Application for In-District Charter

From Charles C. Ball to SA S.T.E.A.M

October 9, 2018

Data Reflection and Outcomes Analysis

Ball Academy is a Title I school located on the southeast side of San Antonio. It is considered an academy as it houses students from Pre-Kinder through 8th grade. Our student population is very diverse in its learning needs.

	Student Population 2018-2019
Total Enrolled	605
Economically Disadvantaged	96%
English Language Learner	21%
Special Education	13%

But this diversity has not hindered our instructional growth. In contrast it has allowed our staff to develop a growth mindset to ensure aligned instruction for all students.

A) Data Submission

In the 2015-2016 academic school year Charles C. Ball Elementary and Connell Middle School were combined to create Charles C. Ball Academy. The Academy was labeled as an Improvement Required (IR) Campus by TEA due to the IR status that was earned by Ball Elementary from low scores in all content areas.

At the end of 2016-2017, the first year as Ball Academy, the school was labeled as met standard and even earned a distinction from TEA. The following year, the school maintained its met standard status and increased in distinctions. The table below shows the academic progress that the school has made since the transition to Ball Academy. A met standard breakdown for each grade level, including writing and science, from the current year is provide in appendix A.

	2015-16 IR *(Ball ES)*	2016-17 Met +1 dis.	2017-18 Met +2 dis.
3rd Reading	52%	52%	66%
3rd Math	43%	64%	78%
4th Reading	46%	58%	60%
4th Math	47%	52%	80%
5th Reading	57%	70%	71%
5th Math	57%	70%	89%
6th Reading	N/A	35%	52%
6th Math	N/A	46%	57%
7th Reading	N/A	N/A	41%
7th Math	N/A	N/A	61%

The school's current process and procedures, has set a stage for a culture of high expectations, by engaging both student and teacher in:

- Growth Mindset,
- Project-Based Learning (PBL),
- Data Driven Instruction, and
- Professional Learning Communities (PLC)
- Dual Language Program

The consistency of these four elements is evident in the data (see Appendix A & B). The more teachers engage in these elements the more aligned and focused their instruction becomes. In addition, the more students engaged in these elements the higher their success, especially if they are in the primary bracket.

Looking at the school's report card from both 2016 and 2017 we can see how the elements show the growth from one year to the next, and how they have allowed Ball Academy to close the gap or even be exemplary in the district.

		Campus	District	State
All Subjects	2017	**22%**	27%	48%
	2016	**16%**	24%	45%
Reading	2017	**29%**	29%	48%
	2016	**22%**	26%	46%
Math	2017	**28%**	26%	48%
	2016	**18%**	23%	43%
Writing	2017	**37%**	21%	38%
	2016	**12%**	23%	41%
Science	2017	**18%**	29%	52%
	2016	**15%**	28%	47%

Please note Data above shows percent at met standard.

The chart above shows an increase in data from year to year, but it also shows how Ball Academy has reached or became exemplary in the district data. In one case, writing 2017, the school was one percentage away from reaching the state percentage.

Even though Ball Academy is not yet at state level, it has closed the gap and in one case it outperformed the state's percentage in met or exceeded progress ratings.

		Campus	District	State
All Subjects	2017	**60%**	53%	61%
	2016	**59%**	55%	62%
Reading	2017	**56%**	53%	59%
	2016	**62%**	56%	60%
Math	2017	**63%**	52%	64%
	2016	**56%**	54%	63%

Ball Academy maintained the momentum of progress in 2018, which allowed the school to receive the TEA distinction in Postsecondary Readiness.

B) Challenges for our School

Even though Ball Academy is making progress and closing the gap in all academic areas, we are not yet where we need to be. Several issues that are hindering this progress include:

1. Students Attendance
   Historically, Ball Academy has been able to maintain a 95% in attendance. This current school year we are seeing a slight drop to 94% as of October 2018. Issues causing lower attendance percentages are: a) bad weather, therefore parents don't bring their children or allow older children to walk to school, b) lack of campus support due to needing an additional attendance clerk, this individual would make home visits or call parents to insure student(s) attend. c) lack of or low engagement from students in lessons being delivered resulting in apathy about school.
2. Mastery of all Content through Rigorous and Engaging Instruction

The way students capture information has changed to adapt the way society embraces information. Yet, our form of delivery of the content in the classroom has not adapted or changed. We have seen great success with PBL implementation (See Meet and Master scores in Appendix A & B) but extensive professional development is needed for all teacher in PBL methods, cooperative structures, differentiation, and rigor. In addition, time is needed to ensure the creation of a deeply aligned and rigorous PBL that embraces several standards and allows students to think critically and engage fully with personal experiences that allow them to apply the concepts being addressed.

3. English Language Arts and Writing (ELAR) overall have increased throughout the years but, this change is not significant, and compared to other contents, it is a school wide issue that needs attention in all grade levels.

In addition to academics, we have behavioral and safety challenges that need to be addressed to ensure that students are in the right frame of mind to focus on instruction. These challenges are:

1. School Safety

   During the Principal's Coffees, several parents brought up safety issues due to inadequate monitoring of students by adults and bullying that is occurring between students. Since the combination of Ball Elementary and Connell Middle School, Ball Academy has increased in size but not in office staff. Leaving several places unattended and allowing opportunities for students to bully or misbehave. In addition, due to the constant travel between buildings, several doors remain unlocked to ensure efficiency in transition with low interruption to instruction. This causes safety concerns about regulating and monitoring access to our campus and having a secure facility.

2. Behavior

   According to our 2017 data, Ball Academy has more than double the state's percentage in students that are economically disadvantaged and a higher percentage of students that are requiring special education.

	Campus	District	State
Economically Disadvantaged	**100%**	91%	59%
Special Education	**12%**	10%	9%
Mobility Rate	**29%**	24%	16%

This leads to higher than average levels of disruptive behavior due to students' needs. In addition, the high mobility rate tends to add behavioral challenges as students adapt to the new school culture. These elements also attribute to bullying among students and a need for additional counseling, social, and behavioral support to ensure student safety and academic success.

3. Finally, a district wide challenge is the average enrollment in our campus. For the last 3 years enrolment has gone up at Ball Academy but has constantly remained under 600 in student population. The campus can house double that amount, and can provide students and the community with several unique facilities, such as:
    - Game Gym with Bleachers
    - Football Field
    - Auditorium with sound system
    - Art Studio
    - Band Hall and Music Room
    - Maker Space
    - Community Garden and Court Yard

Low enrollment is a challenge in any urban school district, but we believe that with our facilities alone, Ball Academy can compete with other schools when the right school model is in place and properly implemented.

School Overview

In this section, we will share the mission and goals of the STEAM initiative, the desired model for this in-district charter. We will explain how the new systems will support our needed growths and

help alleviate the challenges that our school faces. We will also provide an overview of how STEAM will support school culture, staff, community, and the district.

A) Mission and Goals

The mission of the STEAM Academy is to use 21st Century tools to personalize the education experience of our students by implementing a holistic approach through quality instruction, promoting awareness, importance of creative thinking, critical thinking and problem solving in STEM and Liberal Arts fields through Project-Based Learning.

There are five main goals for the STEAM academy (see Appendix C). Goals are based on historical data and feedback from staff and parents.

1. Increasing academic achievement.
2. Implement holistic teaching across all grades.
3. Increase enrollment and attendance.
4. School safety.
5. Increase parental and community involvement.

The most difficult goal will be…

B) Academic Model

Since 2016 Ball Academy has been on a positive trajectory. Moving from an improvement required campus to a met standard with 2 distinctions within 3 years. This has been possible by implementing systems school wide that encompasses three pillars as a foundation:

- Data Driven Professional Learning Communities.
- Tier I Instruction.
- Culture of High Expectation.

Ball Academy's systems are borrowed from other successful nationwide models. Such as, UVA, Relay, Kagan cooperative structures, and some that were kept from the Connell Middle School grant, such as Project Based Learning (PBL), single gendered instructions, and Professional Learning Communities (PLC).

