San Antonio Independent School District
141 Lavaca
San Antonio, TX 78210
(210) 554-2200

APPLICATION FOR AN INTERNAL CHARTER SCHOOL

Date: **October 21, 2016**

Name of Proposed Charter School: **Lamar Elementary School**

Type of Internal Charter School Sought: **Campus Based**

Primary Contact Person of Proposed School: **Brian Sparks**

Title: **Lamar Elementary Principal**

Address: **201 Parland Place City   San Antonio, TX 78209**

Phone Number: **(210) 738-9800**

Proposed Charter Site Address: **see above**

Grade Levels: **PK-6**

Expected Initial Enrollment: **340**   Projected Maximum Enrollment: **400**

Approximate percentage of each student population in all applicable categories:

Hispanic: 83.2%   White: 7.5%   African American: 6.2%

Asian: 1.8%   LEP: 33.6%   Economically Disadvantaged: 91.2%

At Risk: 33.6%   G/T: 5%

Review and consideration of application	Date received: 9-30-16
Review Dates:	
Preliminary Technical Review 10-3-16	
Final Technical Review _____	Approved: _____
Panel Review 10-5-16	Not approved: _____
Superintendent Consideration _____	
Board of Trustee Review 11-14-16	Beginning date of operation: July 1, 2017

Contents

PURPOSE AND NEED

Lamar Elementary was built in 1924. Originally a 8-room schoolhouse, the school survived a temporary closure and more recently the possibility of permanent closure due to enrollment concerns. In 2004, Lamar Elementary underwent construction, removing portables in order to build an addition to the original school structure.

Lamar Elementary is a special place. Located just north of Mahncke Park and a short distance away from The Witte Museum, The Doseum, The Botanical Gardens and the Inspire Fine Arts Community Center, Lamar is in a prime location for deep and meaningful learning to occur.

Historically, Lamar has produced excellent results on all state metrics. For each of the past four years, Lamar students have scored well above the state target on all four indices.

	Index 1		Index 2		Index 3		Index 4	
	State	Lamar	State	Lamar	State	Lamar	State	Lamar
2012-13	50	72	30	37	55	81	NA	NA
2013-14	55	72	33	54	28	41	12	37
2014-15	60	84	30	48	28	44	12	33
2015-16	60	69	30	39	28	36	12	19

State/Lamar STAAR Test Results 2013-2016

As standards have risen and TEKS have evolved, Lamar staff have come together to produce results reflective of the very best of our students. One of the primary reasons for Lamar's success is a focus on experiential learning. Lamar students engage in meaningful learning opportunities, including visits to:
- Inspire Fine Arts Community Center once a month for art lessons;
- the San Antonio Museum of Art, creating a culminating product to their visit; and
- a different university each year in K-5 to encourage students to attend college.

Clearly the school already enjoys a culture where staff, students and families believe that learning takes place both within and outside the classroom walls. Experiential learning directly serves and supports Lamar students' learning and performance.

Despite Lamar being a high-performing school and having a positive reputation in the community, attendance trends over the past decade have been troubling. The recent steady decline in enrollment can be attributed primarily to an evolving Broadway corridor. Its revitalization has diminished affordable housing options for Lamar families. Old apartment complexes have been replaced by new condominiums. Rent is steadily increasing, making it difficult for families to afford to remain in the neighborhood.

Fortunately, Lamar has already begun to reverse its recent enrollment decline. SAISD and Lamar entered into a formal Professional Development School agreement with Trinity University in May 2013. In the first 3 years of the partnership, the school increased enrollment by 50 percent. This increase is partially attributable to Hawthorne Academy's pre-k students being rezoned for

Lamar but also to Lamar's increased visibility both within and outside of the school district through its partnership with Trinity. We currently enroll 326 students and have a capacity of 400. Over the past three years, the Lamar-Trinity partnership has focused on 4 core goals:

- prepare outstanding teacher candidates;
- develop outstanding instructional practices;
- use inquiry as a tool to drive school transformation; and
- improve student learning.

Our partnership focuses on making the school a strong place for *everyone's* learning, including teachers as well as children. We have attracted educators from across the city to join us. With a thriving professional learning community and visionary teachers, Lamar is well-positioned to assume responsibility for charter work.

The Lamar Elementary charter will reflect Lamar's current PK-6 student enrollment. We are already maximizing the school's 22 classrooms. Our campus is land-locked; thus we have no capacity to add portable classrooms. We are unable to add 7th and 8th grades at this time.

	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th	Total
General ed classes	2	2	2	2	2	2	1	1	14
Bilingual ed classrooms	1	1	1	1	1	1	1	1	8

Anticipated Classroom Space Needs

The table above reflects projected classroom space needs within 5 years. Because it will take several years before utilizing all 22 classrooms for PK-6 students, we will continue to use existing classrooms for ACE students, students receiving special education services and a computer and/or science lab.

Recently, SAISD's application to become a "District of Innovation" through TEA was approved. Principals were encouraged to design creative campus innovations. Lamar's requested innovations for the 2016-17 school year were quickly approved, including:

1. **summer camp** for students with low STAAR scores the previous school year;
2. visiting the Yale Center for Emotional Intelligence to learn about a **social and emotional curriculum called RULER**;
3. partnering with The Buck Institute to **implement project-based learning**; and
4. **weekly release time for staff** to plan and learn together **while students engage in enrichment activities** facilitated by staff, community members and school partners.

As an example of our current capacity to design imaginative learning experiences for students, please see Appendix A: Wednesday Enrichment Schedule. It lays out the weekly half-day schedule for our 240 kinder-6th grade students. Every month, students 1) visit the Witte Museum; 2) complete art projects at Inspire Fine Arts Community Center; 3) engage in electronic and board games that build literacy, math and reasoning skills; and 4) pursue their individual passions through Genius Hour. Moreover, every child visits The Doseum once this year. Lamar is well-positioned to take the next step in becoming a national model for educating the whole child.

MISSION AND GOALS

Mission Statement

Our mission at Lamar Elementary is to provide an educational program where all children reach their full potential by challenging them intellectually while building the social-emotional and self-advocacy skills needed to continue learning and to sustain our democracy.

Goals

Goals for Lamar students focus on five overarching pillars:

Curiosity:
- routinely wonder and ask questions
- conduct inquiry into questions that matter to them and their communities
- demonstrate persistence and resilience in the face of challenge

Collaboration:
- take responsibility for self and group
- help the team to be productive and solve problems
- demonstrate kindness and respect
- organize work and use time well
- listen empathically and appreciatively

Cultural Competence:
- understand and take pride in their own culture
- demonstrate respect for and appreciation of diverse cultures
- value diverse languages

Emotional Intelligence:
- self-awareness: recognize and understand their emotions and how they impact their behavior
- self-management: regulate their emotions, thoughts and behaviors, including impulse control, managing stress, maintaining motivation and goal setting
- social awareness: take the perspective of and empathize with others from diverse backgrounds and cultures
- relationship skills: establish and maintain healthy and rewarding relationships with diverse individuals and groups
- responsible decision-making: make constructive and respectful choices about personal behavior and social interactions (Collaborative for Academic, Social and Emotional Learning or CASEL)

Advocacy:
- view self as change agent who can make a difference in the world
- advocate for self and others
- understand that knowledge is power so they seek to learn to have an impact
- effectively articulate thoughts and feelings through writing and speaking

CURRICULUM AND INSTRUCTIONAL PROGRAM

The *combination* of the following core charter components will distinguish Lamar from the District's current programs:

- emotional intelligence
- civic engagement
- project-based learning
- genius hour
- dual language
- extended school year.

Each is discussed in turn below.

Emotional Intelligence

American children are experiencing unprecedented levels of anxiety, depression and stress (Brackett, 2016). Lamar's students reflect that national trend. The state of children's emotional distress should be deeply concerning to educators. Our emotions drive creativity, learning and decision-making. Teaching the skills of Emotional Intelligence enables our students to become more effective learners and joyful human beings.

Emotional Intelligence, also referred to as social and emotional learning, describes "the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). Our emotions and moods influence how we think, make decisions, and perform (Salovey & Birnbaum, 1989). Fortunately, recent education legislation, including the Every Student Succeeds Act, focuses not only on students' academic achievement but such "whole" child issues as emotional development. Eight states recently announced their collaborative efforts to develop state-level standards for students' social-emotional learning.

Drawing from the Yale Center for Emotional Intelligence, we want Lamar students to develop the following discrete mental abilities of Emotional Intelligence (Mayer & Salovey, 1997):

- perception of emotion
  - identify and differentiate emotions in self and others
  - appropriately express emotions and related needs
- use of emotion to facilitate thinking
  - harness emotions to facilitate reasoning, problem solving, interpersonal communication
  - prioritize thinking
  - produce emotional states to foster different thinking styles
- understanding and analysis of emotions
  - know the language and meaning of emotions
  - label emotions with accurate language
  - recognize similarities and differences between emotional labels and emotions themselves
  - interpret meaning and origins of emotions
- management of emotion (conscious, reflective regulation of emotion)
  - prevent, reduce, enhance or modify an emotional response in oneself and others

- experience a range of emotions while making decisions about the appropriateness or usefulness of an emotion in a given situation
- attend to and stay open to pleasant/unpleasant feelings, including engaging or detaching from an emotion depending on its perceived utility in a situation
- reflect on one's own emotions and others'

In the 2015-16 school year, Lamar Elementary identified the social and emotional well-being of our students as a priority. We read *Mindset*: *The New Psychology of Success* (Dweck, 2007) and *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth* (Mraz and Hertz, 2015). The authors identify five stances (optimism, flexibility, empathy, persistence and resilience) that are explicitly taught while helping students to develop positive self-talk, tell stories of how they demonstrate growth mindset, set goals for themselves and reflect on their progress. As our toolkit of strategies expanded, Lamar staff realized more than ever the importance of making the creation of a coherent growth mindset curriculum a priority in our schedule.

Dweck's states that "*the view you adopt for yourself* profoundly affects the way you live your life" (2007, p. 6). Coupled with strategies outlined in Mraz and Hertz's book, Lamar will explicitly teach growth mindset strategies in TIGER Time and infuse them throughout the day.

TIGER Time
Lamar will adopt a modified school day and structure to accommodate initiatives piloted during this school year. The modified schedule includes extending the school day from 7:55-3:30 as well as providing release time for teachers from 12:45-3:30 once a week to provide them time for professional development while students engage in enrichment activities.

