staff professional development and new teacher orientation	Principal	May 2019
Attend summer professional development	Campus Staff	June 2019

Finalize logistics for professional development and new teacher orientation – budget, contracts for vendors, event space, materials, presentation, etc.	Principal	June - July 2019
First official TCIS Board meeting. Propose beginning of year expenditures and present new staff and campus initiatives. (Principal and Advisory Board)	TCIS Executive Director and Board Chair	July 2019
Conduct Staff Orientation and Professional Development Introduce Advisory Board to Staff	Principal	August 2019
Prepare for first day of school	Campus Staff	August 2019

Structure for Project Management, Accountability and Communication

The principal will be the lead project manager for the transition plan outlined above, with certain tasks delegated to other campus administrators as appropriate. The principal will create a project tracker using an Excel spreadsheet or google chart to monitor the completion of these activities, with a column showing the action item, owner, deadline and status of each action item. This tracker will be shared electronically with other campus administrators and the principal's Assistant Superintendent on a weekly basis. During the principal's weekly check-in with campus leadership, the team will review and discuss the project tracker, delegate tasks as appropriate, and plan alternate strategies for any action items that are off track. When items require action by someone outside of the core project team, the owner of the action item will communicate promptly by phone or email to the person responsible.

Progress on the transition plan will be shared to staff through the emailed weekly memo or during faculty meetings, as appropriate, and with parents through the appropriate communication outlet, such as campus social media, School Messenger, or in-person events.

Appendix

Appendix A – Sample Schedules

BRISCOE ELEMENTARY SCHOOL SCHEDULE

Possible Master Schedule for Year 3-5 of Charter **REGULAR SCHOOL HOURS: 8:05-3:20**

MASTER TEACHER TUTORING HOURS: M-F 7:30-8:00 AND 3:20-3:50 or M-F 7:00-8:00

TEACHER PLANNING PERIODS	SPECIALS ROTATION
Variable by day	Specials Teachers
2:00-2:45	PE Teachers
8:15-9:00	4 th Grade
9:00-9:45	5 th Grade (5 A/5 B)
9:45-10:30	5 th Grade (5 C/5 D)
10:30-11:15	3 rd Grade
12:30-1:15	2 nd Grade
2:00-2:45	1 st Grade
1:15-2:00	Pre-K
1:15-2:00	Kinder

GRADE LEVEL PLC TIMES	PE/HEALTH SCHEDULE
8:15-9:00	5 th Grade
9:00-9:45	4 th Grade
9:45-10:30	Kinder
10:30-11:15	PE / Lunch Duty
11:15-11:45	PE Lunch
11:45-12:30	2 nd Grade
12:30-1:15	3 rd Grade
1:15-2:00	1 st Grade
2:00-2:45	PE Planning
2:45-3:15	PE and Specials

LUNCH & RECESS SCHEDULE		
LUNCH	GRADE	RECESS
11:00 – 11:30	Pre-Kinder / Family Style in Classroom	10:45 – 11:00
10:30 – 11:00	Kinder	11:00 - 11:15
10:45 – 11:15	1 st Grade	10:30 – 10:45
11:15 – 11:45	2 nd Grade	11:00 - 11:15
11:30 – 12:00	3 rd Grade	11:15 – 11:30
11:45 – 12:15	4 th Grade	12:15 – 12:30
12:00 – 12:30	5 th Grade	12:30 – 12:45

Appendix A – Sample Schedules (Continued)