Even though we have seen academic progress with the systems we currently have in place. We believe that change is necessary to increase the growth and meet state averages. As noted in the

data above Ball Academy has closed the gap but has not matched or exceeded the stated academic average yet. In addition, the growth in ELAR is not significant enough.

Another main concern that we have seen is an increase in student participation in Fine Arts, which includes, Band, Art, and technology. The number of students enrolled in these courses has tripled within 2 years.

	2016-2017	2017-2018	2018-2019
Tech App/PLTW	**0**	30	61
Art	**18**	41	85
Band	**26**	35	87

In addition, a survey conducted by the student ambassadors showed that students in 2nd through 5th grade wanted to participate in technology, Art, and band as an after-school program. This means that the numbers above more than triple when we include the primary student body.

Due to the increase in student enrollment in Fine Arts and technology, the survey results of primary, and the need to increase the growth in all ELAR classes, makes the STEAM instructional model desirable for the campus.

For the STEAM Academy, the current foundation will stay in place, with minor changes and additions that allow for intense professional development and holistic teaching to insure all staff implements instruction to the highest quality.

1. Data Driven Professional Learning Communities (PLC)
   Instead of conducting PLCs during the instructional day, which interferes with flow of instruction. PLCs will take place during an early release day. This will allow us to increase PLCs time from 90 minutes to 195 minutes weekly. It will also allow for all grade levels and all contents to have a PLC that is grade level and vertically aligned. The focus of the PLC is the same of that in TE code section 21.404 to:
   i. Evaluate student work
   ii. Plan action plans, lesson to support student growth

Basically, the PLC encompasses one regular teacher conference, extended to 195 minutes and includes support of grade level team, administration, instructional coaches and consultants to ensure student success, analyze student data, and plan intervention or accelerated instruction.

In addition to Data Driven PLC, teachers will have professional development based on data, administration observation, and STEAM lesson planning to better support the implementation of the STEAM Academy Mission.

2. Tier I Instruction

The new mission of the school is to use 21st Century tools to personalize the education experience of our students by implementing a holistic approach through quality instruction, promoting awareness, importance of creative thinking, critical thinking and problem solving in STEAM fields through Project-Based Learning.

This means that all classrooms on campus will incorporate specific strategies to align with the mission and provide each child a personalized Tier I instruction in non-stacked classrooms for all subjects to allow for spiraling of content as well. To ensure implementation, all staff will be required to attend school assigned professional development, adhere to coaching sessions, collaborate with community experts and other educators, and implement the strategies into their classrooms.

The programs below will define the Tier I instruction in the STEAM academy, allowing all teachers to initiate holistic teaching in all subject areas. All teachers will receive professional development as well as all continued professional growth to insure constant implementation of new and improved strategies. Teachers will also receive support through PLCs and professional development days.

Program	PD description	Implementation
Cooperative Learning	School wide PD through Kagan cooperative learning. Consists of initial 5 days, plus 3 coaching sessions from a Kagan coach. In addition, admin team will be Kagan trained and coaches will obtain Kagan coaching certifications to support staff and new members.	PreK-8th grade, special education, ACE, PPCD, ESL, Fine Arts, Band, Music, Technology, PE, Tech apps, PLTW.

Whole Brain Teaching	Initial training through the Whole Brain Teaching organization. Continuation through online certifications and school wide book studies.	Kinder-8th grade, Special Education, Band, Art, Music, P.E., Technology, ACE.
Project Based Learning / Enquiry Based Learning (PreK-K)	Training by PBL facilitator. Ongoing coaching through the year.	PreK-8th grade, special education, ACE, PPCD, ESL, Fine Arts, Band, Music, Technology, PE, Tech apps.
Technology (Apple Pedagogy, PLTW, Coding)	Training through APPLE and google online classes to obtain badges/certificates. Teachers and administration (including coaches, counselor) are obtain these credentials throughout the year. A day will be provided to begin. APPLE coaching will also take place, a minimum of 2 a year, by an apple representative. At least two district assigned PD days will be hosted at an APPLE store to further professional development. These will take place at a time convenient to the Store training schedule. Teachers will also obtain training from PLTW to implement specific units in their grade levels. Finally, the apple coding curriculum will be used school wide and the technology teacher will obtain training and coaching on it.	PreK-8th grade, special education, ACE, PPCD, ESL, Fine Arts, Band, Music, PE, Tech apps, PLTW.
Single Gender Instruction	PBL facilitator will provide single gender PD for grade levels. With book studies throughout to continue growth.	4th-8th grade, Specials, P.E., SPED
TEKS Deconstruction	Administration will train teachers on how to deconstruct standards and continue growth through the year.	PreK-8th grade, special education, ACE, PPCD, ESL, Fine Arts, Band, Music, PE, Tech apps
STEAM	Researching the following providers: - Education Closet	PreK-8th grade, special education, ACE, PPCD, ESL, Fine Arts, Band, Music, PE, Tech apps

	- STEAM Edu's training course - Everyone can create from Apple	

In addition to the implementation of the programs above within all classes, each content will imbed research based best practices, and 21st century tools. The following is a list of the minimum practices that will take place in the 4 core areas:

Mathematics
- UPSC model for problem solving - "Do now" at the beginning of each less - Exit tickets to asses daily progress - Spiral mathematic standards - ST Math to promote concept building - Interactive journals - Aggressive Monitoring - Manipulatives and Augmented Reality (AR)
ELAR
- Repeated Reading - IPSI process in writing - "Do now" at the beginning of each less - Exit tickets to asses daily progress - Spiral ELAR standards - Pen pal to promote writing for 3rd - 8th grade - A through Z - Balance Literacy - Interactive journals - Aggressive Monitoring - Apple Pedagogy - Literature Circles - Reciprocal Reading
Science
- UPSC model for problem solving - "Do now" at the beginning of each less - Exit tickets to asses daily progress - Spiral Science standards - Interactive journals - Interactive labs - Aggressive Monitoring - Augmented Reality (AR)
Social Studies

- UPSC model for problem solving
- "Do now" at the beginning of each less
- Exit tickets to asses daily progress
- Spiral Social Studies standards
- Interactive journals
- Aggressive Monitoring
- Apple Pedagogy

It's essential to mention that the core content above will be imbedded in the STEAM school wide pedagogy. Using the *Everyone Can Create* teacher guide from apple as an anchor to facilitate STEAM units among the different grade levels. All teachers will participate in the apple pedagogy training and continue their instructional growth throughout the school year.

All teachers, to include Core, electives, Special Education and PE will be trained on using APPLE products in the classroom to include but not limited to:

iPads
APPLE TV
MacBook
Apple software

Teachers and administration will need to obtain a school apple ID to allow for full integration and professional growth by participating in online webinars throughout the school year.

3. Culture of High Expectations

Data driven discourse will take place in and out of PLC, curriculum that incorporates technology, fine arts, and cooperative learning structures will support creative problem solving and critical thinking skills. The integration of these components in all core areas will support the process standards which, according to Kilgo, is what adds rigor to STAAR question by dual coding problems. Hence, having STEAM project-based learning in all grade levels throughout the school year is holding instruction to a higher level.

Redesigning the curriculum is only part of improving school culture, the look and feel of the school also needs to change. Hence, several changes need to take place, such as:

- All classrooms need to be equipped with flexible seating that facilitates cooperative learning, creative thinking, and critical thinking.

- One to one iPad initiative in 2nd -8th grade in all subject areas including specials to insure technology integration and individualized instruction for each student.
- 2-1 iPad integration in PreK-1st grade. To allow for continuation of motor skill growth.
- Flexible seating in all common areas, to promote learning takes place anywhere. To include, but not limited to, library, maker space, computer labs, art studio, band hall, music rooms, gyms, and auditorium.
- Libraries specifically need to be updated into media centers and need to remain open simultaneously to better serve all student population.