Every morning, TIGER Time is an acronym that represents the focus for this initial part of the school day:
- **T**ogetherness
- **I**dentity development
- **G**rowth mindset
- **E**motional understanding
- **R**elationship building

TIGER Time follows several components outlined in *The Morning Meeting Book*:
- "**Greeting**: Students greet each other by name, often including handshaking, singing, movement and other activities.
- **Sharing**: Students share some news or information about themselves and respond to each other, articulating their thoughts, feeling, and ideas in a positive way.
- **Group Activity**: The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.
- **Morning Message**: Students practice academic skills and prepare for the day by reading and discussing a daily note to the class posted by their teacher" (Kriete & Davis, 2014, p. 3).

Each day, students will engage in this predictable format that develops their emotional intelligence. Rather than the typical disconnected morning announcements and immediate checking of homework, we will now sit, listen and learn together. The direct instruction for growth mindset work will come in the "group activity" section of TIGER Time.

In addition to explicit instruction about growth mindset stances and intervention with individual students, we will implement a social-emotional curriculum called RULER. Designed by the Yale University Center for Emotional Intelligence, RULER is an acronym:

- **R**ecognize emotions in self and others
- **U**nderstand the causes and consequences of emotions
- **L**abel emotions accurately
- **E**xpress emotions appropriately
- **R**egulate emotions effectively

Teachers will implement a number of tools to provide students with a set of strategies and skills to help identify and manage their emotions. They include writing a class-created contract, using the "mood meter" to better understand their emotions, utilizing the meta-moment framework to work through highly emotional experiences and reflecting during difficult situations using a blueprint (see Appendix B). The mood meter is the cornerstone tool of the RULER curriculum.

RULER is a trainer of trainers model that is implemented in three phases after a core group of teachers and administrators receive initial preparation.

Phase 1	Anchors of Emotional Intelligence - Lamar staff attend a 2-day RULER training.	completed summer 2016
	The contract, mood meter, meta-moment and blueprint tools are introduced.	implementing 2016-17 school year
Phase 2	Feeling Words Curriculum – Lamar staff attend a 2-day training to explicitly learn about the Feeling Words curriculum and how they are tied to literacy and social studies. Through the curriculum, students learn to identify feeling words and hone their ability to use them appropriately in context.	anticipated summer 2017 anticipated implementation 2017-18 school year
Phase 3	Lasting Results – The work is sustained through the RULER online community and as needed professional development focused on the needs of our students and staff.	ongoing

RULER Implementation Plan

The RULER tools will be taught during the group activity in TIGER Time and Social Studies for longer lessons. With each phase, students will feel better-equipped to handle situations that arise which will lead to a healthier and more productive environment for all Lamar students.

Civic Engagement
Linking the learning of content with responsible community action both engages and motivates students. Nearly 120 years ago, John Dewey argued that education should be about life, not just preparation for life. And as noted educator Paulo Friere explained, intellectual learning should be aligned with social action. Using classroom-based inquiry to take community social action makes schooling relevant and meaningful to students (Zemelman, 2016).

The call to teach with social action is widespread. In order for our democracy to thrive, we need to address what Levinson (2012) refers to as a "civic empowerment gap," one that is just as great as the academic achievement gap. Levinson argues that members of poor and minority communities often fail to receive opportunities to develop civic skills needed to improve their communities and their lives. As educators we must foster students' sense of agency so that they develop the tools and mindsets needed to promote change and advocate for healthy, democratic communities. Educators must provide opportunities to students for civic engagement:

> *Civic education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. [This includes being able to] act politically by having the skills, knowledge, and commitment needed to accomplish public purposes… [and to] have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in their capacity to make a difference.* [The Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (2003), quoted in Zemelman, 2016, p. 4]

Not only does teaching and learning with social action increase student engagement but also student *empowerment* as active citizens (Zemelman, 2016). Civic engagement is all about agency, enabling students to see that they are capable of making a difference in their own and others' lives. Civic engagement asks students to:
- study their environment, noticing injustices & identifying issues important in their lives;
- develop questions to investigate;
- research the selected issue and decide how to address/improve the situation;
- develop a goal then plan an action, including identifying key institutions and/or person(s) who have the power to make change;
- carry out the action; and
- track results.

Rather than focusing on students "becoming" citizens, we will foster the social actions students can make today. While we support individual student development by engaging in shared inquiry and action, we will strengthen students' ability to work together (Mitra & Serriere, 2015).

Taking social action develops students' awareness of the needs of others and increases social responsibility. Civic engagement can focus on the classroom, school or community level. The notion of community refers not only to the school's neighborhood and city, but also to state and world. Whatever the target to make the world a better place, high-quality civic engagement opportunities can enhance students' academic as well as social/emotional engagement (Mitra & Serriere, 2015).

Project-Based Learning
Students deserve learning opportunities that feel relevant and meaningful to them. Project-Based Learning is a teaching method that enables students to develop deep content knowledge, enduring understanding and skills by examining a real-world problem that relates to students' experiences and/or community. Teachers design and teach interdisciplinary units that engage students for an extended period of time in an investigation of a question to answer or problem to solve. The Buck Institute for Education (bie.org) has identified Gold Standard Design Elements for Project Based Learning units. These elements include:

- **Key Knowledge, Understanding and Success Skills** - in addition to identifying relevant learning goals based on content standards, teachers identify and address overarching success skills such as the ability to think critically, solve problems, work with others and manage themselves effectively.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or question to answer. The question might be concrete (e.g. "How can the school do a better job reducing/recycling its waste?") or more abstract (e.g. "If and when is war justified?").
- **Sustained Inquiry** - Students are given time to ask questions, identify and analyze relevant resources and engage in research -- both traditional and field-based.
- **Authenticity** - The project leads to students having a real impact on others and/or speaks to students' own concerns, interests or issues in their lives.
- **Student Voice & Choice** - Students must exercise their judgment, making decisions about how they learn and demonstrate their knowledge/skills.
- **Reflection** - Students continuously reflect on their learning and the progress of their inquiry.
- **Critique & Revision** - In order to produce high quality work, student projects are critiqued by peers, teachers, outside adults and experts in order to continually revise their work.
- **Public Product** - Students make their product or presentation public by sharing it with an audience beyond the classroom.

As the Buck Institute for Education notes, PBL projects empower children to make a difference in their own and others' lives, one of our key overarching goals for Lamar students. As students learn with and from experts and organizations, they also develop important executive functioning skills, the "set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation" (Cooper-Kahn & Dietzel, 2008, p. 9).

The steps involved in Project-Based Learning closely overlap with those involved in civic engagement, namely posing a meaningful question, investigating that question in multiple ways, then communicating the fruits of their inquiry to an authentic audience. We view PBL as the instructional tool that will enable teachers to support students' civic engagement.

At the conclusion of the school-wide TIGER Time, teachers will have discretion in creating the remainder of their daily schedule which will include flexible blocks for Literacy, Math, Science and Social Studies. We will use Balanced Literacy and/or The Daily Five as the primary form of

instruction during the Literacy block. We anticipate that the longer we use PBL to drive students' learning, the less traditional our daily schedule will become over time (see Appendix C for a proposed daily schedule).

PBL units will be taught during Literacy, Science and/or Social Studies blocks, depending on the specific focus of the curricular unit. Project-based instruction requires multiple and fundamental shifts in teachers' classroom practices. Across a number of national research studies, teachers expressed reservations about implementing Project-Based Learning because of the changes it required in how they taught, the materials and resources they utilized and in the way they planned for instruction (Holm, 2011).

That said, most of Lamar's current staff completed a 3-day PBL workshop given by a national facilitator with the Buck Institute for Education in June, 2016. Lamar teachers enthusiastically embraced the PBL design principles, and every grade level developed a strong PBL unit that they intend to teach in the fall semester. During this current pilot year, teachers will write and implement a second unit. We have and will continue to use the Buck Institute's Project Design Rubric (see Appendix D) so that teachers can give feedback on the quality of their units. Doing so will insure that teachers' curricular units successfully address core PBL design features.

	2016-17	2017-18	2018-19	2019-20	2020-21
# of PBL units taught	2	3	4	5	5-6

Timeline to Phase-in PBL Units at Lamar

One of the key instructional features of Project-Based Learning is the Catch and Release or Release and Catch strategy. Teachers use the catch-and-release technique after they introduce a new skill or concept, releasing students to work on their own. As they monitor students' independent or group work, teachers "catch" the students again when necessary in order to reteach a skill or re-explain a concept, releasing them afterward to continue practicing on their own. In contrast, the release-and-catch method of instruction asks students to problem-solve prior to whole group instruction. As the teacher observes students grappling with a challenging concept, s/he "catches" them to address any misconceptions and provide direct instruction. In either strategy, teachers need to keep their talk time to a minimum to maximize the amount of time that students have to think and do (Berger, Rugen & Woodfin, 2014).

PBL will serve as the primary structure for addressing Civic Engagement. The curricular units that Lamar teachers design will provide opportunities for students to identify injustices and issues that are important in their lives; frame researchable questions; study the issue in depth, including social actions that students can and do take to improve their own lives and/or the life of affected communities; and reflect on the results of their efforts to make a difference in their own and others' lives. Thus key advocacy goals for students' learning will be addressed through PBL units that contain a civic engagement component.

Genius Hour

In his best-selling book *The World Is Flat,* Tom Friedman argues that the most important role a school plays is to teach children *how* to learn. Doing so prepares them well for the future since most of the jobs of the future do not yet exist. In order to make school intrinsically motivating for students, we must provide a customized education to match the way each child best learns (Christensen, Horn & Johnson, 2008). Rarely are children able to work on projects of their own interest in their own ways in schools. A growing number of educational researchers argue that children deserve the opportunity to define and work on a project of their own choosing for an extended period. Genius Hour is designed to do just that.

Genius Hour will allow students to develop inquiry questions around whatever they want to explore, research their interests, create presentations so that they can teach their peers about their growing area of expertise and produce a product for formal assessment. Genius Hour "celebrates [students'] curiosity and gives students time to play with their learning again, time to explore and create" (Krebs & Zvi, 2016, p. 2). In his TedTalk about how schools kill creativity, Sir Ken Robinson argues that students *need* chances to develop and use their creativity just as much as they need to read and write or study any other content area in the traditional school curriculum.

