



**Manor Independent School
District**

**Local Campus Partner
Application**

Manor International School

September 2024

**Texas A&M-San Antonio Institute for
School and Community Partnerships**

**Request for Applications for Subchapter
C Charters**

**Proposed School:
Manor International School**

Applicant Information

Applicant Organization	Texas A&M-San Antonio Institute for School and Community Partnerships (ISCP)
Primary Contact Person	Dr. Henrietta Muñoz
Mailing Address	1 University Way, San Antonio, TX. 78224
Phone Number	210-274-9353
Email	hMunoz@tamusa.edu

Names, current jobs and employers, and proposed roles of all persons on applicant team (Add lines as needed)

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Henrietta Muñoz	CEO, A&M-SA Institute for School and Community Partnerships (ISCP)	Chief Executive Officer
Dr. Sonia Sanchez	Chief Academic Officer, A&M-SA Institute for School and Community Partnerships (ISCP)	Chief Academic Officer
Dr. Michelle Janysek	Academic Strategy Consultant, A&M-SA Institute for School and Community Partnerships (ISCP)	Academic Strategy Consultant
Dr. Salma Boyd	Clinical Assistant Professor, Faculty in Residence, Texas A&M – San Antonio	Mentor to the Faculty Liaison

We plan to apply as a(n):

New Operator (have not previously managed campuses):
complete sections 1-4

Existing Partner (have previously managed campuses and/or have an ESP or CMO): complete sections 1-5

Does this organization operate any other campuses in the United States?

Yes

No

If Yes, complete the table below (Add lines as needed) and complete section 5

State	Authorizer	School Name	Year Operation Began	Most Recent School Rating
Texas	Edgewood ISD	Gus Garcia University School (GUS)	2019	C (up from F)
Texas	Edgewood ISD	The Burseson School for Innovation and Education	2019	N/A; 18+

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

Yes

No

If Yes, complete the table below (Add lines as needed)

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools/campuses scheduled to open in the United States in the next 5 years?

Yes

No

If Yes, complete the table below (Add lines as needed)

Planned School Name	City	State	Opening Date

Was this application completed by the operating partner and without assistance from the district or a district assigned vendor?

Yes

No

School Information

NOTE: Complete this part for each school / campus included in this proposal. Duplicate as needed.

Proposed School / Campus Name	Opening Year	Grades: Yr 1	Grades: At Capacity
Manor International School	2024	6-8	6-8
Proposed Location			
School District <i>Identify the school district in which the school will be located.</i>	Manor ISD		
Address of Identified Facility <i>If applicable.</i>	12900 Gregg Manor Rd., Manor, TX 78653		
Projected Student Enrollment Number			500
Projected Demographic Information	% EcoDis: 77.8	% SpEd: 14.3	% EL: 46.3
Model / Specialty <i>(Check all that apply)</i>			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input checked="" type="checkbox"/> Other <i>(list):</i> International	<input type="checkbox"/> Disability <i>(list):</i>	

Name of Proposed Principal	To be determined
Current Employment	To be determined
Phone Number – Day	To be determined
Phone Number – Evening	To be determined
Email	To be determined

Section 1 - School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 5 (Specifications).

Executive Summary (Limit: 4 Pages)

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

1. **Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.**

Our students are growing up in a world dramatically different from the one we knew, shaped by technological advances that bring the entire globe within reach. The rapid growth of Manor, Texas, is changing their local community, creating a dynamic environment that will continue to evolve. In response, Manor International School is committed to preparing our scholars for this ever-expanding world, equipping them with the skills necessary to thrive in a global society and in careers that may not even exist today.

Vision for Global Preparedness

To secure our scholars' current and future success, we will ensure that they develop strong foundational skills in reading, writing, oral communication, mathematics, science, and the social sciences and engage in robust social-emotional learning. This will enable them to become capable, agile, and collaborative individuals ready to navigate any path they choose for their futures. Our approach focuses on cultivating global citizens who are confident in their ability to interact with diverse cultures and perspectives while contributing positively to society.

The International School Model

Manor International School draws from the rich tradition of international education, which began in 1924 with a focus on bilingualism and global curricula. Since then, the concept of the international school has evolved, though it continues to emphasize a holistic, culture-rich education that fosters a "cosmopolitan disposition" (Hayden & Thompson, 2016, p. 11). Across Texas, more than 100 international schools share these principles, with most serving smaller student populations in urban centers.

International schools are characterized by: 1) High academic expectations and achievement, 2) A multinational and multilingual student body, 3) An international curriculum with opportunities for global engagement, 4) International accreditation, such as the International Baccalaureate (IB), 5) A diverse teaching staff from various national backgrounds, 6) Non-selective student enrollment, 7) English as the primary language of instruction, with mandatory study of at least one additional language, and 8) Humanities-Focused and World-Conscious Education.

International schools, including Manor International School, are often associated with an emphasis on the humanities, which supports the development of well-rounded, globally conscious students. This people-centered approach encourages students to understand how their decisions impact others and nurtures a desire to create a better world for the future (Dolby & Rahman, 2008; Hayden & Thompson, 2008). In this environment, students are more likely to participate in national and international competitions like Odyssey of the Mind, Science Olympiad, Mock Trial, and the American Rocketry Challenge. These experiences hone critical thinking, research, and problem-solving skills in real-world contexts.

Global Learning Opportunities

Manor International School will extend learning beyond the classroom by offering opportunities for students to travel and engage with academic communities outside their local area. For younger students, trips to significant historical sites such as Washington, DC, or the Civil Rights Trail will complement their classroom studies. Older students will have the chance to visit other international schools or participate in academic exchanges, gaining exposure to different cultures and learning environments. These experiences will broaden their understanding of the world and enhance their ability to engage with diverse perspectives.

A Path Toward the International Baccalaureate

Our long-term goal is to achieve International Baccalaureate (IB) accreditation (Pearce, 2023). In preparation, Manor International School will foster relationships with other international schools both in the U.S. and abroad, provide challenging academic opportunities, and encourage participation in national and international competitions. This forward-thinking approach will provide our scholars with the academic rigor and global perspective needed to succeed in an increasingly interconnected world

- 2. Educational Need and Anticipated Student Population. Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.**

Anticipated Student Population

Manor, Texas is a fast growth area. The 2020 US Census identified a population of 13,652 residents. By 2029, the US Census projects the population to be 42,770. However, with a proposed expansion of Highway 290 between Manor and Elgin, Manor's proximity to two major employers (Tesla and Samsung), and the city's plan to add 14,000 new housing units in the next seven to ten years, the population could boom to more than 75,000. Additionally, in 2020, the median household income in Manor was \$37,500. In 2024, the median household income has increased to \$98,618; the average household income is \$107,007. Given the rapid increases in population within the community and the corresponding fiscal affluence, the demographics and numbers of children who will need to be served by the district will continue to evolve. Parents with more discretionary income have options when it comes to educating their children and will seek opportunities that provide a rigorous, high-quality program to ensure that their children are fully prepared to transition into postsecondary education opportunities or lucrative, high-demand work. Ultimately, the student population of Manor ISD and its campuses are transitioning to diverse scholars needing different options preparing them for future opportunities that are still emerging and evolving with our changing world.

A partnership between Texas A&M-SA Institute for School and Community Partnerships (ISCP) and Manor ISD will benefit the district and support the university's mission of providing educational opportunities to historically underserved and under resourced populations—the students in MISD are representative of the students the university was created to serve, as well as how the A&M System wishes to be in partnerships with the prek-12 space. This on-going partnership provides the opportunity for the university and the district to work closely together to prepare students to be members of the global society while ensuring that they are ready for postsecondary education and work. The ways in which the needs of the students who attend Manor International School will be met are woven throughout this proposal.

Presently, Manor Middle School serves students in grades six, seven and eight. The proposed new school, Manor International School (Manor International) will also enroll students in grades six through eight. As an open enrollment in-district charter, students may come from any school within the district or throughout Austin area. The basis for the Educational Need and Anticipated Student Population are the 2023 Texas Academic Performance Report (TAPR), and the School Report Cards issued for Manor Middle School for the following years: 2019, 2020, 2021, and 2022. TEA has not issued 2023 Report Cards.

The campus has not been issued a letter grade since the 2018-2019 academic year when the campus earned an overall grade of "F" with an overall score of 50. The campus, which served students in grades six through eight, earned a 57 in Student Achievement, 59 in School Progress and 30 for Closing the Gaps. During academic years 2019-2020 and 2020-2021, Manor Middle School continued to enroll students in grades six through eight. For both of these years the school was Not Rated: Declared State of Disaster. In academic year 2021-2022, the Manor Middle School enrolled only students in seventh and eighth grades. This change resulted in a significant reduction in campus enrollment (527 students) from the prior year (791 students). Additionally, the campus was not assigned a letter grade on the TEA issued School Report Card. Rather, in alignment with SB 1365, the "Not Rated" label was issued as the Domain or overall scaled scores were less than 70. The scaled scores were Overall – 65, Student Achievement – 55, School Progress - 63, and Closing the Gaps – 68. Due to changes in the state accountability system, the 2023 Report Cards have been delayed.

According to the 2023 TAPR, the student population at Manor Middle School is predominately economically disadvantaged (77.8%). This rate is slightly higher than the district as a whole (71.3%) and it is substantially different from the state average of 62.1%. However, the changing fiscal demographics in the community are reflected in the 2023 data as the 2022 percent of students at the campus who were economically disadvantaged was much higher at 82.4%. The school has identified a similar number of students who are English Learners (ELs)

to the district as a whole and more than statewide. At 46.3%, the ELs population at Manor is slightly higher than the district percentage of ELs (45.4%) and much higher than the state average (23.2%). Recent results of the Texas English Language Proficiency Assessment System (TELPAS) indicate that English acquisition is a challenge for many students who attend Manor Middle School. Table 1 shows information for students in grades seven and eight who received a composite rating on the TELPAS administered in spring 2024.

Table 1. 2023 TELPAS Results

Grade Level	# w/ Composite Rating	# Beginning	# Intermediate	#Advanced	# Advanced High	# Attending 6+ years in US School
7th	94	11	51	35	3	77
8th	116	16	53	29	2	85

Additionally, the campus has identified a slightly higher proportion of its students as Special Education (14.3%) to the district average (10.7%); however, both the campus and district averages vary from the state average (12.6%). As regards the identification of Gifted and Talented (G/T) students, Manor Middle School varies substantially from both the district and the state falling well below both. Of the students at Manor Middle School, 5.3% have been identified for G/T services (down from 6.6% in 2022) whereas the district overall has identified 10.5% of students as G/T (up from 9.6% in 2022) and statewide G/T is 8.2%. The student population is predominately Hispanic (63.3%) (down from 67.4% in 2022) a figure that is slightly different than the district (64.6%) and well above the state average of 53.0%.

Educational Needs

Manor International School aims to address the pressing need for academic transformation in a community that is rapidly evolving. Our scholars must be prepared for a future that demands global interaction and adaptability for careers that may not yet exist. This proposal acknowledges that the needs of the school are in transition and outlines a plan to lead the campus into a new era of educational excellence.

Manor Middle School has historically struggled to meet the academic standards set by the State of Texas Accountability System. In the 2018-2019 academic year, the school received an overall grade of "F" with a score of 50. The campus earned a 57 in Student Achievement, 59 in School Progress, and a concerning 30 in Closing the Gaps. After a two-year pause in ratings due to external circumstances, the school's performance in 2022 remained below 70% across domains, with 2023 results still pending. These outcomes clearly signal the need for a comprehensive redesign to foster academic growth and close the existing performance gaps.

Manor International School: A Turnaround Approach

The proposed Manor International School (MIS) is designed to dramatically improve academic performance, elevate the capacity of instructional staff, and provide a rigorous, internationally-focused program. With the long-term goal of seeking International Baccalaureate (IB) status, Manor International will challenge all students with high academic expectations, offering them the tools to understand and engage with the world beyond Manor.

Through the use of research-based High-Quality Instructional Materials (HQIM) in core subjects, supported by Texas A&M – SA ISCP staff, students will receive strong Tier 1 instruction that meets the needs of diverse learners. The academic framework is geared toward preparing students for post-secondary success by ensuring they leave middle school ready to take advantage of advanced coursework opportunities such as Advanced Placement (AP), P-TECH, and Early College High School.

Students will develop cross-disciplinary skills aligned with the Texas College and Career Readiness Standards (TxCCRS), which include: 1) Cognitive skills, 2) Foundational knowledge, 3) Study and research skills, 4) Personal awareness and integrity, 5) Technological and data literacy, 6) These skills not only prepare students for academic achievement but also align with the international and IB school models, providing a foundation for global citizenship and cultural competence.

Non-Academic Challenges

The rapid growth in Manor, Texas, presents both opportunities and challenges for the community and Manor ISD. Since the 2020 US Census, the population has more than doubled, bringing new residents with different socioeconomic backgrounds, which has transformed the once small community. While this influx has expanded access to healthcare, goods, and services, it has also introduced challenges in maintaining the pace of infrastructure development and community cohesion. Manor ISD now faces the challenge of preserving its rich history and values while integrating newcomers who may be unfamiliar with the community's cultural and

educational traditions. The fear of losing collective identity, as new residents outnumber long-time residents, is a legitimate concern.

Building Trust and Community Relationships

Manor International School and the ISCP are committed to embracing both the long-standing and new members of the Manor community. Unlike some charter partners that impose a new vision and culture, the ISCP pledges to work collaboratively with the district and the community to honor Manor’s storied history while welcoming and integrating new families.

Our primary challenge is to win the trust and confidence of all stakeholders—students, families, staff, and the broader community. Building strong relationships with new residents, while also respecting the traditions of the long-established community, will be key to creating a unified educational vision for Manor ISD. By creating an inclusive environment, Manor International School will serve as a bridge between the past and the future, ensuring that all students feel a sense of belonging and are prepared to excel in an increasingly diverse world.

Managing Change and Communication

Change can often bring discomfort, especially when it involves major shifts like the opening of Manor International School and the introduction of an SB 1882 operating partner. This new partnership may cause initial apprehension due to misunderstandings about its nature and purpose. To address this, clear, transparent, and early communication will be essential. The ISCP will work closely with Manor ISD to develop a comprehensive communication plan that ensures all stakeholders—students, parents, staff, and the community—are well informed about the opportunities the partnership will create. By consistently sharing information through a unified voice, we will promote the message that this collaboration is designed to expand academic and personal opportunities for students. Through this proactive approach, we aim to foster community support and ease concerns about the impending changes.

Rationale for Location and Targeted Student Population

Manor International School (Manor International) will retain all MISD students eligible for this campus and will recruit from all of Manor and the surrounding Travis County area, as this is a free, open enrollment campus. Recruitment for the campus will focus on the Manor community to recapture any students who may have been lost to other educational options during the Pandemic and outreach to families who are new to the area who may have enrolled their children in non-public schools in Manor or elsewhere. We want all families to know about the excellent educational opportunities that exist both within the district and at Manor International specifically.

The Texas A&M – San Antonio Institute for School and Community Partnerships was formed as part of the university’s ongoing commitment to change educational outcomes and economic disparities for the Hispanic community- a commitment that drives every university decision and is the foundation for strategic planning. The ISCP seeks to drive transformative change through our educational initiatives and community partnerships. The university serves a student population that is 70% Hispanic, much of which lives below the poverty line; we make concerted efforts to create opportunities and exposure to the world by developing, enhancing, and maintaining meaningful, reciprocal partnerships within communities, throughout the state and into the global society.

- 3. Education Plan / Academic Model. Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.**

The School Model

The long-term goal for Manor International is to join the International Baccalaureate (IB). IB schools are internationally recognized system of schools that focus on intercultural understanding, caring, and enrichment. Students who attend IB schools receive a challenging and comprehensive education through which they develop the inquiry skills, knowledge, and compassion to become individuals who strive to create a better world through intercultural understanding and respect. Students learn to become active, compassionate, lifelong learners who understand and appreciate people and their differences and can collaborate to solve complex global challenges.

Creating an international school at Manor Middle School is a first strong step toward the progression to the district goal of making the school an International Baccalaureate campus. There are several educational components, and teaching and instruction expectations, that are necessary to assist in working toward this goal: build capacity in teachers, create a culture of inquiry, deepen cultural knowledge and awareness, establish a global and worldwide view, and develop skills to think creatively.

Instructional and Curricular Programs

The plan for Manor International includes three primary instructional components:

1. High-quality Instructional Materials (HQIM), StudySync and Agile Mind
2. Self, Community, and Culture local elective course for 6th graders and National History Day inquiry project for 8th graders (Social Studies), and
3. Implementation of the Literacy-based Design (LBD)© Framework for improving and enhancing instruction

Each educational program element identified in this proposal is grounded in recent and relevant research and best practices. These programs have a proven record of success in supporting the needs of students with similar characteristics when implemented with fidelity. StudySync and Agile Mind have a proven history of success in Texas and are on the vetted curriculum list published by the Texas Education Agency. The local elective, customized to the school and local community, Self, Community, and Culture is in its fifth year of delivery in another ISCP managed middle school. Included in this proposal are program elements that are nationally and internationally recognized such as International Schools and the International Baccalaureate; others are Texas-specific such as the Texas Model for Comprehensive School Counseling.

The team for the Manor International School application brings together educational scholars, former and current Pk-12 educators, counselors, administrators, and higher education administrators all with a strong commitment to develop equitable educational opportunities for all students. Each ISCP team member involved in the design of the school model outlined in this application is an expert in his or her given discipline. All possess an extensive background in writing, designing, evaluating, and implementing educational models for curriculum, instruction, evaluation, counseling, climate, and school culture. Each contributor is an experienced practitioner with multiple years of experience supporting schools. Dr. Muñoz and Dr. Janysek have developed SB 1882 proposals for three prior schools, and along with Dr. Sanchez and Dr. Boyd, support the operation of those in-district SB 1882 campuses and provide technical assistance and mentorship to other charter operators.

International Baccalaureate (IB)

The International Baccalaureate (IB) is an internationally recognized school model that emphasizes intercultural understanding, caring and enrichment. It includes four programs that focus on teaching students how to think critically, and it culminates in six rigorous subject exams. The four programs include the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-Related Programme (CP.) The IB programmes provide a comprehensive education that challenges students to become inquiring, knowledgeable, and caring citizens who create a better world through intercultural understanding. The IB organization works with schools, governments, and international organizations to develop programmes of education and rigorous assessment (International Baccalaureate Organization, 2018, p. 5).

Middle Years Programme

The MYP is open to any student aged 11 to 16, at schools that have been authorized to implement the programme. The Phase-In model at Manor International aims to be authorized by the end of Year 6 of the 10-year plan. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully defined subject group flexibility allows students to meet local requirements and personal learning goals. In the final year of the programme, optional MYP eAssessments provide IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for MYP course results and the IB MYP Certificate. In the IB Phase-In plan for Manor International, we plan to participate in these e-exams that lead to learner MYP certificates in Year 10.

IB frameworks are deliberately flexible, empowering students, teachers, and schools to tailor an education that is appropriate to their culture, context, needs, interests and learning ability. With this solid academic foundation, the IB produces students with transferable, future-ready skills and an internationally recognized education. It uncovers and develops the best in every child and prepares citizens of tomorrow, who are ready to step up as leaders and contribute to their world.

Table 2. Manor School Yearly Plan for International Baccalaureate Phase-In Plan

Year 1	Manor International School working on campus specific academic and strategic initiatives including teacher preparation, capacity-building, coaching, and mentoring and campus PD
Year 2	Manor International School working on campus specific academic and strategic initiatives including teacher preparation, capacity-building, coaching, and mentoring and campus PD
Year 3	Manor International School working on campus specific academic and strategic initiatives including teacher preparation, capacity-building, coaching, and mentoring and campus PD Manor International School will apply for IB Candidacy to become an IB Middle Years Programme School and begins the Candidacy Review and Consultation Phase
Year 4	Manor International School will begin Candidacy Review and Consultation In the spring of AY4 Manor International School will apply for Authorization
Year 5	Manor International School begins IB Authorization Phase: Year 1
Year 6	IB Authorization Phase: Year 2 and Authorization Approval Awarded by End of Year
Year 7	Manor International School is an International Baccalaureate Middle Years Programme School: Year 1
Year 8	Manor International School is an International Baccalaureate Middle Years Programme School: Year 2
Year 9	Manor International School is an International Baccalaureate Middle Years Programme School: Year 3
Year 10	Manor International School is an International Baccalaureate Middle Years Programme School: Year 4
Future Years-Sustainability	At the start of the following school year, Manor International School is an International Baccalaureate Middle Years Programme School: Year 5 and will be eligible to participate in the rigorous e-Assessments that lead to MYP Certificates for students completing MYP.

Leadership and Governance. List the current members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School
TBD	TBD	Principal/Instructional Leader
TBD	TBD	Assistant Principal(s)
Dr. Henrietta Muñoz	CEO, ISCP	Institute CEO
TBD	Clinical Assistant Professor, Faculty Liaison, A&M-SA	Faculty Liaison
Olga Moucoulis	Edgewood ISD Representative to the ISCP Board of Directors	Board Member
TBD	Manor ISD Representative to the ISCP Board of Directors	Board Member
Dr. Juan Jasso	Community and A&M-SA Representative; former Superintendent	Board Member
Leroy Vidales	Community Representative	Board Member
Dr. Carolina Gonzales	ESC Representative	Board Member
Dr. Catherine O’Brien	Assistant Professor, College of Education and Human Development, A&M-SA	Board Member

Enrollment Summary (Limit: 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2024) for each column. **Note: Remove any rows for grades the school will not serve.**

Grade Level	Number of Students					
	Year 1-2026	Year 2-2027	Year 3-2028	Year 4-2029	Year 5-2030	Capacity 2035
6	70	120	140	160	180	250
7	200	125	145	165	185	250
8	200	210	220	230	240	250
TOTAL	470	455	505	555	605	750

2. Briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table.

Year 1 (AY 2025-2026) is loosely based on an estimate of enrollment provided by the District in the Call for Quality Schools and informed by factors such as a downward trend in enrollment since 2018—2019 and basic assumptions regarding controlled recruitment of students for the inaugural return of the 6th grade class. These figures make basic assumptions regarding the need for the district to remove grade 6 from the elementary schools in the feeder pattern (Blake Manor, Lagos, Presidential Meadows, and Shadowglen) to relieve enrollment on those campuses. These enrollment estimates are purposefully conservative.

