



In-District Charter School Application



St. Philip's College ECHS with SAISD

Table of Contents

1. Capacity of Applicant Leadership Team
2. Stakeholder Map
3. Campus Decision-Making
4. Data Reflection
5. Challenges for Your School
6. Mission
7. Goals
8. Academic Model
9. Data and Continuous Improvement
10. Proposed Autonomies
11. School Network Development Plan
12. Human Capital
13. Climate & Culture
14. School Communications
15. Family and Community Engagement
16. Student Recruitment and Retention
17. Campus Governance
18. Budget Exercise
19. Implementation Plan
20. Appendix A – Data Template

1. CAPACITY OF APPLICANT LEADERSHIP TEAM

Derrick Thomas, Ed.D., has served in various roles during his 38 years in education. He has taught kindergarten through the college level. He has served as an administrator in both the public and private school settings at the elementary, middle, and academy (Pk-8) levels. Currently, he serves as a high school principal. He has campus and central office leadership experience where he served in the district's first cohort of Instructional Guides (Campus instructional coaches) and was Senior Coordinator of both the mathematics and reading departments. Further, he has written and/or operated grants with budgets as high as three million dollars. He developed leadership teams and faculty that have taken low or stagnant performing schools to high levels of performance and achievement. One example of this is the Martin Luther King Academy, where the leadership team and faculty took the school from a "low performing" to "recognized" rating and were one of one hundred campuses statewide to receive the Governor's Educational Excellence Award (three-year recipient) due to the campus performance.

Gregory Hiett began his professional educational career with San Antonio ISD nine years ago at Whittier Middle School. There he quickly got involved in campus dynamics and leadership. As a first year educator, he took on a head coaching position and several assistant coaching positions. He initiated the start of a weight-training program for sixth graders and reorganize unused space that would later turn into one of the best weight room facilities in the school district. His tenure at Whittier Middle School afforded him the opportunity to be part of the school achieving national recognition through AVID. Eventually, the skills and experienced gained at Whittier Middle School helped him establish himself as a strong instructional and operations leader as a member of the staff of St. Philip's College ECHS. After three years teaching physical education at St Philip's, he received a promotion to the College Bound Advisor position for two months before becoming assistant principal. Mr. Hiett has helped to build the capacity of the school as assistant principal by working as a mentor teacher coordinator, testing coordinator, LPAC coordinator, and Special Education coordinator.

Kiah Mitchell Scott began her career in education as part of the 2002 Teach for America Corps (TFA) in Detroit, MI. Her career took her to Baltimore City Public School System (BCPSS) in the fall of 2004 to teach 9-12th grade Social Studies. While in the classroom, she maintained one of the highest rates for student achievement of the Maryland High School Assessment for BCPSS. Kiah left the classroom to join the BCPSS Career and Technology Education Department, initially working with new educators in the CTE program, then moving on to manage the establishment of an advisory program in the district. Kiah also sat on the BCPSS committee to write Social Studies curriculum and pacing guides. Additionally, she sat on the Maryland Department of Education committee to write curriculum for the state Advisement Model and worked with TFA Baltimore to provided new corps member training. In San Antonio Kiah has worked with St. Mary's Upward Bound Program and SA TFA Corps. In 2012, Kiah joined SAISD as part of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and is currently the College Bound Advisor for St. Philip's College ECHS.

Jena-Lyn Stetz started her professional education career as a tutor and permanent sub and later tutoring coordinator of San Antonio Can High School. She established a tutoring program based on targeted instruction intended to fill in educational gaps for non-traditional student trying to achieve a high school diploma. She then moved on to Lytle High School where she built a student leadership program that allowed students to become involved in their communities and school by volunteering. Then she moved to Legacy Middle School (MS) in East Central ISD. There she created a program to serve and target the specific needs of identified GT students. At Legacy MS, she wrote curriculum for both History and English. She taught both subject areas in multiple grade levels with success, leading the cohort to a 100% pass rate in state standardized tests with over 50% commended. Ms. Stetz moved back to high school to teach English and AP Literature and Composition while pursuing her master’s in Educational Leadership and Policy. Ms. Stetz became an Instructional Coach for History and English the same year, all the while continuing to maintain her AP class. Her students had a 52% pass rate for the AP exam. Ms. Stetz received a promotion to District Coordinator for the charter district. Eventually, she returned to her true passion, teaching, where she assisted SAISD’s Page Middle School out of IR status through academic growth in both 7th grade reading and writing test. Currently, Ms. Stetz is teaching 10th Grade English and AP Literature for St. Philip’s College ECHS and serves as a SAISD Master Teacher. In this role, her 10th grade students have demonstrated a 64% growth in standardized achievement test from the previous year.

Tammy Clark started in education as a middle school math tutor in the Florida Educational system. As a math tutor, she assessed and assisted students’ foundational skill gaps needed to ensure high school success/completion. As a result, her success in supporting students lead her to become a middle school mathematics teacher. During this time, she taught regular and special education students within a Title I school carrying a minority rate of anywhere from 76%-95%. Seventy-nine to 100% of the student population qualified free or reduced lunch based on Title I guidelines. Throughout that time, she researched and leveraged the use of targeted instruction and technology to help students demonstrate several years’ growth in mathematics. Consequently, her support resulted in an average of 77% of students demonstrating more than one-year’s academic growth in mathematics as measured by the Florida Comprehensive Assessment Test (FCAT). Ms. Clark then moved to St. Philip’s College ECHS and began teaching Algebra 1. Within her first year, she was able to increase the passing rate of students by 40%, students scored on grade level by 225%, and at the mastery level by 150%. Every year thereafter, she has continued to have at least 90% of students passing, with double-digit percentage points in the meets and master’s category. She currently serves as the Algebra 1 teacher, mathematics department chair, and Master Teacher SAISD at St. Philip’s ECHS.

2. STAKEHOLDER MAP

Students	
Stakeholder’s Top 3 Needs	1. Mental health support

	<ol style="list-style-type: none"> 2. College assistance selecting the correct college, how to experience and move through college. 3. Assistance with how to study, how to work in a study group, opportunities to study in groups during the day for those who cannot stay after school.
How those needs were identified (discuss engagement)	Student focus groups (October 2019) Input from all grade levels (9-12)
How school is currently meeting the stakeholder's needs	We currently offer a class for all students where we provide instructions on how to organize for college. This includes the use of planners, taking notes, studying, etc. We also have a full-time lead counselor and college bound advisor who works with students on applications, scholarships, etc.
Areas for growth in meeting the stakeholder's needs	We need to educate and support students in the area of mental and social-emotional wellbeing. Further, we need to rethink our schedule to see if additional time is available for study groups within a tight schedule.
Campus Staff	
Stakeholder's Top 3 Needs	<ol style="list-style-type: none"> 1. Technological resources 2. Time for planning and collaboration 3. Growth possibilities for professional learning and leadership
How those needs were identified (completed engagement)	Needs Assessment (October 2019)
How school is currently meeting the stakeholder's needs	We received a charter school grant when we developed our first in-district charter to purchase technology and to provide professional learning opportunities for faculty. We have done some redesign of our instructional day to provide time for collaboration and planning.
Areas for growth in meeting the stakeholder's needs	Technology is getting old and obsolete and breaking down. We need funding to purchase up to date technology and to provide additional professional learning experiences as well as a leadership pathway for instruction.
Families	
Stakeholder's Top 3 Needs	<ol style="list-style-type: none"> 1. Mental health support for students 2. Safety on the college campus 3. Maneuvering college both here and in the future for our child

How those needs were identified (discuss engagement)	Survey taken during parent fall meeting (October 2019) 9th-12th grade parents taken online
How school is currently meeting the stakeholder's needs	We have a safety plan, developed with the college and approved by SAISD. The college frequently performs safety drills. In addition, students are notified via their cell phone if issues occur on property by the college.
Areas for growth in meeting the stakeholder's needs	As stated above, we need mental health supports for our students. In addition, through practice and observation we have concluded a disparity with the information/support we provide to parents regarding college planning. Many parents do not realize the key role they play in planning for post-secondary college and career accretion. We will have to reassess are current methods of getting this message and process across to our families.
Community	
Stakeholder's Top 3 Needs	<ol style="list-style-type: none"> 1. Students prepared to manage the expectations and rigors of college. 2. Students graduating with the much-needed high demanding licenses/certificates in our community's marketplace. 3. Strong proگرامing and completion rates that transfer to improved student learning, family engagement, and healthy community development.
How those needs were identified (discuss engagement)	President's cabinet and SPC Leadership meetings August-October 2019 Area churches (campus faculty surveyed October-December 2019)
How school is currently meeting the stakeholder's needs	We assess students with the Texas State Initiative Assessment (TSI) and must score at the benchmark level before they receive their college course. Our students, overall, are helping the college with persistence and student success points. Since students are under our care, we can guide them as needed in order to achieve success for all. This includes course selection, teachers, study mechanisms.
Areas for growth in meeting the stakeholder's needs	Throughout the application, we have emphasized the importance of preparing students with the rigors of college and the expectations of the community. One of our biggest obstacles to meeting these needs is the lack of academic progress monitoring on the college side. We do not have access to students' college grades. Currently, there is no infrastructure for communicating or progress monitoring between the

	<p>ECHS and the college. There is no continuity among college professors regarding grading and reporting. College professors are not obligated to enter/report grades to students until the end of the course nor are they obligated to report grades to the ECHS. Making any interventions and supports difficult to achieve for all students, thus preventing us from properly preparing students to self-manage issues typically faced by college students.</p>
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3. CAMPUS DECISION-MAKING

St. Philip’s College ECHS currently utilizes a variety of structures for decision-making. Most of these structures are mandated by state, district or ECHS policies and procedures. Decisions such as the develop of the campus calendar and bell schedules are initiated by leadership after confirming with the college (we align with the college schedule and calendar each year). Then, calendars and schedules are reviewed and revised by the leadership team to offer feedback before it reviewed by the faculty for final approval. Once approved, the calendar and schedule receive final approval by the district’s PEIMS office for approval to ensure they meet state guidelines. Departments make decisions on curriculum, supplies, etc. Administration monitors and provides feedback as required. Listed below is a brief explanation of each committee and their roles and/or responsibilities:

ECHS Steering Committee

The purpose of the steering committee is to meet at least twice a year to review progress on the Early College High School Benchmarks and to make a report on the progress to their respective boards as required by the Texas Education Early College High School Blueprint. The ECHS Steering Committee is comprised of members from the Alamo Community College District, St. Philip’s College president cabinet and staff, SAISD central office, and the St. Philip’s ECHS principal.

Campus Leadership team

The Campus Leadership Team (CLT), comprised of teacher representatives, students, business and community representatives, district representative, campus-based paraprofessionals and professionals and parent organization representatives. The role of the CLT is to advise the principal in the areas of budgeting, school organization, staffing, curriculum, and to approve campus level professional development. This is a state and district mandated committee. Due to the size of the campus, our entire staff comprised the CLT and many decisions were made as a campus body or through departments.