As recent recipients of a 21st Century grant to support afterschool care, we are piloting Genius Hour during our weekly half-day enrichment activities this year. First, we inspired students by sharing videos and inviting students to participate in the International Cardboard Challenge. Soon we will help students brainstorm what they would like to learn about, master or explore. Younger grades teachers will then model and scaffold how to begin an exploration. Older students will likely move straight into creating an inquiry question then engaging in research/ investigation. Students will then be invited to share their newfound learning with their enrichment peers. We anticipate that once students have experienced Genius Hour several afternoons a month, teachers will be interested in moving Genius Hour into classrooms next year, setting aside time daily or creating longer Genius Hour Weeks.

Teachers who use The Genius Hour report that students are highly motivated to share their learning with their peers because their learning is deeply connected to their own passions. The benefits of Genius Hour are extensive, enabling students to build many 21st century competencies, including:
- creativity and innovation
- communication and collaboration
- research and information fluency
- critical thinking, problem solving and decision making
- digital citizenship
- technology operations and concepts (Krebs and Zvi, 2016).

Dual Language

Lamar has maintained a late exit transitional bilingual education model for its Spanish-dominant students for many years. The goal of this model is to assimilate non-English speakers as quickly as possible, transitioning them from learning in their native Spanish language to English before they exit elementary school. Another distinguishing component of Lamar's charter proposal is our adoption of a two-way dual language model of bilingual education.

A two-way bilingual educational program is one that "integrates second-language learners (SLLs) - that is, English learners and English-speaking students – for instruction in and through two languages" (Calderon & Minaya-Rowe, 2003. p. 4). In a two-way model, approximately half the class is Spanish-dominant while the other half is English-dominant. The goal for both groups of students is to become bilingual (able to speak in both languages) and biliterate (able to read and write in both languages). Moreover, the goal is to help all students develop an appreciation for different cultures. Thus the dual language model directly aligns with our Cultural Competence goal.

How bilingualism is accomplished depends on the language framework implemented. The most popular language delivery models are known as 90/10 and 50/50. In the 90/10 model, kindergarten students learn 90% of the curriculum in Spanish and 10% in English. In first grade, the percentage gradually shifts to 80% in Spanish and 20% in English. This ratio of time distribution in each language shifts yearly until fourth grade when the ratio is maintained at 50/50. The 50/50 model differs from the 90/10 model in that there is an equal distribution of Spanish versus English instruction starting in kindergarten and moving all the way through fifth grade.

Lamar will implement the 90/10 model. Spanish and English-dominant students will learn in the same classroom, initially learning primarily in Spanish and then gradually increasing English instruction over time. The following chart describes the percentage of instruction provided in each language by grade level.

Grade	Spanish Instruction	English Instruction
K and 1	90	10
2	80	20
3	70	30
4	60	40
5	50	50
6	50	50

Proposed Spanish/English Instruction by Grade Level

Overall, the research is clear that both 50/50 and 90/10 models are effective. However, "ELL students in 90/10 programs attain the same levels of proficiency in English and the same or higher standards of achievement in reading/language arts and math (measured in English) as ELL students in 50/50 programs" (Lindholm-Leary, 2000). Additionally, building upon Spanish-dominant students' primary language and supporting the strengthening of their primary language has proven more effective for students.

We believe that adopting a dual language model will benefit both Lamar's Spanish-dominant and English-dominant students in many important ways. First, a dual language model insures the need for Spanish-dominant students to remain at Lamar, thus they will continue to be served by their neighborhood school (as opposed to being bussed to a different school outside of Lamar's attendance boundaries). Second, Spanish-dominant students will receive instruction in the best way that helps them learn English. A recent study jointly conducted by Rice University and

Houston ISD found that of the four programs offered to Spanish-dominant families (e.g. English immersion, transitional bilingual, one-way dual language, and two-way dual language), ELLs in the two-way dual language program had the best Spanish as well as English skills. Third, students from both Spanish-dominant and English-dominant backgrounds coexist together in the same educational setting. This experience has social implications for both groups as they learn to learn and play together. Further, families from different backgrounds also learn about one another's values, customs and cultures. Finally, becoming bilingual benefits all students, especially in the global climate in which we currently live. Our world is more connected, more understanding and better equipped to handle the challenges that await if we can communicate with and understand one another (Calderon & Carreon, 2000; Cloud et al., 2000).

It is essential for teachers and parents to maintain the fidelity of the model to ensure students are not transitioned too early. That said, each student group is unique and diverse. Teachers will have some discretion to shift their language of instruction away from the stated percentages if a case can be made that it is the right language choice for the students in the group. Moreover, the PDS Advisory Committee, the governing body for Lamar's charter, will continually assess the effectiveness of the 90/10 model and study emerging bilingual research.

The two-way dual language program will gradually be introduced and phased in on the campus beginning in kindergarten. The table below describes that process.

Year	Late-exit transitional	Dual two-way	General education
17-18	1st, 2nd, 3rd, 4th, 5th, 6th	kinder	PK-6
18-19	2nd, 3rd, 4th, 5th, 6th	kinder,1st	PK-6
19-20	3rd, 4th, 5th, 6th	kinder,1st, 2nd,	PK-6
20-21	4th, 5th, 6th	kinder,1st, 2nd, 3rd,	PK-6
21-22	5th, 6th	kinder,1st, 2nd, 3rd, 4th	PK-6
22-23	6th	kinder,1st, 2nd, 3rd, 4th, 5th	PK-6
23-24	no classes	kinder,1st, 2nd, 3rd, 4th, 5th, 6th	PK-6

Phase-In of Dual Language Model

In 2018-19, the dual language two-way classes will go to kindergarten and first grade and a new kindergarten dual language class will follow. This process will repeat year after year. Over a period of six years, all dual language classrooms will reflect the two-way model rather than the late-exit transitional program currently implemented. Remaining general education rooms will continue to learn in English.

Extended School Year
As the National Education Association notes on its website, "Most schools in the United States operate on the 10-month calendar that was established when America was still an agrarian country. But times have changed and many people propose doing away with this 'outdated' system and moving to 'year-round education.'" Research indicates that the extended time that students are away from school during the summer months leads to a real learning loss, particularly for economically disadvantaged students. While low income students make similar achievement gains to other students throughout the school year, the achievement gap widens over summer vacation (Alexander, Entwisle & Olson, 2007). Year-round school helps diminish

that summer loss. Because Lamar has a significant number of students who are economically disadvantaged -- 91.2 percent -- we believe that moving to an extended year calendar can support students' achievement.

Although two major meta-analyses of the effects of year-round schooling found mixed results, both studies did reach the following conclusions:

- "Students in year-round schools do as well or slightly better in terms of academic achievement than students in traditional schools.

- Year-round education may be particularly beneficial for students from low-income families.

- Students, parents, and teachers who participate in a year-round school tend to have positive attitudes about the experience." (Huebner, 2010)

With an extended school year, Lamar students will attend the *same* number of days per year, but we will stretch out those days across the 12-month calendar (see Appendix E for the proposed 2017-18 school calendar). We will shorten students' summer break from the current 11 weeks to 7 weeks. Students will begin in the second week of August and end the school year in late June. Each child will have 3 week-long breaks across the year in addition to the normal Thanksgiving, winter and spring breaks. In addition, Lamar will offer 2 week-long intersessions taught by Lamar teachers, one targeting K-2nd students in the fall, the other focused on students in 3rd-6th grades in the spring before STAAR testing. Pre-K will not participate in either intersession. ACE students will participate in one of the two intersessions.

STUDENT ACHIEVEMENT
Performance Objectives
We expect students to demonstrate mastery of the outlined skills within each of the five pillars: curiosity, collaboration, cultural competence, emotional intelligence and advocacy.

Our charter will allow us to teach and assess these skills explicitly. We anticipate that it will take six years before the vast majority of our 6th graders demonstrate mastery because much of the knowledge and skills have not been formally taught and assessed in previous years. Specific target goals for each of the five pillars over the next 6 years include the percentage of students who are at or above the proficient level:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curiosity	25%	35%	50%	65%	80%	95%
Collaboration	35%	45%	55%	65%	80%	95%
Cultural Competence	20%	30%	40%	55%	70%	90%
Emotional Intelligence	20%	30%	40%	55%	70%	90%
Advocacy	20%	30%	40%	50%	65%	80%

Proficiency Targets in the 5 Overarching Goals

By pursuing our goals and measuring progress throughout the year, our students will demonstrate progress in two ways: 1) as measured by STAAR; and 2) through alternative assessments that specifically target knowledge and skills embedded in the five pillars. Each is discussed in turn below.

Implementation Plan for State Accountability System
The Lamar Elementary charter focuses on providing students access to meaningful learning. Too often, disengagement and lack of application of skills leads to insufficient academic progress. Historically, Lamar has performed very well on all state metrics. The same systems of providing high-quality tier one instruction, implementing formative assessments and utilizing the RtI system to provide timely support for struggling students will all remain in place. By maintaining current student support systems and providing better access to the curriculum through PBL units and developing students' emotional intelligence, performance on state assessments at a minimum will be maintained and will likely increase.

Evaluating Student Performance
Beyond STAAR measures, we have identified the following assessment measure or measures for each of the five pillars.

Pillar	Assessment Measure(s)
Curiosity	Curiosity Assessment Rubric (See Appendix F)
Collaboration	Collaboration Assessment Rubric (See Appendix G)
Cultural Competence	Cultural Competence Assessment Rubric (see Appendix H)
Emotional Intelligence	In grades 3-6, we will use the Devereux Student Strengths Assessment: 2nd Step Edition, a national assessment currently being used by many CASEL partners. The cost per student is $3 a year. It includes diagnostic assessment, including a comprehensive analysis for students who score in the "need for instruction" range. Students are evaluated on self-awareness, social awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision-making and optimistic thinking. These areas align with the skills listed under the Emotional Intelligence pillar. In grades K-2, we will use The Assessment of Children's Emotional Skills (ACES). ACES contains 3 subtests -- facial expressions, behavioral descriptions and situational vignettes -- that examine children's ability to recognize emotional states. In addition to prototypic facial expressions and behavioral/situational descriptions, some items contain ambiguous emotion arousal, particularly containing a mixture of sad and angry cues. The assessment aligns strongly with the RULER curriculum currently being implemented. Students must first learn to recognize and label emotions on their way to regulating emotions.
Advocacy	Advocacy Assessment Rubric (see Appendix I)

The assessment metrics listed above to evaluate curiosity, collaboration, cultural competence, emotional intelligence and advocacy will be administered at the beginning of 2017 to establish baseline data. The same instruments will be given at the end of the first and subsequent years to track student growth over time. The assessments will also be given to new students as they enter the school in order to establish baseline data.