To ensure that high expectations is rooted in all lessons, extended planning will be necessary and specific PDs will also be needed through the school year. Therefore, the weekly Data Driven PLCs needs to be extended to 195 minutes. In addition, full day planning with colleagues and community experts are needed to ensure aligned STEAM lessons. Finally, PDs are also needed to maintain knowledge of best practices and support technology integration requiring PLCs teachers to need full day planning periods and PD days, one in the middle of each 9 weeks and two at the end of each 9 weeks.

These full day planning/PD days will be data driven in nature and will support the development of aligned STEAM lessons for the grade level and/or school. Teachers during these days are expected to work with colleagues, administration, instructional coaches, consultants, and community experts.

It is important to continue professional growth for both teacher and administration through the school year. Hence, attending conferences that align to the school's mission statement is crucial. Some of these conferences are:

- TCEA
- Kagan admin and coach training
- Coding Hour
- Apple admin and coach development
- STEAM conference
- PLTW
- PBL world
- Art Integration

Finally, a crucial component for any school mission is cooperation, collaboration, and team unity among staff. Team building at the beginning and during the school year is essential to ensure a one team, one vision, one mission, and one goal.

4. Social Behavioral Learning

   Based on our data, we have a higher than the district and state average economically disadvantaged population, special education population, and mobility rate.

	Campus	District	State
Economically Disadvantaged	**100%**	91%	59%
Special Education	**12%**	10%	9%
Mobility Rate	**29%**	24%	16%

In addition, teacher, counselor and administration reports during the 2018-2019 school Have noted several student outcries in the form and behavior, leading to not only the student to lose instruction but all students in the class are affected.
Due to all this data we believe that in addition to a school counselor, our students need additional social and emotional support. We believe that a Social emotional support specialist is need on campus to accommodate the needs of our students.

This specialist will be responsible for:

- Supporting students when their emotions result in outburst of behavior.
- Conduct daily check-ins during the student's instructional time and lunch.
- Provide temporarily classroom support until permanent accommodation can be provided to the student.
- Build relationship with parents to better support the school environment through the collaboration of parents, teacher, and specialist.

In addition, to a Social Emotional Support Specialist on campus, early intervention to decrease behavior and increase cognition is crucial. Allowing our student to independently find their way for self-control and engage in their learning. To incorporate this, we will install sensory pathways in all PreK – 4th grade hallways and build a sensory playground.

Teacher will be trained on how and when to use these pathways to address student needs.

Finally, the addition of mentors to build self-esteem, provide role models, new experiences, and build communication and collaboration skills is essential with our student population. Programs and collaborations with mentoring organization need to take place:

- Coca-Cola Valued Youth Program. Is an internationally recognized dropout prevention program. Ball academy has implemented it since 2016 and have noticed a significant drop in upper grade misbehavior, increased attendance, increased communication skills. The program is set up where middle school student work for pay with primary students in literacy or math fluency skills.
- Big Brothers, Big sisters. Is a national program whose primary goal is to prevent at risk kids from becoming a statistic. Our goal is to have the mentors work with students who are at risk and to provide role models for them to support and guide their academic success.

In conclusion, our academic model is built on four fundamental pillars:

1. Data Driven PLC
2. Tier I instruction
3. Culture of High Expectations
4. Social Emotional Learning.

We believe that these four pillars allow us to implement the STEAM academy mission and provide each student with a holistic approach to nurture their academic, creative, social/emotional needs and problem-solving skills.

To ensure that these pillars are successfully implemented a variety of data collection processes need to take place throughout the school year.

Pillar	Data Type
Data Driven PLC	Exit Tickets, Teacher participation, Aggressive monitoring logs, Admin observation & feedback

Pillar	Data Type
Tier I Instruction	Exit Tickets, CFA, CBA, semester exams, State formative assessment, MAP, F&P, ESTAR, MSTAR, Rubric for STEAM lessons, presentation & products
Culture of High Expectation	PD Survey Feedback, Rubrics for PD deliverables, Admin observation & feedback
Social Emotional Learning	Reports from Review 360, Branching Minds intervention, reports from counselor and social emotional specialist, especial education assessments (such as CFA, CBA, STAAR, MAP), Rubric for STEAM lessons presentations & products

C) Data and Continuous Improvement

Currently Ball Academy is a driven campus. We have adopted the UVA practice of creating common assessment every 3, 6, and 9 weeks. After each assessment during PLCs we analyze and form an action plan to immediately address students' struggles and/or accelerate student progress. In addition to Common Assessments, teachers also use MAP results, and F&P results. This practice will be incorporated into the STEAM Academy with some modifications.

Our goal as a STEAM academy is to teach through PBL lessons that encompass a variety of cross curricula standards. Three-week assessments hinder that fluidity of a PBL lesson. Our goal is to obtain daily Exit ticket data, a formative assessment of a lesson taught that day. In addition, there will be a 4-week CFA, and 9-week CBA.

Appendix E. is a sample of a current data driven instructional map. As mentioned earlier this year we assess students every 3, 6, and 9 weeks. Next academic school it will change to 4th and 9th, but there will still be a map to ensure data collection, reporting, and designing an instructional plan based on data.

Appendix F. shows a sample of an assessment tracker. These trackers are used to identify the standards each individual student is struggling with allowing teachers to create an action plan for each individual student.

In addition to assessments, performance rubrics, that encompasses process standards, will also be used to monitor STEAM project-based learning performance, and performance-based content. These rubrics will be created as the PBL is designed, to ensure alignment with state standards and college and career readiness standards.

Finally, we would like to add the ESTAR/MSTAR screener to better support students' enrollment in Algebra I class in 8th grade. This TEA created screener will allow us to better support students starting in 2nd grade to ensure their success throughout the years and the mastery of Algebra I in 8th grade.

D) School Community Communications (Faculty & Family Engagement)

Currently we have established an innovation team that consists of the following:

1. Principal
2. Bilingual Teacher
3. STAAR Content Teacher
4. Elective Teacher
5. Project Based Learning Facilitator

This team has met biweekly to create the vision described. The teachers assigned have been discussing the process with other teachers and have asked the following:

- What are some challenges that Ball Academy faces?
- What kind of technology support is needed to better implement technology on campus?

The next step is for the school principal to discuss the application process with teachers and open portions of faculty meeting time to discuss ideas, rational, and concerns. We will also host on one on one meetings for teachers and faculty that want to discuss the topic independently.

Parent conversation will begin with the October SMART goal setting meeting. These are one on meetings that parents have with their child's teacher during a time convenient for them on an assigned date. Before or after the meeting with the teacher a table will be set to discuss school improvement and ambition for their child as they continue their education at Ball Academy. We will gather information and open the idea of the STEAM academy. Appendix G is the questionnaire used to gather data from all phone conversations.