Department Chairs

Each academic department has a department chair. This individual selected by the principal, is provided a stipend, attends both, leadership sessions at the school level and monthly district meetings for chairs. In addition, the department chairs collaborate with their peer department at the college to ensure curricular alignment and to determine gaps in preparing students for college courses. The department chair is required by the district. Overall, this position helps with the alignment of curriculum, serves as liaison between the district and helps mentor teachers within each department.

Parent Organization

We tried to organize a PTO but were unable to recruit officers or enough members for the organization to thrive. Finally, we had a parent agree to serve as president of our PTO, as well as agree to solicit parent volunteers. A few parents attended meetings and participated in the college concession stand (PTO fundraiser). As children of those involved with PTO graduated from the ECHS, parents remaining decided to reorganize into a Parent as Partners group for the 2019-20 school year.

Administrative Leadership Team

St. Philip's ECHS administrative leadership team is made up of the principal, assistant principal, dean of student affairs, lead counselor, college bound advisors, data clerk, registrar, nurse, FACE specialist, campus operation coordinator and campus operations clerk. These individuals meet weekly to review curricular issues, discuss upcoming initiatives, review attendance and social-emotional wellness, and make school level plans.

These structures do not distract from decision-making as each group has their area of responsibility. One hurdle confronted is the number of committees for such a small campus. A solution to this hurdle is to collapse the groups into another format that will still assist with decision making, provide two-way communication and not overwork all stakeholders involved.

DATA REFLECTION

The performance data for St. Philip's College ECHS (see Appendix A) establishes that we have improved in performance since our inception. Strong practices and systems have led to St. Philip's rating an "A" during the 2019-20 school year. We are ecstatic with these results and celebrate them as often as possible. Even with these results, we know we still have room for growth. The data collected from our successes provides us with the rationale to revise our internal charter while making a novel shift to provide additional opportunities for both students, faculty, and families. We will accomplish this shift by collaborating with Fox Tech, and Travis ECHS to form the High School Network.

St. Philip's College ECHS has outperformed the state and district at the approaches level as demonstrated on the 2019 EOC. St. Philip's College ECHS exceeded the state by 13% in Algebra I, 10% in Biology, by 12% in English I and 15% in English II. St. Philip's College ECHS exceeded the state by 3% in U.S. History. District data shows that St. Philip's College exceeded the district by 28% in Algebra I, 33% in Biology, by 19% in English I and 28% in English II. St. Philip's College exceeded the district by 33% in U.S. History.

St. Philip's College ECHS data shows that our students are struggling to demonstrate performance in the meets area for English II when compared to the state (5% difference) and in the masters' areas all content areas except for U.S. History in comparison to state averages. For example, in 2019 St. Philip's College ECHS students scored 10% behind the state in Algebra I and 7% behind the state in English II. In order to close these gaps, St. Philip's College ECHS has focused on strategies to improve performance. These include increasing faculty in the content areas, more focused PLC(s), use of flip learning and teacher empowerment in the development of curriculum resources. The formation of the High School Network will assist us as we can now work across the network to meet the needs of all stakeholders.

Additional trends that surfaced in examining campus data are:

Enrollment

Our overall enrollment based on all grade levels has increased each year from 2017-2019. Even though our overall enrollment for entering freshman has increased, the rate of continuing from one grade level to the next decreases as the academic expectation increases. We have gathered student testimonial through focus groups that the rigor of the program (both the high school and college courses) as well as outside obligations interferes with students completing our program. As an ECHS our goal is to get students to graduate with an associate's degree or workforce certification in four years, The National Student Clearinghouse Research Center reports that overall, 37.5 percent of students who began at a two-year public institution completed a degree within six years. At the high school level, the percentage of students who enroll as ninth graders and continues to graduate as twelfth graders is between 75-80% (Educate Texas data). Our retention numbers are in line with the high school data. Over 80 percent of our students graduate from high school with an associates or workforce degree/certification. Our goal is 85 percent of our entering ninth grade cohort graduate four years later from twelfth grade with their high school diploma and an associate degree or workforce certification. Once achieved we will continue to review enrollment and create new expectations for persistence. This goal stems back to our mission of providing opportunities for all of students to achieve access to the college or career of their choice.

Attendance

Our attendance has decreased each year from 2017-2019 (see data chart in appendix). As we evaluated our data, we find that several barriers have caused this decline, to include not having college classes on Fridays, transportation, and family responsibilities. This barrier is included in our second challenge of socio-emotional support for students.

Demographic Data

In evaluating our demographic data for both, this charter revision and our ECHS blueprint, we see that the gap of the Hispanic ethnic group and our At-Risk percentage, when compared to the district is widening, when compared to the ECHS blueprint. Our program, designed for those who would normally not enter college, is an acceleration model for closing the educational gap. The average gap between SAISD and our campus for our Hispanic subgroup has been 5.4% (2017) to 9.3% (2019). Our at-risk percentage gap has been 16% (2017) to 21% (2019)

4. CHALLENGES FOR YOUR SCHOOL

As we continually review the ECHS blueprint and evaluate our progress towards meeting the outcome-based measures (OBM), as well as reviewed historical data, our administrative leadership team identified the following three main challenges of our school and a root cause for each.

Challenge 1: Academic Preparedness for Higher Education: The ECHS program is a rigorous, but rewarding program. Students are required to transition from middle school to high school, take and pass at least one area of the Texas State Initiative Assessment (TSI), while at the same time prepare for their first college course in eighteen weeks, something that the average ninth grader entering a

comprehensive high school has four years to accomplish. In order for our students to enroll in core classes required for an associate's degree in 11th grade and remain on track to graduate in four years with their high school diploma and a college degree, 100% of our 10th graders must pass the reading and writing TSI by the end of their sophomore year. While we recognize that our success rate (69%) exceeds the district (19%) average, we know we have a large gap between expectations and our results. Further, not accounted for is the attrition of students. Each year we lose approximately 10% of our students between 10th and 11th grade because of their inability to master the TSI. We know there is more that we must do to prepare our students in order to expand access to the associate's degree and certification programs.

Root cause: A majority of our ninth graders are not prepared to pass the TSI reading and writing exams by October. Students begin their onboarding with orientation sessions to acquaint them to the ECHS program, our requirements and expectations and provided support. We provide a freshman summer bridge (usually the first week of June) where students are introduced to the TSI exams. Once the introduction occurs and students complete their required pre-assessment activities, preparation and TSI assessing continue from the end of the summer bridge program until October when the selections of college courses occurs for the spring semester. Students who fail the administration of the TSI receive tutorials before they retest. TSI diagnostic data shows that a significant number of our 9th grade students lack study skills and basic reading comprehension skills required to comprehend college textbooks such as inferencing and understanding the author's purposes. Anecdotal data collected by our teachers during summer and fall bridges have identified gaps in student's mathematical knowledge (many are good at calculator math, but lack the conceptual knowledge required for mastering algebra I, or college level mathematics) and a lack of social/emotional interactions required to be successful in the college environment and the world of work. These gaps began before the students enrolled in the primary grades and have widened as they have progressed to the secondary level. We have assisted our students, as noted in our academic model section of this application; we lack specific strategies and resources to develop a personalized plan for each student to close their gaps while achieving TSI success by the stated deadline. In addition to being underprepared to succeed on the TSI test, our students are-

Challenge 2: Social Emotional Preparedness for Higher Education and a Rigorous Course of Study:

Our students have difficulty dealing with the social and emotional demands of the curriculum and expectations of high school and college. They enter the program as fourteen year-olds, and are required to show the maturity needed to function and succeed as "adults" at the college level. The expectation to "grow-up and mature" cause difficulties for students to meet, due to their social development (they are still fourteen year old teenagers). In addition, students experience barriers that interferes with the student focusing all attention on school requirements, such as having to work in order to support the family income, or caring for an ailing parent. One barrier that impact many students of color is overcoming the "school-boy or school-girl" mentality (students not wanting to appear smart to peers who will ostracize them for acting white) The ECHS model by definition calls for a "rigorous course of study" and requires schools to provide students with academic, social, and emotional support. St. Philip's social and emotional supports are a work in progress with many contributing factors lacking. We acknowledge the need to determine how to hone and translate this to the academic responsibility required

for success in higher education. In addition, there is a need for our campus to provide support that is more explicit to students, such as college tutors, a full-time social worker, and a career experience coach.

Root Cause: Lack of a wide range of socio-emotional, academics and community support for students. Research supports that while the primary purpose of schooling is the academic development of students, schools effects on adolescents are broader, and encompasses their physical and mental health, safety, civic engagement, and social development. As a campus, we have acknowledged the challenge of having a population that is not equipped with the social and emotional skills to handle the rigors and stress of our program and needs to provide a “safety net” required for their success. Currently we provide academic counseling, student mentoring through our classroom advisory system, academic support through tutoring and academic mentoring (study hall). Even though we have provided these resources, the results of the 2019 student social-emotional survey revealed that 49% of our students feel they lack the resilience and determination required to be successful in our program. The SEL survey data shows that as a whole, the students do not perceive these measures as effective tools needed to persevere in the ECHS.

Challenge 3: Ensuring the Student Population is Diverse and Mirrors the Access Targets set forth in the ECHS Blueprint, Specifically At-risk:

The Texas Education Agency (TEA) requires that each ECHS must have recruitment and enrollment processes ensuring an overall demographic makeup. This requires the composition of each ECHS campus to have a yearly incoming ninth grade cohort that is no more than 15% points under the district’s 9th-12th grade at-risk level for that school year. In addition, the ECHS’s must have an economically disadvantaged rate no more than 5% points under the district’s economically rate, an African American, Hispanic, and male population that is no more than 5% points under the district average in each of the subgroups mentioned. SPECHS, not being a feeder school, has student recruitment plays a vast part of our enrollment program. The southeast quadrant of the city in which our school resides has one of the largest African-American population in the city, so additional recruitment efforts must be undertaken in order to ensure we are meeting our targets set forth in the ECHS blueprint, specifically, focus on at-risk students, males, and the Hispanic population. As a school, we currently engage in the following recruitment activities to target these populations.

- Participation in the mini schools fairs held for all district middle schools and academies.
- Hosting counselor information/tour sessions for middle school counselors so they are able to provide potential students and families with accurate information on our programs, and provide them the tools so they can assist in targeting students who would be a good fit for our campus, and help students and parents through the application process.
- Hosting open house nights to provide potential students and parents the opportunity to visit and tour our campus.
- Participating in advertised events such as Experience SAISD, and San Antonio citywide open house school exploration days.