SPECIALS ROTATIONS

ART						
		Monday	Tuesday	Wednesday	Thursday	Friday
4 th	8:15-9:00	4A	4B	4 C	4 D	PLANNING
5 th	9:00-9:45	5 A/5 B Art Concentration				
5 th	9:45-10:30	5 C/5 D Art Concentration				
3 rd	10:30-11:15	PLANNING	3 A	3 B	3 C	3 D
LUNCH 11:15-11:45						
LUNCH DUTY 11:45-12:30						
2 nd	12:30-1:15	2 D	PLANNING	2 A	2 B	2 C
K	1:15-2:00	KC	K D	PLANNING	K A	K B
1 st	2:00-2:45	Hynes	K-Flores	Murillo	PLANNING	Teacher
MUSIC/ THEATER						
		Monday	Tuesday	Wednesday	Thursday	Friday
4 th	8:15-9:00	PLANNING	4 A	4 B	4 C	4 D
5 th	9:00-9:45	5 A/5 B Music Concentration				
5 th	9:45-10:30	5 C/5 D Music Concentration				
3 rd	10:30-11:15	3 D	PLANNING	3 A	3 B	3 C
LUNCH 11:15-11:45						
LUNCH DUTY 11:45-12:30						
2 nd	12:30-1:15	2 C	2 D	PLANNING	2 A	2 B
K	1:15-2:00	K B	K C	K D	PLANNING	K A
1 st	2:00-2:45	1A	1B	1C	1D	PLANNING
SPANISH						
		Monday	Tuesday	Wednesday	Thursday	Friday
4 th	8:15-9:00	4 D	PLANNING	4 A	4 B	4 C
5 th	9:00-9:45	5 A/5 B Spanish Concentration				
5 th	9:45-10:30	5 C/5 D Spanish Concentration				
3 rd	10:30-11:15	3 C	3 D	PLANNING	3 A	3 B
LUNCH DUTY 11:15-11:45						
LUNCH 11:45-12:30						
2 nd	12:30-1:15	2 B	2 C	2 D	PLANNING	2 A
K	1:15-2:00	K A	K B	K C	K D	PLANNING
1 st	2:00-2:45	PLANNING	1A	1B	1C	1D
COMMUNITY (M), COUNSELING (T), LIBRARY (W-F)						
		Monday	Tuesday	Wednesday	Thursday	Friday
4 th	8:15-9:00	4 C	4 D	PLANNING	4 A	4 B
5 th	9:00-9:45	5 A/5 B Research and Action Concentration				
5 th	9:45-10:30	5 C/5 D Research and Action Concentration				
3 rd	9:45-10:30	3 B	3 C	3 D	PLANNING	3 A
LUNCH DUTY 10:30-11:15						
LUNCH 11:15-11:45						
2 nd	11:45-12:30	2 A	2 B	2 C	2 D	PLANNING
K	12:30-1:15	PLANNING	K A	K B	K C	K D
1 st	1:15-2:00	1D	PLANNING	1A	1B	1C

Appendix B – Campus Advisory Board Leader Statement



January 24, 2019

Board of Directors

Sarah Christal

Samantha Demory

Greg Murray

Amanda Poplawsky

Chris Weber

Carlos Zapata

Directors

Andy Benavides
Executive Director

Yvette Benavides
Director

Tax Exempt No.
28-1206439

To Whom It May Concern:

As Director of S.M.A.R.T. 501C3 my role at Briscoe Elementary has been one of deep connection and collaboration with administration, staff and students. The Briscoe is S.M.A.R.T. art partnership is the only one of it's kind in the San Antonio Independent School District. Since 2011, close collaboration with campus educators affords students the opportunity to leave their school during the school day and experience art on the SMART campus. We began teaching one class and today we teach the entire school. Our TEKS and IB aligned art programming directly supports Briscoe Elementary's IB World School Candidacy curriculum. The Briscoe is S.M.A.R.T. mission is to support the IB goals of Briscoe Elementary and create a foundation for creative expression. Through STEAM based programming S.M.A.R.T. aligns classroom academics with various art mediums. S.M.A.R.T.'s curriculum cultivates inquiry, reflection, risk-taking, communication, collaboration and build international mindedness through connection. We are deeply committed to the students and the staff.

Additionally, because of our long standing relationships with the wider San Antonio art community I look forward to bringing on value added community members that can support Briscoe's vision. I plan to meet with Principal Herron to discuss where we may assist in strengthening connections or filling needs. I am confident we can help build strong community members for Briscoe. Further, S.M.A.R.T. will continue to offer support and act as a resource for Briscoe Staff. Often staff approaches us for assistance in making connections with community, need of materials, alignment of curriculum or whatever the need, we look forward to continuing collaboration and additional support wherever we can.

I am proud to have been an integral part of the school's growth and trajectory and look forward to supporting and refining the Briscoe vision. It is an exciting time for the school and I am honored to be a part of it.