Like many public schools in Texas, Manor Middle School has experienced a reduction in enrollment since the Covid-19 Pandemic. Concurrently, the district altered the traditional configuration of the campus by removing the 6th graders from the campus. Historically, Manor Middle School has served students in grades 6-8; however, the district tried a 7-8 model for 2 years only to return to 6-8 for the current school year. Enrollment trends follow:

Table 3. Enrollment Trends

Academic Year	Enrollment	Grades on Campus
2019-2020	795	6-8
2020-2021	791	6-8
2021-2022	527	7-8
2022-2023	456	7-8
2023-2024	555	6-8

Section 2 – Educational Program

A strong Educational Program is coherent and aligned with the school’s mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. **Provide the following:**
 - a. **A curriculum aligned to state standards that includes a scope and sequence for each grade level and/or content area to be used at the school(s):**

International School Focus

The Manor International School will have an international focus, high academic expectations, and curriculum that moves students and faculty toward the goal of joining the International Baccalaureate. With that as the long-term goal, students and faculty will have opportunities to build relationships with other international schools, both in the US and abroad, create opportunities for students to compete in the nationally and internationally, and possibly travel, while becoming deeply involved in a challenging curriculum. Creating an international school at Manor Middle School is a first strong step toward the progression to the district goal of making the school an International Baccalaureate campus. There are several educational components, and teaching and instruction

expectations, that are necessary to assist in working toward this goal: 1) Build capacity in teachers, 2) Create a culture of inquiry, 3) Deepen cultural knowledge and awareness, 4) Establish a global and worldwide view, and 5) Develop skills to think creatively. All curriculum presented in the classrooms will be aligned with the TEKS, however, the instructional and pedagogical strategies used to deliver the curriculum will have a focus of teaching students how to develop their critical thinking and inquiry skills. These transferrable skills will benefit students in all areas of their academic journey. These skills will provide a strong foundation to be successful on their state assessments. They will assist the students as they prepare for entering high school and moving into advanced high school work. However, more importantly than perhaps all of that, these skills will help them throughout life to be able to question, and critique, problem-solve, and investigate the world around them.

b. A plan for selecting and implementing High Quality Instructional Materials, including what materials will be used at the campus(es):

StudySync and Agile Mind for ELAR and Math

The primary component, Research-based and TEA Approved Core Curriculum, ensures that all students have access to high-quality instructional materials (HQIM) that have a proven success in educational outcomes for Texas students. StudySync and Agile Mind are aligned to the Texas Essential Knowledge and Skills (TEKS) and prepare students for success on the State of Texas Assessments of Academic Readiness (STAAR).

As the ISCP evaluate curricula options to support the English Language Arts and Reading (ELAR) and mathematics programs, it is important to ensure that all instructional materials are fully aligned with the Texas Essential Knowledge and Skills (TEKS), develop critical thinking skills, engage diverse student populations, and are recognized by TEA as high quality.

Currently, Manor Middle School implements curricula that meet these criteria. In our first year we intend to continue to implement StudySync and Agile Mind while conducting a comprehensive assessment of the current instructional materials to ensure they continue to meet the above requirements. We will initiate a rigorous vetting process in collaboration with the district and campus stakeholders to either continue use of the current materials or adopt new curricula that better support student success.

For curricula to be effective they must be implemented with fidelity. The ISCP follows the framework outlined below which contains best practices for effective curriculum implementation:

- **Professional development (PD):** Provide training to ensure that teachers understand the curriculum, know how to implement it effectively, and are prepared to adapt it for their diverse classrooms.
- **Differentiated support:** Tiered support to meet the varying levels of teacher proficiency with the curriculum.
- **Instructional coaching:** Deliver feedback based on classroom observations, offer support with pacing and lesson delivery, and ensure alignment with learning objectives.
- **Lesson study and collaborative planning:** Establish protocols for Professional Learning Communities (PLCs) where teachers engage in lesson internalization, reflective practices, and peer observations to enhance instruction and student outcomes.
- **Data-informed instruction:** Utilize data from formative and summative assessments to progress monitor student learning and inform instructional decisions.

Literacy-Based Design Framework for All Content Areas

The Literacy-Based Design (LBD) framework is a **curriculum framework** grounded in research and geared toward **re-imagining** the curricular and pedagogical choices teachers make for their classrooms to **improve instruction and transform** how teachers approach **teaching and learning**. The LBD framework has five literacies: **content, communication, intercultural, personal, and digital literacy** and is intended to be woven throughout all classroom instruction. LBD uses the research surrounding content area literacy, community funds of knowledge and cultural wealth, effective communication in all content areas, the understanding of self, and the integration of technology to re-imagine the classroom as a space for intellectual exploration, identity development, and self and cultural expression and appreciation. The literacies are:

Content Literacy—focusing on the terms, content, skills, and processes specific to each content area. This literacy is reinforced through teachers and students using the academic vocabulary of the content areas every day.

Communication Literacy—involving reading, writing, visual literacy, listening, and speaking in English. It will also be addressed through classes where all students will learn and/or improve reading, writing, and speaking in

Spanish. These literacies will be reinforced and emphasized in every class and learning activity. Effective writing skills will be a central focus in all classes.

Intercultural Literacy—in today’s world, it is more important than ever for students to be culturally and socially aware of others and to understand and appreciate diversity and inclusion. This literacy will be addressed through students learning about their community, its history, and the many people who make up larger area of Texas and the world. Intercultural Literacy involves learning about ethnic, cultural, racial, and linguistic groups and their contributions to the various disciplines.

Personal Literacy—promoting strong intrapersonal skills through students’ social and emotional learning. This literacy will be addressed through incorporating reflections and dialogue to promote introspection, self-awareness, and self-learning throughout the day.

Digital Literacy—being proficient in 21st Century skills is essential to success in college and future careers. Being able to fluidly move from one technological device (or software program) to another, and opens up possibilities for new avenues of expression and commerce. Giving students the tools of technological and digital literacy will allow students to innovate and discover beyond the curriculum.

Figure 1. IB - LBD© Crosswalk

IB Attribute Descriptor		LBD Learning Descriptor	
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	Digital Literacy	Students use the tools of technological and digital literacy to innovate and discover new ways of understanding the curriculum. This literacy will help students to feel comfortable learning new technologies, develop confidence in consistently using technology in their learning experiences, and use technology to create educational products to demonstrate their learning.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	Content Literacy	Focuses on the key vocabulary, academic language, content material, skills, and processes that are specific to each content area. Content Literacy calls on students to consistently use the "language of the discipline" to express their content knowledge and understandings. Students using this literacy are provided opportunities to connect the content area to a variety of contexts and learning experiences. Development of this literacy helps students make connections between the subject area or discipline and the outside world.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.		
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	Communication Literacy	Effective communication skills are important for students to express their learning in clear and meaningful ways. This literacy involves reading, writing, listening, speaking, and presenting visually. The practice and development of effective speaking and writing skills is a central focus of Communication Literacy. The development of this literacy is critical to ensure students can effectively communicate their ideas and demonstrate their learning.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	Intercultural Literacy	Intercultural Literacy assists students in becoming more culturally and socially aware of others and leads them to a deeper understanding of communities beyond themselves. This literacy is addressed through students learning about the heritage, history, and culture of their own community and the many people who make it up. It also incorporates learning about ethnic, cultural, racial, and linguistic groups and historic contributions of all people throughout all the various subject areas and disciplines. This literacy will help students understand the larger global community and their place in it.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.		
Caring	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	Personal Literacy	This literacy incorporates reflections and dialogue to promote introspection, self-awareness, and self-learning throughout the day. Students use this literacy in the classroom when they are encouraged to express their thoughts and ideas about the content they are learning and the larger world around them. By developing this literacy, students will be able to effectively articulate their thoughts, feelings, and emotions in positive and productive ways.
Risk-takers	We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.		
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with others and with the world in which we live.		
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths/weaknesses in order to support our learning and personal development.		

Self, Community, and Culture Class and National History Day for Social Studies

Self, Community, and Culture will be a new required local elective course for all 6th grade students. The class will focus on developing students’ personal and cultural self-identity and awareness and develop their knowledge of their community and the world around them. Special focus of this course will provide students with Spanish language experiences as well as opportunities to learn about their own culture and the cultures of others.

National History Day (NHD) is a history contest that reaches over half a million students in the US and beyond. History day participants in grades 6–12 choose a topic and conduct authentic, extensive historical research in libraries, archives, and museums with an emphasis on using primary sources to bring new perspectives to historical events. Students present conclusions and evidence through papers, exhibits, performances, documentaries, or

websites, moving through a series of contest levels where they are evaluated by professional historians and educators. These contests and the programs that create them show students that history is more than the stories told in textbooks, but is instead, the human stories that shape our lives (NHD.com).

c. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials:

Teachers will receive targeted professional development (PD), instructional materials, and resources pertaining to the selected curricula. They will receive this in the summer of 2025 and continual support throughout the years of implementation. Provided during their content PLC and PD workshops throughout the year.

Teachers will also receive content and pedagogy coaching and capacity building every year from ISCP team members as well as other education specialists identified by the ICSP. This specialized and individualized coaching will assist teachers by providing them pedagogical strategies, deepening their content knowledge, and providing real-world application examples to use in their classrooms that will improve instructional practices and increase student engagement in their content area. Staff will receive LBD© Framework PD for the entire school during the summer of 2025 and refresher training throughout the year. All instructional materials and resources pertaining to the LBD© framework will be provided to the teachers at the start of each school year.

In order to establish the targeted goal of obtaining IB authorization, teachers will be provided targeted and personalized coaching and mentoring in order to build their capacity for IB work in their classrooms. Additionally, a school culture of inquiry, investigation, and real-world problem-solving will need to be established. This will happen during the first three years (AY1-AY3). As the IB authorization process is typically a multi-year process, the intent will be for Manor International School to apply to during the summer of AY3 (to start the process in the fall of AY4). The PD, training, and teacher coaching for IB authorization is provided school-wide and provided by the IB organization. The proposed timeline for PD and IB authorization:

Table 4. Timeline for Professional Development (PD) and Campus IB Authorization

AY 1 , 2025-26	AY 2, 2026-27	AY 3, 2027-28	AY 4, 2028-29	AY 5&6, 2029-31	AY 6, 2031-35
*PD introduction and initial training for LBD© framework *PD to support current curricula *Continual support and coaching for teachers to build capacity *Introductory PD on National History Day *Individualized support for Self-Community, and Culture teachers	*PD for LBD© Framework *PD to support current curricula or newly adopted curricula *Continual support and coaching for teachers to build capacity *First National History Day submission	*PD for LBD© Framework Implementation *PD to support campus curricula *Spring, apply for IB Candidacy Review and Consultation Phase *Train new International Teachers	*First Year IB Authorization Process-Candidacy Review and Consultation Phase *Specific and targeted school training and PD for IB Authorization provided by IB *Spring, campus applies for IB Authorization *Train new International Teachers *Begin train-the-trainer model for LBD© Framework	*IB Authorization, Phase Yrs 1&2 *Implementation of IB structure and organization throughout campus *Campus receives IB Authorization award at end of YR6 *Target for receiving full authorization, end of YR6 *Begin train-the-trainer model for IB	*AY7-10 full implementation of IB Middle Years Programme *Identify LBD© coaches who will train new colleagues and mentor others *Identify IB coaches who will train new colleagues and mentor others *Create school-wide authentic pedagogy projects that involve all subjects

d. A framework for instructional design and strategies that:

- **reflect the needs of the school's target population**
- **ensure all students meet or exceed the expectations of Texas state standards**
- **promote critical-thinking skills**

Foundational to an international school is the idea that students will develop a global/world-wide view and understand how their life and their community fits into this larger context. This complex thinking needs to be reinforced and fostered throughout all courses in which the students take part. As the campus moves towards seeking IB authorization, students will develop their critical-thinking, analytical, and problem-solving skills. They will be able to use these skills to tackle challenging real-world problems. Developing an international school will

specifically reflect the multi-ethnic, multi-racial, multi-lingual population that currently attends the campus and the projected continued changing student demographic and teaching force in the future.

The LBD© framework provides another layer of depth to students' learning experiences. This framework helps teachers to be deeply reflective and center their students in all their curricular and pedagogical choices. LBD© will help teachers to select materials, resources, activities, and learning experiences that reflect their students' cultural, linguistic, and personal identities. This framework shows teachers how to teach using an asset-based model, honoring and celebrating the lived experience of the students. This framework provides opportunities for students to express their own ideas and opinions, while also learning about others' thoughts and ideas. In addition, LBD© provides opportunities for students to use digital tools to express their learning. Teachers who use the framework will create classrooms that directly meet the needs of their students. In addition, as many of the students have been identified as Beginner or Intermediate on the TELPAS, the LBD© framework, specifically Communication Literacy, will have students write and speak on a regular basis reinforcing those skills.

Both the new 6th grade Self, Community, and Culture class and preparing 8th grade students to engage and participate in National History Day research, will provide students with important research skills. Students in the Self, Community, and Culture class will research their own community and examine their own cultural and personal identities. While National History Day provides invaluable skills like conducting original research, analyzing research, and presenting research, all of which will help them later in life.

Implementing StudySync and Agile Minds provides the final layer of curriculum depth. Both ensure that all students receive access to high-quality tier one instruction. These two curricula are TEA approved and are directly aligned with the TEKS state standards. Both StudySync and Agile Minds have assessment measures throughout the year that will ensure the student progress at the appropriate rate and pace for their grade level.

e. A plan to identify and serve students with learning gaps:

If left unaddressed, learning gaps present challenges for struggling students to stay on track as they prepare for new learning and eventually for higher education or workforce readiness goals. There are different types of learning gaps that students may experience. Here are a few examples:

Conceptual gaps: Conceptual gaps develop when students cannot comprehend fundamental theories or concepts.

Skill gaps: Skill gaps exist when students need help accomplishing activities or assignments. For instance, students who struggle with algebraic problems may need more instruction in foundational mathematical concepts and skills that are prerequisite skills.

Knowledge gaps: Knowledge gaps exist when students lack understanding in a subject. Students may find understanding some scientific ideas challenging because they lack background knowledge or may struggle to make connections to prior learning. Students who are not familiar with historical events, scientific principles, cultural traditions, financial literacy, and literature exhibit knowledge gaps.

Language gaps: Linguistic gaps occur when students struggle with academic vocabulary or language. Students struggle to understand academic literature or successfully communicate in written or spoken assignments when they lack the academic vocabulary or language to express their ideas in either written or verbal form.

Cultural gaps: Students from diverse backgrounds have different experiences or viewpoints that can affect their learning. Differences in language, values, or social norms may cause misconceptions in understanding content.

The Multi-Step Plan to Identify and Serve Students with Learning Gaps

Teachers can help students recover and stay on track with their learning by identifying the gaps, creating precise learning goals, delivering focused training, providing regular feedback, increasing student engagement, and creating a supportive classroom environment. The Multi-step plan to identify and service students with learning gaps is detailed below.

Step 1: Select core content curriculum that research suggests are written, by design, in a manner consistent with improved student outcomes and progression of learning and understanding.

Step 2: Select research-based Universal Assessment Screeners, adaptive reading and math assessment instruments, and formative and summative assessments for screening, progress monitoring, and instructional planning at each grade level. The selection of these instruments will be finalized in collaboration with the district in order to ensure that the school and district have the technological infrastructure to be able to support the types of assessments we recommend for maximum student acceleration. Recommendations include: Map Suite (MAP Growth TM Reading and MAP Reading Fluency TM) (NWEA); i-Ready Assessment for Reading and Math

(Curriculum Associates, LLC); I-station's Indicators of Progress for Reading and Math (ISIP) (I-station); STAR Reading and Math (Renaissance Learning, Inc.); and Texas Middle School Fluency Assessment (TMSFA)

Step 3: In collaboration with the district, we will determine the frequency of administration of both formative and summative assessments, the frequency for progress monitoring of student work and tracking student data, and the frequency of instructional planning and PLCs necessary to adjust instruction and inform our student acceleration plan to develop a yearlong calendar of assessments. This yearlong calendar of assessments will inform the further expansion of the yearlong PD calendar, and the types of PD provided to the staff at Manor International. Both the calendar of assessments and the PD calendar will then determine the frequency in which our grade level teams will meet during their grade level and PLC common times. Both horizontal and vertical meeting will aid to maintain coherence in the sequencing of instruction from one grade to the next, and to allow for the sharing of best practices across teams.

Step 4: The ISCP and campus leadership will collaborate to create a plan for setting long-term, short-term, and immediate goals. Student progress monitoring, classroom observations, unit assessments, and strategic protocols will be utilized for full tier one instruction implementation. This holds accountability for fidelity to the implementation and program performance over time. Following is a non-exhaustive list of questions that will be addressed with the delivery and design of the tier one instruction: How will we build teacher capacity to address the needs of ALL scholars? How can we embed teacher specific PD on a daily, weekly, or bi-weekly schedule? How do we accelerate teacher quality? What is the frequency in which we will monitor teacher instruction and student learning? What will our classroom walkthrough protocol look like? What is the frequency in which we will monitor teacher and student progress? What instruments and/or processes will we use to track teacher and student progress? What instruments and/or processes will we use in order to evaluate effectiveness? What instruments and/or processes will we use to identify and provide targeted PD and regular coaching to teachers based on trends in data? What instruments, protocols, and/or processes will we use to analyze student work? What instruments, protocols, and/or processes will we use to track scholar progress on assessments?

Step 5: Create campus wide Response to Intervention (RTI) and Acceleration Plans sometimes also called the "A Plan". The Acceleration plan will include a dedicated time built into the master schedule while the RTI plan including its 3-tiered levels of support, will be built into each core content class period. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children.

Step 6: In collaboration with the Manor International administration, we will implement the Student Work Protocol to analyze student work and inform instructional planning and lesson delivery. Analyzing student work helps teachers determine where students need more support and discuss ideas for adjusting instructional practice with other teachers. These protocols will also help teachers better understand how students experience the instructional task and how the standards are reflected in the students' responses. The Student Work Protocol offered by the LASO grant can be modified and will be incorporated and used during common planning or coaching sessions.

f. A plan to maximize instructional time:

Middle school years are critical years of schooling for almost 50% of students in grades 7-8. In order to increase the odds of on-time high school graduation, class or course scheduling must provide the necessary supports for success. Success criteria include acceleration, opportunities for student choice and agency, intervention, enrichment, and opportunities for foundational support as needed for core classes.

Time is one of the greatest and most important resources in every school and can have a significant impact on student learning. School scheduling should therefore be intentional and strategic when planning the time allocated for curriculum and instruction, resource allocation, strategic staffing, differentiation, tiered response to intervention, and staff planning and collaboration time such as PLCs.

Innovative and purposeful scheduling along with providing students with high quality curriculums and analyzing data by utilizing a data-driven instruction protocol will be the key drivers of our plan to maximize student instructional time. Key priorities for student academic success will be built into the master schedule to ensure the school is intentional in meeting the needs of every student. In order to prioritize and maximize instructional time for students, the master schedule at Manor International will account for the entire school day, bell to bell, scheduled in increments of 5 minutes. The schedule will reflect all key components of the instructional day including a built-in dedicated time for RtI and Acceleration for all grade levels.

Purposefully scheduling the instructional time, setting clear expectations for staff as to how to utilize this time, and conducting regular instructional walkthroughs will yield positive achievement results for the students at the new Manor International School.

g. A justification for the proposed educational program based in research, theory, and/or experience, including why it is likely to be effective for the anticipated student population:

Each of the curricular frameworks presented in this proposal are grounded in current educational research and theory and reflect best practices in education today. Additionally, the school model and instructional design chosen for Manor International School are based on years of classroom expertise and experience by the members of the writing team.

Current Research on the International School Model

The concept of international schools are not new, however, they have evolved and progressed over time. Hayden & Thompson (2016) are the most noted scholars who research the current international school models. For the purposes of this proposal, we followed their design, focusing on developing students' ability to see themselves as part of the larger global context and their awareness and understanding of themselves and others. This type of awareness and understanding will lead to developing the problem-solvers of the future. International schools are often associated with Humanities instruction, giving students a person-centered and world conscious education where they understand their decisions affect others and reinforces a desire to make the world a better place for tomorrow (Dolby & Rahman, 2008; Hayden & Thompson, 2008).

Current Research for the Literacy-Based Design Framework

The Literacy-Based Design framework is a completely original and innovative curricular and pedagogical framework designed by three faculty members at Texas A&M University – San Antonio. So, while the concept of LBD[®] is new, the holistic nature of the design is based on decades of foundational educational research across disciplines.

Content literacy—put simply, is comprehending and communicating effectively and appropriately in the various disciplines or content areas. There is a unique academic language, vocabulary, and terminology that is specific to each subject area that the students learn. Being fluent in that academic language is critical to developing content literacy (Armstrong, Ming, & Helf, 2018; Fang & Coatoam, 2013; Fang & Schleppegrell, 2010; Shanahan, 2015, 2012; Shanahan & Shanahan, 2008) in that area. In order to be able to understand complex ideas, be critical thinkers and problem-solvers, and produce thought-provoking work, students will need to have a breadth of knowledge of each of the disciplines they encounter and be nimble in their thinking to move from one subject area to the next. Additionally, “Content-area literacy focuses on the similarities of literacy in the content area with general strategies—like summarizing, questioning, and making inferences—that can help students with comprehension and can be applied universally across content areas. This approach gave rise to the adage “all teachers—including content-area teachers—must be teachers of reading” (Chauvin & Theodore, 2015).