- Host invitation sessions targeting those making up the ECHS blueprint access measures to inform them of our program and options
- Hosting information nights to help students and families apply to our school through the SAISD lottery system.

To date these activities have not yielded the desired results and our campus has failed to meet the at-risk indicator for the 2017-18, 2018-19, and 2019-20.

Root Cause: Recruitment and enrollment systems unaligned to requirements of ECHS blueprint and access measures. Current recruitment processes have yielded varying outcomes and have been inadequate for meeting the ECHS access measures. Our application rate for incoming ninth graders has been as low as 70 to a high of over 500. We do not have our own feeder pattern, being a choice school, and must recruit students from across the district and the city. We are codifying our process for recruitment and understand that additional planning, the development of a yearlong recruitment and enrollment plan, and revision of existing roles is required to see the results we desire and require.

5. MISSION

Network Vision Statement

Change the life trajectory of under-represented students by providing them excellence and access in a college setting leading to a career of their choice and to a new legacy.

St. Philip’s College ECHS Mission Statement

Our mission is to provide opportunities for all students to achieve access to the college or career of their choice.

6. GOALS

Goal #	Timeframe (1, 3 or 5 year)	Description of Goal in SMART format	Baseline Data	Data Used to Measure Progress towards Goal
1.	5 years	We will reach and maintain an average enrollment of 450	Current enrollment is 310 students (fall PEIMS 2019)	The campus-marketing plan, enrollment Plan and October PEIMS Snapshot will serve as instruments to measure student recruitment and enrollment.
2.	4 years	Student STAAR data in Reading and Math will reflect:	Reading Meets-53% Masters-6%	The standard will be measured using annual STAAR data.

		80% of all students at meets, 30% of students at masters.	Math Meets-73% Masters-29%	
3.	3 years	We will meet the outcome measures required for the Access target of At-Risk as required by the ECHS blueprint.	2019 Data St. Philip's ECHS-53% At-risk SAISD-78%	Access data from year-to-year will be collected through PEIMS
4.	3 years	75% of students will score favorably on the GRIT section of the SEAD student survey	Currently-51%	SEAD results
5.	4 years	100% of tenth grade students enrolled in the Associates track will pass their reading/writing TSI exam by the end of tenth grade.	Summer 2019 class of 2021 data Reading-83% Writing-97%	End of year TSI passing rate in reading/writing for tenth grade cohort. Note: The TSI assessment is transition from a reading and writing test to a combined reading/writing test in August.
Which goal will be the hardest to achieve and why?		Goal one will be the hardest to achieve as the success of remaining in the program is not only determined by our campus, but the college also. If a student receives academic dismissal from the college this impacts our enrollment as the student returns to his home campus to graduate high school.		

7. ACADEMIC MODEL

Our academic model, based on the Early College High School Model, ensures that all students receive their high school diploma and complete the college core curriculum, obtain workforce certifications, or earn an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. In addition, the ECHS shall provide students with academic, social, and emotional support in their course of study. St. Philip's College ECHS is committed to providing a rigorous high school curriculum with the safety nets for students not prepared for the rigors of the ECHS program or for college level work, while at the same time meeting their social-emotional needs.

The combination of the following core components will drive teaching and learning at St. Philip's College ECHS:

- Data informed curriculum that accelerates instead of remediates and prepares students with 21st century soft skills needed for the workforce.

- A college and career readiness program that builds the organizational, study habits and college and workforce culture that students reside in.
- A Social-Emotional Learning (SEL) program that teaches students self-efficacy, while providing safety nets and instruction for students needing support.

Curriculum

Our teachers develop and align our curriculum to prepare students for success in their college courses. Each department has the opportunity to work in partnership with professors at the college to identify gaps and alignment issues within our program, determine the level of rigor needed at the high school level to prepare students for college, and increase or build upon their own content knowledge as a form of professional development. To ensure that students have the strongest instruction and support, we created a curriculum that is a mix of purchased and internally created materials. Master Teachers and department chairs will serve as campus curriculum overseers to evaluate, suggest revisions, and ensure that the created curriculum aligns with the most updated TEKS and that our students are receiving the highest quality education. In addition, we will hire an instructional coach to work with department chairs to build a strong curricular program for every foundational and enrichment subject. The instructional coach will provide training and support to teachers so they can successfully build units and lesson plans.

A crosswalk guarantee that students can achieve both their high school diploma (foundation with endorsement and distinguished level of achievement) and the Associates degree of their chosen program of study. Currently students may earn an Associates of Arts in Liberal Arts, or an Associates of Applied Science in Information and Cybersecurity or Automotive Technology. Further, students can achieve Level I and II certification in culinary arts, Certified Nursing Assistant, and Licensed Vocational Nursing. We expect to add to these offerings based on opportunities provided by the college, workforce demand and student interest.

To strengthen the area of literacy, our adopted school-wide emphasis is literacy across the curriculum. TSI scores show that our students are lacking the skills necessary for success in college courses. Even though our English department works on the literacy skills required of students, our campus decided that we would come together to support the English department in closing the literacy gap experienced by many students. Building on the work of the High Schools that Work Network we have revised and adopted research-based goals/practices for high-level literacy programs:

- Write weekly in all classes.
- Use reading and writing strategies to enhance learning in all classes.
- Complete a rigorous language arts curriculum taught like college-preparatory/honors English.

TEKS Instruction through Real World Connection

In order to provide a real-world connection to courses students do not see as relevant to their lives; we will work with SPC to design projects aligned to our curriculum. We will commit considerable resources to ensure that our teachers are able to masterfully write, execute, and reflect upon high quality project-based units. We will also budget funding for teachers for supplies and tools, as well as build time to

provide collaboration amongst teachers to write high-quality real-world projects aligned to state standards.

College and Career Readiness

Our school uses the state elective course College Prep (Path) as our college and career readiness program. This course, developed by an ECHS, is an “AVID” like course, without the costs of running an AVID program. The Path secondary course focuses on developing the habits and skills expected in college and the workforce. High school Path students develop personal/interpersonal and cognitive skills that are essential to productivity in both the collegiate and business worlds. Path has a framework that focuses on the following areas:

- **Metacognitive Skills.** The student obtains a greater awareness of the mental processes of learning through the analysis and practice of skills and strategies.
- **College/Career Planning.** The student understands the many college and career choices available and design a personal action plan.
- **Ethical Codes of Conduct.** The student develops a greater understanding of ethics personal character through self-reflection activities.
- **Personal/Interpersonal Skills.** The student acquires self-confidence through the development and improvement of important life skills necessary for positive interactions and communication.
- **Academic Behaviors.** The student associates personal responsibility to academic success by strengthening positive learning behaviors while altering ineffective habits.
- **Research Skills.** The student understands the need for an organized framework to identify an area of interest, collect information, record findings, and create a presentation both orally and in writing.

Through the PATH curriculum teachers, instruct students on college going topics such as taking notes, maintaining a planner, being organized, time management, and the differences between high school and college processes. In addition, we teach students to advocate for themselves since they will need these skills when in college classes due to college FERPA regulations.

Academic Support Systems

Our campus provides a variety of supports to assist students academically. We evaluate these systems annually as we prepare for each new cohort. Strategies developed and utilized to overcome any challenge students may experience due to the rigors of the ECHS program. These supports are:

Bridge Program

We offer a bridge program to acclimate students to the rigors of the ECHS program while providing an avenue for diagnostic assessment and program planning. We offer a summer bridge program for incoming ninth graders. This program lasts one -two weeks and includes the following components: team building, student panel, tour of the college campus and a visit with the college president and cabinet, “a day in the life” of an ECHS student, TSI overview, study habits, and a review of summer assignments. In the fall (weeks before college begins), we offer a fall bridge program for all our students.

Upon return from winter break, we have a winter bridge to provide students a refresher of topics covered during the fall and ensure that ninth graders are prepared for their first college class.

Friday Scheduling

We redesigned our schedule to provide students the support they need. Since students do not have college classes on Fridays, we use this time to meet the varied needs of students such as tutoring, computer lab, TSI testing, SAT/EOC preparation, college presentations and visits. In addition, special programs, such as house competitions, intramurals, community service and clubs occur on Fridays.

Tutorials

- Academic Mentoring-We enroll students in Academic Mentoring. This course provides students an avenue for studying and completing assignments, peer tutoring, study groups, and one-on-one time with teachers. A framework developed and provided to all teachers provide consistency across the campus. We are reconsidering this course since it is local credit.
- Academic Recovery Center (ARC)-Our ARC Center, offered during Power Hour (lunch block), provides struggling students an area to work on missing assignments with the assistant of a teacher.
- After school and before school tutoring-All teachers provide tutoring for students. To assist with attendance for tutoring, dinner is served Tuesday-Thursday for all students.
- College Tutoring Centers-St. Philip's College provide various content centers that provide tutoring assistance to students. Students utilize these centers and some college professors provide extra credit for using the centers.
- Saturday School-Our teachers offer Saturday school as an added tool for all students. This school, operated by our teachers, assists students with high school subjects, grade repair, help with college projects and preparation for assessments. Breakfast and lunch is available.

Mitigating Downsides

Our academic program gets better each year. Our bridge program provides a view of the academics and behavioral barriers of our incoming ninth graders. Our Friday program has provided the success we wanted, but with structural chaos. In the past, the schedule would change every week making it difficult for teachers to plan. This year we developed standardized systems with less confusion. As we evaluate all the support provided to our students, we still see that there is a gap between the level of support and grades earned. Our failure rate is higher than desired (usually 12-15%), even with all the support provided. When evaluating this we have learned that students are not failing due to content knowledge, but due to refusal to complete work. As we hold focus groups with students (mainly ninth graders) we are told they do not believe that there will be any ramifications for not doing classwork or homework and that they will not receive a failing grade since they didn't receive one "last year". Our goal is to come up with a solution to this and help students understand that their college profile begins during ninth grade. Another downside is our Friday attendance. The program helps students who need extra support, but students who do not need this support usually remain at home, which has a negative impact on our attendance. We are looking into the Optional Flexible School Day program as a new initiative for Fridays.

Special Populations

The practices stated above benefit all students, but they are particularly important for our special populations. These students benefit from the extra assistance provided them and usually take advantage of the services provided. We have seen positive results from our special education population in the past without a special education allocation of a special education teacher. We have had students pass their assessments and courses and have had some exited from the program due to their success. We expect even greater results since students and teachers have the service of a dedicated part-time special education teacher. The one population we are struggling with is our EL population. Strategies this year, such as ESL certified English teachers, provides the extra assistance needed for students as well as necessary resources for students to be self-directed learners in their college classes.

Social and Emotional Learning

Social and emotional learning (SEL) is the process through which students obtain and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning).