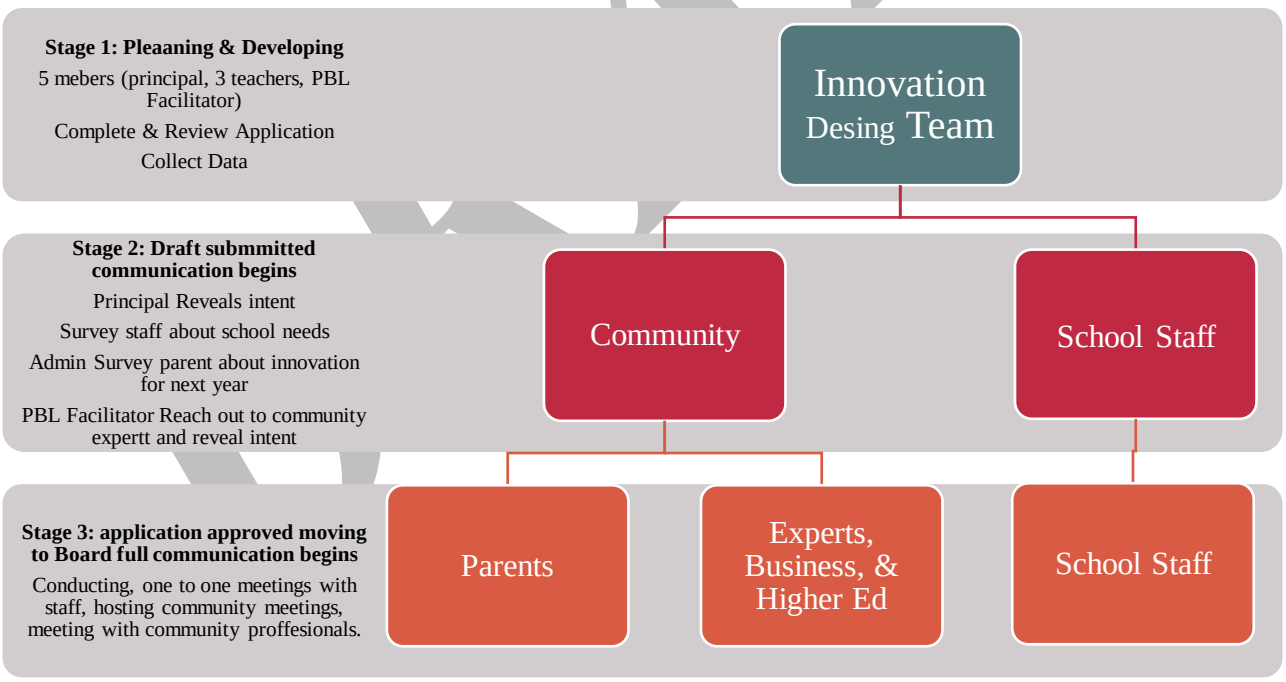
For parents that do not make the meeting, the principal of the school will contact them and open the dialogue in that format. A script of the conversation is provided in appendix H.

It is important to mention that both questionnaires and script will be translated into Spanish to better address community needs.

Finally, the project-based learning facilitator will reach out to community professionals and encourage their commitment and support to our in-district charter. Some of these individuals are:

- Apple Education (met on Nov.11, follow up on Dec. 3)
- Tina Dillinger, Previews STEM principal and current PLTW specialist (met on Nov. 8)
- Dr. Sylvia Reyna, Retired School District administrator and organizer of the Pan America association.
- Texas A&M

The diagram below describes the role and communication flow from the Innovation design team to the rest of the school, parents, and community leaders.



The goal for this flow is to ensure communication between the different entities as the innovation application moves forward through the stages. As the application moves forward, there is an increase in the communication and feedback.

E) Student Recruitment and Retention

As mentioned in our goals, retention and recruitment is one of the most challenging goals that Ball Academy faces. Surrounded by several charter schools and having a high mobility rate, this component is a major focus to ensure success and population growth as a STEAM Academy.

We follow the district enrollment policies and procedures, and we used the T-STEM blue print as a resource to develop our recruitment and retention structure. This section is divided into three components:

1. Recruitment

   Prior to Launch: Currently recruitment is limited to what Ball Academy offers, PBL, single gender in middle school, PLTW, facilities for electives. This form of recruitment is based on word of mouth, flyers, and has been posted at the local HEB. In addition, we recruit students during the yearly PreK for SA event.

   Once the STEAM academy has been approved, then recruitment will be increased by marketing the school at local businesses, during the day and afterschool hours through flyers and setting up an information table. Block walk with our teachers around the neighborhood and promoting through social media will also be utilized.

   Post Launch and Ongoing: Once we have officially launched the new instructional model several recruitment methods will remain in place for years to follow, such as:

   - Teachers conducting block walks
   - Marketing at local businesses through flyer distribution and display table information set up
   - Recruit during the PreK for SA event
   - Advertise through school's social media

   In addition, we would like to add some new methods of advertising such as:

   - Promote during Experience SAISD event
   - Conduct yearly tours for possible new candidates
   - Conduct open performances open to all San Antonio residents to showcase STEAM products.

2. Open Access

   Our goal is to provide a cultural efficacious learning environment to all students. Ball Academy has always served and will continue to serve a high economically disadvantaged population as a neighborhood school regardless of STAAR scores. Therefore, we will serve

all students living within the Ball Academy attendance zone and in addition will have three different lotteries for students outside the attendance zone:

- In District Economically Disadvantaged
- In District Non-Economically Disadvantaged
- Out of District

3. Student Support and Retention

   To ensure that students remain with us throughout their primary and middle school years, several support and programs will be implemented such as:

   - Coca-Cola Valued youth program
   - Ambassadors – Principal student cabinet
   - Academic mentoring
   - In school interventions
   - Big brothers' big sisters
   - San Antonio Youth Literacy

   In addition to programs, support staff is essential to ensure all students have and maintain a safe learning environment hence the need for:

   - School counselors: Provide daily check in with students.
   - Social Emotional Specialist: Provide daily check in and work with students to ensure academic success.
   - Hall monitoring support: Ensure students are safe throughout the different buildings on campus.
   - Attendance Clerk: outreach to parents and build support with daily check-ins and calling when attendance issues arise.

   These individuals will have a non-academic relationship with the students, allowing students to feel more comfortable and supported.

F) School Climate & Culture

Our highest concerns when it comes to student discipline is unengaged and unmotivated students hindering the learning of others in the class. The removal of these student stops their personal learning causing them to return to class and be academically behind compared to the rest of their classmates which leads to them being further unengaged.

Our plan is to develop a flipped OCI model with an assigned teacher. The idea is that instead of pulling student out to OCI or sending them home and losing classroom time, this OCI teacher will check in daily and periodically with the assigned students in their content and elective/specials classrooms, so no instruction is loss. The OCI teacher may remain in the students class a few minutes or for the class period.

The flipped OCI model works as a transitional piece allowing students with one-on-one support to fix their actions, turn their behavior around, and have a role model supporting them to be successful. The OCI teacher will have one-on-one conferences with the students throughout their assigned OCI time, will work with the social emotional specialist to better support students, and will provide reports to parents and administration daily.

G) Proposed Autonomies

Our goal is to ensure the district's vision through the academy's mission. The mission of the STEAM Academy is to use 21st Century tools to personalize the education experience of our students by implementing a holistic approach through quality instruction, promoting awareness, importance of creative thinking, critical thinking and problem solving in STEM and Liberal Arts fields through Project-Based Learning and cross curricular integration.

Therefore, specific needs, talent, professional development, and ways of operation are needed to ensure the mission is successful. The following are some of the autonomies needed to start but may also be required to continue the implementation of all components:

Type of Autonomy	Description
Talent	**Teacher Roles:** To ensure success of the STEAM mission all teachers must abide by the 4 pillars of the school. Teachers must also be willing to increase their technology pedagogy skill, collaborate with colleagues in different grade levels and contents and collaborate with professionals outside the education field. Teachers must be adaptable, problem solvers, solution oriented, and always promote the mission of the school. **Administration Roles:** All administration at the campus must abide and promote the mission and pillars of the school. No deviation from any member of the principal's cabinet regarding the context of the pillars will be upheld be signing a school contract to ensure fidelity. Administration team must also have a flexible schedule for administration meetings, PD planning, and meetings with stake holders that may take place during after school hours. The Principal's cabinet team includes, but not limited

	to Principal, Associate Principal, Assistant Principal, PBL Facilitator, Instructional coaches, and counselors. In addition, we serve a large bilingual population of students and families so there is a high need for several administration members to be fluent in Spanish to better communicate with families and students to meet their needs. Specifically counselors and at least one Assistant Principal or Associate Principal. **Create New Roles:** To better serve our student population, specific roles that might not be present in SAISD need to be created. Such as but not limited to: - Social Emotional Behavior Specialist - Flipped OCI teacher - Technology Integration Support - Digital Media Teacher
	Recruitment and Hiring: Our goal is to ensure that the best candidate for the position is assigned to it. For that we would want to be able to pull from talent management approved candidates and if the best candidate is not yet at talent management then a 24 hours window will be used for background approval of any out of district talent. Regardless of in-district or out-district, all candidates must be interviewed through the school created protocol and must meet processionary in rubric to be considered to teach at the campus. This includes any in-district displaced teachers.
	Professional Development: According to Bambrick-Santoyo's research, good teachers are trained to get better therefore the following: - Extended PD is a must at the campus. We are asking for 10 days of PD before the school year starts, and 2 days every 9 weeks for PD, data analysis and planning and STEAM /PBL alignment and rigor, this is in addition to the district's half day PD at the end of every 9 weeks. - Ability not to attend the district mandated PD at the beginning and during the school year and rather work with community professionals on their site or collaborate with content, special education, and elective specialist to design PD aligned to our school's mission. - Teachers will be required to complete web-based PD at a time convenient to them, that does not conflict with face-to-face PD or PLCs. Web based PD will have mandatory checkpoints that teachers must reach. - Finally, we would like the ability to conduct PD off site that is related to STEAM project-based lessons. Such as but not limited to: • Apple Store • Texas A&M campus • Museums • San Antonio Zoo
	School Safety:

	The safety of students is our first and foremost priority. The 15 minutes before and after school will remain as part of the school norm. The only addition that we would like to add is that this is a time to work with all students by actively monitoring and engaging with different grade levels and content. **After School Meetings:** As stated in our mission, we will use 21st century tools to conduct 90% of faculty meetings throughout the school year. All teachers are to participate by actively responding to faculty meetings. In addition, administration team must meet in advance to plan and develop the context that will be used for the meeting. All members of the administration team will participate whether as a main presenter or as support. After school meeting platforms to be used are Google Class and school work to ensure both administration and teachers are engaged in both Google and Apple platforms. **Conference time** at the campus is to serve student needs at stated in TE code section 21.404. We stated that this is done by: 1) Analyzing student data 2) Contacting parents 3) Working with grade level/elective collogues on lessons 4) Working with admin/ instructional coaches to grow instructional skills to better prepare student action plans Finally, one conference time each week will be dedicated to PLC. This will allow for planning for students' needs within the grade level, electives, special education, cross curricular, and vertically.
Academic Programs	**School Schedule** We want to extend the learning day with a schedule of 8:00AM start time and 4:15PM end time. This will include: - A 15 min recess for Kinder – 5th grade - 30 min lunch for PreK – 8th grade - A 15 min outdoor inquiry time for Prk-1st grade - All grade levels will participate in performance Liberal Arts class such as, but not limited to, Art, Music, digital media, coding, and computer science. - Build in intervention/academic mentoring time One day a week will be early release with an 8:00AM start time and a 1:00PM end time. (Current community voting is leading to Fridays as early student release time.) **School Calendar** We are planning on extending the school year, to resemble that of an all year-round campus but we would like to phase it in by: - 2019-2020 we will follow the regular SAISD schedule - 2020-2021 will start the all year-round calendar.

	Curriculum The campus would like to use TCMPC as the main resource for content but the STEAM and PBL lessons will drive the order of the standards and the student data will drive the spiral calendar. **Assessment** Since assessment is a measure of what students have been taught, the school is requesting that school developed CFA, CBA, semester exams, and bench marks are to be used to assess students therefore we will not be using district developed assessments. In addition, the school would continue with MAP, F&P, and state assessment exams. Finally, we would like to add the ESTAR/MSTAR to ensure Algebra I preparation for all students in grades 2nd -8th.
Operations	**Budget:** We would like the ability to develop our own school budget and allocate funds to better support our student needs.
	Services: We would like the ability to choose the operational services for our campus and the ability to select our own vendors that will allow us to fluidity in work and align with the school's mission statement.
Other	**School Wide Breakfast:** We would like to conduct a push in model for breakfast instead of in the classrooms. This will allow for a vertical grade level partnership between students and teachers with daily communication and motivation. Reducing anxiety when moving up in grade level. In addition, it will allow administration to provide a positive day motivation face-to-face with the entire student body daily. Finally, it will support our goal of increasing attendance because we can start the day by identifying students that are missing and conducting phone calls to the home early in the day, reducing loss of classroom instruction.
	Flexible Environments: The ability to purchase furniture for classrooms, hallways, and community areas (to include but not limited to libraries, are studios, auditoriums, band hall, makerspace room) that promote: collaboration, technology integration, creativity, and more specifically the school's mission.
	Libraries/Multimedia centers The ability to redesign the space to meet the needs of our students and align with the school's mission statement. In addition, the human capital needed to maintain both libraries/multimedia centers so that they are open and accessible to all students during the entire school day.
	Technology Integration, Disposal, and Renewal

	The ability to purchase technology to ensure the implementation of the mission statement and to allow us to implement a third-party buyout program that will support renewing our technology in the future.
	Resetting the School Culture Ball Academy was built on the foundation of Ball Elementary and Connell Middle School. In the last three years, the returning administration has worked tirelessly to ensure the one team, one campus, one goal dynamic is built. Yet, the one team, one campus, one goal dynamic is far from being reached, with a constant reminder of two different names, neither of which is Ball Academy. Different school colors, different visible mascots, engraved names, marquee signs, and building markings make it hard to represent one school or convince anyone that we are a united entity. We would like the ability to rename the campus, re-establish the school colors, the uniform, the mascot, and other symbolic elements so that we can emphasize a sense of unity and belonging.

H) Capacity Applicant Leadership Team

At our campus this is known as the Innovation Design Team, to distinguish it from the existing leadership team that consists of the principal's administration cabinet. The team consists of five individuals, all employed by San Antonio Independent School District, and each bringing a specific outlook to the in-district charter that will support our continuous growth.

Team Member Name (First and Las)	*Current Role*	*Proposed Role at School*
Gregory Rivers	Principal	Mr. Rivers has opened another In-district charter giving him experience in communicating the mission and changes to staff and community. In addition, he has a keen eye for systems and rubric development to ensure alignment. As principal of Ball Academy, he has ensured growth within a short period of time, removing the IR status in one year and obtaining distinctions two years in a row.
Nadiah Al-Gasem	Project Based Learning Facilitator	Dr. Al-Gasem has had experience opening two in-district charter schools including YWLA. She also has experience developing and creating PD that aligns with standards and PBL.
Lauren Gonzales	Master Teacher	Ms. Gonzales is a 3rd grade teacher that has shown tremendous growth in a short time. In her first year in a STAAR level she managed to

		obtain high MAP and STAAR scores that nominated her to be master teacher immediately. She has integrated a minimum of 9 PBL lessons throughout the last 3 years.
Carmen Iturralde	Bilingual Master Teacher	Ms. Iturralde is a 4th grade bilingual teacher that has implemented to fidelity cooperative learning structure and has even provided school wide training on several occasions. She also collaborates the development a year-round PBL that has allowed for the publication of a school bilingual newspaper for the last 2 years.
Deanna Johnson	Art Teacher	Ms. Johnson is the art teacher whom currently works with 80% percent of the student population between Kindergarten through 8th grade. Ms. Johnson's students' work is displayed all over the district, she has incorporated herself with several PBLs and has also worked hard in incorporating ELAR into her Art lesson and bridges core and elective classes through cross curricular integrative lessons.

I) Human Capital

The goal for any organization is to set up systems that sustain and continue to improve long after the developers are gone. That is the motto that we want to apply to human capital.

Recruit: We will use the district site to announce any job openings that may arise. The job description will include the unique attributes that design our mission statement and pillars. All job candidates are to visit our community and school prior to job interview. We have specific autonomies, as stated in section 2G that a candidate must follow.

Develop: All teachers at the campus will be required to attend an extensive PD prior to the beginning of the school to insure implementation of the school's mission. Any new recruits will also be required to attend the professional development. If a teacher is hired after the professional development is conducted, then the following will take place:

- Teacher will meet one-on-one with instructional coaches to obtain all missed PDs (4-5 days)
- Teacher will be given one day to set up classroom

- Teacher will then meet weekly with assigned administration for a length of time to be no less than 3 weeks and not to exceed 9 weeks

Retain teacher and staff: Continued professional development and planning will be provided to staff to allow for professional growth in addition to team building to ensure collaboration among all personal involved in the daily lives of students. Ongoing recognition for staff that exceeds the mission of the school and promotes a positive adaptable and problem-solving character.