There are certain aspects of content literacy that are overarching language and literacy skills that can be transferrable to all discipline areas, skills such as asking questions, making inferences, researching a topic or idea, formulating an argument, using inquiry, and supporting your ideas. Disciplinary literacy is another facet of content literacy and this deals with knowing the specific terminology and academic language of that field. Fang & Coatoam (2013) state: It recognizes that literacy skills/strategies and disciplinary content are inextricably intertwined and that without literate practices, the social and cognitive practices that make disciplines and their advancement possible cannot be engaged. The approach is grounded in the beliefs that (a) school subjects are disciplinary discourses recontextualized for educational purposes; (b) disciplines differ not just in content but also in the ways this content is produced, communicated, evaluated, and renovated; (c) disciplinary practices such as reading and writing are best learned and taught within each discipline; and (d) being literate in a discipline means understanding of both disciplinary content and disciplinary habits of mind (i.e., ways of reading, writing, viewing, speaking, thinking, reasoning, and critiquing) (p. 628). We are operationalizing content literacy for the LBD[®] Framework by having students learn both content literacy (literacy and language strategies and skills that span all discipline and content areas) and discipline literacy (academic language, vocabulary, and terminology that is specific to each discrete subject area) throughout the day.

Communication literacy—pertains to the commonly accepted concept of literacy, being able to read and write effectively. However, in the LBD[®] Framework we take a broader view of communication, which also includes effective oral communication and being able to listen to others and understand what they are saying. Therefore, in this framework, communication literacy involves reading, writing, speaking, and listening. Of all of the five

essential elements within the LBD[®] Framework, communication literacy is likely the one that is most familiar to students and families. This literacy helps students to develop the way they communicate their ideas to others in an articulate and effective way.

However, there is more to communication literacy that can increase academic success. Communication literacy is also the way in which students have an understanding and appreciation for the written and spoken word and start to develop a love of reading and writing (Calkins, 2016; Fink, 2018; Fountas & Pinnell, 2018; Kittle & Gallagher, 2018; Reborra, 2011). The single most important way to ensure that this love of reading and writing develops is by having the students read and write on a daily basis. Having students communicate with one another orally when they are called upon to formulate and support arguments and articulate those arguments aloud to others. Class discussions and dialogue, both small and whole group, will add to the development of literacy in this area as well. We believe that learning in all areas of the school day is predicated on students' ability to communicate—communicate with their teachers, communicate with their fellow classmates, communicate with themselves in a reflective way—and this communication needs to be effective, purposeful, and articulate. Therefore, teaching students' skills and strategies for effective communication, and enhancing their communication literacy on a daily basis is critical in successfully implementing LBD[®].

Intercultural literacy—as conceptualized in the LBD[®] Framework, works to have students gain a greater understanding of their culture while developing a greater understanding of other cultures. A critical component of intercultural literacy is cultural wealth (Yosso, 2005), which puts students' background, culture, heritage, and lived experience at the forefront of their educational experience. Yosso (2005) states, "These forms of capital draw on the knowledge Students of Color bring with them from their homes and communities into the classroom (p. 69).

Students' culture is celebrated and honored when the students see themselves and their heritages reflected positively in the pedagogical choices in the classroom, the art on the walls throughout the school, the music played on the PA system, and in many other ways. An asset-based approach to elevating, embracing, and sustaining students' culture and a movement away from deficit models is inherent in meaningful intercultural literacy (Banks, 1997; Banks & Banks, 2016; Brown-Jeffy & Cooper, 2001; Main, Cook, & Lahdesmaki, 2019; Delpit, 2006; Duncan-Andrade & Morrell, 2008; Eslinger, 2013; Hermes, 2005; Ladson-Billings, 1995a, 1995b; Ladson-Billings, 1994; Moll, L., Amanti, C., Neff, D. and González, N., 1992; Paris, 2012; Paris & Alim, 2017). Moll, Amanti, Neff, & Gonzalez (1992) express this idea when discussing *funds of knowledge*, the idea that all students bring valuable information and knowledge to the classroom through their own lived experience. "This totality of experiences, the cultural structuring of the households, whether related to work or play, whether they take place individually, with peers, or under the supervision of adults helps constitute the funds of knowledge children bring to school" (p. 134).

This thoughtful approach to intercultural literacy also focuses on sustaining students' culture and using their culture as a central component to curricular and pedagogical choices. Django Paris (2017) describes a similar idea when discussing the ways in which schools can, and should, sustain students' culture and create a space where students feel valued and that their culture is important.

"The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. Culturally sustaining pedagogy, then, has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers. That is, culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling. A pluralistic society, we must remember, needs both within-group cultural practices (in the case of language, say, Spanish or African American Language or Navajo or Samoan) and common, across-group cultural practices (in the case of language in most institutional settings in the United States, Dominant American English) to exist and thrive" (p. 95).

Having teachers help students develop their intercultural literacy will result in students' having a deeper appreciation of their own culture and a richer understanding of others' cultures. Intercultural literacy will also enable students to build relationships and create bonds with their fellow classmates by creating a space where meaningful dialogue about cultural identity can occur. Having teachers co-construct knowledge with their students and use students' culture, heritage, and lived experience as an asset to build upon, will begin to make the learning experiences in the classroom more meaningful and more relatable to the students.

Personal literacy—will be developed throughout the day as students begin to reflect upon their own thoughts, feelings, ideas, and emotions. Personal literacy will also call upon students to have a sense of physical awareness

where they begin to understand their body's development as well as how body movement and special awareness are all important for navigating the world around them. Myers, (1992) found that students, "express ownership of literacy" (p. 298). She explained that ownership of their own choices of literature led to greater motivation and a more complex understanding of content and concepts. This autonomy over their reading and writing choices leads students to a more "authentic" voice. Rust and Froud (2011) tied personal literacy with critical self-awareness and identity. It is the process of knowing self and knowing what one prefers that is the hallmark of personal literacy. To gain that type of self-awareness takes time, reflection, and study. To be literate in oneself in the Socratic sense of "know thyself" as the beginning of wisdom, allows students to see literacy as a window into their own learning. In 2008, the Pew Research Center discussed "self-literacy" as a way to explain the digital footprints we all leave and how to manage who we are as digital entities (Madden, 2008). Personal literacy includes knowledge of self and the literacies that allow students to function in society. It includes the ability to type on a cell phone and communicate through text, the ability to understand what one prefers in literature genres, and the understanding of voice in writing. These literacies add to a students' ability to choose, create, and develop literacies that will last a lifetime. **Digital Literacy**—is the final pillar in the LBD[®] Framework. This literacy focuses on students' ability to use 21st Century technology and digital skills, resources, and tools. With our global world changing rapidly and new advancements in technology happening daily, it is important to prepare students for the technological future they will face, that in many ways isn't even imagined yet. Developing this literacy must have a central focus of helping students to be comfortable when they are introduced and exposed to new technology. In addition, students need to be encouraged to take risks to try new digital tools. Digital literacy can be supported in any classroom across all subject areas. Students can use digital tools and resources to conduct research in social studies, to solve problems in math, to collect and analyze data in science, and to write and produce work in their English class.

Special Populations and At-Risk Students

2. **Provide the following:**

a. An explanation of evidence from which the projection of anticipated special populations was derived:

The projection of the anticipated special populations was derived from the 2022 TEA issued Texas Academic Performance Reports (TAPR). The 2022 TAPR is the most recent issuance of this report and contains a wealth of campus and district data as of the 2021-2022 academic year.

b. An explanation of the organization's experience in, understanding of, and capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, emergent bilingual students, and students identified as intellectually gifted:

The ISCP staff and ISCP Board of Directors consist of experience educators who have worked in PK-12 schools for many years and in multiple capacities. As former principals, superintendents, and educators, collectively, they possess experience in, an understanding of, and the capacity to fulfill state and federal obligations and requirements pertaining to students with differing abilities, students who are emergent bilingual learners, and students who have been identified as intellectually gifted. ISCP staff have taught in the Educator and Leadership Preparation Programs and remain current in their understanding of state and federal mandates so they can support school staff.

c. A plan for providing services to students with special needs, including how you ensure these students:

- **are appropriately identified**
- **are served in the least-restrictive environment possible**
- **have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development**
- **receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans**
- **participate in standardized testing**

Special Education

A comprehensive plan will support special education and at-risk current and future students. A collaborative teaching model and universal design for learning will be implemented throughout the school. All students with an individualized education program (IEP) and at-risk students will have access to a full range of a continuum of services individualized to their educational needs. The IEP teams will independently evaluate and reevaluate each student's placement for meeting their free appropriate public education (FAPE) and least restrictive environment (LRE)

needs. Teachers will receive appropriate support and training to implement 504 accommodations accurately and consistently in the general classroom setting.

Applied Behavior Analysis (ABA) is a science of people's learning and behavior and is used to help people achieve meaningful change in their life. ABA involves teaching behaviors essential to functioning effectively in the home, school, and community. ABA can also decrease severe problem behaviors that endanger health and safety, and limit educational, residential, or vocational options (Cooper et al., 2020). For more than 60 years, ABA has been used in education to increase learning and improve teaching across varied student populations, content areas, and grades (Keller, 1968; Barrish et al., 1969; Heward et al., 2005; Vargas et al., 2013).

The United States faces an increasing demand for Behavior Analysts. While the demand for Behavior Analysts exists across the nation, Texas is the state with the third highest demand. In 2016, a local study found school systems have difficulty finding BCBA's to hire and that BCBA's often pursue work in the private sector instead, in part to the gap in compensation between public and private sectors. In addition, the study revealed that teachers need to be educated on the principles of ABA therapy (Kronkosky Charitable Foundation, 2016), which can likely help address the high turnover and persistent vacancies faced by many school systems.

To build capacity of Manor Middle School's current school personnel in utilizing ABA interventions to improve educational outcomes including improvement in student behavior, decreases in expulsions, and increases in student academic gains, a group of 10 Manor ISD school personnel will receive training and supervision to apply ABA in the school setting.

Multi-Tiered Systems of Support

Teachers will be supported as they deliver evidence-based practices (EBD) for all students in the LRE. To ensure that all staff are current in training as regards response to intervention (RTI) and positive behavioral interventions and supports (PBIS) PD will be provided for both. To enhance RTI and PBIS, multi-tiered systems of support (MTSS) will be used as the guiding framework that addresses RTI and PBIS. MTSS is a systemic approach to progress monitoring that will provide faculty and staff a lens through which to operate by providing behavioral support and academic support in the least restrictive environment through academic services (Mahoney, 2018).

High Leverage Practices (HLPs). Additionally, to address the needs of the teachers to develop effective instruction, Manor International will support learners using high leverage practices (HLP) developed by The Council for Exceptional Children (CEC) and the CEEDAR Center. CEC and CEEDAR (McLeskey et al., 2019) describes twenty-two high leverage practices necessary for the preparation of special education teachers, their PD and self-assessment processes. The HLPs are organized around Collaboration, Assessment, Social/Emotional/Behavioral, and Instructional. (McLeskey et al., 2019 p.1).

HLPs are evidence-based practices that provide structure for delivering instruction and creating learning environments that ensure all students learn high standards while achieving their potential. "If widely understood, implemented, and supported, HLPs may foster a shared language about instructional practices needed to effectively teach students with disabilities," adds Billingsley et al. (2019, p. 368).

Each student with special needs on campus will have a comprehensive individualized learning pathway report that delineates each student's strengths and needs. This report will provide a dynamic real time snapshot for all teachers, support staff, administrators, and parents to see how each student is progressing through the acquisition of standards, knowledge, and skills in each course. PD is provided to ensure all faculty, administrators, and staff understand the concepts of MTSS, RTI, PBIS, and HLPs. Before the end of the year, a survey will be conducted to seek feedback from faculty, administrators, and staff regarding their use and understanding of RTI and HLPs. This along with FOI data will be used to plan trainings in Year 2.

d. A plan for providing services to emergent bilingual students, including:

- **methods for appropriate identification,**
- **specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students,**
- **plans for monitoring and evaluating student progress and success and for exiting them from services,**
- **a plan for including emergent bilingual students in standardized testing and schoolwide educational, extra-curricular, and culture-building activities**

A comprehensive and compelling plan for providing services to ELs

Emergent Bilingual (EB) students at Manor International School will participate in a dual language program to best meet their instructional needs based on the current EL population. At Manor Middle School, the EL population is approximately 44.8% with the majority of those students in need of a sound bilingual education program. Nationally, the numbers of ELs continues to rise leading to an achievement gap that cannot be ignored. This lack in academic achievement has negatively impacted ELs students and their academic performance in comparison to their English dominant peers (Collier & Thomas, 2009). The plan is to initially continue implementation of the policies, procedures, and programs outlined in the district's current bilingual/ESL website.

Dual language can be Two-Way or One-Way. It depends on the linguistic composition of the students. A Two-Way program has students of both languages receiving the same instruction, while a One-Way program has mainly students from one linguistic group learning in two languages. The dual language program is two-way when they have a minimum of 65-35 ratio. Anything below 35 is considered one-way.

Recommended Program Structure

The dual language program at Manor International School should be of at least three courses taught in a language other than English. A Spanish language class should be part of the curriculum to continue developing literacy in both languages fully. A second course should be in a state-required course. Social Studies is one of the possible courses to be included and offered in a language other than English. The third course should be an elective based on the availability of credentialed teachers in the subject area. Students enrolled in the dual language program should be offered extracurricular activities in English and other languages.

The dual language program should serve as a continuation of the dual language program from the elementary schools in the district. Students who have participated in a dual language program for at least three years should be eligible to participate. In addition, new students in the district who are Spanish speakers should also have the option to enroll in the program following the state-mandated identification process.

Identification, Monitoring and Evaluation Plans

Parents complete a home language survey when they enroll their child in school. Soon after, students who are identified as speaking another language other than English as listed on their survey are then given an oral language proficiency test as designated by the Texas Education Agency (TEA) for their appropriate grade level. If Spanish is designated as their primary language on their survey, they are administered the oral language proficiency test in both English and Spanish to determine their levels of proficiency. Students with other languages listed are only tested in English. After language proficiency test are scored, the Language Proficiency Assessment Committee (LPAC) convenes and recommends the best placement for the student in compliance with Texas Administrative Code Chapter 89.

Students who come to school already designated as emergent bilingual or ESL continue with the dual language program as they did not meet the criteria for exit. Members of the front office staff will promote the DL program to parents and students. They will have access to information which clearly articulates the program goals including: 1) The campus vision and goals for implementing a DL 50/50 model, 2) A visual representation of what the DL 50/50 model looks like at Manor International, and 3) Access to a school representative that can speak to parents in Spanish.

At the end of every school year, the LPAC team convenes to monitor and review the progress of all emergent bilingual EL students. Based on student performance, they may be exited from the Dual Language program and move into the monitoring status of two academic school years. Criteria for exiting is as follows: 1) Score Advanced High on TELPAS: listening, speaking, writing and/ or score fluent English on Pre LAS and LAS (Language Assessment Scales) test Oral & Writing, and 2) Show mastery of math, reading and writing sections of STAAR in English with no linguistic accommodations provided.

Plan for including in emergent bilingual standardized testing and school wide educational, extra-curricular and cultural building activities

To assess the learning, authentic and standardized assessments will be implemented. The types of authentic assessments will include formative and summative assessments to understand students' learning of content, performance-based assessments to assess language proficiency in English and Spanish, and portfolio assessments that document student's work overtime and in a variety of ways across content areas.

As students' progress through their years at Manor International, appropriate ELs standardized testing (i.e. TELPAS & STAAR) will be provided in order to monitor students' learning and acquisition of the English Language. Emergent bilinguals face a variety of challenges in the mainstream classroom. Along with social and cultural

differences, emergent bilinguals are also struggling with the academic language use in the classroom. Therefore, the comprehension of academic language can pose linguistic barriers related to academic success. A measure, Texas English Language Proficiency Assessment System, has been adopted by the State of Texas to monitor and assess emergent bilingual’s language development. The TELPAS is the state recognized assessment with the implementation of the English Language Proficiency Standards (ELPs) to measure English proficiency of ELs in the state of Texas. Prior to ending the academic year, TELPAS data will be analyzed during annual LPACs meetings. At these meetings, the teachers at Manor International along with the other members of the LPAC team will discuss the progress of each individual student and devise a plan with recommendations for instruction.

Dual Language Program and IB

Dual language education is a program designed to instruct students using two languages as a medium of instruction. Generally, instruction is in the student's native and target languages, e.g., Spanish and English. The connection between dual language and IB programs presents a potential benefit for the student's cognitive, academic, and career opportunities.

Table 5. Dual Language Benefits for Children

Benefit	Rational	IB Framework
Cognitive	Provides skills for problem-solving, critical thinking, and creativity.	Critical thinking Holistic teaching
Linguistic	Develops academic and social language in two different languages.	Opportunity to acquire a second language
Cross-Cultural Understanding	Collaboration among different cultural groups in the school setting and the community.	Understanding of the world
Global	Students communicate and collaborate with students from other countries	Provides students with a global perspective
Problem-Solving	Students can problem-solve in two or more languages	
Multilingual Communities	Improves communication between school and home as well as the community	Open-mindedness

Dual language and IB might not be directly related, but cognitive and linguistic development will benefit the students as they continue their education, workforce, and integration into their community. Students will be more adaptable to the ever-changing world. Combining dual language and IB will give students an enhanced cross-cultural perspective and global understanding. This combination is not universal, but it can enhance an educational option for schools seeking a well-rounded curriculum with a cross-cultural and global connection.

A dual-language curriculum will allow the students to study academic content in two languages. It will produce more than just students able to converse in two languages socially. Dual-language programs educate students to have the ability to discuss academic content in two or more languages. The result is not just a bilingual person but also a well-rounded individual in two languages.

- e. A plan for providing services to students identified as intellectually gifted, including:**
 - **methods for appropriate identification of students**
 - **the specific instructional programs, practices, and strategies the school will employ**

Texas State Plan for the Education of Gifted/Talented (G/T) Students (April 2019) specifies the requirements for G/T and provides guidance to schools for the development and delivery of G/T programs and services. The State Plan is divided into five sections: Fidelity of Services, Student Assessment, Service Design, Professional Learning, and Family/Community Involvement. Further, within each section, the plan differentiates between the minimum expectations for accountability and an exemplary program's expectations. Additional supports for achieving the state plan’s criteria are available from the Texas Performance Standards Project, which provides concise guidance related to the expectations for G/T services in Texas with special focus on how to provide services to students.

The district has outlined their approach to Gifted and Talented Education on the district website <https://www.manorisd.net/Page/5128>. This guidance provides an overview of the G/T services to be provided by the district including options of advance placement and other accelerated options for students. The district processes for identification and assessment aligns to the State Plan for Gifted and Talented and supports the five commonly accepted domains of giftedness (Intellectual, Creative, Artistic, Leadership, and Academic). The ISCP

will adopt the district Plan for G/T; however, does propose to work with the district to explore opportunities to serve students who may be twice exceptional (2E).

Student Recruitment and Enrollment

3. Provide the following:

a. A student recruitment and marketing plan.

- **What is the timeline for implementation of this plan?**
- **How will you ensure all interested students and families, including those in poverty, students who have struggled academically, students with disabilities, and other youth at risk of academic failure, are equally included in this plan?**

The ISCP adopts current Manor ISD Board Policies related to attendance and enrollment. This includes acceptance of any Board designated feeder policies; however, the ISCP wishes to ensure open enrollment of students from across the district as well as students from outside of the district’s geographic boundaries.

The ISCP will develop a multi-pronged marketing strategy that will include “boots on the ground”, social media, print media, and broadcast media. Marketing efforts will focus on an awareness campaign to inform students, parents and members of the community of the enhanced programs and opportunities available to the students who attend Manor International and the benefits of Texas A&M-SA. Marketing events and materials will communicate the university-school district partnership and the increased access to programs, resources and supports that provide opportunities to students who attend Manor International.

The ISCP, if selected, assumes responsibility for the school in July 2025; however, the ISCP may begin recruitment and marketing efforts as early as November 2024. Upon partnership approval by the Manor ISD Board, the ISCP will begin to collaborate with the district to develop and implement marketing and outreach efforts. Leveraging pre-existing relationships and partnerships within the community and district will be instrumental in promoting the school and recruiting students. All families within the district will be targeted in recruitment efforts via a variety of methods to provide equity in access to information regarding enrollment in the school.

- b. As Attachment 2, an Enrollment Policy that complies with state law, includes a description of the lottery process if more students choose to enroll at the campus than can be accommodated, and that ensures the school will be open to all eligible students.**

Attachment 2 included? YES NO

School Culture and Discipline

4. Provide the following:

- a. A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including students served in special education, emergent bilingual students, and students at risk of failure:**

Establishing a Vision for School Culture

Manor International School will cultivate a culture that is driven by academic excellence, emotional resilience, and inclusivity, fostering an environment where every student is inspired to achieve their highest potential. Our school culture will be built on the pillars of high expectations, a positive and safe academic environment, and shared responsibility for both intellectual and social development. This vision extends to all students, including those served in special education, emergent bilingual students, and students at risk of academic failure.