Because the assessment rubrics are written with a mastery focus for 6th graders, PK-5 teachers may elect to craft developmentally appropriate assessment rubrics that identify and assess grade-level specific foundational knowledge and skills related to the overarching mastery skills.

Additionally, STAAR data will be compared to historical data to assess progress in content areas and in subpopulations. We identify the following growth targets:

	Index 1	Index 2	Index 3	Index 4
2015-16	69	39	36	19
2016-17	72	41	38	21
2017-18	75	43	40	23
2018-19	78	45	42	25
2019-20	81	47	44	27
2020-21	85	49	46	29

STAAR Projected Targets

We will continue to administer TELPAS for Spanish-dominant dual language students. Based on the last four years of TELPAS data for kindergarten, we have determined that our baseline composite kinder score is currently 1.4. Our target projected score for 2017-18 kinder cohort is 1.6. We project that our composite score for every dual language cohort will continue to increase .2 each subsequent year.

In addition, we will administer the Woodcock-Muñoz assessment to all students in the dual language program at the beginning of every school year starting in 2017 to track English and Spanish language development. We will determine baseline scores in 2017 then set targets for subsequent years. LPAC meetings will be held with parents of all dual language students to celebrate and track progress.

We will administer a school climate survey to determine how students, their families and teachers feel about the culture and climate at Lamar. We anticipate continuing to administer the PBIS School Climate Survey to 3rd-6th grade students, their families and all teachers. We may determine that this school climate survey is not sufficiently aligned with our overarching goals for students. We may adopt the Comprehensive School Climate Survey developed by the National School Climate Center as an alternative.

Finally, we will utilize such as information as number of student absences, student office referrals and student suspensions to determine whether charter initiatives impact these data sets.

At Lamar, performance on internal and external metrics is expected to be at or above expectations. However, if student performance does not meet standards, staff will meet to construct a plan that includes changes in adult behaviors to create a different result. Structures that will support this work include utilization of professional learning communities, data analysis on grade level and vertical teams and implementation of the RtI process. Moreover, students who require remediation will be expected to attend at least one of the two week-long intersessions designed to target areas for growth. In addition, students who fail STAAR in grades 3, 4 or 5 will be invited to participate in academic summer camp.

GOVERNANCE AND DECISION-MAKING PLAN
Governing Body and Its Duties
The Professional Development School (PDS) Advisory Committee will serve as Lamar's primary governing body for our charter. The PDS Advisory Committee was established in 2013 when Lamar, SAISD and Trinity University entered into a legally binding Professional Development School agreement. As stated in the partnership agreement, Lamar must "*develop a PDS Advisory Committee that includes at least one teacher, one parent, one community member, and a representative of a corporate partner, along with the Lamar ES principal, Trinity faculty member, and other District representatives. This advisory committee, co-led by the Lamar ES principal and Trinity elementary program director, will serve in an advisory capacity to site-based decisions that Lamar ES...makes, including future curricular foci.*" The current PDS Advisory Committee is comprised of the campus administrator, district-level leaders, bilingual and general education classroom teachers, parents, community representatives and university faculty (see Appendix J for list of current and proposed future members). Committee members are appointed by the principal.

Since 2014 the PDS Advisory Committee has been involved in exploring whether/how Lamar should pursue in-district charter status. The committee has studied several issues, including possible curricular foci, which grades to offer, and how to ensure that we keep Lamar students at the center of any decision we make.

In its advisory capacity, The PDS Advisory Committee will meet quarterly to examine and coordinate goals and practices outlined in the Campus Improvement Plan (CIP), the PDS agreement and the mission and goals of our charter. The committee will be responsible for overseeing assessment results of the Campus Improvement Plan, Professional Development School relationship and charter initiatives to ensure achievement of our goals.

The PDS Advisory Committee will develop a Dual Language Subcommittee including members of the PDS Advisory Committee and a representative from the SAISD Bilingual Department. This subcommittee will oversee implementation of the dual language program and determine over time whether to transition pre-kindergarten from a bilingual to a dual language model using TELPAS, STAAR and enrollment data.

Lamar will continue to convene a Campus Leadership Team (CLT). The CLT will discuss immediate school issues and will craft and share recommendations about site-based decision making to the PDS Advisory Committee for their consideration.

Governance and Management Relationship
The PDS Advisory Committee, along with the campus principal, will ensure that Lamar Elementary works diligently towards achieving the goals set forth by the charter, the district and the state. If ever those goals are in direct opposition to one another, the PDS Advisory Committee will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter. In addition, we request several important waivers that will proactively avoid such conflicts from arising.

Policies and Waivers
Lamar Elementary will follow district board policies for site-based decision-making procedures. The following waivers to Board policies and district procedures or special permissions are requested for the successful implementation of the charter.

1. Lamar will adopt an extended year, campus-based calendar that will most likely deviate from the district calendar. This calendar will be voted on each year by the staff. During the 2017-18 school year, staff will return on July 24; students will begin August 9. Board Policy EB(LEGAL) states that a district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system. Lamar is requesting an exemption from this requirement or, in the alternative, to be considered a "year round" campus. The proposed calendar calls for a week-long enrichment session – one in October, the other in March before STAAR testing - for up to half of our student enrollment Kinder-Grade 6. In addition, the school will be closed for three separate weeks beyond the traditional fall, winter and spring breaks for all students: one in September, one in February, and lastly in May. We are able to provide these intersessions and extended breaks by moving from an 11-week summer break to a 7-week summer break.

2. We request 13 supplemental days for teachers for a total of 200 days per year. Policy DK(LOCAL) states that beginning and ending work dates for employees is designated in "official salary schedules," so those schedules will be modified for this campus. These extended days include:
   - ➢ 4 days during the summer and/or an intersession when the school is closed to design PBL units and interdisciplinary curriculum
   - ➢ 4 days of professional development prior to the start of the school year (in addition to the normal 8 days currently provided by the district)
   - ➢ 5 days to teach one of two week-long intersessions to provide intervention and/or enrichment for students.

3. We request 10 supplemental days for our counselor and PE teacher. This will enable both to attend 4 days of professional development before the school year begins and to work during the two week-long intersessions.

4. We request 9 supplemental days for our librarian so that s/he can attend 4 days of professional development before the school year begins and work an additional 5 days into the summer for the extended school year.

5. We request 4 supplemental days for our implementation specialist so that s/he can attend 4 days of professional development before the school year begins

6. We request that the principal's contract be extended to 225 days through modification of the official salary schedule for this campus. This adds 10 days to the typical elementary school principal contract.

7. We request that the assistant principal's contract be extended to 208 days, again through modification of the official salary schedule for this campus. This adds 10 days to the typical elementary assistant principal contract.

8. Policy DK(LOCAL) requires teachers to be on duty for a maximum of 7.5 hours per day. Lamar will request Board approval to waive DK(LOCAL) to allow teachers to work beyond the maximum number of hours per day an additional 30 minutes with students.

9. K-6 certified school staff will engage in weekly professional development from 12:45-3:30 while students engage in enrichment activities (see Appendix A).

10. Lamar Elementary will follow a campus-determined scope and sequence to facilitate the implementation of Project-Based Learning and other charter curricular initiatives.

11. The Lamar principal, in consultation with the Elementary Assistant Superintendent, will have the discretion to determine which district-wide curricular initiatives the school participates in based on the needs of Lamar teachers. This waiver is essential in developing/maintaining consistency and coherence across the ambitious set of charter initiatives outlined in this application.

12. The Lamar principal, in consultation with the Elementary Assistant Superintendent, will have the discretion to hold campus-based staff development in lieu of teachers participating in required district-based staff development, both before and during the school year. The district must provide at least one month's advanced notice of the focus of upcoming district staff development to the principal. Doing so provides the principal with sufficient time to determine whether/how district offerings align with and address the professional learning needs of the staff. The principal will formally notify the district of any district-level offerings that teachers be exempt from attending.

13. We will not hire or accept transfers from other SAISD schools who are alternatively certified with zero years of teaching experience. The complexity of our charter's curricular initiatives makes it too challenging to learn to teach at our school while assuming responsibility for an entire class. We will consider alternatively certified applicants if they have completed at least one year of teaching experience. If we hire first-year teachers, they must at a minimum have successfully completed a semester of student teaching (preferably a full year).

14. The campus reserves the option to create a customized report card that provides additional information about students' progress in meeting the school's overarching goals for students' learning.

Community Involvement
Lamar is fortunate to enjoy long-standing, positive relationships both with students' families and the wider community surrounding the campus. For the past three years, we have held an end-of-year event for families and the larger community designed to:
- articulate and celebrate the year's accomplishments around our 4 overarching goals as a Professional Development School;
- outline important questions for discussion in pursuing our charter application; and
- identify next steps in the charter application process.

We have involved families, teachers and district administrators at every step in the decision-making process of pursuing our charter (see Appendix K for a fuller description of extensive steps taken to inform and involve Lamar's community). 94.4 percent of Lamar families voted "yes" for the charter proposal with 85 percent of family ballots returned.

Upon approval of our charter application, we will continue to inform and involve families and the broader community in many ways. First, parents will continue to serve on the PDS Advisory Committee, the governing body that will oversee our charter implementation. Second, we will continue to foster the strong relationship Lamar has with its PTA who has committed to using its resources to support students, teachers and families in pursuit of our charter mission. Third, we will continue to hold information sessions throughout the year as well as during our end-of-year annual event so that families and community members are continually apprised of our charter progress and its impact on student learning. Moreover, we will continue to build on our existing partnerships with organizations within close proximity to the campus, including Inspire Fine Arts Community Center, The Witte Museum, The San Antonio Botanical Gardens, the San Antonio Museum of Art and most recently, The Doseum.

Finally, we anticipate expanding the number of community organizations with whom we interact. PBL units require teachers to identify experts in the field so that students have direct opportunities to learn with and from them. For example, this fall Lamar 4th graders met with a local legislator as they complete a social studies-based PBL unit on voting. This spring 3rd graders will learn from experts at the San Antonio River Authority as they study issues related to our city's river. In addition, students will be expected to present their solutions and ideas to authentic audiences which may include community members, organizations and families. Moreover, as students engage in The Genius Hour and continue to define and pursue their own passions, we anticipate reaching out to entirely new sets of community partners in order to foster students' interests.