All new teachers with 2 years or less of experience, will have independent support with an assigned teacher mentor and will meet monthly with mentor coordinator (assigned administration) who will conduct a teacher academy that provides instructional support to individuals new to the education profession.

Constituent Map and Stakeholder Engagement

This section will describe the different constituents, the role they currently play, and how the school will continue to engage them as the campus changes and grows. A constituent is defined as anyone with a with a stake in the school such as: school staff, students, parents, neighborhood residents, community leaders, churches, businesses, politicians…etc.

A) Knowing your Constituents

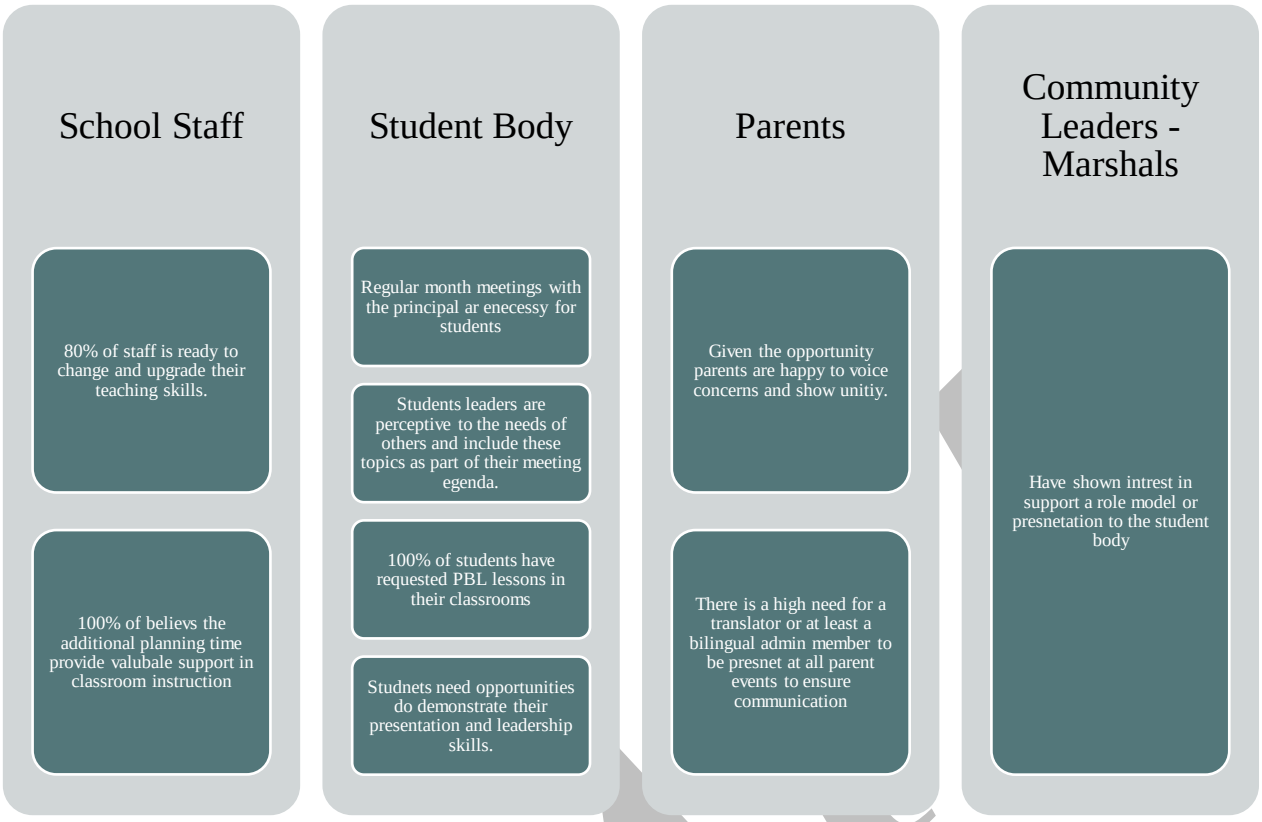
We currently have four type of constituents that the school has communicated with or reached out for support, improvement ideas, or data collection from.

Constituent Groups	Strengths	Opportunities for Growth

School Staff	Has an average of 9 years of teaching experience as a whole. Has an average of 60% responds to online surveys that support changes in instruction.	Provide training in 21st century tools, to allow for cooperative learning, technology driven, STEAM project-based learning instruction to occur. Leadership opportunities for growth as an educational leader
Student Body	Ambassador- Student Cabinet collects information and holds meetings with administration to promote change	Provide skills to promote and analyze data for proper presentation. Provide time to speak to students in different grade levels.
Parents	When asked for feedback and support it is given to fidelity.	Find avenues to encourage larger audiences for Principal Coffees and teacher-parent conferences. Provide translation support for bilingual families throughout all events or host simultaneous events in both languages.
Community Leaders - Marshals	Requested access to school building and provided opportunity to talk to students and host presentations for student and communities.	Work together to create a calendar that allows for presentation and student mentorship throughout the school year.

B) Complete Engagement

Using the data from 2017-2018, we can establish some differences and communalities among the different constituents:



C) Planned Engagement

Some of the items that we plan to conduct to ensure communication of the intent to transform the school to an in-district charter are as follow:

School Staff	Student Body	Parents
• Provide an open form at the end of faculty meeting • Hold one-on-one meetings with principal • Provide after school session for different groups: new teacher academy, CLT, ACT...etc. • Have the teachers form the Innovation Design Team hold session to inform others.	• Meet with student Ambassadors to disscuss charter ideas, and allow student conduct their own data collection regarding the student body needs or designers on how to improve their school. • If autonomy in renaming, changing school colors, re-establishing mascot is approved, then allowing student to lead the campaine on electing the new components.	• Data collection and infoming parents has began as one-on-one for those that attended the SMART goal setting. • Principal will conduct phone calls to home, following a script to inform parents and gather data to drive the changes that will be taking place. • Provide time during the principal coffee to inform parent of the in-distric charter application and allow for open form. • Conduct after school meeting to infom parents and community

Governance (Part 1)

In this section we will describe the role of the diverse government board members and how they will support the success of the STEAM Academy.

A) Role of the Campus Government Board

We believe that the board is our main support that provides a noneducational lens to our academic backgrounds. We would like the board to meet twice a year and support in the development of the 90-day plan for the campus.

We believe that the board should play a role in advising, supporting through professional development, recommendations, and integration with students during STEAM project development and presentations.

B) Membership and Capacity of the Campus Governing Board

The goal is to have a diverse group of members that provide a fresh prospective through their experiences. With the mission as the navigator for selecting governing board members, we believe that the following will be of great asset moving forward.

C) The Innovation Design Team. Consists of Mr. Rivers (Principal), Dr. Al-Gasem (PBL Facilitator), Ms. Gonzalez (Master Teacher), Ms. Iturralde (Bilingual Master Teacher), Ms. Johnson (Art Teacher).

D) Dr. Reyna. Former Dallas Superintended and works in the community with a Hispanic organization that raises funds for college and careers for the san Antonio community.

E) Ms. Dillinger. Former STEM principal. Will provide support and guidance as we implement STEM into the regular curriculum.
F) Apple. The successful use of their products for STEAM implementation is essential to the school success. We believe that with their support and training we can quickly adapt to the tools that the student will be using.

G) Sustaining the Campus Governing Board

Choosing these specific members was done by aligning the mission to the lack of experience among the existing Innovation Design Team. In addition, Dr. Reyna, Ms. Dillinger, and Apple have worked directly or indirectly with the campus. They understand the community and the work that our teachers and administration team are capable of.