- b. A plan for establishing the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring and maintaining campus climate:**

Establishing and Maintaining an Intended Plan for Campus Culture

We will fulfill the vision for Manor International through a multi-arm approach aimed at 4 pillars of campus culture: (a) academic achievement, (B) campus community, (c) school safety, and (d) institutional environment. We will address these foci synergistically in response to objective data, within student-student dyads, and across the matrix of interactions between students, teachers, staff, parents, and community members. We view these pillars as influenced both actively and as a part of natural developmental processes; as input and output; and functioning both process and outcome in their contribution to the Manor International school culture. To establish and

maintain excellence in these areas, we will implement systematic and inclusive approach to assessment, identification, prevention, early intervention, consistent support, and quality improvement activities. As a result, we believe that we are poised to replicate positive associations by other academic researchers who have found promising associations between a developmental, growth-focused school culture with academic achievement (Daily et al., 2019), graduation rates (Buckman et al., 2021), college-going and persistence (Knight & Duncan, 2020), reductions in physical, emotional, and cyberbullying behaviors (Acosta et al., 2019), positive student and teacher mental health (Dreer, 2022; Wang et al., 2020), teacher job satisfaction and retention (Casely-Hayford et al., 2022; Otrębski, 2022), and civic engagement (Torney-Purta, 2002).

Establishing and maintaining the intended school culture at Manor International will be characterized by the development and implementation of an a priori plan for comprehensive, consistent, and honest engagement with campus stakeholders including students, teachers, administrators, parents, and community members. Given the numerous stakeholders and high-stakes implications for school success on community well-being, our administrative staff will be engaged in processes characterized by dedication, effort, and collective commitment to retention of existing school strengths, transformation within areas for growth, and commitment to inclusive practices that embody respect, transparency, and trust.

Campus climate will be monitored through the design and implementation of a multi-method strategy that features data collection, analysis, contextualization, interpretation, and synthesis across students, staff, teachers, parents, and community members. Our monitoring system will include data from the U.S. Department of Education School Climate Surveys (student, instructional staff, non-instructional staff, and parent forms), Public Education Information Management System (PEIMS) data, key stakeholder interviews, and focus groups. All primary data collection tools will be available in English and Spanish and delivered with developmental accessibility and representation as core values. These activities will be embedded within the administrative calendar and represented as essential to a culture of quality improvement that emphasizes transparency, developmental supports, multiple sources of feedback and data.

c. A plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways:

Plan for Engaging Families and Community Members

The goal/vision is to create a strong bond between school and home where all feel welcomed, safe, and supported. Manor International School parents will be full partners with educators in the education of their children. A parent/community advisory council composed of parents and other school/community leaders will provide outside input into the identification of needs as well as relevant school counseling program goals. We will provide opportunities for parents/families to attend meetings/workshops on campus each semester with topics for the meetings obtained through preliminary survey data and annual monitoring data. After school, parent/family meetings will provide translators, food, childcare, and tutoring sessions for students and siblings. Engagement opportunities are based on needs, surveys, resources, and feasibility.

d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs:

Proactive and Responsive Student Support Services

Manor International will lead the local secondary school landscape through implementation of The Texas Model for Comprehensive School Counseling Programs (Texas Model) as a framework for identifying, preparing, delivering, and evaluating proactive and responsive student support services. The Texas Model embeds guidance programming across campus systems through 4 delivery components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Guidance Curriculum, designed/taught by the school counselor who understands the developmental nature of students, are proactive lessons that facilitate growth, development, and transferable skills in the areas of educational, career, personal and social development. The Responsive Services component, designed to support students in their time of need, includes individual/group counseling, mentoring, and external service referrals at three levels of need: prevention, remediation, and crisis. Individual Planning services, delivered by the school counselor, assist students in the development and identification of academic, career, personal and social goals. System Support, the foundation of the counseling program, includes program management activities as well as indirect support services provided to students through referrals to community agencies to assist students facing personal crisis outside the scope of the school counseling program, consultations

with teachers and parents, parent education programs and community relations efforts, parent meetings designed to interpret testing data and assist with post-secondary planning, and participation in PD.

Manor International will implement a multi-tiered system of supportive services aimed at supporting student success through data-responsive and culturally responsive prevention and intervention activities. Prevention programs will vary in nature from universal to targeted, persistent to short-term, digital to face-to-face, and resource intensive to logistically modest. Therefore, we will develop a campus prevention programming agenda that responds to school climate data and can be monitored for global and differentiated responses.

In addition to preventative programming, we will implement a corps of school-based interventions aimed at improving, supporting, and maintaining a productive, developmentally-oriented, and safe school culture. Unlike the universal nature of preventative efforts, these activities will (a) direct efforts to children who have developed a presenting issue that interferes with academic success rather than those who are at-risk and (b) focus on deliberate rather than incidental risk reduction. Our vision for responsive student services at Manor International includes: 1) School-Wide Positive Behavioral Interventions and Supports (PBIS), 2) School-based mental health support services (MHSS), 3) Conflict Resolution and Peer-Mediation Programs, 4) Peer Mentoring and Support Programs, and 4) Restorative Practices.

- e. **As Attachment 3, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights:**

Attachment 3 included? YES NO

- f. **Legally sound policies for student discipline, suspension, and expulsion, including how these policies protect students' rights to due process:**

The Student Code of Conduct and Discipline Policy included as Attachment 3 was drafted by the ISCP attorney; it is legally sound and guarantees the protection of students' rights to due process. The Student Code of Conduct and Discipline clearly outlines expectations for student behavior, delineates levels of offenses, describes processes and procedures related to the assignment and implementation of consequences, and includes protections for students' rights and inclusion of parent/guardian in disciplinary due process.

- g. **Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly:**

Systems and Processes for Tracking

The discipline and development monitoring system (DDMS) is organized in an effort to meet our proposed vision. The DDMS offers strategies for identifying, managing, intervening, and monitoring minor and major behaviors to promote school culture, quality of the learning environment, and student development. The MMS approach will feature a collaborative effort across administrators, teachers, staff, and school counselors that relies on use of a uniform reporting system, integrated response planning/tracking, data-driven decision-making within and across academic years, and inclusion of caregivers as partners. The categories of activities below will be implemented within annual cycles of organizing, planning, training, implementing, and evaluating.

Observing and identifying problem behaviors. Once a discipline-referent behavior is observed, differential responding for student behavior will be indicated based on the identified category of infraction (minor versus major) based on the context defined by frequency, duration, and intensity (See Table Below). Minor problems are defined as those whose cumulative effects have progressive deleterious impact on school climate, the learning environment, and character development. These include dress code violations, inappropriate body language, horseplay, non-compliance with instructions or directives, off-task behaviors, side-talking, inappropriate affections, tardiness, lying, minor property destruction, arguing, teasing, and spreading rumors. Major problems are those that have a precipitous negative impact on school climate, the learning environment, and character development. These include bullying, harassment, physical fighting, property destruction, stealing, threat to others, substance use, weapon possession, serious disruption of class, and repeated minor infractions.

Managing behaviors. Observed behaviors are interpreted through a trauma-informed system framework when interacting with students and developing the individualized approach to intervention. Minor behavior disruptions are by staff with major infractions receiving referral to and managed by school administrators. Interventions for minor behavior disruptions include verbal warning, reminding of rules and expectations, educating about consequences and alternative behaviors, cued social break, engaged problem-solving, referral to school counselor

or intervention team, and parent contact/conference. In the absence of improvement and stabilization, student issue is referred to the intervention team for tier 2 intervention and support. Interventions for major behavior disruptions include completion of referral form within integrated reporting system for school that documents What, When, Where, Who, and How elements of the occurrence, referral to administrative office, contacting case management and intervention team, administrator determination of consequence, its nature and frequency of follow up with student, parent, and staff. All data related to administrator intervention will be coordinated with the school counselor and intervention team and documented within the universal documentation and reporting system. Options include additional PD, targeted universal prevention, targeted guidance and individual support, wraparound case management services, in/out-of-class suspension, and activities detailed in 5.e and 5.f.

Program monitoring and evaluation. Disciplinary referrals and corresponding interventions data are documented in the universal data management system that corresponds to academic and achievement data, social-emotional learning measures, and other psychosocial-developmental metrics. Data will be compiled in proportion and reference to other ecological assessment data identified, collected, and analyzed by the counseling staff for use in annual quality improvement activities. These data are a reference for managing school climate and discipline reporting, as well as, training priorities for the upcoming academic year.

Table 6. Discipline and Development Process Model

Universal Goal: Keep students in the classroom to develop academic knowledge and skills for intrapersonal effectiveness, interpersonal effectiveness, personal safety, and post-secondary planning.	
Creating a culture of positive school climate and developmental student experiences.	
Observing and Identifying Behavior	
Minor Behavior (Staff Managed)	Major Behavior (Administrator Managed)
Dress code violations, inappropriate body language, horseplay, non-compliance with instructions or directives, off-task behaviors, side-talking, inappropriate affections, tardiness, lying, minor property destruction, arguing, teasing, and spreading rumors	Bullying, harassment, physical fighting, property destruction, stealing, threat to others, substance use, weapon possession, serious disruption of class, and repeated minor infractions
Corresponding Interventions	Corresponding Interventions
Verbal warning, reminding of rules and expectations, educating about consequences and alternative behaviors, cued social break, engaged problem solving, referral to school counselor or intervention team, and parent contact/conference	Completion of referral form within integrated reporting system for school, referral to administrative office, contacting case management and intervention team, administrator determination of consequence, its nature and frequency of follow up with student, parents/staff
Universal data collection; individualized reporting and documentation; ecological assessment; quality improvement practices	

Assessment and Evaluation

5. Provide the following:

a. **Annual student performance goals that include targets aligned with the state accountability system:**

The ISCP assessment plan includes a variety of assessments to provide a multifaceted school performance profile that will provide comprehensive data on instructional quality; and, the social and emotional as well as academic success of students. The plan outlined below includes all Unit, Benchmark and STAAR component tests administered in accordance with district and TEA policy and procedures. Furthermore, it is aligned with the levers and essential actions of Effective Schools Framework. All Manor ISD data collection and reporting systems will be used.

b. **A plan to implement and interpret interim assessments that measure academic progress – of individual students and student cohorts – throughout the school year:**

Our approach to assessment and evaluation aligns with the TEA Effective Schools Framework (ESF) and meets all requirements of TEA’s academic and attendance accountability measures.

Lever 1: Essential Action 1.3-Campus leaders regularly use data and other evidence to track progress towards intended outcomes.

Specifically, an Assessment Team, including the principal, one grade-level faculty member, instructional coaches, and the Executive Director will meet quarterly to review data reports and monitor ongoing academic achievement for school and demographic subgroups listed below.

Lever 1: Essential Action 1.3- If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.

Recommendations for curriculum and instruction changes and relevant PD will be made during these meetings with the OP having final say in the Plan for Professional Learning instituted at the campus or grade level.

Lever 3: Essential Action 3.2- School staff meet frequently to identify individual student needs and work together to support and monitor individual progress.

In addition to the quarterly analysis described above, on an ongoing basis, the following assessment data-points will be analyzed by teachers, teaching teams, instructional coaches, and administrators during PLC meetings and designated data analysis workshops:

Assessments Data to be analyzed includes:

- Annual STAAR Testing
- Annual Texas English Language Proficiency Assessment System (TELPAS) Assessment- English Learners Students 4th to 8th grade (identified EL and parent denials).
- Benchmark Evaluations-a minimum of twice per academic year
- Student Portfolios: 1) Reading, Writing and Comprehension scores from RLA protocols or Miscue Analysis or other protocol used by the district if appropriate, 2) Language Arts: Baseline Writing student's samples collection and rubric analysis every grading period, 3) Math data (guided math evaluations), 4) Science data (unit evaluations), 5) STEAM scores from content area assessment protocols, 6) Ongoing informal data analysis (added weekly) such as Exit Tickets and Common assessments (made for all grade level classrooms).
- MTSS/RTI Progress Information: 1) Tier 1 progress, 2) Tier 2 need & progress, and 3) Tier 3 need & progress
- Climate & Culture Data: 1) Social Skills (Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision Making), 2) Motivation to Learn, and 3) Academic Competence (Math & Reading)
- Referral Data: 1) Referrals that qualify to be reported to TEA, and 2) School-based referrals (not reported)

Lever 3: Essential Action 3.2- School staff meet frequently to identify individual student needs and work together to support and monitor individual progress.

Lever 5: Essential Action 5.3- Lever 5: Essential Action 5.3- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Data Analysis Process

Formative/Informal Assessment, Weekly-Assessment Data will be analyzed each week during a portion of the PLC meeting. This ongoing examination of informal data establishes the expectation that teachers can make incremental changes in student learning when they thoughtfully analyze and reflect on their instruction and student learning. These Tier 1 RTI supports are an essential part of the student support process.

Monthly- During one PLC Meeting or Instructional Talk Workshop per month, the above data is analyzed by teaching teams. This analysis will provide a clear picture of where students are and where they need to go. The effectiveness of Tier 1 supports and potential need for Tier 2 supports are considered. Based on data, teachers work with students to conference during PLCs and encourage active student participation in goal setting.

Data Disaggregation:

- Student Groups
- Each student group represented under "Closing the Gap": 1) Ethnicity, 2) Exceptionalities, and 3) English Learners (Spanish assessment outcomes, if applicable, and English assessment outcomes, and 4) Socio-Economic Status
- Grade Level: 1) Cross-grade level, and 2) Classroom Specific
- Feeder Patterns and Transfer Trends

- c. A plan and system for collecting and analyzing student academic achievement data, reporting the data to the school community, and using the data to refine and improve instruction (including dedicated time for providing training and support to school leadership and teachers):**

Lever 1: Essential Action 1.3 - Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

Assessment is a critical component of any program. Students will be continuously monitored for progress using the above data points. The data analysis will include the district's benchmarking system and TEA accountability reporting systems. An Assessment Team, including the principal, one grade-level faculty member, instructional coaches, and the Chief Academic Officer, as well as the campus teaching staff are all part of the data analysis process. The Assessment Team is responsible for the disaggregation of data. Teaching staff and Instructional Coaches propose instructional responses, which are reviewed and approved by the Assessment Team when they demonstrate a significant change in the curriculum or instructional process.

Disaggregated data will inform grade-level and campus-wide professional learning supports. The Assessment Team will make recommendations for comprehensive training for campus faculty members and administrators. Taken together, this assessment system provides data sources that when considered individually and in conjunction with one another, provide a more complete picture of student performance and school quality. The Assessment data, STAAR and benchmark testing shows academic achievement.

As part of a continuous improvement process, each curricular and instructional approach will be considered. When warranted, the Assessment Team may make recommendations for changes in the curriculum or instructional approaches outlined in this proposal. The effectiveness of the curriculum and instructional design will be assessed and evaluated using the above plan. Curricula will be evaluated using a combination of unit assessment data, additional Assessments as indicated in attachment 9, exit tickets, Benchmarks, and STAAR data. Self, Community, and Culture local elective course for 6th graders and National History Day inquiry project for 8th graders (Social Studies), will be assessed through a yearlong research project and teacher assessment data. Literacy-based Design (LBD) © Framework for improving and enhancing instructional practice will provide internalization rubrics that teachers may use to guide their implementation practice.

Approaches to Assessment in an International Baccalaureate Middle Years Programme School

From the time of enrollment, students and legal guardians are given access to documentation describing what an IB Middle Years Programme (MYP) is and its requirements regarding student assessment. In an International Baccalaureate (IB) school, teachers use a variety of assessment methods to support learner development and growth in IB principles and philosophy. Teachers consider learner variability including strengths and abilities and language development when planning students' personal learning goals and student assessments. Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with IB programme documentation. The creation of IB assessments also includes conceptual learning connected to the stated learning objectives and outcomes in the school's yearly plans. The MYP program requires teachers to standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.

In the Middle Years Programme, all students finishing the MYP program in Years 3 and 4 are required to complete a community project. In addition, MYP requires that all students complete a personal project in Year 5. The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. In Year 10, this plan proposes to include IB e-assessments, which can be purchased directly from the International Baccalaureate home office. These e-Assessments are optional for use by IB schools. The cost associated with purchasing the e-Assessments in Year 10 of this plan has been included in the budget.

In order for students to fully benefit from the curricular instructional design at Manor International, it is critical that components and fidelity to the systematic approaches are monitored on an ongoing basis. Therefore, needs assessments will be conducted via surveys consisting of both Likert scale and open-ended questions for administrators, teachers, and staff. Additionally, parents will also be given the opportunity to voice their opinions, questions, and any concerns regarding the system of implementation. Specifically at Manor International, math and reading scores from benchmarks and standardized testing data will be used to guide instructional decisions. Adjustments to these approaches may be made based on instructional needs to suit the best interest of students and optimize academic success.

Lever 5: Essential Action 5.4 - Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners.

All data on annual STAAR performance will be reported to the community by Manor ISD using the district website and TEA accountability reports. Manor International School families will be informed of interim data reports during school-sponsored family events.

Additional Assessment and Evaluative Measures

Schools that select TEA vetted and approved curriculum may be eligible to receive financial support from the Texas Education Agency (TEA). In recent years, TEA made available, through its LASO grant program, funding that provided the curriculum, materials, training, and an instructional coach. In the event that such funds are available when Manor International is launched, the ISCP will work with the district to submit an application to the agency. If awarded, the agency requires an additional assessment of implementation and outcomes.

TEA provides protocols and tools for this assessment. These resources are used to monitor implementation, progress, and student outcomes. They assist the school to conduct internalization sessions during PLCs and to hold fidelity to implementation, inclusive of student unit assessments, and prescribe how the school analyzes data. These resources are discussed further in Attachment 9 which also includes samples of these resources.

d. The corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement:

Lever 5: Essential Action 5.3- Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

Lever 5: Essential Action 5.3- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Daily intervention time, in conjunction with instructional blocks, enable students to receive individualized instructional time that provides for corrective action. Specifically, it promotes re-teaching as well as accelerated learning. It includes teacher-student conferencing so students can set goals and monitor goal attainment. Staff professional learning as it relates to data trends will be identified by the Assessment Team and build into professional learning plans and campus-wide learning opportunities. Using a strengths-based approach, teachers will participate in peer-to-peer coaching in contenting areas where one has a strength with an average of 2-3 observation/coaching sessions per year. The corrective action Plan is triggered weekly or monthly as data analysis reveals the need for Tier 2 or 3 interventions.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school’s mission and vision, Educational Program, and Financial Plan.

Organizational Structure

6. Provide the following:

a. As Attachment 4, an organizational chart that indicates all positions and lines of authority.

Attachment 4 included? YES NO

b. The name(s), title(s), and a description of the daily responsibilities of the person(s) employed by the operating partner that will be responsible for the management of each campus:

Name	Title	Date Started w/ Organization	Campus to be Managed	Description of Daily Responsibilities <i>(person who will be the principal’s direct supervisor here)</i>
Dr. Henrietta Muñoz	CEO	September 2020	All ISCP Campuses	Chief Executive Officer, supervising all A&M-SA ISCP managed schools. Provides leadership/guidance for all aspects of school operations and is ultimately responsible for all decisions related to the operation of the school inclusive of staffing, finances, curriculum, evaluation, etc. Serves as the direct supervisor of the principal or may delegate.
Dr. Sonia Sanchez	CAO	September 2022	All ISCP Campuses	Chief Academic Officer, improves student outcomes by promoting inclusive practices, driving curriculum improvements, and ensuring effective teaching strategies are in place.
TBD	Principal	TBD	Manor	The principal is the instructional leader of the campus and is

			International School	responsible for the daily operation and management of the school, staff, and resources.
TBD	Faculty Liaison	TBD	Manor International School	Faculty Liaison serves as resource to the campus. May provide PD, coordinate/facilitate special projects and research on the campus or be a liaison to the university to bring experts or additional resources to support the school.

c. The proposed school’s legal status (e.g., non-profit and federal tax exempt) and structure that comply with [TEC 12.101\(a\)](#).

The partnership structure is shown in Attachment 4. The Institute is governed by a Board of Directors, the Board. The Board hires and oversees the Chief Executive Officer (CEO) to serve as the operational leader of the ISCP. At many ISCP managed campuses, the CEO designates authority and responsibility for the programs and functions of the school to an ISCP employee called a Faculty-in-Residence. This is the model when the principal remains an employee of the district. With input and support from the Faculty-in-Residence, the CEO advises the Board in making decisions related to SB 1882 Partnership campuses. For the partnership with Manor ISD, the principal will be an employee of the ISCP who works in service to the campus. The role of Faculty-in-Residence has been modified to Faculty Liaison. The Faculty Liaison will provide specialized services or bring targeted resources to the campus. Dr. Henrietta Muñoz has been the CEO of the ISCP since September 2020.

The Board is composed of five individuals and has the capacity to expand to include representation from each district as the ISCP expands partnerships to include additional partner districts. The voting membership is composed of individuals unaffiliated with A&M-SA and may include up to two members affiliated with the university (currently there are two university representatives). Currently, there is one member representative of Edgewood ISD; an additional representative from Manor ISD will be added upon approval of the partnership by the Manor School Board. Additional ad hoc members, who possess expert knowledge, may be included as needed to inform decisions related to specific aspects of the educational programs. Each member provides a unique perspective and participates fully and equally in the decision-making process for guiding the direction of the school.

The school principal will be an employee of the ISCP. The school staff remain employees of the district. Although an employee of the ISCP, the principal, under the authority of the CEO and managed by the CAO, works in support of the district. The principal is the direct supervisor of the assistant principal(s) and the school faculty and staff as follows the district organizational structure unless the structure is changed at a later date.

Governing Board

7. Provide evidence of the following:

a. The independence of the board as it relates to the authorizer:

Although the district may place a representative on the ISCP Board, it is not permissible for any member of the governing board to be a representative from the district who had direct input into decisions related to the partnership’s approval at the district level. Further, the ISCP and its designee, A&M-SA, are affiliated with the Texas A&M University System-an entity that is unrelated to the authorizer. The ISCP Board, selected by the ISCP with input from A&M-SA, is therefore, also unrelated to the authorizer.