Our SEL Program, is in development and will be based on the concept of the “compass” The compass is a navigational tool designed to provide safety and stability to the user. Our SEL design is designed to focus students and faculty by helping them care and understand self (north), care for and support others (south), develop academic skills necessary to become a productive citizen (east), with 21st century communication skills (west.) The High School Counselor and Social Worker manage our program. They provide staff development on topics such as social-emotional needs of students, identifying students in stress and what signs to look for in a student experiencing drug, alcohol or sexual abuse or dependency. We address student’s needs as warranted with counseling, referral for resources, and communications with parents or other concerned parties. The SEAD survey administered in the fall and results will determine components of our SEL program.

As students on a college campus, students may access crisis counseling, food bank resources, and Disability Services through the college, in addition to the on-site school district staff that provide support as identified. To assist teachers, parents, and students with referrals to our SEL offerings, the student support team developed a referral form, to assign students to service providers based on concern. Identification of high-risk behaviors will begin the intervention process.

Students attend advisories to assist in meeting social-emotional needs by creating a tight-knit atmosphere to learn and develop skills. Teachers utilize the advisory program to build trusting relationships with their students and refer for additional support when the need arises. This allows teachers to closely monitor student academic achievement, including checking with students weekly on assignments in all classes, goal setting, and guiding students through the process of self-evaluation. Our College Prep course is another avenue for students to acquire and build on the socialization and self-actualization skills required of an empathetic person.

Class cohorts promote the social-emotional well-being of each student by building a sense of community and togetherness. In addition to the cohorts, we have established a House System, composed of six mixed grade teams. The house system, designed to foster positive school culture, creates an informal system of mentorship and networking, and provide teachers an opportunity to develop bonds with students outside of the classroom setting.

Assistance in navigating college scheduling and coursework expectations is available. Students have opportunities to practice social skills through their community service hours, group projects, house activities, and class work activities. We address issues prohibiting consistent school attendance through identification, referral services, and follow up. We share any behavioral concerns with teachers, parents, program staff, and any needs are identified and addressed appropriately.

We will realize the outcomes of SEL programming through the evaluation of student achievement, attendance, discipline, and graduation data. Current data (see appendix) will serve as baseline data. Student and teacher surveys will serve as our evaluation tool.

Mitigating Downsides

Research by the Aspen Institute has shown the correlation of social-emotional learning to the academic success of students. We acknowledge the need to overcome the risks associated with the implementation of a new program. This will provide us the time to build buy-in, develop a program based on the needs of our students and develop fidelity of implementation. Furthermore, adding in more content to teach in an already tightly packed school day poses challenges. In order to avoid taking precious time away from core content areas, we will change our advisory period to our SEL period and utilize this for emotional intelligence instruction.

Special Populations

Social-emotional learning is important for the development of all students, and it is especially important for our at-risk students. Often, these students lack the social-emotional and soft skills needed for success in the worlds of academics and work. By phasing in the implementation of the school wide program, faculty will be able to design systems and strategies to assist students in handling academic challenges and interpersonal situations as well maneuver through the mindset of the economic middle class.

8. DATA AND CONTINUOUS IMPROVEMENT

Poet and author, Maya Angelou once said, “Do the best you can until you know better. Then when you know better do better. “This sums up what data and continuous improvement is for St. Philip’s ECHS. Over the past five years, our campus has developed structures to drive our system for data and continuous school improvement. The campus leadership establishes yearly goals for each department using district’s goals and objectives as our foundation. These goals are shared with the administrative team and then presented to the faculty. Each department prepares and presents a plan of action for reaching these goals to the entire faculty. As an Early College High School, we have six benchmarks that drives and determines our designation. Three of the six benchmarks are one source used to focus our data collection, analysis and continuous improvement. They are Targeted

Population, Curriculum and Support and Academic Rigor and readiness. We use a variety of data to measure progress and make instructional and operational improvements. This occurs through regular cycles for data collection, review, analysis, and reflection; and are noted in the chart below

	MAP	EOC Simulations *TELPAS	CBA's Unit and semester Exams	Campus created assessments Exit tickets,	PSAT SAT ACT TSI ASVAB
Grade levels	9, 10	9, 10, 11	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
Content Areas	Reading Math	Core areas (English, Math, Science, Soc. St.)	Core areas (English, Math, Science, Soc. St.)	Core areas (English, Math, Science, Soc. St.)	Reading Math Writing Sci/Soc St. (ACT)
Purpose	Diagnostic and progress monitoring tool	Measure attainment of student expectations	Determines understanding at end of unit.	Data informed instructional decision making	Norm referenced assessment
Type	Diagnostic	Summative	Summative Diagnostic	Diagnostic	Summative Diagnostic
Frequency	3 time a year	1 time a year	Every 3-9 weeks	Daily	1 time a year
Administration Calendar	Sept, Jan, Apr	Jan-Mar April, May (EOC)	Sept-May	Sept-May	October, March

How we use Formative and Summative Assessment Data

We use formative assessments to track student progress, plan for instruction, modify programming, and develop individualized student improvement plans. The utilization of formative data in collaboration with summative data guides instruction and identifies gaps in strategies and instructional delivery as well as provide an understanding of student’s level of mastery. Using this process has led to our campus gains in both students achievements, progress and closing the gaps between sub-groups. In addition, teachers use the data as they prepare rigorous lessons aligned to the TEKS and college student learning outcomes (SLO).

Since our campus is small, we have one teacher teaching each subject. As an example, one teacher teaches Algebra I, one teaches Algebra II and one teaches advanced math. The same process plays out in the other content areas. Since we do not have teams of teachers teaching the same subject, teachers work as a department to review, align and create diagnostic assessments for their classes. Unit assessments occur at the end of each unit as a check for understanding. Once teachers administer and grade the exams, they analyze the results, and share results as a department. In addition, they review the assessment with students and develop necessary changes for re-teach and the department plan of action purposes. Some departments/teachers have students complete a miscue analysis of their test results to aid in the student's analysis of their results.

We use "All in Learning" as our data management system to analyze data and prepare reports to communicate student data and academic progress. All in Learning enables teachers to collect data frequently and provide immediate feedback to students. Additionally, it lets teachers see misconceptions so they can reteach or remediate in the moment, and it engages students and gives them ownership of their learning. All three network campuses use All in Learning. Using a unified data management program will allow the network to use multiple data points when analyzing progress between and across the network as well as the campus level. As a new network, "All in Learning" will assist teachers to plan through a sharing component of the system.

PLCs are able to collaborate based on timely hard data. Regular data-driven collaboration helps teachers plan effectively, meet the needs of different learning groups, share their most effective techniques and materials, and work more efficiently, reducing stress. In addition, the data gathered from "All in Learning" and other data collected will enable our campus to make modifications mid-course if data shows that strategies planned are not yielding the results expected or desired. This will occur through quarterly department meetings as we evaluate our progress towards meeting the goals of our campus improvement plan.

Our continuous improvement process includes data as the source of our needs assessment and decision-making. Results of the campus needs assessment is utilized in developing our campus improvement plan which includes goals, objectives, strategies, activities and responsible party for implementation. Professional development and student support are determined from ongoing formative evaluation. End of the year data collected for summative evaluation starts the process again.

Teachers and the campus associate principal will use weekly data reports during professional learning communities. The administrative team will meet monthly to analyze data reports and discuss progress across the school. Students and families will receive data through progress reports sent home every fourth and seventh week and nine weeks report cards.

The Network Associate Principal will collect data on a quarterly basis. This report will include data on enrollment, attendance, academics, and behavior. In addition, the report will be in aggregate as well as disaggregated by subgroups. Network principals will evaluate progress of their school as well as the

network. An annual report to the 1882 non-profit board evaluates the school’s progress towards its yearly goals.

9. PROPOSED AUTONOMIES

Proposed Autonomy	Description of Autonomy	Rationale
ACADEMIC PROGRAMS		
Curriculum and Assessment	Ability to select, develop and create our own curriculum	To ensure a guaranteed and viable curriculum. In addition, we must have alignment between high school and college curriculum.
Curriculum and Assessment	Select our own textbooks and instructional resources to include technology	Teachers will use various textbooks, instructional resources and technological devices to supplement lessons with college and career readiness standards to prepare students for the rigors of college courses.
Curriculum and Assessment	Option to opt out of district CBAs and semester exams. We will conduct EOC/AP simulations each year.	Ability to align our assessments with our developed curriculum and scope and sequence.
Curriculum and Assessment	Determine timing of administration of required state or national assessments based on allowed windows provided by the state and/or district	We will not opt out of state or national required assessments, but if a window is provided for their administration, we request flexibility to administer tests at a time that will not interfere with missing college courses or finals to the extent possible.
Curriculum and Assessment	Option to opt out of school day ACT testing. We will participate in and require school day SAT testing.	We request the option to opt out of school day ACT testing. In the past, we have provided waivers for students to test on the weekend and have seen success with this method. This will also keep students from missing one additional day from college classes.
Grade Reporting and Placement	Set more rigorous graduation requirements	In order to align our grading practices with the requirements of the ECHS model we will add community service and capstone as a graduation requirement.
Grade Reporting and Placement	Ability to place the ranking of the top “ten percent” of a graduating class on	Our graduating cohorts are small and ranking students may have a negative

	the transcript and not list ranking of those below unless requested by the student or parent.	impact on their college acceptance. The students in our fourth quarter usually have a B average.
Lesson Plans	Write lesson plans in a manner that is determined to be the most effective for the department and campus.	Ensure that lessons are consistently developed and support department instructional design.
Schedule and Calendar	Create our own school schedule and calendar. (If any schedule or calendar changes increase costs to the district will require district approval or external funding.)	To align our schedule and instructional calendar with the college and provide an avenue for teachers to increase their time for meeting the needs of struggling students or campus professional learning.
Teacher Conference Period	Set our own guidelines for teacher conference periods in order to utilize time most effectively for student learning.	Flexibility to develop conference periods to support student needs and teacher collaboration in order to meet the schools' goals and expectations. Teachers will still receive 450 minutes every two weeks.
OPERATIONS		
Budget	Develop our own school budget, allocate school's funds as appropriate, and allowed by law.	The budget has a primary role in creating flexible conditions for innovation and we need maximum budget autonomy in order to best shape a program that serves the needs of our student population and instructional programming.
Budget	We request the ability to roll over any unused funds, as allowed by law, from year to year, and requirements of amount allowed to roll over for attendance funding	The flexibility to roll funds over will enable our campus to plan for long term initiatives and avoid spending that is not "best-fit" for our program.
Budget	Convert staff positions to dollars for our campus if such positions are not required.	Repurpose allocations to meet the needs of the academic model and allows sharing of units between network schools, as needed.
Budget	Convert stipends to meet the needs of our campus.	As a small campus, teachers wear many hats. We need flexibility to

		utilize stipends in a way that will meet the needs of our campus, such as (just ideas) have an individual serve as department chair of math and science would receive an increase in stipend. Develop new positions such as instructional lead teacher and provide a stipend. Divide roles of department chairs in order to have two individuals co-chair and one would cover department operations while the other would cover instruction and both would share a stipend.
Budget	We request to add days to the contract of administrative, support and teaching staff to meet the needs of campus, provided that, any added days will require district approval or external funding.	We require time during the summer to provide programming for students, enable faculty time to write and design curriculum, develop new programs and resources, professional learning and planning and time to onboard new peers to the school and department. In addition, administration and support need time to plan for the year and to develop systems for success for both the campus and our network.
District and Vendor Services	We request the autonomy to select our own vendor from the list of district-approved vendors and that new vendors are added to the approved vendor list when necessary.	The benefits to the campus would be cost effectiveness and timeliness due to the ability of the district to negotiate better pricing for bulk purchases. However, when necessary we reserve the right to request new vendors be added to the approved vendor list. From experience, the approved vendor list lacks specific goods/services needed.
SCHOOL CULTURE and IDENTITY		