PERFORMANCE DATA TEMPLATE

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

SCHOOL NAME: Ball Academy

		Year 1	Year 2	Year 3		
	Please type the school year (e.g., 2016-2017) for each year -->	2016-2017	2017-2018	2018-2019	Change Y1 to Y3	% Change Y1 to Y3
	PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
	A. General Information					
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	Prek-6th	ead Start -7t	Prek - 8th	N/A	N/A
2	Total Enrollment Count	553	586	591	38	7%
	B. Student Population					
3	% African-American	5%	4%	4%	-1%	-15%
4	% Asian	0%	0%	0%	0%	-25%
5	% Hispanic	93%	95%	94%	1%	1%
6	% White	2%	1%	1%	-1%	-38%
7	% Other Race/Ethnicity	0%	0%	1%	1%	400%
8	% Economically Disadvantaged	100%	98%	96%	-4%	-4%
9	% English Language Learner	23%	22%	21%	-2%	-7%
10	% Special Education	12%	11%	13%	1%	7%
	C. Student Persistence					
11	% of Students who Remain at School from Previous Year (Total Student Population)	65%	66%	76%	11%	17%
12	% of Students who Remain at School from Previous Year (Special Education Population)	79%	72%	81%	2%	3%
	PART 2: ACADEMIC OUTCOMES					
	A. STAAR Grades 3-8 Outcomes (if applicable)					
13	% of Students who Meet or Master Standards (Reading)	21%	33%		-21%	-100%
14	% of Students who Meet or Master Standards (Math)	24%	36%		-24%	-100%
15	% of Students who Meet or Master Standards (Writing)	25%	23%		-25%	-100%
16	% of Students who Meet or Master Standards (Science)	18%	18%		-18%	-100%
17	% of Students who Meet or Master Standards (Social Studies)				0%	N/A
	B. STAAR EOC Outcomes (if applicable)					
18	% of Students who Meet or Master Standards (English I)				0%	N/A
19	% of Students who Meet or Master Standards (English II)				0%	N/A
20	% of Students who Meet or Master Standards (Algebra I)				0%	N/A
21	% of Students who Meet or Master Standards (Biology)				0%	N/A
22	% of Students who Meet or Master Standards (U.S. History)				0%	N/A
	C. Self-Selected Academic Outcomes *(Select up to 3 data points to share)*					
23	Tech App student enrolment	0	30	61	61	N/A
24	ART student enrolment	18	41	85	67	372%
25	Band student enrolment	26	35	87	61	235%
	Part 3: STAFF EXPERIENCE AND PERSISTENCE					
26	Average Years of Teacher Experience	7	7	9	N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	79%	53%	79%	0%	0%
28	Number of Master Teachers	0	6	6	N/A	N/A

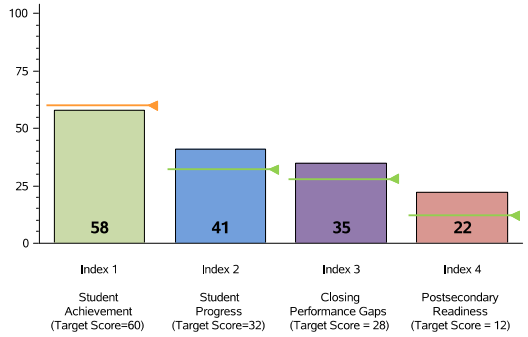
NOTE: Applicants seeking to create a new school should report and reflect on district-level results for the grades they seek to serve (e.g. 6-8) because they cannot submit actual school data. Similarly, new school applicants should reflect on the challenges facing similar schools in SAISD generally; for example, an applicant proposing to launch a new middle school might reflect on what is holding back the success of middle school students in SAISD as a whole rather than at any specific school.

Texas Education Agency
2016-17 School Report Card
CHARLES C BALL ACADEMY (015907103)

District Name: **SAN ANTONIO ISD** Total Students: **553**
Campus Type: **Elementary** Grade Span: **PK - 06**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Science

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	95.5%	94.7%	95.8%
Enrollment by Race/Ethnicity			
African American	4.7%	6.5%	12.6%
Hispanic	92.9%	90.6%	52.4%
White	1.6%	2.0%	28.1%
American Indian	0.2%	0.1%	0.4%
Asian	0.5%	0.3%	4.2%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	100.0%	90.7%	59.0%
English Language Learners	22.6%	19.1%	18.9%
Special Education	12.1%	10.1%	8.8%
Mobility Rate (2015-16)	28.8%	24.1%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	15.7	18.1	18.8
Grade 1	16.8	18.4	18.8
Grade 2	20.3	19.0	18.9
Grade 3	17.3	19.4	19.0
Grade 4	18.0	19.2	19.0
Grade 5	20.7	21.7	20.9
Grade 6	23.5	13.6	20.4

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	58.7%	64.6%
Instructional Expenditure Ratio	n/a	62.8%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,898	$10,724	$9,373
Instruction	$5,043	$5,882	$5,317
Instructional Leadership	$125	$279	$143
School Leadership	$526	$596	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

Page 1

Appendix C – Goal

SCHOOL GOALS TEMPLATE

SCHOOL NAME:

DIRECTIONS: Please type responses into the YELLOW cells as directed. As a reminder, goals should prioritize student outcomes that are meaningful, measurable, and aspirational for the proposed student population. The goals should be quantitative, time-bound, realistic, and ambitious. If the school proposal is approved, the Office of Innovation will use these goals to inform the performance contract established between the District and the school (or network).

	Goal Timeframe (1, 3, or 5-year)	What is the goal? *(Please type each goal below)*	How will you measure the goal? *(Please detail the data you will use to measure progress towards each goal)*
Goal #1	3 Years	Increase STAAR results to 95% meets & 80% masters in all tested areas (Math, Reading, Writing, Science, Social Studies)	Campus designed on going assessments such as: CBA & CFA. In addition STAAR data at the end of the year.
Goal #2	3 Years	100% will incoporate a holistic STEAM approch to their teaching. That promotes the scool mission and includes single gender instruction (Middle school only), Whole Brain Teaching, Kagan cooperative learning, Fine Arts, and technology.	Campus designed evaluations and intens checkpoints, with a focus on process standards, fine arts performances, and feedback from certified coaches.
Goal #3	3 Years	Increase attendance to 97% and increase enrolment population to 750 students.	Attendance data and state data
Goal #4	5 Years	Increase school safety & integrate Social Emotional Learning	Parent feedback, Review 360 data, counseling refrals data.
Goal #5	3 Years	Community & parental envolvement	Trach sign in docmunts. Increase fine art performances, design planning time with community experts.