The ISCP Board may accept recommendations for membership from the district and members of the community. Members of the community, business, and industry may also self-nominate. A full description of the plan for formation, composition, and operation of the ISCP Board are in the Bylaws included as Attachment 5.

b. Plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees:

The ISCP Board will conduct both formative and summative evaluations to determine the success of the school and its leaders. These evaluations are informed by both qualitative and quantitative data and will include measures such as student learning outcomes as measured by benchmark assessments and the STAAR results, discipline counts, community input, and staff evaluations. Progress is monitored throughout the academic year and a final evaluation report is annually. The report identifies areas of success and opportunities for improvement.

The ISCP Board meets monthly, on the third Thursday. Historically, the Board does not meet during the months of December or July; however, there have been exceptions to this practice. The Board did meet in July 2023 to address business that could not be deferred until August. There are currently no standing committees.

- c. **As Attachment 5, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts.**
Attachment 5 included? YES NO
- d. **As Attachment 6, a Board Member Information Sheet and resume for each proposed Board Member.**
Attachment 6 included? YES NO
- e. **A description of how the proposed governing board members' knowledge and skills make them qualified to oversee a successful charter school, including educational, financial, legal, and community experience and expertise:**

The membership of the ISCP Board of Directors is composed of individuals who possess a wealth of experience in school operations. Members are educators who have served in multiple roles within the K-12 educational system. The ISCP Board members have experience as classroom teachers, campus administrators, district-level administrators, Superintendents, and in state-level educational agencies. The Board is supported by legal representation provided by Schulman, Lopez, Hoffer & Adelstein, LLP-a firm known for its experience supporting charter school operations.

- f. **A plan and timeline for board recruitment (including the desired experience and qualifications of future board members), initial board training, expansion, orientation of new members, and ongoing training for members:**

The ISCP participates in the Lone Star Governance (LSG) Process. The ISCP CEO and all members of the Board are trained in Lone Star Governance and follow the processes outlined in the LSG with fidelity. The CEO meets with the ISCP's LSG coach, Dr. Loyde, on a routine basis to strengthen the capacity of the Board and to ensure that the ISCP and the campuses managed by the ISCP are following these best practices. Dr. Loyde has also been retained to establish the 5-year ISCP Strategic Plan. Following guidance from the LSG coach, the members of the Board participate in trainings as relevant and necessary to perform their responsibilities.

Attachment 5 contains the full Bylaws of the Texas A&M-San Antonio Institute for School and Community Partnerships. Articles III and V of this document thoroughly describe the process for the identification, selection and training of ISCP Board Members. Additionally, the document outlines minimum qualifications, length of terms, conditions to hold positions as officer, termination of membership and how such terminations should be addressed. Further outlined are conditions and processes for increasing Board membership.

- g. **Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board:**

The ISCP Board of Directors is structured to allow for the growth and expansion of the Board as needed to expand the capacity within the membership as the ISCP expands, makes modifications to the scope of work, or identifies the addition of members with additional areas of expertise. The current Board is strong and is composed of representatives from the community, the university, Local Education Agencies (LEA) where the ISCP currently manages schools, and the Education Service Center. The ISCP Board and the CEO enjoy a trustful, mutually respectful, and supportive relationship.

Application Team Capacity

8. Provide the following:

- a. **Describe the collective qualifications of the applicant team to implement the school design successfully, including each team member's experience and evidence of measurable success in:**
- **School leadership, administration, and governance**
 - **Implementing systems for curriculum, instruction, and assessment**
 - **Performance management**

Henrietta Muñoz, PhD is the Chief Executive Officer, ISCP. Dr. Muñoz oversees the Senate Bill 1882 school partnerships with LEAs in San Antonio. She has 20 years of nonprofit experience and 15 years of school-community partnership experience in San Antonio. As the CEO of the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP), Dr. Muñoz currently provides leadership and oversight of three SB 1882 campuses in Edgewood ISD and the university's embedded teacher residency program in collaboration with the CAST Network of Schools in four additional schools.

Previously, Dr. Muñoz was the Senior VP for Research and Evaluation (2018-2020) at UWSA with oversight of all data collections, analysis, research and evaluation. With support from the Annie E. Casey Foundation and the Doris Duke Charitable Foundation, she helped develop the Dual Generation Initiative, which established a solid partnership for the Eastside of San Antonio. In 2012, she became the first director of the Eastside Promise Neighborhood, a \$23.7 million dollar US Department of Education award for the Eastside of San Antonio, where a feeder pattern approach to campus change was implemented in San Antonio ISD. Muñoz is an Annie E. Casey Foundation Children and Families Fellow (2009-2010), and part of a Community Advisory cohort of the Dallas Federal Reserve. Muñoz received her PhD from the University of Texas at San Antonio in Culture, Literacy and Language in 2009, where she served as Adjunct Faculty until 2013.

Sonia Sanchez, PhD is the Chief Academic Officer, ISCP. Dr. Sanchez has many years of experience focusing on school improvement and campus turnaround. Dr. Sanchez oversees the development and implementation of academic programs, ensuring they align with the ISCP's educational goals and standards. Dr. Sanchez works to improve student outcomes by promoting inclusive practices, driving curriculum improvements, and ensuring effective teaching strategies are in place.

Dr. Sanchez has a robust background in educational leadership, strategic planning, instructional improvement, and school turnaround. She has successfully supported campuses to design and implement strategic interventions resulting in the removal of Improvement Required status for two schools. She has supported improvement efforts for over eighty elementary schools. At the district level, she collaborated on district-wide systems and processes for data analysis, improvement planning, and leadership development.

Dr. Sanchez has first-hand knowledge of international education and studied at the Universidad Autónoma de Madrid, the Instituto Internacional en España, and IES Beatriz Galindo, Spain. She earned a PhD from the University of Texas at San Antonio in Culture, Literacy, and Language and has completed the highly respected School Turnaround Leaders Professional Education Certificate from the Harvard Graduate School of Education.

D. Michelle Janysek, PhD is President, Collaborative Education Partners, LLC. Dr. Janysek is the former Deputy Director of the ISCP where she facilitated school and community partnerships and developed Quality School Proposals. Prior her work at A&M-SA and the ISCP, Dr. Janysek spent eight years at The Education Institute at Texas State University as a principal investigator (PI) for multiple grants and contracts focused on education policy development, standards, and assessment and educator preparation. She has held positions in both institutions of higher education and state agencies such as the Texas State Board for Educator Certification (SBEC) where she served as the Director of Educator Quality and Accountability.

Her areas of specialization include: School performance and program evaluation, educational assessment, evaluation models (standardized, performance-based, portfolio), educator training, teacher quality, novice educator induction and mentoring, adult education, grants development/ implementation/evaluation, program development, college and career readiness, transitions to post-secondary education, workforce development, school safety, and emergency planning for schools. Dr. Janysek earned a doctoral degree in Adult, Professional and Community Education from Texas State University, a master's degree in Theatre Arts Administration from Texas Tech University, and a bachelor's in Theatre Arts from Southwest Texas State University.

b. As Attachment 7, include the résumés and bios for all members of the applicant team.

Attachment 7 included? YES NO

c. Describe the proposed School Leader's experience in and ability to design, launch, and lead a school and implement the specific educational program being proposed, OR describe the board's plan to recruit and retain a leader with the ability to implement the specific educational program being proposed (if School Leader candidate(s) is not yet identified):

Plan to Recruit and Retain a Highly-qualified School Leader

The team members from the Texas A&M – SA Institute for School and Community Partnerships have worked in and in support of public education in Texas for many decades. Collectively, we possess a strong and extensive network that we will leverage to help us surface strong talent. The ISCP will begin the search by capturing the full list of schools in and around Manor, Bastrop, and Austin to identify the highest performing principals both in terms of growth/turnaround and in highest outcomes. Each of these principals will be made aware of the opportunity as they may either be interested or know other great leaders.

We will also reach out to the highest quality principal preparation programs in Texas to be in contact with their alumni networks and career services, either through the programs or through informal networks, social

media groups, and LinkedIn research. Likewise, we would search out the alumni from the Holdsworth Center programs <https://holdsworthcenter.org/>. We will reach out through job posting sites that are more directed towards strong education leaders, such as Workmonger <https://workmonger.com/> and some sections of Indeed.

The ISCP retains school leaders by providing a high-level of ongoing professional support. Our campus leaders receive comprehensive coaching and support from the ISCP CEO, Dr. Henrietta Munoz, and ISCP team members who were successful school principals and coaching specialists. The ISCP uses the state approved Texas Principal Evaluation and Support System (T-PESS) for evaluating campus leaders. This process is implemented with fidelity to support the individual professional growth of the campus leader. When implemented fully and with fidelity, the T-PESS process provides the opportunity to set goals and identify PD opportunities to address the needs. The CEO, or designee, meets weekly with the campus principal.

d. Describe the work of the school leader(s), including:

- **the measurable performance expectations for the school leader that are aligned to the mission of the school**
- **how these expectations will shift from school launch in the first year of operation to sustainability in future years**

In the current ISCP approach to managing in-district charter schools, the principal remains an employee of the district and is the campus leader who maintains the rights, responsibilities and authority for the implementation of the school plan and the success of the school. The primary difference on an Operating Partner managed campus is in the lines of authority; although still an employee of the district, the principal is supervised and evaluated by the operating partner; this is mandated in the SB 1882 legislation. For proposals submitted under the Manor ISD Call for Quality Schools, the campus principal will be employed by the operating partner; therefore, the principal of the Manor International School will be an employee of the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP). The principal will work in service to the school and in support of the district.

In year one, the school leader will be expected to implement the school plan and each of the components outlined in this proposal. The principal, as the school leader, will receive on-going support from the CEO, CAO, Faculty Liaison, and other designees. These individuals support the principal in all school operations.

The performance measures for the school are developed in conjunction with the drafting of the Performance Contract between the school district and the operating partner. The performance measures will align to the following measures: Enrollment and Retention, Academic Performance, Student Engagement, Organizational Soundness and Community Confidence, School Climate and Culture, and Finance. Once established and codified in the Performance Contract, the principal, as school leader, will, along with the CEO, be responsible for achieving the specified performance outcomes. Annually, the ISCP reevaluates the progress of the school on each performance measure. As needed, adjustments may be made to the instructional or operational plans for the school. This work is completed collaboratively by the principal, the CEO, the Faculty Liaison, and other designees. Expectations regarding progress monitoring and program improvement may shift in order to ensure progress; the principal is expected to pivot and adapt as the needs of the campus and performance measures necessitate.

Staffing Plans

9. Provide the following:

a. As Attachment 8, a recruitment and hiring strategy for all campus roles, including:

- **selection criteria that demonstrate high standards and mission alignment for all candidates**
- **a hiring protocol, and timeline that ensure the school is fully staffed by July 1 of each year.**

Attachment 8 included? YES NO

b. As Attachment 9, a plan to develop staff and retain high-performing staff, including:

- **an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program**
- **evaluation tools and processes that will capture trends and track and promote teacher progress over time**
- **The process for providing targeted and personalized support for school staff that includes:**
- **The allocation of resources to support and provide professional development**
- **The qualifications of personnel to provide professional development and facilitate adult learning**
- **Professional development methods and calendar**

Attachment 9 included? YES NO

c. Describe your process for identifying and remedying unsatisfactory leadership and/or teacher performance:

The ISCP uses the state approved Texas Teacher Evaluation and Support System (T-TESS) as the evaluative instrument for classroom teachers and the Texas Principal Evaluation and Support System (T-PESS) for evaluating administrators. The ISCP approach to managing school staff includes a focus on planning for the growth of individual teachers and administrators. This process is well supported when T-TESS and T-PESS are implemented with fidelity. Campus administration, in collaboration with the ISCP, will then identify the performance level within each domain and dimension that is the minimum for meeting the performance expectations required of the Manor International School effective teacher and will identify exemplars. Under a SB 1882 Performance Contract, regardless of who employs the campus leader, the campus leader is under the direct authority of the ISCP and will be evaluated by the CEO of the Texas A&M-SA Institute for School and Community Partnerships or her designee in collaboration in consultation with the district. The CEO or her designee meets weekly with the campus leader to ensure that the school plan is implemented with fidelity and that the campus leader is making progress towards the attainment of campus performance goals. The frequency of contact with the campus leader ensures that unsatisfactory progress or administrative practices are addressed as soon as they are identified so that corrective actions can occur in a timely manner.

When implemented fully and with fidelity, the T-TESS and T-PESS processes provide the opportunity to set goals and identify PD opportunities to address the needs of the individual staff member for growth and improvement. Every effort will be made to assist staff to meet the performance expectations of the campus, ISCP and district. District policies related to staff growth plans, remediation and/or non-renewal will be implemented.

Facilities

10. Provide the following:

a. Identification of an appropriate proposed school facility OR a plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population:

The partnership will utilize the current Manor Middle School campus. There is no need to identify nor secure additional space outside of the existing school buildings. At this time, the proposed operating partner does not have knowledge of any needed or necessary renovations beyond those associated with branding. However, the ISCP expects to receive the buildings, mechanical systems, and equipment in proper working order. Any facilities or systems found to be faulty or operating outside of manufactures specifications within 120 days of the commencement date specified in the performance contract will be the responsibility of the district to repair or replace at no additional expense to the ISCP. Any gifts, grants, or other funding designated for facilities, specific to Manor Middle School/Manor International School and received by the district or the ISCP, must be planned for, vetted and approved by the ISCP.

Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school’s mission and vision, Educational Program, and Organization Plan.

Financial Plan

11. Provide the following:

a. The staff members responsible for the organization’s finance and a brief description of their qualifications to manage the organization’s systems, policies, and processes:

The ISCP executes an annual contract with Texas A&M-San Antonio University; the University provides “Back Office” supports for the ISCP, including financial operations. As a part of this agreement, the ISCP is held accountable to the rules, regulations and policies regarding finance to which the University is held accountable unless the ISCP Board has approved their own policy. ISCP Board adopted policies will supersede A&M-SA policies as they are unique to the ISCP’s nonprofit status. ISCP fiscal policies have been included in Attachment 10.

The University’s Division of Business Affairs and the Departments under it provide staff who support the financial operations. The University provides support for Accounting, Budget support, Financial Services, Human Resources, Information Technology, Operations, Payroll Services, and Risk Management. An assigned Senior

Financial Analyst, Zulema Gonzales, MBs, MAcc, who oversees and facilitates the University's support of the ISCP.

Day-to-day decisions regarding the funds under the authority of the ISCP, including those funds for schools managed by the ISCP, are made by the ISCP CEO, Dr. Henrietta Muñoz, in consultation with the school district, the campus principal, and with the support of the ISCP Staff. Dr. Muñoz has 20 years of nonprofit experience and 15 years of school-community-partnership experience.

b. A description of the organization's systems, policies, and processes for:

• **Financial planning, Accounting, Purchasing, and Payroll**

Links to both A&M-SA and the Texas A&M University System's policies, regulations, and procedures relevant to the key requirements of the Financial Plan follow may be found on the Texas A&M-San Antonio website. Except for when the ISCP Board has adopted its own policy that better aligns with the nonprofit status of the ISCP, the ISCP holds itself accountable to the policies, processes, and regulations applicable to the University and the System. <https://www.tamusa.edu/about-us/business-affairs/compliance/rules-and-procedures.html>

Financial Planning and Budgeting – The budget development process is performed annually. The annual budget process at Texas A&M-San Antonio adheres to the guidelines included in the TAMUS Policy 27.03, *Annual Operating Budget Process*, and A&M-San Antonio Procedure 27.04.01.00.01, *Budget Operations*. The University's budget is in compliance with Guidelines approved by the Board of Regents; it supports the accomplishment of the University's mission and strategic plan, and it represents sound fiduciary management of resources. Likewise, the ISCP Board has directed the CEO to comply with University and System processes, and the ISCP Budget supports the accomplishment of the ISCP mission and strategic plans.

Purchasing and Procurement – The Procurement Services Department purchases goods and services through the use of purchase orders and procurement cards and provides resources to assist those staff members with responsibility for making purchases, including a purchasing flowchart which outlines all of the steps in the process and a guideline for the terms and conditions of purchase orders. A&M-San Antonio employees, and the ISCP, are responsible for adhering to A&M-SA Procedure 07.01.99.00.01, *Purchasing Standards of Conduct*. The University offers training and technical assistance to support these functions.

Contracts – TAMUS Policy 25.07, *Contract Administration*, and Regulation 25.07.01, *Contract Administration Procedures and Delegations*, provide guidance on all contracts. These policies and regulations formalize the delegation of authority for contracts and outlines the routing process of agreements and contracts and determines who is authorized to execute contracts within dollar limits as defined by A&M System Policy. The ISCP also follows Lone Star Governance; as such, the CEO of the ISCP must obtain authorization from the ISCP Board of Directors for contracts or expenditures that exceed certain limitations.

c. A description of the organization's internal controls, financial reporting requirements, and process for conducting independent annual financial and administrative audits

The Associate Vice President for Financial Services and Controller (AVP/Controller) is designated as the financial reporting officer for the University. The AVP/Controller is responsible for the integrity of the Annual Financial Report (AFR) submitted to the Texas A&M System and for the establishment of effective internal controls for its preparation. The AFRs enable TAMUS to prepare combined financial statements in compliance with Governmental Accounting Standards Board (GASB) requirements, AFR reporting requirements established by the State of Texas, and TAMUS Policy 21.01, *Financial Accounting*, and TAMUS Regulation 21.01.01, *Financial Accounting and Reporting*. The AFR is submitted to the A&M-System's Financial Reporting Division annually during the month of October. This report is then consolidated with the AFRs from other TAMUS member institutions to produce the TAMUS Combined Annual Financial Report. The combined AFR is submitted to the Texas Comptroller of Public Accounts for inclusion in the state's annual comprehensive annual financial report (CAFR). The Texas State Auditor's Office is responsible for carrying out the audit of the state's CAFR.

The University's financial statements and underlying records are subject to the State Auditor's annual audit but are seldom selected for detailed audit testing. However, the ISCP does have an external audit conducted annually. In conjunction with the University's reaccreditation by the Southern Association of Colleges and Schools – Commission on Colleges, an independent review of the University's fiscal year 2018 financial statements was completed by Martinez Rosario & Company. The report issued by Martinez Rosario & Company stated that they were not aware of any material modifications that should be made to the financial statements for them to be in

accordance with the basis of accounting specified by the State Comptroller. The Texas A&M System’s Office of Internal Audit (OIA) conducts internal audits, both operational and financial. The ISCP undergoes an annual financial audit by an independent auditor; this is in addition to those conducted by the University and System.

d. The roles and responsibilities among the administration and governing board regarding school finance:

The Texas A&M-SA Institute for School and Community Partnerships Board of Directors fully understand the roles and responsibilities regarding school finance. As the OP, the ISCP will be responsible for the appropriate use and expenditure of all funds allocated to the school. It is a requirement of the Senate Bill 1882 legislation that the OP have “initial, final, and sole authority” over the operations of the school, including the campus budget. However, the ISCP and the Board of Directors understands that in order for the partnership to flourish, the OP will need to conduct fiscal functions in consultation with the district.

The day-to-day responsibility and authority for the oversight of school finance for all ISCP managed campuses is granted to the ISCP CEO, Dr. Henrietta Muñoz. The ISCP Board of Directors maintains ultimate authority over this work and provides approval of budgets and financial plans. The ISCP Chief Academic Officer, Dr. Sonia Sanchez, reports to Dr. Muñoz and works directly with the leadership teams at each campus, the district, and the A&M-SA university financial support division to navigate the fiscal and operational needs of the school. Within the university financial support division, the ISCP has been assigned a Senior Financial Analyst who is responsible for supporting the ISCP and ensuring that the full weight of fiscal operations support available from both the university and the A&M System are available to the ISCP and Board of Directors.

e. How the organization ensures financial transparency, including:

- **plans for public adoption of the school’s budget**
- **public dissemination of its annual audit and an annual report**

As a public institution, Texas A&M-SA is subject to all applicable state laws relating to transparency in government. The ISCP, in alignment with the agreement with the University, is held accountable to these same laws. This includes all aspects of business including, but not limited to, fiscal operations. Additionally, as a public entity, the University is subject to Texas Government Code, Chapter 552 related to access to government records. All government information is presumed to be available to the public and the university, as well as the university system, has processes and procedures in place to assure transparency in all operations.

The ISCP annual operational budget and budgets for each ISCP managed campus are adopted by the ISCP Board of Directors as part of the order of business conducted following guidelines set forth by the Texas Open Meetings Act as specified in Government Code <https://statutes.capitol.texas.gov/Docs/GV/htm/GV.551.htm> . Additionally, the ISCP follows Lone Star Governance practices. Budgets are discussed in meetings, which are open to the public and formally adopted by the Board following careful discussion and consideration. Approved budgets are available to the public on the ISCP website <https://theinstitutesa.org/> .

The findings of the ISCP annual audit, agenda and minutes from all meetings of the Board of Directors are available on the ISCP website <https://theinstitutesa.org/> .

e. As Attachment 10, an operating budget and narrative that explains revenue and cost assumptions, including the following:

- **grant/fundraising assumptions**
- **the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)**
- **the projected cost to implement the academic model described in this application**

Attachment 10 included? YES NO

f. Describe the organization’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated:

In the event that anticipated revenues are not received or are lower than estimated, the ISCP will work with the district to revise budgets, amend the contractual agreement if necessary, and to identify and secure additional funds necessary for the delivery of the educational program. Contingency funding may be identified from existing district or campus resources that may be reallocated, as permissible by law. The ISCP has extensive experience in the procurement of external grants and funding and may leverage this capacity in the event that additional funds are required.