Regards,

Yvette Benavides
Advisory Board Chair

1906 s flores • san antonio, tx 78204 • smartsa.org
yvette@benavidesstudio.com • andy@benavidesstudio.com

Appendix C – Student Data Tracker

		2018-2019 Class Data Tracker														Grade Level:		2nd Grade					F & P Inst: Reading Levels			
Teacher:		NAME																		MAP						
		Nine-Week Assessments																		Math			Reading			
		1st		2nd		3rd		4th		1st		2nd		3rd		4th		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
		Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	Sum	Correct [EMC] [ATPS]	RIT	RIT	RIT	RIT	RIT	RIT	Level	Level	
Student Name		60	58	0						100	79	0						179			180			E		
		73	100	1						80	100	1						204			104			O		
		47	75	1						67	58	1						180			154			B		
		73	92	1						80	58	0						170			160			K		
		87	92	1						88	88	1						201			161			K		
		67	93	1						57	88	1						178			183			M		
		53	75	1						29	79	1						180			154			J		
		100	93	0						100	92	0						197			154			J		
		53	92	1						97	71	1						181			185			A		
		47	75	1						14	38	1						142			147			A		
		87	92	0						80	92	1						187			180			P		
		W	W							W	W							184			180			O		
		60	83	1						57	67	1						182			172			C		
		53	68	1						80	79	0						188			180			O		
		60	92	1						74	83	1						188			184			B		
		87	75	0						100	100	0						188			187			Q		
		80	75	0						71	88	1						186			184			K		
		67	75	1						20	68	1						189			182			M		
		73	92	1						80	92	1						207			180			O		
		W	W							W	W							188			180			A		
		80	75	0						71	88	1						200			183			K		
		80	33	0						57	83	1						188			186			N		
		80	83	1						43	62	1						188			184			B		
		92	87	0						67	75	1						184			178			N		
	25	Class Average	71	#DIV/0!	77	94%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	88	#DIV/0!	82	77%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	180.71	#DIV/0!	#DIV/0!	175.54	#DIV/0!	#DIV/0!		
STAAR		1st Sum	2nd Sum	3rd Sum	4th Sum	1st Sum	2nd Sum	3rd Sum	4th Sum	1st Sum	2nd Sum	3rd Sum	4th Sum	1st Sum	2nd Sum	3rd Sum	4th Sum	Exceeds		13						
Below Approaches		0%	0	5%	1	#DIV/0!	0	#DIV/0!	0	18%	4	5%	1	#DIV/0!	0	#DIV/0!	0	Meets		2						
Approaches		100%	22	95%	23	#DIV/0!	0	#DIV/0!	0	82%	18	99%	23	#DIV/0!	0	#DIV/0!	0	Approaches		1						
Meets		55%	12	77%	17	#DIV/0!	0	#DIV/0!	0	41%	9	77%	17	#DIV/0!	0	#DIV/0!	0	Meets		4						
Masters		23%	5	45%	10	#DIV/0!	0	#DIV/0!	0	41%	9	59%	13	#DIV/0!	0	#DIV/0!	0	Masters		0						
		Total	22	Total	22	Total	0	Total	0	Total	22	Total	22	Total	0	Total	0	Total Students:		24		0				
		58% B		73% A		#DIV/0! #DIV/0!		#DIV/0! #DIV/0!		55% B		77% A		#DIV/0! #DIV/0!		#DIV/0! #DIV/0!		% On or Above:		63%		#DIV/0! #DIV/0!				

Appendix D - Learner Profile Report Card

Pre K – Kinder – 1st Grade Learner Profile Report Card 2018-2019



		Developing			Proficient			Accomplished			S=Student P=Parent T=Teacher
Attribute	Description	Development Level									
		Developing			Proficient			Accomplished			
		S	P	T	S	P	T	S	P	T	
Inquirers	We are curious and ask questions about the world.										
Thinkers	We are problem solvers.										
Communicators	We communicate verbally and non-verbally with one another.										
Principled	We are fair and honest.										
Open-minded	We are open to new ideas even when they do not match our own.										
Caring	We show kindness and love to others through our actions.										
Risk-takers	We face challenges with bravery.										
Balanced	We take care of our mind and body.										
Knowledgeable	We make connections to the world around us.										
Reflective	We think about what we are good at and what we need to work on.										

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

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

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

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

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