Campus Leadership Team (CLT)	Choose a different structure for site-based decision making other than the CLT	To meet the expectations of our program we will create a different structure for site-based decision making that provides avenues for additional stakeholders who can contribute their expertise and resources.
Campus Organization	Flexibility to organize the campus in different ways to create personalization for students.	Create pure grade level and teams for student needs and scheduling
Student Discipline	Utilize different programs/practices in support of the school's approach to student discipline and SEL.	Develop community, build trust and relationships and provide coordinated program between high school and college.
Student Discipline	Flexibility to develop our own campus uniform based on grade level	Develop community, trust and relationships and provide a college going and professional environment for students
TALENT		
Professional Development	We request that school administration and campus staff have the option to opt out of district level professional development. This includes all of part of a PD session.	By opting out of PD that does not support our ECHS model, teachers will spend more time with students. In addition, St. Philip's ECHS teachers, staff, and administrators will attend additional professional development during the summer and throughout the year required of ECHS schools and will be able to onboard our teachers in the ECHS philosophy. Support staff will participate in campus professional development aligned to our model.
Recruitment and Hiring	Create our own hiring process to include recruitment, development of job descriptions, interview process and questions, select, and hire candidates of our choice. Ability to be exempted from forced placement/transfer and removal of teachers and administrators provided that all procedures must meet the letter of	Our teachers and administration need to believe in our mission, the ECHS model and be willing to attend summer professional development and participate in summer programming aligned to school initiatives. By using our hiring process, selected staff members will be committed to academic model.

	the law and all candidates must complete legally required background checks	
Recruitment and Hiring	Host our own job fairs and/or opt out of district-wide job fairs. Start our hiring process early in the semester.	Begin recruitment, interview, and recommendation process earlier than the district timeline (usually May) to recruit and select the most qualified candidates.
Staffing Patterns	Choose the type and number of positions on our campus and revise existing roles and/or create new roles or positions.	Determine positions required to meet our needs and revise roles as needed, such as, hiring a social worker instead of a second counselor. Hire a teacher who would serve as instructional coach part of the day and instructor the other part of the day.
Staffing Patterns	We request the ability to develop a plan and stipend that will provide differentiation in roles of teachers while providing more responsibilities as teachers move up in roles.	Utilizing research of the irreplaceable and the desire of teachers to have more responsibilities while remaining in the instructional realm, we request the flexibility to develop different roles for teachers and provide stipends based on their role and/or performance.
Staffing Patterns	We request flexibility to use allocated staffing across the network to support student and campus needs within the network.	Each campus has unique needs. In order to meet these needs, utilizing staff between campuses would help serve students more effectively. An example would be sharing a fine arts position between two network campuses.
Teacher Certification	Choose to hire qualified teachers who may not have state-mandated teaching certificates	We require teachers who are also dual credit eligible. This requires a teacher to have a master's degree in their content area. We may find candidates with masters but lack state certification. Teachers hired under this provision are not required to seek certification unless desired.

Substitutes	Provide our campus with allocated substitute budget and the ability to manage the budget according to the school’s needs.	Ability to utilize funds to meet the needs of our campus, such as campus-based substitutes to serve in various roles to assist students and teachers.

10. SCHOOL NETWORK DEVELOPMENT PLAN

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

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

A. RELEVANT EXPERIENCE

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

maintains collaborative partnerships with San Antonio College, PTSA Organization, and Community Outreach. At the helm, Ms. Arredondo has helped shape Travis ECHS mission, to provide the traditionally underserved students access to higher education and ensure college readiness.

Derrick Thomas, Ed.D., is the Principal of St. Philip’s ECHS, an “A” rated campus. Please see question one for Derrick’s bio.

Jennifer Benavides who serves as the principal of Fox Tech and has contributed new ideas and built new systems at Fox Tech. She has 18 years of experience in education, has been a principal for 5 of those years, and started in July of 2017 at Fox Tech where she initially analyzed the health and law magnet programs to determine needs and develop better opportunities for students. Within the first year, a partnership with The University of Texas at San Antonio began and students were offered 6 dual credit courses at the university in addition to two courses at San Antonio College. In addition, it was the first year to offer Certified Nursing Aide Certification course to 19 students via a partnership with Goodwill. She implemented a data-tracking database called All in Learning that has been pivotal in assisting teachers in increasing academic performance across all grade levels and has implemented a campus based intervention system. Under her leadership, Fox Tech has made significant academic gains: an increase in masters’ scores by 9%, increase in distinctions by 75%, and increase in enrollment by 17%. She has also increased the dual credit options from UTSA and SAC by 50% and currently has 45 students enrolled in either Certified Nursing Aide Certification or Certified Medical Assistant Certification courses. Her contributions to this process are vital and her leadership influential in ensuring sustainability of these programs and continued academic success.

B. SYSTEMS

Our network mission and vision will drive all decisions regarding unified systems and decisions in the network. The network will focus on sharing practices across schools, and then tailoring them based on student needs, interest, and performance. We will share our practices through collaboration and planning days with teachers from all three campuses. Through flexible scheduling, we will continue hosting professional development days where teachers from all three campuses meet at one campus to learn and work together. We will establish norms around elements of teaching and learning we expect to see implemented with fidelity across the network. We will prioritize processes and procedures around how to structure and execute rigorous data cycles, and how to support and provide feedback to teachers around their practices. Teachers will have the flexibility over their teaching practices to positively impact student learning and student success, while keeping in mind our vision and mission for the network and each individual school.

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

System/Structure	Modification and/or creation
Academic Programs	

Database	All campuses and teachers will utilize the All in Learning data management system to collect and report data. This will assist with the analysis of data at the teacher, department, campus and network level for PD and instructional planning. The All in Learning system will allow, when needed, student data to travel with the student even when participating in shared programming on other network campuses.
Data Analysis	The network will create a system for analyzing data; network leadership will review comprehensive network data. Data could include academic performance, social emotional data (SEAD Survey), attendance, college performance data, outcomes-based measures as stipulated in the ECHS/P-TECH blueprint.
Curriculum and Assessment	As a network, we will work together to support each school in developing a curriculum to meet the mission and vision of each individual school and the network and each individual school. All instruction will be data driven and standards based. Teachers and/or teacher teams will collaborate on writing cycle and/or semester assessments.
Graduate Supports	The network leadership will evaluate the following systems for implementation and modification towards unification as appropriate: systems to prevent failures, EOC interventions, senior year college activities (scholarships, applications, FAFSA, essays, college tours and visits, on-site admissions, advising, college fairs, etc.) and the overall social emotional health of the students (SEAD Survey).
Network leadership team walkthrough protocols	The network principals and associate principals need to have a strong understanding of classroom instruction and a pulse of the daily teaching activities. Each week, campus associate principals will conduct walkthroughs and input this data into a shared database. This database is a way for all members of the leadership team to have shared access to information and to keep a steady coaching cycle with teachers. Network leadership will conduct walkthroughs at the network campuses to ensure calibration of expectations across the network, stimulate meaningful coaching opportunities, and allow the network leaders to facilitate conversations that are beneficial for all stakeholders.
Academic calendar	Each campus will develop an instructional calendar aligning, as much as possible, to each other and our partner colleges, to enable network leaders, teachers, students, families and key partners to benefit from being part of the network.
Operations	
Communication	The network senior operations coordinator will continually modify existing systems to find the best ways to communicate network news and events to parents, district, and the community.
Meeting Calendar for Network	The network associate principal and network senior operations coordinator will work with network principals to create a network-meeting calendar.
Weekly Network Leadership Meetings	Network leadership will meet regularly as scheduled on the network calendar. These meetings will alternate locations. The meetings will focus on identifying network and campus needs, discussing how each campus can be supportive in addressing these needs, work on mitigating risks, leverage support and resources and planning professional development so it is mutually beneficial to the network. Members present for each meeting will be determined based on needs.

Common Governing Board	<p>All three schools forming the network, (Fox Tech High School, Travis Early College High School and St. Philip’s Early College High School) will share one common board (1882 governing board) that will align systems for the benefit of all schools.</p> <p>Each school will establish its own campus governing board for day to day organizational, academic decisions and to support critical needs identified by the network principal and campus associate principal</p>
School Systems	We will observe and evaluate existing network systems in order to provide a streamlined and best practice approach to a unified school network. The network senior coordinator of operations will gather data to analyze operating systems and write a proposal for systemic improvement across the network.
School Culture and Identity	
Self-Discipline	We will create a set of guiding principles and habits of success for the network that will serve as expectations for all students. We will develop a system to promote student self-management and self-advocacy.
Electives	In order to prepare a robust high school elective program and meet requirements for graduation we will ask that elective positions are based on enrollment of the network and that positions be shared across the network to the extent possible. There is the possibility of modification to staffing due to current co-existing shared elective programming.
Extracurricular	As a network, we understand that extracurricular offerings will be secondary to the building of a strong academic program. Even though academics is primary, the extracurricular needs of our students are paramount to developing the “whole” child. We will work together as a network to develop a strong extracurricular and co-curricular program for all students. There will be a designated person at each campus that will be responsible to work with other schools to build our network extracurricular programming. Examples of additional network programming may include: Intramural individual and/or intramural team sports, network dances, network field trips, UIL academic events, house competitions, and network student field days, network graduation activities, etc.
Community outreach	We will evaluate and modify for unification our recruitment and enrollment processes in order to extend programming across Bexar County. The network will allocate resources and personnel to fulfill recruitment needs.
Volunteer systems	We will create a unified process to clear, share and train volunteers. We will provide intensive training to serve the network needs of out of town and/or overnight trips (i.e. HEB Camp, college visits, etc.).
Parent Involvement	FACE Specialists from each network school, working in collaboration with the network senior operations coordinator, to form a network parent advisory council, parent university and parenting sessions. These activities will empower parents to organize and build community.
Talent	
Professional Learning Communities (PLCs):	Each campus will facilitate high-functioning professional learning communities that focus on data, planning, instruction, and action plans. PLC sessions occur during campus-specific team meetings and barriers shared to identify how the other campuses can add value.