Communication
In an effort to develop strong and meaningful partnerships with parents and the community, a number of communication systems will be used:
- The school website will be updated at least weekly to reflect campus information.

- The Principal will send a weekly message to students' families both electronically via email and in print.
- The Principal will conduct monthly "Principal Coffee" sessions to highlight events in the school and educate families so they may partner with the school and advocate for their students' learning and growth.
- The automated phone system will be used to share brief reminder messages.
- Teachers will utilize a parent communication system, to include weekly class information and reminders of upcoming campus events.
- Some of Lamar's early release days will be dedicated to conducting conferences with families and students. This time is specifically built into our weekly schedule.
- Families will attend authentic PBL celebrations to highlight learning that has occurred during integrated curricular units.
- Families will attend monthly PTA meetings that focus on curriculum and student performances.

ENROLLMENT AND WITHDRAWAL PROCEDURES

Lamar Elementary will primarily provide services to students within Lamar's attendance boundaries, then to students living within SAISD boundaries, then to those living in Bexar County and surrounding areas who, space permitting, are accepted under the enrollment policy.

In the 2017-18 school year, all current Lamar Elementary students will be grandfathered into the school. Applications for remaining open spots will be accepted until a set deadline in the spring. Then, students will be admitted for remaining spots in each category outlined below:
- students within Lamar's attendance boundaries
- applicants outside of Lamar's attendance boundaries who wish to enroll, in the following order:
    - siblings who already attend Lamar
    - employees' children and SAISD resident applicants
    - out-of-district resident applicants within Bexar County.

If there are more applicants than slots for any category of student, we will use a lottery in the order listed above.

We will prioritize maintaining a Spanish-dominant population in order to implement a dual language two-way program. Our goal is for each dual language classroom to consist of 50% Spanish-dominant students. For remaining slots, we will admit English-dominant students into the dual language program based on the criteria outlined above. If more students apply than are slots available, a lottery system will be used to determine who is admitted. English-dominant students may not enter the dual language program after kindergarten unless they are transferring from a dual language program and space allows.

For any student within Lamar's attendance boundaries who does not wish to participate in our charter programs, they will be granted a transfer to another district school.

PEIMS REPORTING PLAN
Lamar Elementary will follow district policies and procedures for PEIMS (Public Education Information Management System) as outlined by District Administrative Procedures and by PEIMS guidelines.

DISCIPLINE PROGRAM AND PROCEDURES
Lamar Elementary will utilize the Positive Behavioral Interventions and Support (PBIS) model to establish behavioral expectations for the campus. Lamar Elementary will adhere to the "Student Code of Conduct" as outlined by the district in the San Antonio Independent School District-Student Handbook (Section VII of the 2016-2017 Edition).

SAFETY AND SECURITY
Lamar Elementary will follow the current SAISD procedure for safety, security and emergency evacuation as outlined in the Emergency Response Guide.

Evacuation Sites:
- ❖ Lions Field
- ❖ The Botanical Gardens

FACILITIES AND TRANSPORTATION PLAN
The property of Lamar Elementary includes classrooms, a computer and science lab, clinic, lounge, cafeteria, Music room, library, gymnasium and counselor's office.

Implementation of the charter requires no immediate modifications to facilities or grounds.

Lamar will follow the guidelines for facility maintenance as outlined in SAISD Policies and Rules and Regulations Section CLB.

SAISD will continue to provide transportation to qualifying students within the Lamar Elementary attendance area, but it will not provide transportation to students living outside of Lamar's attendance area. Parents will be responsible for providing transportation to students attending Lamar Elementary as charter transfer students.

EMPLOYMENT PLAN
As part of the charter adoption process, many, many workshops and information sessions have been held with Lamar teachers over the past three years (see Appendix K). Teachers read an initial charter application draft in August and were informed of revisions in September. Upon approval from the district vetting committee, we shared the final draft with employees at a staff meeting in mid October. Certified staff had the ability to vote for or against the proposed charter. *Lamar teachers unanimously approved the charter proposal.*

Each current Lamar Elementary employee must decide if the increased responsibilities and obligations required to implement the Lamar Elementary charter are consistent with their individual professional goals. Currently, all certified staff have the option to transfer from Lamar

Elementary as part of our partnership agreement with Trinity University. With the increased responsibilities and definition provided by the charter, Lamar Elementary employees will retain their option to transfer which will be facilitated by the district.

Qualifications
Each employee at Lamar Elementary will meet the requirements for highly qualified teachers and classifications of employees as required by the district. In addition, all future Lamar teacher hires must have successfully completed at least one semester of student teaching. Each employee will receive copies of the charter application and the specific charter requirements for employment and dismissal.

Compensation and Benefits
Each employee will follow the compensation and benefits schedule for the district.

Recruitment, Selection, Hiring and Dismissal
Lamar Elementary will follow the district's policy for hiring, including pre-screening by district personnel with the addition of the following requirements for every applicant to the Lamar Elementary charter school:
* meet with Principal to discuss program expectations, obligations of employment and waivers of policies and procedures in our charter;
* the Principal reserves the right to call applicants after interviewing for positions to inform them whether they will move forward in the hiring process;
* upon acceptance, applicants understand that as an employee they are committing to implementing the mission and goals of our charter. The PDS Advisory Committee will approve a campus document that reviews and sets expectations yearly to ensure commitment from the staff.

Lamar ES will follow district procedures for transfer of faculty and staff.

Lamar ES will follow state law and board policy addressing dismissal of contract employees and will follow district policies regarding dismissal of at will employees.

Employee Complaints
The process for handling employee grievances will follow district policy and procedures.

OPERATIONAL AND FINANCIAL PLAN
The charter will maintain a close working financial and operational relationship with the district. Charter status will allow for increased flexibility in receiving district and internal/external grant monies. For all regulations regarding operations and finances, Lamar Elementary will refer to the Annual Operating Budget of the San Antonio Independent School District.

The campus principal will follow district guidelines for operational and financial plans.

Lamar's charter proposal is economically feasible for the campus and the district for the following reasons. First, SAISD will continue to support the campus by providing an operational budget as it does for all district schools. Second, Lamar ES will use campus available funds to

support the mission and goals of the charter and seek additional funding opportunities for the charter through grant applications or partnerships with businesses and institutions of higher education. For example, Trinity University PDS funds will enable us to provide training to new teachers on PBL and social-emotional learning curriculum. Finally, the district is committed to providing the necessary funds to maintain the extended school day and extended teacher contracts for Lamar ES.

The annual audit of the budget will follow district policy and procedures. In addition, the PDS Advisory Committee will serve as a secondary source in recommending and following the proposed budget and ensuring that funds are allocated to support the mission and goals of the charter.

The charter will follow the district and state mandates for fiscal accountability as well as purchasing and bidding policies and procedures.

Lamar Elementary will use the business services provided by SAISD.

In addition to the school's current operating budget, the campus will require the following enhancements. Costs for these enhancements are estimates and are noted in more detail in Appendix L.

SAISD will be responsible on an annual basis for costs related to four areas: salary, professional development, intersession enrichment and supplies/materials.

District Financial Responsibility	Specific Increased Expenditure
Salaries	❖ certified staff salaries reflect supplemental days and extended school day (8 hours) ❖ administrators' salaries reflect extended contract
Professional Development	❖ participation in school-based and national offerings from The Buck Institute to develop and sustain Project-Based Learning curricular initiative ❖ participation in Yale RULER training and other programs to promote students' emotional intelligence ❖ participation in dual language workshops/conferences to continue to develop and implement dual language model
Supplies and Materials	❖ Comprehensive School Climate Survey subscription ❖ Devereux Student Strengths Assessment ❖ teaching supplies

SAISD annual total beyond school budget: $268,777.31

Lamar will apply for the Public Charter School Program Start-Up Grant (see Appendix M).

Start-up funds will be utilized to address four main areas of need:
1. classroom-based items

2. technology
3. professional development, and
4. supplies and resources.

Area of Need	Proposed Start-Up Fund Request / Rationale
Classroom-Based Items	❖ flexible seating and modular furniture ❖ dual language classroom libraries Easily moveable modular pieces will facilitate Project-Based Learning, collaboration and mobility.
Technology	❖ interactive whiteboards with built-in speakers in every classroom ❖ laptop computers for every teacher ❖ iPad or laptop computer for every student ❖ campus-wide upgrade of wireless capability The PBL curriculum requires students to conduct research in and outside of the classroom as well as collaborate and share information with peers. Technology devices for every student will facilitate this learning.
Professional Development	❖ Dual Language conference attendance for all bilingual teachers ❖ dual language curriculum writing stipend As increasing numbers of bilingual teachers shift to Dual Language instruction, we will need to provide ongoing support to our bilingual teachers in order to implement a dual language model with fidelity. The dual language curriculum writing stipend is provided to dual language teachers in Years 1 and 2 to design a strong and robust curriculum that is responsive to the needs of Lamar students.
Supplies and Resources	❖ makerspace materials ❖ materials for early childhood play-based centers ❖ PBL curricular resources ❖ library furniture ❖ dual language guided reading texts to support PBL curriculum ❖ dual language subscriptions and professional resources ❖ bilingual texts for school library These resources will enable us to design spaces and learning opportunities that promote curiosity, inquiry and collaboration which directly align with our charter goals.

Start-up funds total: $799,563.30

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INDICATION OF SUPPORT

Classroom Teachers

The principal numbered the ballots and maintained a list of which numbers were assigned to teachers in order to ensure that all staff members had an opportunity to vote. Teachers were provided an electronic copy of the final draft of the charter application to review. The principal then hosted a faculty meeting to present a final summary of the charter application and distribute the ballots. Teachers were given two days to submit their ballots to the campus secretary. Once all ballots had been received, the principal, assistant principal, and a member of the CLT reviewed and tallied the ballots. 100% of classroom teachers (22 teachers total) submitted ballots, and 100% of the ballots indicated approval of the charter.

Community

The campus data clerk provided the principal with a list of families so that the ballots could be numbered by family as each family is only eligible to vote once. Parents were invited to attend an information meeting in which the principal reviewed the final draft of the charter application. Ballots were sent home in students' backpacks with an introductory letter and a five-page summary of the charter in both English and Spanish. Families had a week to review the information and return their ballots to the school. 86% of the Lamar families (197/229) returned their ballots, and 94% (186/197) approved the charter.