Section 5 – Existing Partner/Experienced Partner Supplement

A strong proposal from a partner that has previously operated schools (including partners that operate under a Charter Management Organization or CMO), or a partner proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP), is coherent overall and aligned internally with the school's mission and vision, Educational Program, Operational Plan, Financial Plan, and any other applicable attachments.

- Existing Partners (any organization that has previously operated schools) should complete only Question 13
- Any applicant proposing to contract with an Education Service Provider (ESP) or CMO (Charter Management Organization) should complete Questions 14 and 15

Existing Partner Track Record

12. Provide the following:

- a. As *Supplemental Attachment 1*, the experienced partner applicant, CMO, or ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs)

Supplemental Attachment 1 included? YES NO

- b. As *Supplemental Attachment 2*, an independent financial audit report and its most recent annual report of the experienced partner applicant, CMO, or ESP that demonstrated the financial health of the organization.

Supplemental Attachment 2 included? YES NO

- c. A description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant, CMO, or ESP:

Not applicable. Has no such history.

- d. If applying to manage a turnaround campus, evidence that:

- the partner organization has been in existence for at least three years prior to the undertaking of the management of the district campus
- the partner organization has managed multiple campuses for multiple years
- the partner organization has a track record of managing campuses to academic success or has significantly improved the academic performance of the campuses

The A&M-SA Institute for School and Community Partnerships successfully operated three schools in Edgewood ISD (EISD). The 2023-2024 academic year marks the fifth year that the ISCP has been the Operating Partner (OP) of two schools in EISD. Gus Garcia University School (GUS) serves students in grades 6-8 and the Burleson School for Innovation and Education is an 18+ transition campus. A third school in EISD, Winston Intermediate School of Excellence (WISE) was added a year later but was closed due to district right-sizing at the end of the 2024 school year.

Both GUS and WISE were turnaround campuses; each having experienced several years of fluctuating ratings in the State of Texas Accountability System. Both campuses were "F" rated when the ISCP assumed operation of the schools. Despite the Covid-19 Pandemic, both schools moved from School Report Card ratings of "F" to "C" for the 2021-2022 academic year. Additionally, the 8th grade students at GUS consistently outperform all other students in the district, regardless of grade level, on the Algebra I and Biology EOCs with pass rates of 80% and 92%. Burleson does not receive a campus grade as the students with differing abilities ages 18+ have already earned a high school diploma and the school is not part of the Accountability System.

ESP or CMO Management Plan and Legal Relationship

13. Provide the following:

- a. The name and address of the ESP or CMO:

Not applicable. Does not have an ESP or CMO.

- b. As *Supplemental Attachment 3*, the Management Agreement between the ESP and the applicant organization that includes:

- ✓ A detailed description of the roles and responsibilities of the ESP
- ✓ A detailed explanation of the scope of services and costs of all resources to be provided by the ESP
- ✓ A detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals
- ✓ A detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory
- ✓ A detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation
- ✓ A detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule
- ✓ A detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed
- ✓ A detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause
- ✓ An explanation and justification of any indemnification provisions in the event of default or breach by either party

Supplemental Attachment 3 included? YES NO

Not applicable. Does not have an ESP or CMO.

- c. **An enforceable plan for the operation of the school in the case that the management agreement is terminated:**

Not applicable. Does not have an ESP or CMO.

- d. **Assurance and evidence that the board is independent from the ESP or CMO and is self-governing, including separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities**

Not applicable. Does not have an ESP or CMO.

- e. **A clear and detailed explanation of the supervisory responsibilities of the ESP/CMO (if any), including which school employees the ESP/CMO will supervise, how the ESP/CMO will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities:**

Not applicable. Does not have an ESP or CMO.

- f. **A detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP/CMO, including evidence that such agreements are separately documented and not part of or incorporated in the ESP/CMO agreement. Such agreements must be consistent with the school's authority to terminate the ESP/CMO agreement and continue operation of the school:**

Not applicable. Does not have an ESP or CMO.

- g. **A detailed explanation and compelling justification of any loans, grants, or investments made between the ESP/CMO and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused:**

Not applicable. Does not have an ESP or CMO.

Section 6 – Community Priorities TO BE UPDATED BY AUGUST 25, 2023

This section will identify 3-5 priorities generated by the Manor MS community and ask potential operators to discuss how they will address these priorities.

Manor ISD conducted both a survey of families and focus groups with elementary school students to understand what the community believes is most important in a redesigned Manor MS. Below is a summary of the most prominent themes from this engagement; applicants are encouraged to describe how their model is aligned with these interests as Section 6 of the application. Please note that because these community priorities were released later than planned, applicants may submit **Section 6 no later than September 18th**. *Please note that all other sections are still due on September 11 as originally communicated.*

The ISCP appreciates the opportunity to respond to the priorities identified by families whose children may attend the Manor International School. Families know their children best; they understand their strengths and want to ensure that their students have access to an outstanding education. The ISCP sees families as the most vital partner in working to strengthen schools and elevate opportunities for all scholars. ISCP addresses each priority below in the order that they were provided.

- **Education Program:**

The ISCP school model proposed in this Call for Quality Schools represents a rigorous and robust plan intended to accelerate learning opportunities for all students who will attend the Manor International School. The Manor International School will have an international focus, high academic expectations, and curriculum that moves students and faculty toward the goal of joining the International Baccalaureate (Pearce, 2023). With that as the long-term goal, students and faculty will have opportunities to build relationships with other international schools, both in the US and abroad, create opportunities for students to compete in the nationally and internationally, travel, while deeply involved in a challenging curriculum.

The plan for Manor International School (Manor International) includes three primary instructional components: 1) High-quality Instructional Materials (HQIM), 2) Self, Community, and Culture local elective course for 6th graders and National History Day inquiry project for 8th graders (Social Studies), and 3) Implementation of the Literacy-based Design (LBD)© Framework for improving and enhancing instructional practice.

Each educational program element identified in this proposal is grounded in recent and relevant research and best practices. These programs have a proven record of success in supporting the needs of students with similar characteristics when implemented with fidelity. HQIM have a proven history of success in Texas and have the support of the Texas Education Agency. The local elective, customized to the school and local community, Self, Community, and Culture is in its fourth year of delivery in another ISCP managed middle school. Included in this proposal are program elements that are nationally and internationally recognized such as International Schools and the International Baccalaureate; others are Texas-specific such as the Texas Model for Comprehensive School Counseling.

The proposed educational program ensures that our scholars develop strong foundational skills in reading, writing, oral communication, mathematics, science and the social sciences. Students will benefit from the use of HQIM that guarantee strong Tier 1 instruction. Further, our scholars must engage in strong social-emotional learning so that they are capable, agile, and strong collaborators so that they can pursue whatever future they desire for themselves.

- **Hands on learning experiences**

By design, both International Schools and schools that earn the International Baccalaureate designation are inherently project based and include authentic hands-on learning experiences. Beginning in AY 1, we begin to build capacity in both the staff and the students to engage in experiential learning. PD and mentoring by ISCP teams will assist all staff to integrate the Literacy Based Design (LBD) Framework ©. LBD integrates across all content and assists teachers to plan contextualized learning experiences to meet the needs of scholars.

Eighth grade students will complete a year-long project and compete in National History Day competitions. National History Day project are hands-on inquiry-based projects that scaffold throughout the school year and are conceptualized and driven by the students. As part of the climate and culture plan, students will participate in

service-learning projects to benefit their local community. Additionally, once the school receives International Baccalaureate designation, IB requires additional community-based projects designed to address real world issues.

- **Technology**

With the accelerating advances in technology, the entire world is accessible to students in ways that were unimaginable just a generation before. Students are overwhelmed by images, marketing, and vast amounts of digital content and information twenty-four hours a day, 7 days a week. Unfortunately, much of this digital content may either be harmful or contain false and inaccurate information. The student of today are voracious consumers and producers of digital content. However, adults in their lives may not possess the technological knowledge or skills to guide scholars to make wise choices or to integrate technology into instruction in meaningful ways.

The reality of today is that technology will continue to be a vital part of our society; therefore, scholars of today must understand and be able to navigate a world in which advances such as AI are reshaping the role of humans in our society and in the workforce. We have an opportunity and an obligation to do everything we can to prepare our students to thrive in that unavoidable and closer-than-we-think future. Even with the tremendous projected strength of AI, there are critical and unimpeachable roles that will continue to be the natural and powerful place for our students if we do right by them now.

One of the three components of the Educational Program is the implementation of the Literacy-Based Design (LBD) Framework ©. LBD © is a **curriculum framework** grounded in research and geared toward **re-imagining** the curricular and pedagogical choices teachers make for their classrooms to **improve instruction** and **transform** how teachers approach **teaching and learning**. LBD © focuses on five areas of Literacy one of which is vital to providing students with the knowledge and skills necessary to excel in the ever-evolving global technological world in which we live. **Digital Literacy**—being proficient in 21st Century skills is essential to success in college and future careers. Being able to fluidly move from one technological device (or software program) to another, opens up possibilities for new avenues of expression and commerce. Giving students the tools of technological and digital literacy will allow students to innovate and discover beyond the curriculum. Digital Literacy necessitates that teachers integrate the use of technology in meaningful ways and this integration occur on a daily basis throughout the instructional day. Students learn critical Digital Citizenship skills that will enable them to become critical users and producers of digital content using the latest technological advances.

- **Outdoor learning spaces**

Although not specifically addressed in this proposal, opportunities for outdoor learning are a key element on all campuses currently managed by the Texas A&M – San Antonio Institute for School and Community Partnerships (ISCP). Each of the current three ISCP managed campuses has outdoor learning spaces that were developed two or three years into the partnership based on student and community interest and needs of the campus. In each situation, the focus and purpose of the outdoor programming is different than what is in place at the other schools. The current ISCP managed schools outdoor learning opportunities are described briefly below.

1. The Bureson School of Innovation and Education – Students at Bureson are ages 18+ who have earned a high school diploma and remain eligible to receive transition services under an Individual Education Plan. The students at Bureson work in one or more of the five micro-business ventures where they learn self-sufficiency, life, and work skills. One of these businesses is a garden center. At the garden center students learn the basics of horticulture, hydroponics gardening, home and community-based gardening, and landscaping. Outdoor Learning is supported through grant funding by the Truist Foundation, the City of San Antonio, and Whole Kids.
2. Gus Garcia University School (GUS) – GUS is a middle school that serves students in grades 6-8. The curriculum and programming at GUS is intended to prepare students to enter high school prepared to take on rigorous college preparatory courses such as dual credit, early college high school and advanced placement. All students complete a minimum of 3 high school credits (Algebra, Biology, and a course in a Career and Technology Pathway) such as Culinary Arts. Over the past four years, based on input from the students and community, the students in Culinary Arts and Biology have created outdoor spaces that expand and enrich these courses. The students have planted a food forest which currently boasts more than 50 fruit and nut trees which will begin to produce food in the next two-three years. The food forest was followed by the planning and development of a pollinator garden and currently the students at GUS have developed, and are

presently implementing, a plan for composting the organic waste from the Culinary Arts program. The campus received funding from Able City Architectural Firm and an Eco-Scholars Grant from the City of San Antonio.

While we do not currently know what outdoor learning may ultimately look like at the Manor International School, we do know that there will be outdoor learning opportunities once interest and needs are identified with input from scholars and their families, as outdoor learning is a vital part of each ISCP-managed campus.

- **Student Supports:**
 - **Counseling/social workers**

Manor International will lead the local secondary school landscape through implementation of The Texas Model for Comprehensive School Counseling Programs (Texas Model) as a framework for identifying, preparing, delivering, and evaluating proactive and responsive student support services. The Texas Model embeds guidance programming across campus systems through 4 delivery components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Guidance Curriculum, designed/taught by the school counselor who understands the developmental nature of students, are proactive lessons that facilitate growth, development, and transferable skills in the areas of educational, career, personal and social development. The Responsive Services component, designed to support students in their time of need, includes individual/group counseling, mentoring, and external service referrals at three levels of need: prevention, remediation, and crisis. Individual Planning services, delivered by the school counselor, assist students in the development and identification of academic, career, personal and social goals. System Support, the foundation of the school counseling program, includes program management activities as well as indirect support services provided to students through referrals to community agencies to assist students facing personal crisis outside the scope of the school counseling program, consultations with teachers and parents, parent education programs and community relations efforts, parent meetings designed to interpret testing data and assist with post-secondary planning, and participation in PD activities.

Manor International will implement a multi-tiered system of supportive services aimed at supporting student success through data-responsive and culturally responsive prevention and intervention activities. Prevention programs will vary in nature from universal to targeted, persistent to short-term, digital to face-to-face, and resource intensive to logistically modest. Therefore, we will develop a campus prevention programming agenda that not only responds to school climate data but can also be monitored for global and differentiated responses among stakeholders.

- **Small class sizes**

The ISCP understands the impact of class size on student learning outcomes and the ability of caring adults to develop strong and supportive relationships with students. The ISCP's preferred maximum class size is 22 students; optimal class size is 18. Although the desire is for smaller classes, the ISCP understands the constraints associated with student-based funding and realizes that smaller class sizes may not always be possible.

- **Staffing:**
 - **Mental Health Supports**

We will fulfill the vision for Manor International through a multi-arm approach aimed at 4 pillars of campus culture: (a) academic achievement, (B) campus community, (c) school safety, and (d) institutional environment. We will address these foci synergistically in response to objective data, within student-student dyads, and across the matrix of interactions between students, teachers, staff, parents, and community members. We view these pillars as influenced both actively and as a part of natural developmental processes; as input and output; and functioning both process and outcome in their contribution to the Manor International school culture. To establish and maintain excellence in these areas, we will implement systematic and inclusive approach to assessment, identification, prevention, early intervention, consistent support, and quality improvement activities. All students and school staff will have access to supports that focus on personal wellness and mental health promotion initiatives that include healthy living, nutrition, personal resilience, and mental health literacy.

- **Experienced, high-quality teachers**

Teacher quality is one of the most important components necessary to ensure student-learning outcomes. The TAPR indicates that the average years of teaching experience of teachers at Manor Middle School is 6.2 years and on average, teachers have been in the district for 2.8 years. While not fully novice, the faculty as a whole is not highly experienced. High-quality PD and mentoring will be key to retaining existing staff and developing their skills

sets. ISCP faculty and staff will provide PD and mentoring supports that meets the needs of the school. Drs. Sanchez, Boyd and Janysek have extensive experience in educator preparation, mentoring, and novice teacher induction and will bring these supports to Manor International. PD has been addressed throughout this proposal and is further addressed in Attachment 9: Plan to Develop Staff and Retain High-performing Staff.

- **Extracurriculars:**
 - **STEM activities**
 - **Competitive Athletics**
 - **Clubs based on scholar interests**

Extracurricular activities (STEM, Athletics, and Clubs) are addressed collectively. Students who participate in extracurricular activities have a greater sense of attachment to their schools and appear to exercise greater engagement with both academics and their peers. Additionally, engaged students are less likely to fail or leave school and more likely to find academic success (NCES, 1995). Students who experience success in one area transfer that winning attitude to other areas of their lives.

The ISCP has experienced this firsthand at Gus Garcia University School (GUS). Historically, GUS was a school that struggled with school climate and culture. Anecdotally, we have been told that GUS was a school where few parents wanted to send their children. The school had a low sense of pride, academically the school had not performed well for many years and staff turnover was high. Today, GUS is a thriving middle school where students are engaged in many different extracurricular activities. Our football teams and soccer teams are strong, and the community has developed an energized fan base to support their success. Students at GUS are involved; they plan activities and dances and held their first ever homecoming week during the 2022-2023 school year. The band is thriving and held both winter and spring performances for the community and students have taken ownership in the development and installation of the food forest, pollinator garden and composting program.

The academic expectations for scholars at GUS have been set high and our students are meeting and exceeding our expectations. All students leave GUS with at least three high school credits and can earn up to six credits. The 8th grade students outperform the rest of the district on the Algebra I End of Course Exam (EOC) and on the Biology EOC; they are outperforming all students in the district, regardless of grade level. Students are engaged across the school and there is marked difference in what one sees and how one feels in the school. Students are proud to be GUS Chargers and teachers are proud to teach at GUS. This sense of pride is evident throughout the school and across the community.

The students who attend Manor International School will be supported in each of the traditional extracurricular activities that are most often found on a middle school campus. Additionally, by nature of being an International School, and later, International Baccalaureate school, students will have increased access to new opportunities for enrichment that open the world to them.

Attachment 1: Graduation Standards

Attachment 1: Graduation Standards does not apply to this proposal as Manor International School Powered by Texas A&M – San Antonio serves students in grades 6-8.

Attachment 2: Enrollment Policy and Description of Waiting List Process

The ISCP will adopt the following current Manor ISD Board Policies related to Admissions and Enrollment:

- FD Admissions
- FDA Admissions-Interdistrict Transfers
- FDAA Interdistrict-Transfers and Classroom Assignments
- FDB Admissions-Homeless Students
- FDD Admissions-Military Dependents
- FDE Admissions-School Safety

Students are welcome to enroll in an ISCP managed campus at any time throughout the school year, provided that space is available. Families who wish to enroll their students in Manor International School will follow the application and enrollment process established by MISD until the campus reaches capacity. The ISCP's Supplemental Admission Policy addresses the process for enrollment at capacity; the supplemental policy is pending approval of the ISCP Board.

ISCP Supplemental Admissions Policy

Section 1. Non-Discrimination in Admissions

It is the policy of the Texas A&M San Antonio Institute for School and Community Partnerships (ISCP) to comply with all state and federal regulations regarding admission and not to discriminate during the admission process on the basis of sex; national origin; ethnicity; religion; disability; academic; artistic; or athletic ability; or on the basis of the district the child would otherwise attend. *Education Code 12.111(a)(5)*.

Section 2. Development of Waiting List(s)

In the event that overall campus enrollment reaches capacity or capacity is reached at a particular grade level, the ISCP will develop a waiting list. Students will be placed on the waiting list in the order in which their applications for enrollment are received and will be organized by grade level. If an opening occurs, families will be contacted via the telephone number provided on their student's application. If the opening is not filled within 24 hours of the telephone call, the next student on the waiting list will be contacted.

Section 3. Returning Students

Students who are currently enrolled in an ISCP managed school who plan to return the following school year must notify the ISCP of their intent to return by a deadline designated by the ISCP CEO on behalf of the Board of Directors.

Section 4. Siblings and Children of School Staff

Siblings of returning students who are currently enrolled in an ISCP managed school are given priority for admissions provided that the family has followed all District application and enrollment processes.

For this policy “sibling” shall mean a biological or legally adopted brother or sister. A “sibling” may also be another relative or unrelated child who resides in the same household and for which the parent/guardian has full legal custody. Sibling enrollment is dependent on availability of space and does not guarantee enrollment.

Children of staff employed on ISCP managed campuses are given priority for admissions dependent on available space.

4. STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY

4.1 Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, Texas A&M San Antonio Institute for School and Community Partnerships (ISCP) has established this Student Code of Conduct in accordance with state law and the ISCP open-enrollment charter. The Code has been adopted by the Board of Directors and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Student Code of Conduct will be posted at each ISCP campus and/or will be available for review at the campus office. Parents will be notified of any violation that may result in a student being suspended or expelled from the ISCP. Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Student Code of Conduct does not define all types and aspects of student behavior, as the ISCP may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the ISCP organization's expectations, student behavior and consequences.

4.2 Authority and Jurisdiction

Texas A&M San Antonio Institute for School and Community Partnerships (ISCP) has disciplinary authority over a student:

1. During lunch periods in which a student is allowed to leave campus;
2. During the regular school day and while the student is going to and from school on ISCP or District owned transportation;
3. For any expulsion offense committed away from ISCP or District property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment;
4. For any expulsion offense committed while on ISCP or District property or while attending a school-sponsored or school-related activity of the ISCP or another school in Texas;
5. For any school-related misconduct, regardless of time or location;
6. When criminal mischief is committed on or off ISCP or District property or at a school-related event;
7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
8. When the student commits a felony, including those provided by Texas Education Code §§ 37.006 or 37.0081, regardless of time or location;
9. While a student is participating in any remote / virtual classroom or other period of online instruction provided by the ISCP;
10. While the student is attending any school-related activity, regardless of time or location; and

11. While the student is in transit to or from school or to or from school-related activities or events;

Reporting Crimes

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus or while attending school-sponsored or school-related activities will be reported to an appropriate law enforcement agency.

4.3 Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet ISCP's standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other ISCP and District staff and volunteers.
- Respect the property of others, including ISCP or District property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

4.4 Discipline Management Techniques

Disciplinary management techniques are designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Assignment of school duties such as cleaning or picking up litter.
- Behavioral contracts.
- Cooling-off time or "time-out."
- Counseling by teachers, counselors, or administrative personnel.
- Rewards for positive behavior.
- Demerits.
- Detention.
- Expulsion from an ISCP campus, as specified in the expulsion section of the Code.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code.

- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the ISCP.
- Restorative discipline practices.
- School-assessed and school-administered probation (final warning contracts).
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction, oral or written.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as determined by school officials.

Corporal Punishment

The ISCP will NOT administer corporal punishment upon a student for misconduct.