Yearly Professional Development Calendars & Supports	The network associate principal will conduct a needs assessment and plan a yearly professional development calendar to address campus and network needs. A network professional development calendar will allow teachers to learn and collaborate with each other and will provide opportunities to improve pedagogy through instructional rounds.
Staffing Model	We will evaluate the staffing capacity of the network for efficiency and sustainability. We will develop a unified process for talent management to include but not limited to recruitment, job expectations and descriptions, interview and onboarding process.
Accountability and Evaluation Systems	Principals will create systems to enhance reflective practices. Our goal is to maximize the use of high performing teachers to guide and lead instruction on the campus and across the network. We want to build avenues for teachers to become instructional leaders.

C. MITIGATING RISKS

Developing a network of three schools is challenging and we must address several needs so that each school maintains their high state accountability rating and creates and sustains a successful network. Challenges include:

- Bringing all schools together while maintaining each school’s individual identity,
- Clarifying and calibrating what is centralized and unified across the network and what is specific and maintained at each campus,
- Identifying and clarifying the various roles of network leaders, and
- Preparing campus associate principals to manage the campus in the absence of the network principal.

Risk	Mitigating Strategies
<p><u>Increased demands of time and energy of network principal</u> Network principals must balance our role as a coach to the network associate principal, senior operations coordinator and campus associate principals while maintaining the established campus standards and building the capacity of the network.</p>	<p>Ensuring that the associate principal has the leadership ability, time management skills and instructional vision for the school is the single greatest mitigation for this risk. With the increase in responsibilities away from the campus for the network principal, it is vital that the campus associate principal can fluidly carry out the day-to-day operations.</p> <ul style="list-style-type: none"> • We will utilize a phase-in model to transition clearly defined roles and responsibilities from the network principal to campus leadership. • We will clarify the roles and responsibilities by creating an organizational chart that specifies the responsibility and relationship among roles. • Campus associate principal will meet with the network associate principal and network principal to discuss priorities and action plans. • Campus associate principal will maintain high standards for all students, faculty, and parents to support rigorous academic programs, safe and encouraging learning environments, and a campus of support for all stakeholders.

	<ul style="list-style-type: none"> ● We will create a system to grow our own network leaders and promote from within as appropriate. ● In summary: <ul style="list-style-type: none"> ○ The network principal will oversee the academic fidelity of their specific school while working together to cultivate leadership and talent in the network. ○ The network principal will work with campus associate principal and the network associate principal to oversee the day-to-day instruction and operations that occur on campus. ○ As an instructional leader, the campus associate principal will lead campus professional development, coach and evaluate teachers, lead data analysis, and work to uphold the mission of the campus.
<p>Efficient 1882 Network Communication Clear communication across the network and with the 1882 non-profit partner about major projects that include all campuses is necessary.</p>	<p>A single point of contact will streamline the process for all network projects. The network senior operations coordinator will utilize project mapping to ensure efficient and effective completion of projects.</p>
<p>Clarifying Roles & Responsibilities Apprising the 1882 non-profit partners of the mission of the network, and who is fulfilling which roles and responsibilities on our campus? Especially when these roles may not be the same as a traditional campus.</p>	<p>Transition planning will occur with 1882 partners to apprise them of the timeline, changes, and needs of our network and schools. We will notify them of the authority/decision making of network principals, network associate principals and associate principals and ensure understanding of the granted autonomies of network schools.</p>
<p>Leadership Transition The transition/succession of network leadership and/or addition of network schools is a risk.</p>	<p>The network will build systems and structures that support a collaborative, data driven, continuously improving network to include transition and succession plans as well as criteria for adding schools to the network to ensure student success and sustainability. We will share these systems with our 1882 non-profit partner.</p>

11. HUMAN CAPITAL

As a campus, St. Philip’s ECHS believes that a dedicated workforce will fuel performance. We value and need staff who are high performing and innovative in their thinking. We will invest in professional development and to the extent possible, incentives and rewards through leadership opportunities. If forced to choose, the ability to have various organizational structures to meet the needs of our students and to maintain a skilled and talented workforce will be our focus. We believe that the very best teachers want to work at a high performing school that offers a collaborative culture; allows and rewards innovation; provides necessary instructional resources, with curricular and instruction autonomy. In considering applicants, we have identified the following profile as essential

- Applicants must support ECHS model and philosophy

- Student centered: builds relationships with students; having heart; care about doing whatever it takes; doing right for students
- Collaborative and passionate about learning, life long-learners
- Data driven
- Supports mission and vision of campus/network
- Growth mindset

In order to ensure that we recruit the “best-fit” candidate who align with our beliefs and profile we implement a talent cycle that includes several components.

Talent Strategy

We will assess data and needs yearly to determine gaps in stakeholder support. This data defines clear school and school-support roles needed to fill gaps and to attract and retain talent.

We will develop job description/s for the needed roles, post the positions for recruitment and screen and interview selected applicants. The screening, conducted by campus administration, consists of a protocol that aligns applicant packet to our talent philosophy and profile. Our interview panel is composed of administrators, teachers, IHE partner, and students. The interview process has three components. The panel interview includes a bank of questions generated by the campus and district and is specific to each role. Successful candidates of the interview panel will be invited to an in-box process to assess soft skills (online component), job audition (classroom demonstration), participate in campus activities such as visiting classes, mingling with students and faculty (determine authentic side of applicant in low-pressure environment) and a video interview process (aligned to profile to gather in-depth responses).

Performance Development

We believe in developing inexperienced faculty and providing growth opportunities for experienced faculty. We will engage in the following activities to ensure our staff is getting the support they need.

New faculty will participate in summer onboarding session conducted by our master teachers to learn about campus standard operating procedures, ECHS model, and supports. In addition, new faculty will participate in the SAISD new employee sessions that are relevant to our campus culture and teacher development.

We will enroll all new teachers in our mentoring program and assign them a mentor. Each new teacher will receive a content mentor and an instructional strategist mentor. Teachers will participate in a two-year mentoring program that includes peer observations, co-teaching opportunities, and monthly meetings with campus or network leadership.

All other new faculty will participate in mentoring sessions led by campus and network operations coordinators or administration.

We believe that faculty remain due to a sense of belonging, having the required support for growth and a desire to be part of a bigger mission. We will build on our culture of lifelong learning for all staff (new and experienced) by facilitating attendance at conferences, visiting colleagues and other schools, and engaging in individual growth areas with coaching from administrators, internal and external instructional coach and peer coaching. Master teachers will serve in a mentoring role utilizing tools such as videotaping, educational rounds, and book studies.

Career Lattice

In order to retain talented teachers both in the classroom and in administrative positions while creating career pathways for support staff, we will develop pathways for faculty to gain additional responsibilities based on performance. An instructional leader career pathway moves teachers from teacher resident (clinical teacher) to associate (new teacher) to team teacher (classroom teacher) to lead or department teacher to multi-classroom leader (lead over two or more grades or departments) with compensation and increase in the level of responsibilities aligned to the level. The ability to develop such a career lattice will assist us in developing a pool of novice teachers mentored and groomed by our teacher leaders. The data on our data template under human capital points out that we have a high number of teachers with a master's degree, even though we have a small human capital. We also have a small number of master teachers qualifying, even though results show otherwise. The master teacher program has caused us to lose good teachers to comprehensive high schools since we do not have the allocations for the position as they do. Developing this career lattice will eliminate the need to leave.

12. CLIMATE & CULTURE

In describing the climate and culture, we desire for our school, we believe that students must feel welcomed and wanted in order to learn to their fullest potential. Students deserve to learn in a place where they are valued and respected. We believe our social-emotional program will help to create a culture and climate where students feel empowered to make great decisions and learn from their mistakes. The data (see appendix) are indicators of success for school climate, attendance (ADA) and school suspensions. The attendance data reported, while not what we desire, is above state average for high schools (94%). When evaluating the causes for our decrease in average daily attendance, we examined day of the week attendance and identified that Fridays are low attendance days due to students not having college courses. In addition, we ask parents to schedule appointments on this day to alleviate missing college and high school courses Monday-Thursday. In addition, our data shows that suspensions are not an issue for our campus. Overall, students choose to attend our campus to change their life trajectory, we do not experience serious discipline issues, thereby; suspensions are kept to a minimum. In order to maintain and improve on our campus climate and culture, we are developing a culture based on the following:

Expectations

Utilizing PBIS, we have developed school-wide expectations called "guidelines for success" These guidelines were developed to clearly outline expectations in a way that students can articulate what is expected and the rationale for each expectation. We utilize an acronym "FIERCE" (Family, Innovative,

Engaged, Respectful, Committed and Effect Positive Change) to assist students in remembering the guidelines and tie them to student profile. We communicate expectations at the beginning of each year during our back to school assembly. We need to develop additional avenues to keep these guidelines and expectations before the students in a consistent manner. The use of webinars, student news channel and class meetings will assist in constantly reminding students of expectations and buy-in.

Habits of Achievement

We are in the beginning stages of clearly articulating the character traits and habits of achievement we want to instill in all students. We utilize the state elective course “College Path” as the vehicle to teach the academic “habits of achievement” (i.e.: study skills, time management, organization skills) but as listed in one of our challenges, we need to develop a consistent curricula/method to implement this component. The development of this component is a part of our SEL programming.

Understanding of Adolescent Development

This year we began the process of reviewing with faculty the stages of adolescent growth and development. We feel that faculty can understand many of the struggles and barriers that impede the progress of our students while providing age-appropriate learning and developmental scaffolding to enable student growth. As a faculty, we are working to develop the whole child and utilize various resources to teach students about a growth mindset, and the influence on their future both negatively and positively. We hired a part time social worker who is working to meet the social-emotional needs of students, while at the same time working with the campus leadership to develop and strengthen a SEL program unique to our needs and campus.

Behavior Management

As listed above and exhibited in our suspension data, discipline is not a real problem for our campus. This is because our teachers understand the expectations that are required of our students to be successful in our program and work to help students achieve these expectations. This occurs through a challenging but relevant curriculum. In addition, the ability for our students to attend college courses and be a part of the college culture and activities requires them to adopt expectations necessary for success. Since we are a young campus, most of our staff are having the opportunity to help build the ECHS program as needs arise. We have begun the process of codifying our expectations, programs and resources as a toolkit for current and future faculty. Understanding that we may have students in the future with at-risk behavioral situations, we are building a program and staff to provide for the mental health and counseling support that may be needed. As a component of our SEL program, faculty will learn behavioral engagement, management and de-escalation techniques as a part of a holistic student support program. This will include training in a process for dealing with a student in crisis (severe melt down, physical aggression, mental health/depression) to improve faculty practice and help with maintaining a conducive learning environment

Cultural Diversity

As a leadership team we believe that students must have teachers who represent their diversity and have developed a racially, economically diverse faculty to the extent possible while ensuring that quality is at the forefront of our hiring decisions. In addition, we understand that we are preparing our students for their future where they will be required to work and study with people from diverse backgrounds, cultures and viewpoints. Our team has worked to attract and recruit a diverse and representative student body. We are working to close the male, female gap, which currently resides at 45 percent males and 55 percent females. Racially, we model the east side of the city where our school is located, while our economic block is in line with our community, our educational offerings and success have attracted students from various economic backgrounds which provide economic diversity for our students.