APPENDICES

Appendix A: Wednesday Enrichment Schedule

Goals
- Provide students with engaging experiences to capture their imagination as they learn together in vertical teams
- Provide K-6 teachers with release time to plan, collaborate, problem solve, and engage in the challenging intellectual work of teaching

Timeline
- 12:30   K-6 teachers have a "color" and take their "color" group to specific location (see rotation schedule)
- 12:40   Student groups begin enrichment activity rotations
- 12:45   K-6 teachers meet in classrooms to plan
- 3:20   K-6 teacher pick up their "color" group in specific location (see rotation schedule)

Groupings

GREEN	4th- 5th grade
BLUE	K-3
RED	K-3
YELLOW	K-3 bilingual
PURPLE	K-3
ORANGE	K-3

note: 6th graders serve as student leaders, spread between the 5 K-3 groups

Team Leaders

Leader	Enrichment Activity
Inspire	Analee Smith (with 21st century hire taking this position)
Witte	Kim Aston
PE	Coach
Curiosity Corner 1	Brian Sparks
Curiosity Corner 2	Herlinda Barrientos
Curiosity Corner 3	Pat Norman
Bilingual	Sordo

Rotations
Wednesday, September 21

	Green	Blue	Red	Yellow (bilingual)	Purple	Orange
	Martinez Cardoza Lucas	Pum O'Connor	Turley Sackett	Rodriguez Delgado Nava	Wyatt Allen	Avlia Vasquez
drop off	music room	gym	playground / library door	library	back door/ Pum's room	cafeteria
12:40-2:00	Curiosity Corner 1	PE	Inspire + recess 1:40-2:00	Curiosity Corner 2	Witte	Curiosity Corner 3
2:00-3:20	PE	Curiosity Corner 1	Curiosity Corner 2	Inspire + recess 3:00-3:20	Curiosity Corner 3	Witte
pick up	gym	music room	library	playground	cafeteria	back door / Pum's room
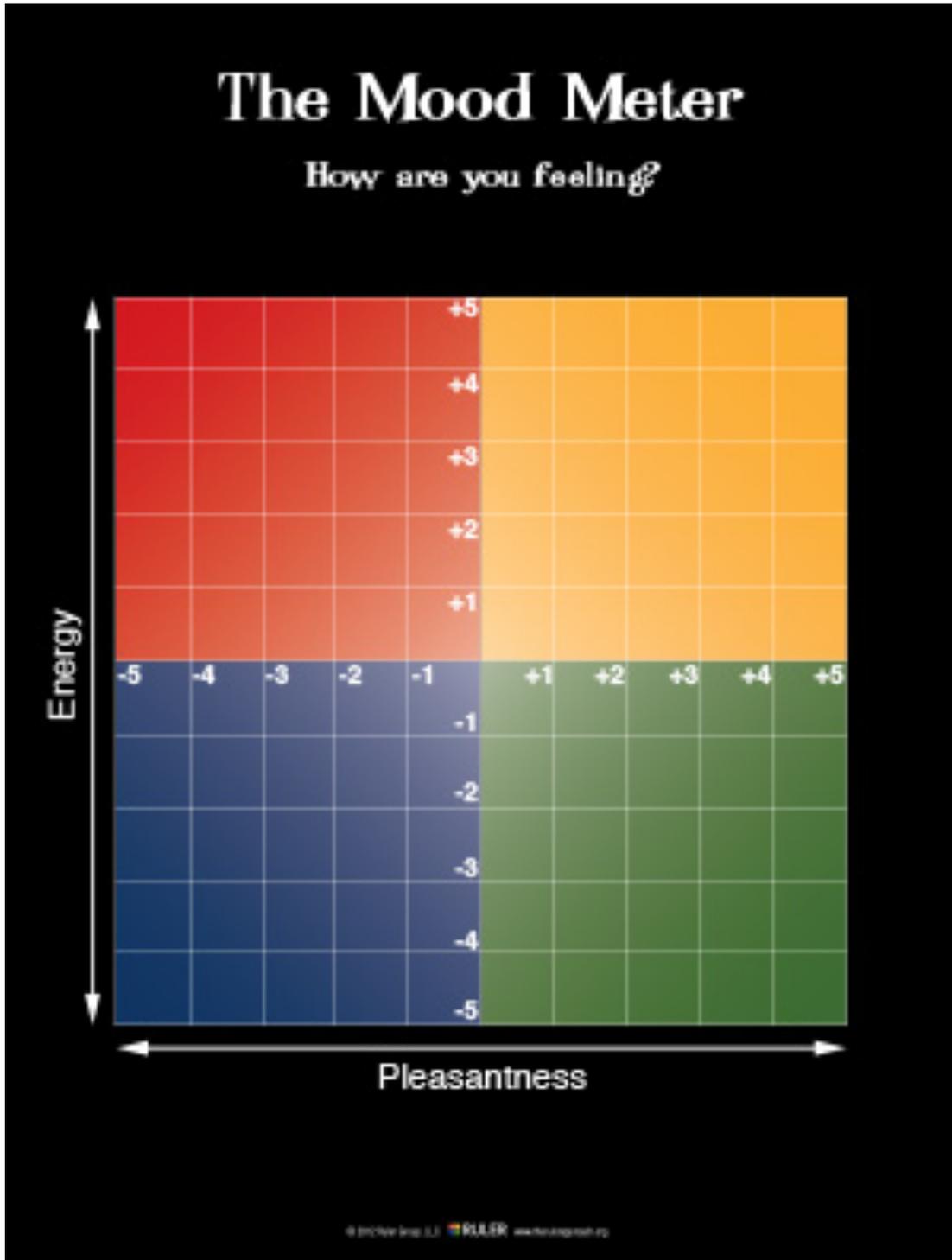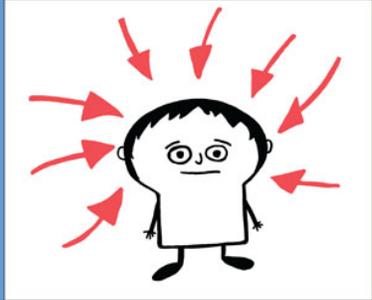
The Mood Meter

How are you feeling?

Metamoment Tool
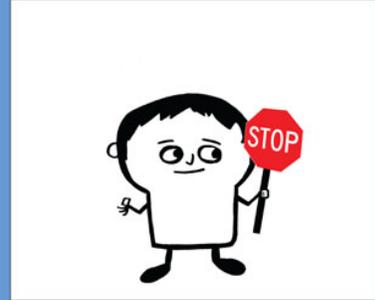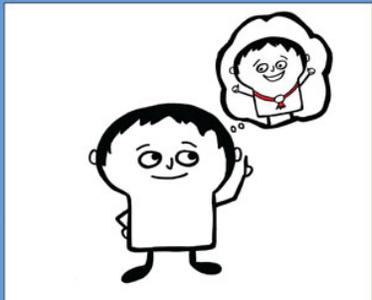
Solve problems with
The Blueprint

Describe	What happened?	
RULER Skill	**Me**	**Other Person**
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

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Appendix C: Proposed Daily Schedule

Kindergarten Daily Schedule			
Time	**Minutes**	**Subject**	**Comments**
7:55-8:25	30	TIGER Time	Emotional Intelligence
8:25-9:45	80	Math	
9:45-10:00	15	Recess	
10:00-10:50	50	English / Language Arts	
10:50-11:20	30	Lunch	
11:20-11:50	30	Recess	
11:50-12:30	30	Computer Lab	
12:30-2:35	125	Project-based Learning	Integrated Balanced Literacy/ Science/Social Studies
2:35-3:20	45	P.E.	
3:20-3:30	10	Pack up and Dismissal	

Appendix D: BIE PBL Design Rubric, copyright 2015

Essential Project Design Element	Lacks Features of Effective PBL *The project has one or more of the following problems in each area:*	Needs Further Development *The project includes some features of effective PBL but has some awkwardness:*	Includes Features of Effective PBL *The project has the following strengths:*
Key Knowledge, Understanding & Success	Student learning goals are not clear and specific; the project is not focused on standards. The project does not explicitly target, assess, or scaffold the development of success skills.	The project is focused on standards- derived knowledge and understanding, but it may target too few, too many, or less important goals. Success skills are targeted, but there may be too many to be adequately taught and assessed.	◊ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. ◊ Important success skills are explicitly targeted to be taught and assessed, including critical thinking/problem
Challenging Problem or Question	◊ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. ◊ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: ¬it has a single or simple answer. ¬it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or	◊ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. ◊ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). ◊ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.	◊ The project is focused on a central problem or question, at the appropriate level of challenge. ◊ The central problem or question is framed by a driving question for the project, which is: ¬open-ended; it will allow students to develop more than one reasonable answer. ¬understandable and inspiring to students. ¬aligned with learning goals; to answer it, students will need to gain the intended
Sustain Inquiry	✎The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. ◊ There is no process for students to generate questions to guide inquiry.	◊ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). ◊ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.	◊ Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). ◊ Inquiry is driven by student-generated questions throughout the project.

Authenticity	⸎ The project resembles traditional "schoolwork;" it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students' personal interests.	⸎ The project has some authentic features, but they may be limited or feel contrived.	⸎ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students' personal concerns, interests, or identities.
Student Voice & Choice	⸎ Students are not given opportunities to express voice and choice affecting the content or process of the project. ⸎ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.	⸎ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). ⸎ Students work independently from the teacher to some extent, but they could do more on their own.	⸎ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). ⸎ Students have opportunities to take significant responsibility and work as independently from the
Reflection	⸎ Students and the teacher do not engage in reflection about what and how students learn or about the project's design and management.	⸎ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.	⸎ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management.
Critique & Revision	⸎ Students get only limited or irregular feedback about their products and work- in-progress, and only from teachers, not peers. ⸎ Students do not know how or are not required to use feedback to revise and improve their work.	⸎ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. ⸎ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.	⸎ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. ⸎ Students use feedback about their work to revise and improve it.
Public Product	⸎ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.	⸎ Student work is made public only to classmates and the teacher. ⸎ Students present products, but are not asked to explain how they worked and what they learned.	⸎ Student work is made public by presenting or offering it to people beyond the classroom. ⸎ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.