4.5 Restorative Discipline Practices

The ISCP may utilize a wide variety of restorative discipline practices, which are designed to build a sense of school community based on cooperation, mutual understanding, trust, and respect, and emphasize the importance of positive relationships and pro-social relationships between students. Specifically, the ISCP believes that when students engage in inappropriate conduct, restorative discipline practices may hold the potential to:

- Build trust, respect, and relationships
- Develop self-discipline and positive behaviors
- Encourage accountability and responsibility in the school community
- Establish mutual understanding
- Help students understand the harm caused by the misconduct
- Identify and respond to the needs of the person harmed and the person who caused the harm
- Increase parent partnerships
- Promote equitable input from all stakeholders
- Reintegrate students who have caused harm in the school community
- Strengthen school culture

Essentially, the restorative approach sees misbehavior or conflict as an opportunity for students to learn about consequences for their actions, develop empathy for others, and learn methods to make amends in a way that strengthens interpersonal bonds.

Examples of restorative discipline practices may include, but are not limited to:

- Affective statements;
- Apologies;

- Community building circles;
- Mediation;
- Relationship building;
- Repairing harm circles;
- Restitution;
- Restorative circles or conferences; and
- Restorative dialogues/making agreements.

Restorative discipline practices may take the form of alternatives in lieu of other disciplinary consequences allowed under the Code of Conduct and/or supplemental action taken along with other disciplinary consequences.

Restorative discipline practices are a collaborative process and may not be required or appropriate in all student discipline situations.

4.6 Procedures for Use of Restraint

ISCP staff, school employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force as is necessary to address the emergency may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

“Restraint” generally means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

“Emergency” means a situation in which a student’s behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

In a case where restraint is used, ISCP staff, school employees, volunteers, or independent contractors shall document the incident as required by the Texas Education Agency. Additionally, the ISCP/District shall report electronically to the Texas Education Agency, following standards provided by the Commissioner of Education, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by the Commissioner of Education for reporting the use of restraint involving students with disabilities.

4.7 Procedures for Use of Time-Out

An ISCP staff member, school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or the threat of physical force will not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student’s IEP or BIP if it is utilized on a recurrent basis

- to increase or decrease targeted behavior.
3. Time-out will not be utilized in a manner that precludes the ability of the student to be involved in progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

“Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The student's ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

4.8 Student Code of Conduct Offenses

The categories of conduct below are prohibited at school and all school-related activities.

Level I Offenses:

1. Being in an unauthorized area.
2. Causing an individual to act through the use of threat or coercion.
3. Computer system violations.
4. Damaging or vandalizing property owned by others.
5. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, with graffiti or by other means.
6. Disobeying conduct rules regarding school transportation.
7. Disrespect of school staff and persons in authority.
8. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
9. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
10. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee.
11. Engaging in threatening behavior toward another student or school employee on or off school property.
12. Failure to complete assigned homework.
13. Failure to comply with directives of school staff (insubordination).
14. Failure to comply with school dress code policies and grooming standards.
15. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under supervision).
16. Failure to report known hazing, harassment, or bullying of students.
17. Improperly discharging a fire extinguisher.
18. Inappropriate behavior (not abusive, threatening, violent).
19. Inappropriate or indecent exposure of a student's private body parts.
20. Inappropriate public display of affection: (Public displays of affection deemed inappropriate by public standards such as lewd or inappropriate—kissing, touching, fondling, holding hands, etc.).
21. Insensitivity to others.

22. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days).
23. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
24. Possessing any electronic devices without permission.
25. Possessing matches, lighters, etc.
26. Possessing aerosol canisters or any other object used to set off fire alarms.
27. Refusing to accept discipline management techniques assigned by a teacher or the Principal or designee.
28. Repeatedly violating campus or classroom standards of behavior.
29. Skipping class, detention, or mandatory tutorial sessions.
30. Throwing objects that can cause bodily injury or property damage.
31. Using a skateboard, scooter, and/or roller blades while on campus.
32. Using any telecommunications or other electronic devices, without permission, during school hours.
33. Violating ISCP's Virtual Learning Code of Conduct.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. After school detention.
2. Application of one or more discipline management techniques listed above.
3. Confiscation of cell phones or other electronic devices.
4. Grade reductions for academic dishonesty.
5. In-school suspension.
6. Out-of-school suspension.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. Saturday school.
10. School-assessed and school-administered probation.
11. Temporary confiscation of items that disrupt the educational process.
12. Verbal correction, oral or written.
13. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses

1. Abusing over-the-counter drugs.
2. Academic dishonesty (cheating or copying the work of another).
3. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, secret society, or gang, as defined in Texas Education Code § 37.121.
4. Bypassing of Internet blocks on school computers, digital devices or networks to enter unapproved sites.
5. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
6. Damaging or vandalizing property owned by others, including but not limited to the ISCP or District property or facilities, property belonging to school employees or other students.
7. Defacing or damaging ISCP or District property, including textbooks, lockers, furniture, and other equipment, or property of any other person with graffiti or by any other means.
8. Engaging in offensive conduct of a sexual nature (verbal or physical).

9. Failure to comply with conditions of after-school detention and/or in-school suspension placement.
10. Failure to comply with ISCP or District medication policies.
11. False accusation of conduct that would constitute a misdemeanor or felony.
12. Falsifying records, passes, or other school-related documents.
13. Fighting/mutual combat.
14. Gambling.
15. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be elevated or addressed as a Level Three offense).
16. Inappropriate behavior (e.g., violent; threat of being violent; racially, ethnically, or culturally motivated actions).
17. Interference with school activities or discipline.
18. Involvement in a felony offense not listed in Title 5, Texas Penal Code, and the ISCP is notified by the police.
19. Leaving classroom, school property, or school-sponsored events without permission.
20. Making an obscene gesture.
21. Persistent Level I offenses (two or more Level One offenses within a semester).
22. Possessing drug paraphernalia.
23. Possessing, viewing, or distributing pictures, text messages, emails, or other material of a sexual nature in any media format.
24. Refusing to allow lawful student search.
25. Sexual harassment/sexual abuse not defined as a Level III offense.
26. Theft.
27. Threats (nonviolent/verbal or written).
28. Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
29. Trespassing on ISCP or District property.
30. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class.
31. Use of profanity or vulgar/offensive language (oral or in writing).
32. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
33. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.).
34. Violating ISCP's Virtual Learning Code of Conduct.
35. Willful destruction of school or personal property and/or vandalism.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. Any applicable Level I Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences at ISCP's discretion.
2. Out-of-school suspension for up to five days.

Level III Offenses

1. Abusing a student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug while on ISCP or District property or at a school-related event on or off school property.
2. Aggravated assault.
3. Aggravated kidnapping.
4. Aggravated robbery.
5. Aggravated sexual assault.

6. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
7. Arson.
8. Assault.
9. Burglary of a motor vehicle on campus.
10. Capital murder.
11. Commission of a felony offense listed under Title 5, Texas Penal Code.
12. Committing or assisting in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code.
13. Committing the following offenses on school property or within 1,000 feet of school property as measured from any point on ISCP or District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - a. Behaving in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - b. Behaving in a manner that contains the elements of the offense of public lewdness or indecent exposure.
 - c. Committing an assault under Texas Penal Code 22.01(a)(1).
 - d. Engaging in conduct punishable as a felony.
 - e. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.
 - f. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.
14. Conduct endangering the health and safety of others.
15. Creation or participating in the creation of a "hit list" under Texas Education Code § 37.001(b)(3).
16. Criminal attempt to commit murder or capital murder.
17. Criminal mischief.
18. Criminally negligent homicide.
19. Deliberate destruction or tampering with ISCP's computer data or networks.
20. Engaging in bullying and/or cyberbullying.
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
22. Engaging in conduct punishable as a felony.
23. Engaging in conduct punishable as a felony listed under Title 5 of the Texas penal Code when the conduct occurs off ISCP or District property and not at a school-sponsored or school-related event and:
 - a. The student receives deferred prosecution;
 - b. A court or jury finds that the student has engaged in delinquent conduct; or
 - c. The Principal or designee has reasonable belief that the student engaged in the conduct.
24. Engaging in conduct punishable as a Level III expulsion offense when the conduct occurs off ISCP property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment.
25. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
26. Engaging in conduct relating to a false alarm to induce emergency response.
27. Engaging in conduct relating to harassment of an ISCP staff member, school employee, contractor or volunteer, including but not limited to:
 - a. Initiating communication and in the course of the communication making a comment, request, suggestion, or proposal that is obscene;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the treat, to inflict bodily injury on the person or to commit a felony against the employee, a member of the

- employee's family or household, or the employee's property;
 - c. Conveying, in a manner reasonably likely to alarm the individual receiving the report, a false report, which is known by the scholar to be false, that another person has suffered death or serious bodily injury; or
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
28. Engaging in conduct that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
 29. Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, gender, disability, or age and directed toward another student or ISCP staff member, school employee, contractor or volunteer.
 30. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including another student, ISCP staff member, school employee, contractor or volunteer.
 31. Engaging in conduct that contains the elements of retaliation against any other student, ISCP staff member, school employee, contractor or volunteer, whether on or off of school property.
 32. Engaging in the electronic transmission of sexually explicit visual material that:
 - a. Depicts any person engaging in sexual conduct; or
 - b. Depicts a person's intimate parts exposed; or
 - c. Depicts the covered genitals of a male person that are in a discernibly turgid state; and
 - d. Is not sent at the request of or with the express consent of the recipient.
 33. Engaging in inappropriate or indecent exposure of private body parts.
 34. Engaging in online impersonation.
 35. Failure to complete more than one scheduled in-school suspension without a confirmed excuse.
 36. Felony criminal mischief against school property, another student, or school staff.
 37. Gang activity.
 38. Hazing.
 39. Inappropriate sexual conduct.
 40. Inciting violence against a student through group bullying.
 41. Indecency with a child.
 42. Inhalant abuse.
 43. Issuing a false fire alarm.
 44. Making false accusations or hoaxes regarding school safety.
 45. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety.
 46. Manslaughter.
 47. Murder.
 48. Persistent Level I offenses (four or more Level I offenses committed in any one school year).
 49. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
 50. Possessing any prohibited items, including but not limited to:
 - a. A "look-alike" weapon (includes but is not limited to BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon);
 - b. A laser pointer for other than an approved use;
 - c. A pocketknife or any other small knife with a blade less than 1.5" in length;
 - d. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - e. A stun gun;
 - f. Ammunition;
 - g. An air gun or BB gun;

- h. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic or explosive device;
 - i. Mace or pepper spray;
 - j. Matches or a lighter;
 - k. Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device or accessory to a vapor product; or
 - l. Any articles not generally considered to be weapons, including school supplies, when the Principal or designee determines that a danger exists.
51. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
 52. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
 53. Possessing or using alcohol.
 54. Possessing, selling, distributing, or being under the influence of inhalants.
 55. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
 56. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or a school-related or school-sanctioned activity on or off school property.
 57. Possessing, using, giving, or selling paraphernalia related to any prohibited substance, including illegal, prescription, and over-the-counter drugs.
 58. Possession, use, transfer or exhibition of any firearm, handgun, improvised explosive device, location-restricted knife, club, or any other prohibited weapon or harmful object (as determined by ISCP).
 59. Public lewdness.
 60. Releasing or threatening to release “intimate visual material” of a minor or a student who is 18 years of age or older without the student’s consent.
 61. Required registration as a sex offender.
 62. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a cannabidiol (CBD) substance, a dangerous drug, or an alcoholic beverage.
 63. Sending or distributing sexually suggestive, nude, or partially nude photographs and/or sexually explicit message via text message, social media applications, or other methods of electronic delivery while at school, or while away from school if the conduct creates a substantial disruption to the school environment.
 64. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 65. Setting or attempting to set fire on school property.
 66. Sexual abuse of a young child or children.
 67. Sexual assault.
 68. Stealing from a student, ISCP staff member, school employee, contractor or volunteer.
 69. Targeting another individual for bodily harm.
 70. Use, exhibition, or possession of a hand instrument designed to cut or stab another by being thrown, including but not limited to a dagger; dirk; stiletto; poniard; bowie knife; sword; spear; switchblade; assisted-open knife (regardless of length); or as otherwise defined by Board of Director’s policy.
 71. Use, exhibition, or possession of a knife with a blade more than 1.5” in length, including but not limited to switchblade knives or any other knife not defined as a location-restricted knife.
 72. Using a cell phone or other electronic device to make an audio and/or video recording of another person in a restroom, locker room, changing room, or other similar area.
 73. Vandalism or conduct constituting criminal mischief with respect to school facilities or property.
 74. Violating the terms and conditions of a student behavior contract.
 75. Violating ISCP or districts computer use policies, rules, or agreements, such as the Student Acceptable Use policy, and including conduct involving but not limited to:
 - a. Attempting to access or circumvent passwords or other security-related information of ISCP or District or its students or employees, and uploading or creating computer viruses, including

- such conduct off school property if the conduct causes a substantial disruption to the educational environment.
- b. Attempting to alter, destroy, or disable ISCP or District computer equipment (or other digital devices), ISCP data, the data of others, or other networks connected to the ISCP or District's systems, including conduct occurring off school property if the conduct causes a substantial disruption of the educational environment.
 - c. Using the Internet or other electronic communications to threaten other students ISCP staff members, school employees, contractors or volunteers, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - d. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - e. Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
76. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. Out of school suspension for five–ten days.
2. Expulsion.

4.9 Student Code of Conduct Consequences

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request, in person, a delay of the detention; no phone calls or notes will be accepted.

After School Detention

The following rules apply to students assigned to after school detention:

1. Students will bring schoolwork materials to work on. Classroom materials may also be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Use of personal digital devices or cell phones is not permitted.
5. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
6. Any student assigned to detention must stay the entire time. Students refusing to complete their time will be suspended from school.

Suspension

The ISCP utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

The following rules and regulations apply to all students assigned to in school suspension ("ISS"):

1. Students must report to the detention room at <insert time> a.m. ISS will be run from <insert time>

- a.m. until dismissal time.
2. Students will bring schoolwork materials to work on, including an ISS assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
 3. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
 4. Students may not bring food or drink into the detention room.
 5. No disruptive behavior will be allowed.
 6. Unexcused absences from suspension will be referred to the Principal or designee.
 7. Sleeping is prohibited.
 8. Use of personal digital devices or cell phones is not permitted.
 9. Students must abide by the ISCP's policies and behavioral standards during their suspension period.
 10. A student who misses a scheduled ISS session without a confirmed excuse will be assigned one day out of school suspension. If a student misses more than one scheduled ISS session without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Principal or designee for further action, which may include up to three days of out-of-school suspension or any other Level I consequence.

Out of School Suspension

In deciding whether to order out-of-school suspension, the administrator may take into consideration factors including self-defense, prior discipline history, the student's status as a student in foster care or who is homeless, intent or lack of intent and other appropriate or mitigating factors determined by the administrator.

In addition to the Code of Conduct violations listed above that may result in suspension, the Principal or designee has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Special Rules for Suspensions Involving Homeless Students

The ISCP may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Unlawful possession of a firearm or other weapon;
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Emergency Placement

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of ISCP or a school-sponsored activity, the Principal or designee may order immediate removal of the student. The Principal or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after

the emergency removal.

Removal from School Transportation

A student being transported by ISCP or District transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating the school's established standards for conduct in a school vehicle.

4.10 Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by applicable state and federal law, and ISCP policy.

Process for Suspensions Lasting Up to Five Days

Prior to suspending a student for up to five days, the Principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the Principal or designee determines the student's conduct warrants suspension during the school day for up to five days, the Principal or designee will make reasonable efforts to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal or designee.

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days (extended suspension) and Expulsion Notice

When the Principal or designee determine that a student's conduct warrants suspension for more than five days (extended suspension) or expulsion, but prior to taking any such action, the Principal or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Principal or designee, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of ISCP's evidence;
4. May be accompanied by his or her parent(s)/guardian(s); and
5. May be represented by an attorney.

Hearing Before the Principal

ISCP shall make a good faith effort to inform the student and the student's parent(s)/guardian(s) of the time

and place for the hearing, and ISCP shall hold the hearing regardless of whether the student, the student's parent(s)/guardian(s) or another adult representing the student attends. The Principal designee may audio record the hearing.

Within 48 hours or two school days, whichever is later, following the hearing, the Principal or designee will notify the student and the student's parent(s)/guardian(s) in writing of his or her decision as to whether the student's conduct warrants suspension and/or expulsion and, if so, the decision shall specify:

1. The length of the extended suspension or expulsion, if any;
2. When or if the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period if at all; and
3. The right to appeal the Principal or designee's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such an appeal constitutes a waiver of further rights in the matter, and that disciplinary consequences will not be deferred pending the outcome of an appeal.

Appeal to the Board of Directors

The student or his or her parent(s)/guardian(s) may appeal the extended suspension or expulsion decision to the ISCP Board of Directors by notifying the Principal in writing within five calendar days of the date of receipt of the Principal or designee's decision. The student and/or his or her parent(s) will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board of Directors will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Principal or designee at a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act. The appeal shall be limited to the issues and documents considered during the disciplinary consequence, except that if the administration intends to rely on evidence not included in the expulsion record, the administration shall provide the student or parent(s)/guardian(s) notice of the nature of the evidence at least three days before the Board of Directors' meeting.

The Board of Directors may, but is not required to, allow an opportunity for the student or parent(s)/guardian(s) and the administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision.

The Board of Directors will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board of Directors' meeting. If no decision is made by the end of the next regularly scheduled Board of Directors' meeting, the Principal or designee's decision with respect to the disciplinary action appeal shall be upheld. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion to the Board of Directors.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

4.11 Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without action by the student's admission, review, and dismissal committee to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to ISCP unless ISCP and the student's parent(s)/guardian(s) agree otherwise.

If a student's IEP includes a behavior improvement plan or behavioral intervention plan, the student's ARD committee shall review the plan at least annually and more frequently if appropriate to address:

1. Changes in a student's circumstances that may impact the student's behavior, such as:
 - a. Placement of the student in a different educational setting;
 - b. An increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - c. A pattern of unexcused absences; or
 - d. An unauthorized unsupervised departure from an educational setting; or
2. The safety of the student or others.

4.12 Gun-Free Schools Act

In accordance with the federal Gun-Free Schools Act, ISCP shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal or designee may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this section, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

4.13 Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Abusable Volatile Chemical Offense, as defined by Health and Safety Code § 485.001 and 485.031. No student shall inhale, ingest, apply, use, or possess an abusable volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to the directions for use, cautions, or warnings appearing on a label of a container of the chemical; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

No student shall knowingly deliver to a person younger than 18 an abusable volatile chemical. Health and Safety Code § 485.032

No student shall knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the human body an abusable volatile chemical. No student shall knowingly deliver, sell, or possess with intent to deliver or sell inhalant paraphernalia knowing that that person who receives it intends to use it to inhale, ingest, apply, use, or otherwise introduce into the human body an abusable volatile chemical. Health and Safety Code § 485.033

Armor-piercing ammunition is handgun ammunition used principally in pistols and revolvers and that is designed primarily for the purpose of penetrating metal or body armor.

Arson is defined by Texas Penal Code § 28.02 and occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

- Any vegetation, fence, or structure on open-space land; or
- Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town,
 - Knowing that it is insured against damage or destruction,
 - Knowing that it is subject to a mortgage or other security interest,
 - Knowing that it is located on property belonging to another,
 - Knowing that it is located within property belonging to another, or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Arson also occurs when a person:

- Recklessly starts a fire or causes an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starts a fire or causes an explosion and in so doing recklessly damages or destroys a building belonging to another, or recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code § 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or the school; or (4) infringes on the rights of the victim at school. Bullying also includes "cyberbullying," which means bullying that is done through the use of any electronic communication device including a cellular telephone or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Bullying conduct includes conduct (1) that occurs on or is delivered to ISCP property or to the site of a school-sponsored or school-related activity on or off school property; (2) that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and (3) cyberbullying that occurs off ISCP property or outside of a school-sponsored or school-related activity if the cyberbullying (i) interferes with a student's educational opportunities or (ii) substantially disrupts the orderly operation of a classroom, ISCP, or a school-sponsored or school-related activity.

Breach of computer security includes knowingly accessing a computer or other digital device, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a public school; and the student knowingly alters, damages, or deletes school property or information; or commits a breach of any other computer, computer network, or computer system.

Chemical dispensing device is a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death, including but not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substances or dangerous drugs include but are not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate; anabolic steroid; or prescription medicine provided to any person other than the person for whom the prescription was written. The term also includes all controlled substances listed in Chapters 481 and 483 of the Texas Health and Safety Code.

Criminal street gang means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Texas Family Code § 71.0021.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, and includes, but is not limited to, knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that:

- Violates either state or federal law, other than a traffic offense, and is punishable by imprisonment or confinement in jail;
- Violates a lawful order of a court under circumstances that would constitute contempt of that court in a justice or municipal court, or a county court for conduct punishable only by a fine;
- Constitutes an intoxication and alcoholic beverage offense under Chapter 49 of the Texas Penal Code; or
- Violates Texas Alcoholic Beverage Code § 106.041 relating to driving under the influence of alcohol by a minor (third or subsequent offense).

Discretionary means that something is left to or regulated by a local decision maker.

E-Cigarette or electronic cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, electronic circuit to deliver nicotine or other substances to the individual inhaling from the device, or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other similar device. The term also includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe; a dab pen; a vapor product; or any other similar device under another product name or description. Also included is any component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device. The term does not include a prescription medical device unrelated to the cessation of smoking.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

False alarm to induce emergency response occurs when a person makes a report of a criminal offense or an emergency or causes a report of a criminal offense or an emergency to be made to a peace officer, law enforcement agency, 9-1-1 service, official or volunteer agency organized to deal with emergencies, or any other governmental employee or contractor who is authorized to receive reports of a criminal offense or emergency when (1) the person knows the report is false and (2) the report causes an emergency response from a law enforcement agency or other emergency responder.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm weapon; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer or suppressor means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti means making marks with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Texas Penal Code § 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

- Conduct that meets the definition of harassment set in Board policy and/or the Handbook;
- Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating or obscene, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety; or
- Conduct including the elements of (1) initiating a communication and in the course of the communication making a comment, request, suggest, or proposal that is obscene; (2) threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property; (3) conveying a false report that another person has suffered death or serious bodily injury; (4) causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm abuse, torment, embarrass, or offend another; (5) making a telephone call and intentionally failing to hang up or disengage the connection; (6) knowingly permitting a telephone under the person's control to be used by another to engage in harassment; or (7) publishing on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

Hazing is an intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, that is directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act involves situations outlined in Texas Education Code § 37.151.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Texas Penal Code § 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an

improvised manner using nonmilitary components.