Climate Building

We are adopting a model that will ensure that all students educated, known, valued and inspired. We are working to build a physical learning space where students and faculty will have the technology necessary for learning and for making real world connections both locally and globally. We want students to have furniture that does not impede their movement and assists with learning. We want our entrance to our building to say, "You are welcomed here" both visually as well as aesthetically. Even though we are in leased facilities and cannot make physical changes to the facilities, we have made changes such as adding carpets in the foyer; students have made flower arrangements for tables and have redesigned seating areas for collaboration. Since our beginning we desired a college-going feel and have displayed college pennants, posters and information throughout our facilities.

13. SCHOOL COMMUNICATIONS

St. Philip's ECHS is committed to open, honest and ongoing communication with our stakeholders. We recognize, respect, and address families' needs, as well as embrace a philosophy of partnership with shared responsibility and families are effective advocates for their children. Our communication plan helps us achieve our goals and enable us to highlight our program. Through the implementation of this plan, our outcomes are that stakeholders take pride in the school, informed of school events, feel involved and actively participate. Our structure for two-way communication will consist of surveys to our parents, students and teachers. Another form of communication will be focus groups of parents, students and faculty to gather data. We will use the results of the surveys, and focus/feedback groups to measure the effectiveness of our communication. In addition, though not a means of evaluation, we will collect copies of all communications sent for historical information. In order to promote efficient two-way communication, our school will ensure timely, responsive, and adequate communication with the key members of our school community by:

General Communication

Our general communication is designed to make available a variety and range of information to a variety of stakeholders so they can learn about the school, our focus and performance.

- We will communicate our mission, vision, and goals through our campus website and student handbook.

- We post documents relating to the operation of an ECHS and required postings on our website under ECHS postings tab.
- Continue our process of tracking, monitoring and responding to concerns within twenty-four hours.

In-district Charter Information

Our In-district Charter communication is designed to make available a variety and range of information to a variety of stakeholders so they can learn about the school, our focus regarding the re-chartering process.

- We have established a site on our website to store all information regarding the in-district chartering process. This will ensure that stakeholders have open access to the charter and understand the elements of the charter. In addition, stakeholders will be able to provide feedback.
- We will post our charter application, and petition votes to this site once approved.
- Once chartering process is completed, we will launch a celebration event to share the results, to share core charter components and phase-in plan, and to answer questions

Parents/Community

We have four purposes for our communication with families/parents. They are to keep them informed of events in the life of the school, make sure they know how their student is doing, provide resources useful to families, and seek input and feedback from families on how we are doing. A few examples of activities aligned to these purposes are:

- We will conduct parent education meetings regarding ECHS procedures and changes in the fall (October) and spring (February) of each year and the post information on our website for parents who are unable to attend.
- Hold an annual open house in September to enable parent-school connection.
- Report progress of students through teacher phone calls, progress reports (every 4th and 7th week) and report cards at the end of each nine weeks grading period.

In addition, we have three purposes for our communication with teachers and students. They are to keep them informed of events in the life of the school, provide useful resources, and seek input and feedback on how we are doing. Examples align to each category.

Teachers

- Weekly faculty/PLC meetings
- Use of Google classroom and the Remind Application to disseminate information

Students

- Advisory announcements presented through a school channel on YouTube
- Student Leadership Panel made up of presidents of each grade level and president of SGA and NHS will meet with principal monthly.

Feedback Loop and Refining Plan

Every year, we provide students, parents and teachers a survey by SAISD as a measure on our School Performance Framework. These results are analyzed and necessary changes made to improve our work with stakeholders. In addition, the leadership team will evaluate the effectiveness of our communication by reviewing the results of surveys completed (fall) and focus groups data (spring). Any

mid-course corrections made as required. Finally, we will seek assistance for SAISD's Communication Department for guidelines and ways to enhance our communication. In addition, during the spring of 2021, we will conduct a focus group to learn more about how families experience school communication. The data is gathered and shared with staff members and the school community. We will modify our communication plan to meet the needs presented here.

14. FAMILY AND COMMUNITY ENGAGEMENT

Mother Teresa once stated, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." The ripples made as we engage our families and community will provide the energy and relationship required for continual student success and forward motion. Dr. Joyce Epstein, director of the John Hopkins Parent Engagement Partnership Network, identifies the following as key design principles of an effective family/community engagement program: improvements in academic achievements, completion and participation in school and homework, successful transitions from high school to college, positive peer relationships, language, self-help, family cohesion and adaptability, as well as supportive home environments. We image a family and community engagement program, led by a full-time FACE specialist, and based on the following design principles that will assist our campus in meeting our goals and help retain students in our ECHS program. Our program is comprehensive, family centered and engaging to the participants. Parents and teachers want the same things and have the same goals for their youth. However, school, family and neighborhood barriers prevent them from developing awareness of this common ground, but these barriers if addressed effectively, enables parents, families and teachers to work together, benefiting students and each other. To accomplish this, we must seek the assistance of organizations such as neighborhood associations, churches, and social agencies to remove these barriers and provide a common ground for all stakeholders. Further, all parties involved in engaging our families and community must realize that a one-size-fits-all approach is not valued, but similar to the choice schools initiative, we need a variety of avenues for the "best-fit" match of activities. In other words, there is no single "best" strategy to use with every kind of family in every situation. Rather, it is most important to address the key design principles and strategies, while we choose strategies that fit the families making up our school community. This will occur by having active participation in five meaningful, important roles for families. Parents will have avenues to serve as co-teachers, co-leaders, co-workers co-learners and co-supporters. We will help parents connect our ECHS program to its intended outcomes and help parents monitor their child's school performance and behavior by offering training in the use of technological tools, such as SAISD's *My Child Application*, *Remind*, *Google classroom* and SPC's college courses portal (*ACES*). As co-leaders, families and parents are sources of energy in our school community and can help strengthen our school and program by providing guidance, direction and program planning. We will accomplish this through the various Title I requirements for parent involvement, such as school-home compacts, parent advisory group, parent development of school engagement policy, and monthly topical sessions based on the results of a stakeholder needs assessment. Parents will have the opportunities to serve as co-workers by serving as translators, greeters, chaperones for college visits, and mentors as well as job shadowing role models. Providing for the learning needs of families is an important support our school community can offer to our families. Working together with our partner, St. Philip's College, we will assist parents as co-learners

by providing families GED classes, English as a Second Language classes, job skills training, parenting classes, options to further education and obtain college degrees, and more. We will seek confirmation on schools and/or community agencies can receive support from TANF to hire parents. Our goal is to hire parents to serve in family facilitation roles. We see this as a way for parents to bridge opportunities between other parents and their children, as well as improve teachers, health and social service providers' effectiveness. As an example, parents can do outreach to other parents to motivate them to come to the school for special meetings or conferences. As parents become involved through our engagement program, they will provide support to our youth, our school and to the community. At the same time, families may need support structures, especially when the resources of the family are stressed. With family support structures in place, children are more likely to have the skills they need for positive development and learning. We will establish a family resource center, collaborating with community agencies and SPC, to assist our community. Examples of services (not an exhaustive list) are budget development assistance, income tax preparation assistance, parenting classes, divorce or grief support groups, immunization clinics, counseling and other mental health resources. As the family center becomes more established, our goal is that parents will take charge of maintaining it. Parents trained to serve as co-leaders, recruiters, and supporters of other parents is the outcome. Our goal and measure of success is to see a yearly increase of ten percent based on our baseline data (2020-2021 end of year parent survey, end of year quarterly report, and FACE matrix results) to a level of engagement of fifty percent once all programs are operational. In addition, we will evaluate our impact through the SPF parent involvement survey and will use its results to develop partnerships, programs and strategies to strengthen student learning and encourage parent and community involvement in the life of our school.

15. STUDENT RECRUITMENT AND RETENTION

Our vision for our school and network is to change the life trajectory of under-represented students by providing them excellence and access in a college setting leading to a career of their choice and to a new legacy. Students attending St. Philip's College ECHS participates in a program that provides them with an opportunity of a lifetime to attend college free of charge, at an earlier age, with school supports at both the high school and college level along with a small environment and increased freedoms in exchange for greater responsibility.

In order to develop such a program and to have the enrollment required for sustainability, we have hired a network senior operations coordinator. This individual is responsible for recruitment and retention. In addition, we utilize recruitment teams to develop yearly strategies for recruitment and we meet monthly with office of innovation and access to review data and develop strategies for meeting needs. We have started the process of codifying our systems for recruitment, enrollment and retention by researching systems of other charter schools.

Our recruitment and enrollment process has the following components and steps:

Pre-Recruitment

- Establish recruitment goals and processes. Develop recruitment, enrollment and marketing plan with all involved stakeholders (Sr. Operations Coordinator, Campus leadership team, SPC)

Recruitment

- Hold parent information sessions in English and Spanish. Help parents needing assistance with their application.

Enrollment

- Develop enrollment campaign to get students to enroll as early as possible
- Enrollment support nights held at least twice a month during enrollment window (school year)

Engaging students to support enrollment and remain in our program.

- Select juniors and seniors to serve as campus ambassadors. Students will help recruit at their middle school.
- Establish mentoring programs, clubs, organizations and school activities to keep students engaged.

We would use the following as our campus 30-second elevator speech for recruitment:

“Our school is designed for the student who wants to be a part of a special family, where work is challenging, but faculty help students succeed. Where you are not a number but an individual. You will work hard; however, the reward of graduating with a college degree is worth all the challenges.”

16. CAMPUS GOVERNANCE

St. Philip’s ECHS, desiring to continue as a successful autonomous in-district charter school, will operate under a campus advisory committee decision-making structure that provides expertise and provides avenues for stakeholder voice.

A. ROLE

There are four primary roles the St. Philip’s Advisory Committee will play: 1) attract resources to the school - financial or connections to opportunities or in-kind; 2) hold the school accountable to its goals by engaging in an annual monitoring and goal setting process; 3) connect the school to the community; and 4) support school events.