Lamar Elementary 2017-18 Proposed School Calendar

July 2017

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend:

- School Closed Holidays
- School Closed Extended Year Break
- Intersession for all K-2 students
- Teacher in-Service Day (no school for students)
- First and Last Day of School
- Intersession for all 3-6 students

Our proposed school calendar differs from the district calendar in several ways:

- Teachers begin in-service earlier.
- Students have an earlier start date.
- There is a 2-week break in the fall in addition to the week-long Thanksgiving break.
- During the first week of the fall break, kinder - 2nd grade students will be invited to participate in an intersession for enrichment activities.
- There is a 1-week break in February.
- There is a second week of Spring Break. During that second week, 3rd - 6th grade students will participate in an intersession for enrichment and remediation activities.
- There is a 1-week break in May.
- Students remain in school through the 3rd week of June, shortening their summer break.

July 24-August 8	teacher in-service
August 9	students begin
September 25-29	first intersession (focuses on kinder-2nd grade students)
October 2-6	fall break
November 20-24	Thanksgiving
December 25-January 5	Winter holiday
February 5-9	Winter break
March 12-16	Spring Break
March 19-23	second intersession (focuses on 3rd-6th grade students)
May 14-18	Spring break 2
June 22	last day for students
June 23	last day for teachers

Appendix F: Curiosity Assessment Rubric

	Emerging	Progressing	Proficient	Exemplary
routinely wonders and asks questions	does not ask or generate questions	can use other people's questions to seek answers but does not form or ask own questions	forms new and original questions in school and demonstrates wonder about topics taught in school	constantly considers new and original questions about the world around him/her; actively seeks answers while continuing to seek new understanding
conducts inquiry into questions that matter to them and their communities	does not engage in inquiry	is able to engage inquiry work with the support of peers and facilitators	poses original questions, engages in research, and strives toward understanding more	poses original questions that impact the community, actively seeks out information sources, demonstrates a strong desire to know more
demonstrates persistence and resilience in the face of challenge	shuts down when questions cannot easily be answered or does not attempt them at all	attempts challenging questions and struggles to bounce back when the answer is not easily found	eager to attempt challenging questions and bounces back when the answer is not easily found	embraces challenges and uses setbacks as an opportunity to frame new learning

Making Community Connections (MC2) Charter School, https://mc2school.wikispaces.com/

Appendix G: Collaboration Assessment Rubric

	Emerging	Progressing	Proficient	Exemplary
takes responsibility for self and group	does not prepare for work, is very reliant on the group to complete assignments	inconsistently prepared for work, completes some work in the group	often prepared for work, offers meaningful contribution to group requirements	can be counted on to consistently complete requirements for self and the group in a timely fashion
helps the team to be productive and solve problems	can be very challenging to work with in a group setting and rarely offers contributions to the team that result in solving problems	offers inconsistent contributions to the group, can be challenging to work with in working towards solving problems	cooperates with the team and offers important contributions to the group that pushes them towards solving problems	acts as a leader and facilitator and offers substantial and meaningful contributions to the group that results in solving problems
demonstrates kindness and respect	often impolite or unkind to teammates	inconsistently polite and kind, developing listening skills in group setting	usually polite and kind, open to listening to viewpoints of others	polite, kind and respectful to teammates, makes space for others to become part of the team by actively listening and asking questions
organizes work and uses time well	lacks a plan to begin the work, can be very unfocused in the completion of task	may generate a task list but does not reference the task list or objectives while working, lacks efficiency in working towards completion	helps create a detailed task list, strives towards completion of the goal, at times without being efficient	creates detailed task list that helps each member offer meaningful contributions, focused in the efficient execution of plan
listens empathically and appreciatively	does not listen to others or attempt to understand their perspective	attempts to listen to others, often struggles to gather meaningful information due to offering own contributions	active listener to teammates, uses information learned from teammates to inform next steps of the group	engaged and intentional listener, invites others to share contributions so s/he may gather information to move the work of the group forward, potentially in a new direction

Buck Institute for Education, 2013

Appendix H: Cultural Competence Assessment Rubric

	Emerging	Progressing	Proficient
understands and takes pride in own culture	lacks awareness of own cultural values, beliefs, traditions and holidays or ashamed of own culture	begins to show interest in understanding own cultural values, beliefs, traditions and holidays	describes and expresses pride in own cultural values, beliefs, traditions and holidays
demonstrates respect for and appreciation of diverse cultures	shows disinterest in or disrespect toward students who are different from oneself assumes everyone thinks, believes and behaves like oneself	begins to show awareness that people have different cultural heritages begins to express interest in learning more about others	actively seeks to understand how others perceive the world
values diverse languages	shows no interest in learning 2nd language or makes fun of peer for speaking a different language	recognizes that people speak different languages; shows some interest in learning a few words from another language	actively seeks to learn a different language

Appendix I: Advocacy Assessment Rubric

	Emerging	**Progressing**	**Proficient**
views self as change agent who can make a difference in the world	unaware of issues of unfairness or injustice; or lacks belief that choices one makes can lead to change	growing awareness of issues of unfairness or injustice; begins to explore possible steps to take	routinely identifies issues of unfairness or injustice; actively takes steps to address those issues
advocates for self and others	does not ask for assistance for self or others treats others unfairly or is unaware when self or others are unfairly treated	makes tentative attempt to ask for help or direction recognizes when self or others are being treated unfairly	effectively asks for help or direction intervenes when self or others are being treated unfairly
understands that knowledge is power so they seek to learn to have an impact	unmotivated to learn; does not see correlation between one's level of understanding and ability to impact chance	periodically demonstrates motivation to learn; begins to see that the amount we know positions us to impact others	deeply motivated to continually learn and grow; doing so positions self to exercise one's right and responsibility to improve situations
effectively articulates thoughts and feelings through writing and speaking	struggles to convey ideas orally and/or in writing; uncomfortable speaking in front of others; has limited vocabulary	demonstrates growing confidence in ability to communicate orally and in writing	confidently and successfully communicates ideas, experiences and beliefs orally and in writing

Appendix J: Professional Development School Advisory Board Members

2016-17 Advisory Board	
Name	**Position**
Brian Sparks	Principal
Pat Norman	Trinity Professor
Steve Lechelop	SAISD Board Member
Elizabeth Esparza	Teacher
Herlinda Barrientos	Librarian
Chris Balthrop	Lamar Parent
Sarita Rodriguez	Witte Museum Vice President of Public Programs

2017-18 Proposed Advisory Board	
Name	**Position**
Brian Sparks	Principal
Analee Smith	Assistant Principal
Pat Norman	Trinity Professor
Steve Lechelop	SAISD Board Member
Josie Delgado	Teacher
Elizabeth Esparza	Teacher
Andrea Lucas	Teacher
Micaela Wyatt	Teacher
Herlinda Barrientos	Librarian
Chris Balthrop	Lamar Parent
TBD	Lamar Family Member
Sarita Rodriguez	Witte Museum Vice President of Public Programs

Appendix K: Communication with Lamar Families/Staff about Proposed Charter

Date	Audience	Number Attended	Agenda/Outcomes
10-17-13	Lamar staff	20	**Staff Meeting** • explored what it means to be a PDS • identified four overarching goals: 1) prepare outstanding teacher candidates; 2) develop strong instructional practices; 3) use inquiry to grow our practice; and 4) improve student learning
2-7-14	Lamar PDS Advisory Committee	7	**1st Committee Meeting** • reviewed professional development initiatives in first six months as Professional Development School • clarified committee's charge (e.g. serve in an advisory capacity; inform site-based decisions to grow the school and the Trinity partnership).
3-7-14 4-4-14	Lamar PDS Advisory Committee	7	**Committee Meetings** • explored benefits and challenges of becoming a charter • constructed potential timeline for developing a charter
5-13-14 5-18-14	Lamar staff and families	75	**Lamar Visioning Events** (2 hours) • held two separate, repeated visioning events, one on a weekday evening, the other on a Sunday afternoon to maximize participation • parents and staff shared current perceptions of Lamar • parents and staff identified qualities of a successful Lamar student • parents and staff offered suggestions for a possible future curricular focus for the school. Ideas included community-based learning, project-based learning, dual language, and STEM. • follow-up thank you email sent to participants along with written summary of visioning results
8-11-14 8-12-14	Lamar staff	18	**2-day retreat at Trinity** (13 hours) • read and discussed four chapters from the book, *Leading for Powerful Learning: A Guide for Instructional Leaders*. Helped to establish professional learning community. • facilitated Back-to-the-Future protocol, a visioning activity designed to help groups determine where they want to be in the next 5 years. Among other ideas, we dreamed of community members coming to Lamar ½ day per week to offer enrichment opportunities to students while teachers engaged in PD. This is happening this school year. We also dreamed of providing service learning opportunities, something that is addressed in the charter proposal through advocacy and PBL.

10-30-14	Lamar PDS Advisory Committee	7	**PDS Advisory Committee Meeting** • gave update on charter process, explaining that possible curricular options would be focus of upcoming half-day PD Saturday session for teachers
11-3-14	Lamar staff	20	**Staff Meeting** • devoted the session to possibility of pursuing charter status • provided background information, explaining that both a board member and interim superintendent mentioned interest in Lamar becoming an in-district charter when it became a Professional Development School • explained what an in-district charter is • conducted straw poll to gauge initial interest in pursuing charter
11-8-14	Lamar staff	20	**Half-day retreat at Trinity University** (4 hours) • explored five possible curricular foci (dual language, STEM, Maker Movement, Social Justice, Museum). For each possible focus, we identified benefits, challenges, ongoing questions to pursue, and how the focus would stretch students/teachers. • received anonymous written feedback to the question "*are you interested in continuing to pursue Lamar becoming a charter*?" Of the 18 responses, 14 responses indicated yes & 4 were yes with reservation • decided to develop a voluntary Charter Exploratory Committee consisting of several teachers, two parents, principal, Trinity representative and district representative
12-4-14	Lamar Charter Exploratory Committee	8	**1st Committee Meeting** • explained committee's charge (e.g. to learn about the charter process; determine if we want to become an in-district charter; study possible curricular options (read, website visits, phone interviews, campus visits); represent, elicit feedback from, and inform multiple stakeholders; if we move forward, select a curricular focus that meets needs of multiple stakeholders (most importantly, students) • explained why we convened committee • established norms • began review of 6 possible curricular options for a charter proposal, including STEM, Museum, Dual Language, Social Justice, Project-Based Learning, Global Education)
12-18-14	Lamar Charter Exploratory Committee	8	**Committee Meeting** • identified variables to address when exploring charter options, including grades to offer, declining bilingual enrollment at the school, partnership with Trinity, strengths and needs of students/staff/community, expressed interests from earlier community gathering