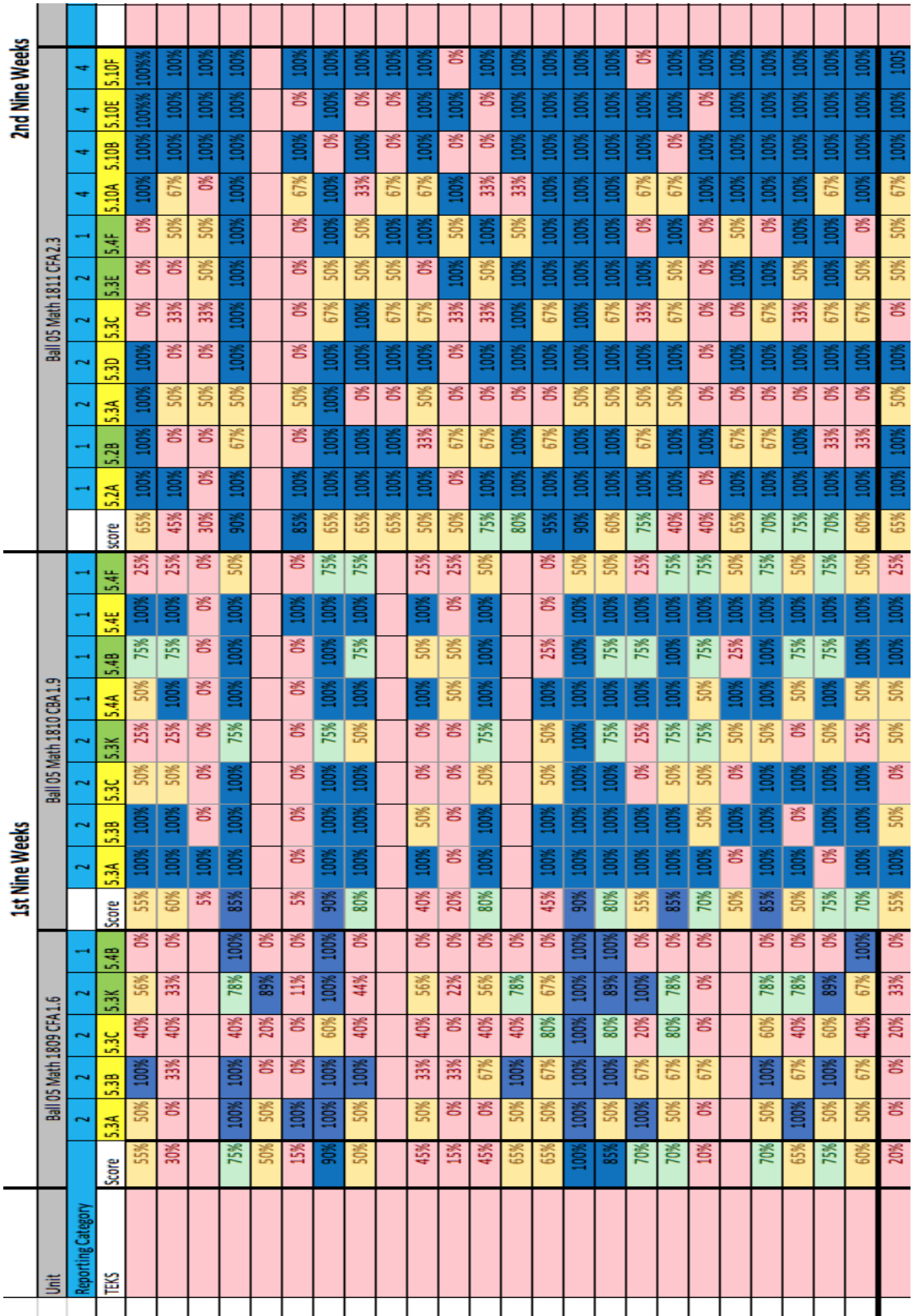
Which goal will be the hardest to achieve? Why?	
Type response here -->	Goal 3 will be the hardest to achieve as historically the district shows a 93% attendance, at our highest, Ball Academy could only reach a 95%. Except during Middle School PBL days, where our middle school students reached 99-100%. The problem is primary, our attendance is very low, we believe it maybe due to the un-ingagment in instruction.

NOTE: If the school proposal is approved, the Office of Innovation will use these goals to develop the performance contract established between the district and the school. The performance contract must align with the district's School Performance Framework as it will be used to determine charter renewal, probation, or revocation in three or five-year cycles.

Data Driven Instruction Map

Assessment	Submitted for Review	Assessment Date	Data Scanning Deadline	Zone Charts/Data Template Due Date	Action Planning Date
1st 9-Weeks					
CFA1.3	August 10, 2018	Aug. 30-31, 2018			
MATH		August 29	August 29 @ 4:00pm	September 3 @ 4:00pm	Next PLC Date
READING		August 30	August 30 @ 4:00pm	September 3 @ 4:00pm	Next PLC Date
WRITING/SCIENCE/S. STUDIES		August 31	August 31 @ 4:00pm	September 3 @ 4:00pm	Next PLC Date
CFA 1.6	August 10, 2018	Sept. 19-21, 2018			
MATH		September 19	Sept. 19 @ 4:00pm	Sept. 24 @ 4:00pm	Next PLC Date
READING		September 20	Sept. 20 @ 4:00pm	Sept. 24 @ 4:00pm	Next PLC Date
WRITING/SCIENCE/S. STUDIES		September 21	Sept. 21 @ 4:00pm	Sept. 24 @ 4:00pm	Next PLC Date
CBA 1.9	August 10, 2018	October 10-12, 2018			
MATH		October 10	October 9 @ 4:00pm	October 9 @ 4:00pm	October 15, 2018
READING		October 11	October 10 @ 4:00pm	October 10 @ 4:00pm	October 15, 2018
WRITING/SCIENCE/S. STUDIES		October 12	October 12 @ 4:00pm	October 12 @ 4:00pm	October 15, 2018
2nd 9-Weeks					
CFA 2.3		Oct 29-Nov 2, 2018			
MATH	End of Grade Level Planning Day	October 29	October 31 @ 4:00pm	November 5 @ 4:00pm	Next PLC Date
READING		October 30	November 1 @ 4:00pm	November 5 @ 4:00pm	Next PLC Date
WRITING/SCIENCE		November 1	November 2 @ 4:00pm	November 5 @ 4:00pm	Next PLC Date
SCODIAL STUDIES		November 2			
CFA 2.6		November 27-30, 2018			
MATH	End of Grade Level Planning Day	November 27	November 28@ 4:00pm	December 3 @ 4:00pm	Next PLC Date
READING		November 28	November 29@ 4:00pm	December 3 @ 4:00pm	Next PLC Date
WRITING/SCIENCE		November 29	November 30@ 4:00pm	December 3 @ 4:00pm	Next PLC Date
SCODIAL STUDIES		November 29			
CBA 2.9 (K-5)	October 15, 2018	December 17-21, 2018			
MATH	End of Grade Level Planning Day	December 17	Dec. 19 @ 4:00pm	December 19 @4:00pm	January 7, 2019
READING		December 18	Dec. 20 @ 4:00pm	December 20 @4:00pm	January 7, 2019
WRITING/SCIENCE		December 19	Dec. 21 @ 4:00pm	December 21 @4:00pm	January 7, 2019

Appendix F Data tracker sample



Improving Ball Academy

Do you have more than one child enrolled at Ball Academy?_____
What grade is your youngest child in? _____
What grade is your oldest child in? _____
Are you registered with your child's teacher's Class Dojo? _____

Academics
Would you like your child to obtain high school credit when graduating from Ball Academy? ____
Which subject does your child need more support:

- Math
- Reading/Writing
- Science
- Social Studies

Fine Arts and Tech
Would you like your child to participate in the following?

- Coding (learn to code)
- Music (Learn how to play different instruments)
- Digital music (Learn how to use digital devices to create music)
- Art (increase art weekly instead of once month)
- Digital Art and media production
- Theater

Which digital devices would like your child to learn on:

- Apple products
- Google products
- Both

We currently conduct Project-Based Learning on campus, is this something you want us to keep or remove and why? _____

School Schedule
Would you like your child to have longer learning time by extending the school day? _____

If we extend the school day would you like to have one day a week as early release? This means your child will finish school early around 12:30 or 1:00. _____

If yes, what day of the week do you prefer? _____

Would you like your child to attend year-round school? This means shorter summer break but several breaks during the school year. _____

Good Morning or Afternoon this is Mr. Rivers Principal of Ball Academy. I would like to talk to you for about two minutes on a topic about how we can improve Ball Academy and how we can enhance your child's learning potential. Is there anything that I can help you with at this time?	**Parent Response**
Do you have more than one child enrolled at Ball Academy?	
What grade is your youngest child in? What grade is your oldest child in?	
Are you registered with your child's teacher Class Dojo? Are you receiving information for your child's teachers?	
Academics Would you like your child to obtain high school credit when graduation from Ball Academy? We will be offering Spanish, Algebra I, Biology, and Tech applications through PLTW	
Which subject does your child need more support: • Math • Reading/Writing • Science • Social Studies	
Fine Arts and Tech Would you like your child to participate in the following *(read list to parents)?* • Coding (computer programming) • Music (learning how to play instruments at an early age) • Digital Music (Learn how to use digital devices to create music) • Art (increase art weekly for all students instead once or month or twice a month) • Digital Art and Media production • Theater	
Which digital devices would you like your child to learn about? • **Apple Products** • **Google Products** • **Both**	
School Schedule Would you like your child to have a longer learning time by extending the school day? This means your child will finish one day early around 12:30 or 1:00 and the other days will be till 4:10.	

If yes, what day do you prefer?	
Is there anything else you think we should do to make school better for your child?	

Appendix