B. STRUCTURE

The campus advisory committee will meet four times per year to fulfill its roles and responsibilities. A yearly meeting calendar is published to the St. Philip’s ECHS website. At least one network meeting is conducted with the other schools to review network accomplishments, barriers and strategic plans. The committee will have a membership of nine. There will be a chair (principal) and co-chair of the committee. In addition, there will be a secretary of the committee. The committee will serve a two-year term. As a mechanism to gather input from all stakeholders, standing committees will be developed and will function as a support to but separate from the advisory committee. The following standing committees describe the general committees considered at this time and not an exhaustive list of all standing committees: Academics, Finance and Development, Student voice and well-being, Parent Engagement, and our ECHS Steering Committee.

C. SUSTAINABILITY

The sustainability of the advisory committee occurs by building out staggered terms to ensure ongoing health and commitment by committee members, and to ensure that members do not come and go off the committee all at once but move in planned cycles. We will research, develop and invest in training for our members, and will ensure that the training is adapted for the needs of our school. The development of a standard operating procedures manual will codify member's roles, responsibilities, duties and terms of service. Members will serve two-year terms with a maximum of two consecutive terms before being required to sit one year off. The administration, working with the in-district charter writing team, will recruit, train and develop charter committee members with gaps in memberships filled through recommendations of charter members. We will recruit, train and develop successive committee members. A committee membership roster ensures a diverse group. The committee's composition includes teachers, administration, fundraising/development, higher Education and business representation.

D. ACCOUNTABILITY

St. Philip's ECHS Principal will lead the day-to-day operations of the school. The advisory committee will ensure compliance to the in-district charter, performance contract, yearly campus improvement plan and budgeting through yearly outcomes and feedback meetings. These meetings establish campus goals, review the performance contract and in-district application as well as receive presentation on the budget and goals presented to the 1882 governance committee. The advisory committee will provide feedback to the principal. Once we have an approved goal packet, the advisory committee will receive feedback on the progress and barriers and along with a plan to close any gaps. The committee will use this information to hold the principal and itself accountable to the goals, in-district charter, and performance contract. In order to keep the advisory committee informed the administration will:

- Run the campus in accordance with the plans laid out in this application
- Keep the committee educated and informed through an annual calendar of meetings and creation of standing committees
- Recommend goals and strategies
- Make all hiring and staff development decisions with the support and input of campus and/or network leadership
- Seek support from the committee, leveraging their external connections and expertise to support the organization.
- Other than approving the yearly campus-operating plan, the advisory committee will have no administrative oversight of the daily operations of the school. Rather, the committee will exist to add value to the school's operations in being a thought partner in helping the school to reach it highest

E. MEMBERSHIP

Board Member Name (First and Last)	Affiliation or Role	Relevant Expertise
1. Derrick Thomas, Ed.D.	Principal	Current principal and founder of St. Philip's ECHS
2. Regina Ozuna	IHE Representative	High school dual credit coordinator for Philip's
3.	Industry Representative	
4. JenaLyn Stetz	Educator-Teacher of the year	Educator with varying years of experience
5.	Educator	
6.	Community Representative	
7.	Student Support	
8.	Business/Finance Representative	
9.	Family Support	

17. BUDGET EXERCISE

Item Description	Estimated Cost	Rationale	Sustainability Plan
Technology- Chromebooks, smartboards, graphing calculators, science resources such as probes, microscopes	95,000	Purchase needed technology equipment to replace obsolete and old equipment and plan for expected growth.	One time purchase. Upgrades will be completed through supplemental funding
Funding for professional development registration, travel, resources for visits to other charter networks, core subject areas state and national conferences.	85,000	Provide resources for lifelong learning for all stakeholders to attend conferences, conduct book studies, conduct action research, attend college courses, research innovative techniques and methods	Trainer of Trainer model Resource library Supplemental funding
Personnel	364,000	Purchase of new staffing needed to support in-district charter, (such as a social worker, work experience coordinator), funding for college work-study students	Supplemental funding Local funding

		to serve as tutors, stipends for extension of contracts, Stipends for new leadership roles and responsibilities	
Furniture	76,000	Purchase furniture for expected growth, teaching methodology and fit for high schoolers	One time purchase
SEL programming development to include PBIS, Safe space, training, books and pamphlets for parents and students in crisis	100,000	Purchase resources to establish a safe space for students who are in crisis, PBIS training, books and resources to provide to parents and students to help them through crisis situations and training to supplement and develop our SEL program	Supplemental funding Title I funding
Curriculum resources	50,000	Purchase needed curricular resources to support changes to curriculum, such as novels, software licenses (IXL for example) and resources for new courses.	One time purchases and use of supplemental funding for licenses
Student Support Resources	30,000	Purchase of items for wellness program, house system, extracurricular, intramural team, and league sports equipment, membership, field trips and college visits	Supplemental and local funding

18. IMPLEMENTATION PLAN

Category	Action	Responsible Parties	Completion
Talent Management	Meet with staff and get confirmation of their re-commitment to the ECHS program and St. Philip's	Principal	March 2020
	Conduct Needs assessment to determine needs for growth and leadership development	Campus Operations Coordinator	March 2020

	Review current staff and determine campus staffing based on academic model and needs	Principal and Asst Principal	March 2020
	Receive projections and allocations and meet with Talent Management to determine staffing	Principal	February-March 2020
	Finalize hiring and onboarding process. Work with campus staff to prepare for job fairs and hiring process and onboarding. Fill all positions and begin planned onboarding	Leadership team and Network principals	March-June 2020
Professional Development	Conduct a Needs Assessment for PD	Department chairs	April 2020
	Develop campus PD calendar share calendar with faculty	Campus Operations Coordinator	April 2020
	Send staff to PD sessions based on requests	Principal and Asst Principal	February-June 2020
	Attend ECHS summer leadership training	Principal Asst Principal	June 2020
	Visit charter schools for ideas through face-to-face and zoom meetings	Leadership	February-June 2020
Budget	Meet with departments to develop budget requests for 2020-2021	Principal	April 2020
	Meet with central office to determine budget flexibilities	Principal	April-May 2020
	Work with Office of Innovation to determine any additional funding receiving	Principal	May 2020
	Develop school budget and present to advisory committee	Principal Asst Principal	May-June 2020
Recruitment and Enrollment	Review projections	Principal	February-March 2020
	Determine onboarding activities for 2024 cohort	Leadership team and SPC Dual Credit Office	February-March 2020
	Complete and implement enrollment plan integrating 2024 onboarding into plan	Enrollment committee	January-August 2020

Engagement	Develop a master calendar for stakeholder engagement	Leadership committee	April 2020
	Introduce new campus structure to all stakeholders through spring meetings, campus website and newsletter. Share information with community organizations. Update website as information is available	Face Specialist Campus Operations Clerk Network Principal Network Senior Operations Clerk	April-September 2020
Advisory Committee	Review committee composition and recruit, and train viable potential members. Create opportunities for the board to interact with stakeholders	Charter committee members, FACE Specialist, Campus Clerk	April-August 2020
Academic Achievement (TSI)	Analyze effective current academic TSI supports. Make decisions re: which to continue vs. stop based on past effectiveness	Campus Operations Clerk Asst. Principal	April 2020
	Research commercial academic interventions to support TSI reading and math mastery. Determine if/how you will supplement current offerings.	Master Teachers Department Chairs	May-June 2020
	Revisit master schedule to identify opportunities to provide additional intervention support to a targeted group of 9th and 10th grader	Asst. Principal	February-April 2020
	Analyze data after summer bridge to identify students who require more intensive support	Master Teachers	June-August 2020
	Deploy support and monitor effectiveness	Principal Asst Principal	August 2020
	Social Emotional Supports	Analyze SEAD data and determine 1-2 priority areas for SY 20-21	Lead Counselor Social Worker
	Research potential SEL supports to integrate into program	Leadership Team	March-July 2020
	Provide PD to teachers around this support and evaluate the effectiveness of these supports every 9 weeks	Network Assoc Principal Lead Counselor Social Worker Vendor (if required)	August 2020-May 2021

Appendix A - Data Template



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

St. Philip's College ECHS

	2016-17	2017-18	2018-19	Change Y1 to Y3	% Change Y1 to Y3	
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	9-11	9-12	9-12	N/A	N/A
2	Total Enrollment Count	214	248	287	73	34%
B. Student Population						
3	% African-American	14%	16%	17%	3%	21%
4	% Asian	0%	0%	0%	0%	N/A
5	% Hispanic	84%	81%	80%	-4%	-4%
6	% White	1%	2%	2%	1%	43%
7	% Other Race/Ethnicity	1%	1%	0%	-1%	-100%
8	% Economically Disadvantaged	87%	84%	90%	3%	3%
9	% English Language Learner	6%	7%	5%	-1%	-11%
10	% Special Education	3%	3%	2%	-1%	-29%
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (All Students)	81%	73%	85%	4%	5%
12	% of Special Education Students who Remain at School from Previous Year	95%	100%	100%	5%	5%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	0%	0%	0%	0%	N/A
14	% of Students who Meet or Master Standards (Math)	0%	0%	0%	0%	N/A
15	% of Students who Meet or Master Standards (Writing)	0%	0%	0%	0%	N/A
16	% of Students who Meet or Master Standards (Science)	0%	0%	0%	0%	N/A
17	% of Students who Meet or Master Standards (Social Studies)	0%	0%	0%	0%	N/A
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)	71%	40%	54%	-17%	-24%
19	% of Students who Meet or Master Standards (English II)	47%	52%	46%	-1%	-2%
20	% of Students who Meet or Master Standards (Algebra I)	52%	50%	73%	21%	40%
21	% of Students who Meet or Master Standards (Biology)	78%	47%	66%	-12%	-15%
22	% of Students who Meet or Master Standards (U.S. History)	72%	80%	88%	16%	22%
C. Self-Selected Outcomes (Select up to 3 data points to share)						
23	Average PSAT Composite / % Met Benchmarks - 10th Grade	20	9	25	5	25%
24	Average PSAT Composite / % Met Benchmarks - 11th Grade	20	23	27	7	35%
25	CCMR	0	100	100	100	N/A
Part 3: HUMAN CAPITAL						
<i>Select 3 data points to share. (Examples: average years of teacher experience, % of teachers who remain from preceding year, # of master teachers, average TTESS proficiency scores, average # of staff absences, Insight survey results, etc.)</i>						
26	Number of Teachers	12	12	14	2	17%
27	Percent of Teachers with Masters	78%	82%	71%	-7%	-9%
28	Number of "Master" Teachers	0	0	2	2	N/A
Part 4: STUDENT DISCIPLINE						
<i>Select 3 data points to share. (Examples: Review 360 incidents, # of student suspensions (in-school and out-of-school), # of DAEP placements, etc.)</i>						
26	Out of School Suspensions-African Americans	3	2	3	0	0%
27	ADA	97%	96%	95%	-2%	-2%
28	Out of School Suspensions-Special Education	1	0	0	-1	-100%