			• examined benefits and challenges of becoming an in-district charter • read and discussed Tony Wagner's piece, "Rigor Redefined" • identified questions to address over time
1-5-15	Lamar staff	18	**Staff Meeting** • reviewed Lamar enrollment trends • outlined Charter Exploratory Committee's charge
1-7-15	Lamar Charter Exploratory Committee	8	**Committee Meeting** • principal outlined core principles we need to maintain as we explore charter options • examined physical space of the campus • addressed question of how many grade levels to offer (pre-k? middle school) given space constraints
1-??-15	Lamar administrator	2	**Site Visit to High Tech High School/Elementary Campus** • principal and Trinity partner spent a day at High Tech High in San Diego to learn more about Project-Based Learning and other curricular innovations
1-??-15	Lamar administrator	2	**Site Visit to Expeditionary Learning Middle School** • principal and Trinity partner spent a day at _____ in Tucson, Arizona to learn more about Expeditionary Learning model
1-22-15	Lamar PDS Advisory Committee	7	**Committee Meeting** • provided charter update, including summary of recent school visits to Expeditionary Learning schools • explained creation of Charter Exploratory Committee
1-26-15	Lamar Charter Exploratory Committee	8	**Committee Meeting** • interviewed Bonham principal, Mrs. Espiritu, to learn more about the process of becoming an in-district charter • shared what we learned from High Tech High visit
2-2-15	Lamar staff	20	**Staff Meeting** • provided update on charter process • introduced Expeditionary Learning as possible curricular focus for charter
2-6-15	Lamar administrator	2	**Site Visit to Cottonwood Creek Elementary, Copell ISD** • principal and Trinity partner visited school with civic engagement and student leadership focus outside of Dallas
3-21-15	Lamar staff	14	**Day-long retreat at Trinity** (6 hours) • examined core components of Expeditionary Learning model
5-6-15 5-7-15	Lamar staff	5	**Site Visit to Odyssey School** • principal, 5 teachers and Trinity partner spent a day visiting The Odyssey School in Denver to learn more about Expeditionary Learning model
5-11-15	Lamar administrator	2	**Phone Conference with Expeditionary Learning**

			• follow up call with Jon Mann, regional director for Expeditionary Learning who we met during Odyssey School visit • developed a plan to pursue becoming an Expeditionary Learning school
5-?-15	Lamar Charter Exploratory Committee	8	**Preparation for Annual Gathering** • worked through logistical issues for upcoming Lamar Community Gathering
5-21-15	Lamar families & community	45	**2nd Annual Lamar Community Gathering** • explained and discussed Expeditionary Learning model as a possible curricular focus for in-district charter proposal
6-1-15	Lamar PDS Advisory Committee	7	**Committee Meeting** • reviewed progress toward four Professional Development School goals • reviewed Expeditionary Learning as curricular focus for charter
6-21-15 7-15-15 8-6-15	Lamar staff	6-8	**Book Study** • meet for 3 90-minute summer sessions to discuss Carol Dweck's book, *Growth Mindset*. • considered implications for teaching growth mindset to students
8-10-15 8-11-15	Lamar staff	18	**2-day staff retreat at Trinity University** (13 hours) • explored differences between fixed/growth mindsets • learned about brain plasticity • explored what growth mindset looks like in schools • read chapters from *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth*
8-12-15	Lamar staff	20	**Professional Development Session** (2 hours) • teachers assembled into teams to create a "growth mindset" school-wide bulletin board; growth mindset posters; growth mindset brochure to share with families; and lessons for teaching growth mindset
10-12-15	Lamar staff	20	**Staff Meeting** • continued to explore curricular components of Expeditionary Learning model
10-21-15	Lamar administrator	2	**Phone Conference with Expeditionary Learning** • spoke with Jon Mann again, learning of EL's new process for applying to become an EL school • was encouraged to continue learning about EL model. Told application guidelines would be available in December
10-28-15	Lamar staff	2	**Annual Expeditionary Learning Conference** • two teachers attended the 2.5 day conference to learn more about Expeditionary Learning
11-12-15	Lamar staff	18	**Evening Retreat at Trinity University** (4 hours) • reminded staff we are on path to draft charter proposal in summer 2016

			• continued to learn how to promote growth mindset in students
12-9-15	Lamar administrator	2	**Phone Conference with Expeditionary Learning** • learned from Jon Mann that the national EL organization decided they need to focus on regional hubs. Because Texas has only one EL school, the organization would not approve our application for EL status.
1-11-16	Lamar staff		**Staff Meeting** • explained to staff that becoming an EL school was no longer an option • continued to explore how to support students in developing growth mindset
3-21-16	Lamar staff		**Evening Professional Development at Trinity** (4 hours) • continued with book study of *A Mindset for Learning*
5-23-16	Lamar families & community	30	**3rd Annual Lamar Community Gathering** • Celebrations of the year • student panel • charter update • innovations for 2016-16 • Q & A
6-20-16 6-21-16 6-22-16	Lamar staff	20	**3-day Project Based Learning workshop** (21 hours) • facilitated by a national facilitator with the Buck Institute • in addition to learning what PBL is, teachers worked in grade level teams to design a PBL unit that they will implement with Lamar students this school year
6-23-16	Lamar staff	20	**Lamar Professional Development** (6.5 hours) • established expectations for creating and implementing PBL units in 2016-17 school year • studied possible charter components, including extended school year and dual language • explored how possible charter components cohere
7-12-16	Lamar staff	4	**School-visit to Castle Hills Elementary** • met with principal, assistant principal and parent to learn more about how the school uses an extended year calendar
7-12-16	Lamar families	22	**On-line Survey of Lamar Families** • used Survey Monkey to ask families how they feel about adopting an extended year calendar at Lamar • results included 90% positive responses, with two families sharing concerns about childcare during the breaks
7-14-16 7-15-16	Lamar staff	5	**2-day workshop at Yale University** (14 hours) • 4 teachers and principal attended RULER workshop at Yale University to learn about the social-emotional curriculum
7-19-16	Lamar staff	18	**2-day Lamar summer retreat** (13 hours)

7-20-16			• the 4 teachers who attended RULER workshop at Yale University introduced staff to the social-emotional curriculum over 2-day retreat at Trinity
8-8-16 8-9-16	Lamar staff	26	**2-day retreat at Trinity University** (13 hours) • read and discussed charter proposal draft • read, reviewed and tuned new Lamar mission and goals for students' learning • explored assessment measures to track students' progress given new overarching goals for students • grade level teams began to design grade-specific assessment rubrics for collaboration, curiosity, advocacy and emotional intelligence goals
8-10-16	Lamar staff	26	**In-service Professional Development** (2 hours) • grade level teams continued to design grade-specific assessment rubrics for collaboration, curiosity, advocacy, emotional intelligence
8-25-16	Lamar families	22	**Charter Proposal Information Session** (1 hour) • why in-district charter? • design principles • in-district charter components • feedback rounds • timeline / next steps • Q & A • facilitated in English with Spanish translation
9-1-16	Lamar families	27	**Dual Language Information Session** (1 hour) • reviewed charter proposal • invited participants to share their own language stories • discussed in detail dual language component • Q & A • facilitated in Spanish with English translation
9-8-16	Lamar families	80	**Open House** (15-minute session) • briefly reviewed charter proposal in two 15-minute sessions held before families went to child's classroom • encouraged families to read handouts summarizing charter proponents and to review new school bulletin board outlining charter components
9-20-16	Lamar families	15	**Charter Proposal Information Session** (1 hour) • reviewed charter proposal • discussed in detail extended school year component • Q & A

Appendix L: Projected District Enhancements to Lamar ES Budget

2017-18		detailed
Salary		
Teachers	$145,162.50	(21 teachers) 13 supplemental days = 71,662.50 AND additional 30 minutes per day = 73,500.00
PE Coach	$6,125	10 supplemental days = $2625 additional 30 minutes per day = $3500
Counselor	$2800	10 supplemental days = $2800
Librarian	$2520	9 supplemental days = $2520
Implementation Specialist	$1120	4 supplemental days = $1120
Assistant Principal	$3027.20	10 supplemental days = $3027.20
Principal	$3563.20	10 supplemental days = $3563.20
Nurse	$3070	Substitute nurse x 3 day for nurse to attend PD = $270 10 supplemental days = $2800
Food Service	$2378.25	2 staff x 10 additional days = $2378.25
ACE IA	$1216.50	2 staff x 5 supplemental days = 1216.50

Professional Development		
BIE PBLWorld Conference	$15,000	4 day conference in June, airfare, rental, food, hotel for 4 people
PBL Summer Institute	$11,000	3 days
RULER Inservice	$11,000	3 day training in SA
Dual Language Conference	$10,000	3 day training in SA

Intersession Enrichment		
Doseum, Witte, Inspire, other	$8,500	340 students x $25

Supplies and Materials		
Comprehensive School Climate Survey	$1,500	Subscription for 3rd -6th students, all staff, all families
Devereux Strengths Assessment	$1,200	$3/child x 400 students
teaching supplies	$20,000	school is open 10 more days

Total
$249,182.65

Appendix M: Public Charter School Program Startup Grant Budget

	2017-19	detailed
Classroom-based		
Dual Language classroom libraries	$49,000	$7,000 x 7 classrooms
Student tables	$28,898.30	$169.99 x 170
Student chairs	$60,000	$150 x 400

	Technology	
Interactive whiteboards	$105,000	$5000 x 21
Teacher computers	$22,625	$905 x 25
Student computers	$114,750	$675 x 170
Student iPads	$120,290	$523 x 230
WiFi upgrade	$79,000	

	Professional Development	
Dual Language	$40,000	conferences, literature, contracted services
Dual Language curriculum writing stipend	$5,000	$2500 x 2 teachers

	Supplies and Materials	
Maker Space	$25,000	maker kits and supplies
Play-based centers	$10,000	for PK and K
PBL materials and resources	$25,000	curricular resources
Library furniture	$25,000	tables, chairs
Dual Language guided reading texts to support PBL curriculum	$30,000	
Dual Language curricular materials	$10,000	subscriptions, professional resources
Bilingual texts for school library	$40,000	
Miscellaneous	$10,000	supplies and materials

Total
$799,563.30