Indecent Exposure means exposing one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Intimate Visual Material means visual material that depicts a person (a) with the person's intimate parts exposed; or (b) engaged in sexual conduct.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-Restricted Knife means a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Online Impersonation occurs when a person, without obtaining the consent of another person and with the intent to harm, defraud, intimidate, or threaten any persons, uses the name or persona of another person to:

- Create a web page on a commercial social networking site or other Internet website; or
- Post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

Online impersonation also occurs when a person sends an electronic mail, instant message, text message, or similar communication that reference a name, domain address, phone number, or other item of identifying information belonging to any person:

- Without obtaining the other person's consent;
- With the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and
- With the intent to harm or defraud any person.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. It also includes equipment, products, or materials used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including, but not limited to, a locker or desk.

Prohibited Weapon means an explosive weapon; a machine gun; a short-barrel firearm; armor-piercing ammunition; a chemical dispensing device; a zip gun; a tire deflation device; or an improvised explosive device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

Public lewdness occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade Knife is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or by the application of centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state, or a public charter school (including ISCP).

Tire deflation device means a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; manslaughter; criminally negligent homicide; trafficking in persons; unlawful transport; kidnapping; assault (on a public servant); aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment of a public servant; improper photography;

smuggling persons; and tampering with a consumer product.

Trespassing means entering or remaining on the property of another (including ISCP) without effective consent of the owner, and the person (1) had notice that the entry was forbidden; or (2) received notice to depart but failed to do so. Trespassing may also include presence on ISCP campus if expelled or suspended.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

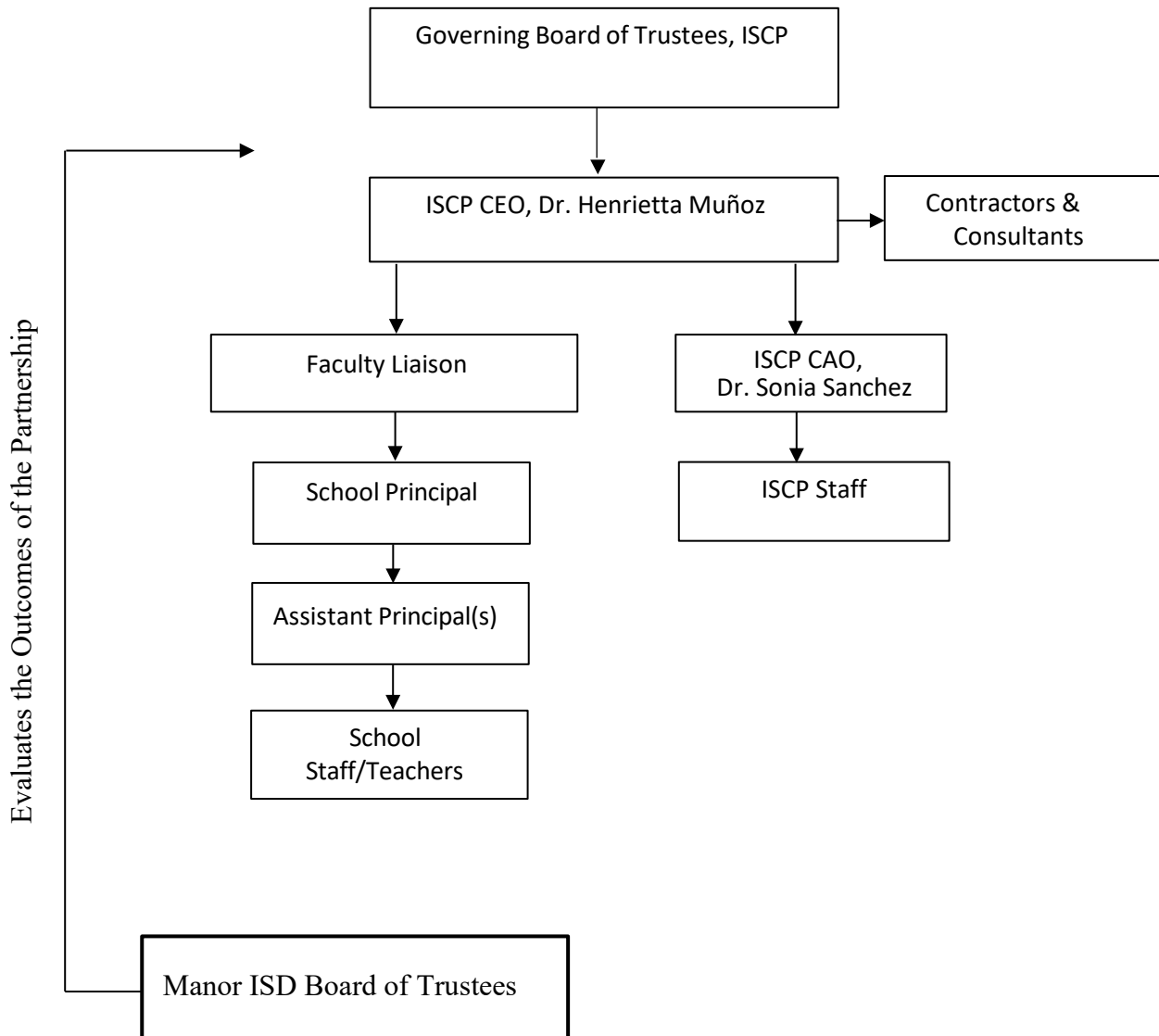
Vapor product means electronic cigarettes (e-cigarettes) or any other device that uses a mechanical heating element, battery, or electronic circuit to deliver vapor that may include nicotine to the individual inhaling from the device, or any substance used to fill or refill the device.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Attachment 4: Organizational Charts

This attachment contains two documents. The first titled, Attachment 4: Organizational Structure of SB 1882 District Partnership, shows the relationship between the ISCP Board of Directors, the ISCP Organization, and Manor ISD. It features key staff and show lines of reporting within the partnership. The second document presents a high-level overview of the ISCP and each line of work within the overall organization. Note that the partnership between the ISCP and Manor ISD for the operation of Manor International School would reside under the School Operations line.

Organizational Structure of SB 1882 District Partnership





INSTITUTE FOR
SCHOOL AND
COMMUNITY
PARTNERSHIPS

ISCP Board of Directors

Chief Executive Officer (CEO)

Administrative Assistant

Marketing and Communications Consultant

earlymatters

Executive Director

Sr. Director Operations/Systems Alignment

Policy Director

Partner Engagement Consultant

School Operations

Chief Academic Officer

Faculty in Residence (~1-2)

Campus Principals (2)

GGUS
Burleson

New Strategies/Innovation

Innovation Project Manager

Academic Strategy Consultant 60%

New Schools Venture School/AECHS

Toyota STEM School

Fee for Service work

Fund Development

Chief Development Officer

Academic Strategy Consultant 40%

Attachment 6: Board Member Information Sheet

Current Membership of the Board of Directors for the Texas A&M University-San Antonio Institute for School and Community Partnerships (ISCP). Board membership must consist of a minimum of three individuals with no more than nine. If the ISCP and Manor ISD enter into a SB 1882 charter partnership, the district will be invited to place a representative on the ISCP Board. This individual must not have authority over or a role in the decision to enter into the partnership; nor should this individual potentially have authority over or a role in any potential decision to terminate the partnership.

Board Member Name	Current Board Role	Term	Affiliation
Olga Moucoulis	Board Chair	2021-2024 ¹	Edgewood Independent School District, Chief of Staff
Dr. Juan Jasso	Member	2023-2026	Texas A&M University-San Antonio, Retired Faculty in Education Leadership
Dr. Carolina R. Gonzales	Member	2023-2026	Education Service Center, Region 20, Director of Instructional Services
Leroy Vidales	Member	2022-2027 ²	City of Castroville, Texas, Director of Finance
Dr. Catherine O'Brien	Member	2024-2027	Texas A&M University-San Antonio, Faculty in Educator Leadership and Preparation, Director of Campus Childcare Center
TBD	Member	2025-2028	Manor Independent School District, TBD
Dr. Henrietta Muñoz	Resource	N/A	Texas A&M San Antonio Institute for School and Community Partnerships, Chief Executive Officer

¹ Terms are staggered to ensure continuity on the Board. Generally, new members join the Board at the end of a Fiscal year (June) and are voted in at the June Board meeting. Board members may serve consecutive terms.

² Term extended to ensure continuity on the Board.

Attachment 7: Leadership Team Qualifications

A short biographical sketch and Resume/Curriculum Vita are attached for each member of the team from the Texas A&M– San Antonio Institute for School and Community Partnerships (ISCP). The school leader (principal) has not yet been identified; the school leaders qualifications is included at the end of the attachment.



Dr. Henrietta Muñoz is the Chief Executive Officer of the Texas A&M University San Antonio Institute for School and Community Partnerships. Dr. Muñoz oversees the Senate Bill 1882 school partnerships within Edgewood ISD, related school partnerships and the cradle to career pathways for South Bexar County and throughout the state. The Institute's mission is to support students through innovative practices, research, and equitable policy so they can reach their full potential. Dr. Muñoz has over 25 years of nonprofit experience and 17 years of school-community partnership experience within the west and east sides of San Antonio.

Previously, Dr. Muñoz served as the Senior Vice President for Research and Evaluation (2018-2020) at the United Way of San Antonio and Bexar County with oversight of all data collections, analysis, research and evaluations for the United Way and many private and public funded grants. While at the United Way, Muñoz was also part of the design and played the organizational backbone role of a two-generational initiative on San Antonio's Eastside beginning in 2012. The Dual Generation Initiative, with support from the Annie E. Casey Foundation and the Doris Duke Charitable Foundation, established solid partnerships for the Eastside of San Antonio for over 5,000 families along with developing evidence for future funding. In 2012, she became the first director for the Eastside Promise Neighborhood, a \$23.7 million dollar US Department of Education award for the Eastside of San Antonio, where an aligned feeder pattern approach to campus cultural change was implemented within San Antonio ISD. Prior to the United Way appointment, Muñoz worked for the City of San Antonio managing another Annie E. Casey Foundation investment in the Westside of San Antonio, Making Connections. This investment also involved a school partnership with Edgewood ISD.

Muñoz is a proud Anne E. Casey Foundation Children and Families Fellow, and part of a Community Advisory cohort for the Dallas Federal Reserve. She sits on multiple nonprofit boards and various community committees and has been awarded several accolades, including the A&M University Chancellor's Academy of Teacher Educators Team Award January 2022.

Muñoz received her PhD from the University of Texas at San Antonio in Culture, Literacy and Language in 2009, where she also served as Adjunct Faculty until 2013. Dr. Muñoz today serves as Adjunct Faculty for A&M University San Antonio in the Educator Leadership Program. Muñoz will always credit her mother, Juanita Estrada Muñoz, for her passion for education and community justice. Juanita was forced as a young person to drop out of the 8th grade to assist her family by working, and because of this incident Dr. Muñoz was motivated to achieve a level of education her mother dreamed of for herself.

Her most important role is mother to a spunky 10-year-old daughter, Illiana. She has a devoted husband and partner in life, Domingo Gonzales, they've been married for 15 years.

HENRIETTA LYNN MUÑOZ, PH.D.

210-274-9353 (Mobile) | henrimunoz@yahoo.com

Motivated with solid experience managing all levels of large-scale projects, including fiscal, administration, and program evaluation. Able to amplify equitable results utilizing a data driven and informed process and powerful relationship building in service to children and family success.

EDUCATION

University of Texas at San Antonio

Ph.D. in Culture, Literacy, and Language

Dec. 2009

Dissertation: “Being & Becoming Financially Literate in a South Texas Community: Valuing the Funds to Practice Literacy”

University of Texas at San Antonio

M.A. in Bilingual Bicultural Studies, Bicultural Concentration

2004

Thesis: “Crafting Family Culture and Legacy: An In-depth Look at a San Antonio Mexican American Family”

Southwestern University

B.A. in Political Science and Anthropology

1998

Minor: Women’s Studies

AWARDS AND APPOINTMENTS

A&M University Chancellor's Academy of Teacher Educators Team Award **2022**

Annie E. Casey Foundation’s Results Count™ Advance Practitioner’s Institute. **2019**

Annie E. Casey Foundation’s Results Count™ Practitioner’s Institute **2018**

Salute to Outstanding Women in Action, La Prensa Foundation **2017**

Community Leaders Forum Cohort 4, Federal Reserve of Dallas **2015**

Community Indicators Consortium’s Emerging Leaders **2013**

Annie E. Casey’s Children and Family Fellowship

2010-2011 Class 8 Fellow **2010**

Kellogg Foundation and Communications Consortium

Media Center’s Ready Kids, Ready Schools, Ready Communities

Opportunities Planning Grant **2010**

Behavioral Economics Technical Assistance Award,

City of San Antonio **2010**

Culture, Literacy, Language Doctoral Fellowship,

University of Texas at San Antonio **2004 – 2007**

City of Georgetown, City Manager’s Internship,

Southwestern University **1998**

Texas Democratic Women’s Fellowship/Internship,

Southwestern University **1998**

National Hispanic Institute’s John F. Lopez Fellowship, Southwestern University **1997**

CERTIFICATE

- The Texas Principal Evaluation and Support System (T-PESS) certified.
- The CITI (collaborative institutional training initiative) research, ethics, and compliance training certificate
- Cybersecurity certificate
- Child protection training certificate
- Certificate of ethics and compliance
- Equal Employment Opportunity & Title IX training certificate
- Clery Act certificate

- Texas Charter School Boards Governance certificates
- Texas Lone Start Governance for School Boards certificate.

RELATED WORK EXPERIENCE

A&M San Antonio Institute for School and Community Partnerships

Chief Executive Officer

Sept. 2020 – Present

Serves as chief executive for the Institute, a 501c3 educational nonprofit organization serving the San Antonio area for 4 years and growing to serve the state of Texas. The organization's mission is to design equitable quality school pathways for students in San Antonio and throughout the state of Texas. As chief executive of the organization, accountability for all organizational fiscal matters, fund development, management of the Board of Directors, all Institute staff, and all school-community related partnerships is performed. Provides oversight (program design, ecosystem structure, and evaluation), and serves as the operator of the Senate Bill 1882 school partnerships; and provides oversight of the Early Matters San Antonio agenda (policy focused) focused on infant and toddler quality care and education. Responsible for a team of school Faculty and Clinical Professors from Texas A&M University San Antonio focused on school-university partnerships. Provides support, consultation, and partnership to Educare San Antonio, the first national model for early childhood development in Texas at Texas A&M University San Antonio. Raised over \$5M in additional funds for schools in south Bexar County.

United Way of San Antonio & Bexar County

Senior Vice President, Research and Implementation

Oct. 2017 – Sept. 2020

Provides research, evaluation, data system and integration oversight of all federal and private grants for United Way and specific oversight of United Way's Promise Neighborhood initiatives. Manages a team of six who embed Results Based Accountability and Results Based Leadership and Results Count within the work of data integration and coalition building in San Antonio. Serves as the primary lead/backbone organization for the Annie E. Casey Foundation's local Dual Generation Initiative, solidly establishing a collective impact approach with nine local partners to incorporate a two-generation approach to serving the whole family. Serves a two-year term on the Alamo Regional Data Alliance and participates with various Eastside coalitions in service to the Promise Zone.

United Way of San Antonio & Bexar County

Vice President, Grant Research and Evaluation

Jan. 2014 – Sept. 2017

Provides research and evaluation oversight of both federal and private grants for San Antonio's Eastpoint Neighborhood. Oversight of grant-related data collections, research, and evaluations for Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Dual Generation initiative, and the Eastside Promise Neighborhood. Serves as the primary backbone lead for the Dual Generation initiative; a growing two-generation approach to working with children and families.

United Way of San Antonio & Bexar County

Director, Family Stability Initiatives

Jan. 2013 – Dec. 2013

Manage projects of United Way chiefly connected to Family Stability initiatives. Oversees federal and private grants for the Eastside of San Antonio. Has oversight of the Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Family Centered Community Change initiative, the Eastside Promise Neighborhood sustainability and data work and the United Way's work on Strengthening Families.

United Way of San Antonio & Bexar County

Director, Eastside Promise Neighborhood

Jan. 2012 – Dec. 2012

Project director for the Eastside Promise Neighborhood initiative, a \$23.7M dollar grant over 5 years by the US Department of Education; managed the Eastside Promise Neighborhood Implementation Plan inclusive of the neighborhood's cradle to career pipelines and daily operations.

United Way of San Antonio & Bexar County

Director, Special Projects/Manager Making Connections Partnership

Jan. 2011 – Dec. 2011

Manage projects of United Way chiefly connected to Family Economic Success. Manage the SAVE USA program, a matched savings account offered during the tax time. Manage the FINRA Foundations grant on Financial Education. Consultant on the Promise Neighborhood Eastside effort and our citywide VITA effort. Also manage the Making Connections Partnership; direct oversight of a multi-million-dollar budget for the Making Connections initiative,

project of the Annie E. Casey Foundation. Reports to a board of directors of seven, accountable for reporting to the board, local constituents, and funders.

Making Connections Partnership, City of San Antonio

Coordinating Manager**June 2008 – Dec. 2010**

Chief operations manager of daily operations, supervision over 11 staff coordinators and members, and oversight of a multi-million-dollar budget for the Making Connections initiative, project of the Annie E. Casey Foundation. Making Connections is a two-generation strategy that improves opportunities for children to successfully read by 3rd grade while strengthening family economic security through increased earnings, income, and assets. Oversight of a longitudinal mixed methods research project working with over 200 Edgewood ISD families. Report to a board of directors of seven, hold monthly meetings and accountable for reporting to the board, local constituents, and funders.

VITA (Volunteer Income Tax Assistance), Catholic Charities

VITA Community Relations**Aug. 2007 – May 2008**

Managed and coordinated corporate and business outreach for free tax preparation volunteerism and sponsorship. Established relationships with business and corporate community to commit corporate volunteers for the second largest free tax preparation program in the nation.

City of San Antonio, Department of Community Initiatives

Research Consultant**2006 - 2007**

Provided evaluation and data analysis for the Family Economic Success division within the Department of Community Initiatives, specifically on financial literacy and asset building programming. Designed and conducted evaluation for the Auto Refinance program funded from the National Economic Development & Law Center (NEDLC).

VITA (Volunteer Income Tax Assistance), Catholic Charities

VITA Program Director**2002 – 2004**

Directed the outreach and coordination of volunteer staff and participants for the Earned Income Tax Credit and VITA programs. Recruited, trained, retained, managed, sustained and recognized volunteer staff (350). Established partnerships with local colleges and universities, service-learning groups, AmeriCorps projects, professional organizations and local community.

Children's Health Insurance Program, Catholic Charities

CHIP/Medicaid Resource Coordinator**2000 – 2002**

Organized and coordinated outreach efforts for Bexar, Bandera and Kendall Counties. Recruited, trained, supervised, provided professional development and coordinated all efforts for the CHIP/Medicaid AmeriCorps*VISTA program. Chaired the committee for the CHIP/Medicaid Faith Based Initiative. Assisted with the training of community-based organizations for the CHIP/Medicaid program.

National Hispanic Institute

Associate Director of Community Development**1999 – 2000**

Worked with over 40 affiliated community 501 (c) 3 organizations across the nation on organizational development and program management. Awarded AmeriCorps*VISTA volunteers in Texas, New Mexico, and Colorado from the Corporation for National Community Service. Managed 3 nationally recognized Board of Directors. Worked with approximately 80 US colleges and universities on how to better recruit and serve Latino students. Managed college summer interns through the John F. Lopez Fellowship program. Mobilized volunteer staff for summer high school programs. Conducted workshops and training sessions on parent involvement, and directed nation-wide conferences in Texas, New Mexico, Colorado, and Illinois.

City of Georgetown

Grant Specialist, Homebuyer Assistance Program**6/1998 – 12/1998**

Administered and managed the Homebuyer Assistance Program. Administered the government-based grant within the local and surrounding areas of Georgetown, Texas. Established public and community relations to market the program and processed and tracked each client from interest through to completion of granting funds. Worked directly with local and statewide realtors, banks, brokers, and housing officials. Assisted families with housing and financing services. Conducted evaluation on program.

TEACHING EXPERIENCE

Texas A&M University San Antonio

Adjunct Professor: Educational Research

Spring 2022

This course addresses concepts associated with the theory and application of research. Emphasis is on graduate level research and experiential learning as applied to problems in educational settings. In this course, students will develop the following areas of research: Methods, Data Collection, Analysis, Findings and Action-Oriented Application.

University of Texas at San Antonio

Adjunct Professor: Mexican American Culture

Summer 2010 - 2013

A survey of Mexican American cultural distinctiveness in the areas of biculturalism, cultural production, and social organization. Topics include family and kinship, folklore, health, language, music, and religion. Developed syllabus and overall course structure and administered all grades.

Alamo Colleges

Curriculum design and certificate program

2009

Designed culturally relevant leadership curriculum and coordinated a certificate program for the Resident Leadership Certificate Program for Making Connections. The leadership certificate program includes curriculum from Alamo Colleges and the Annie E. Casey Foundation.

University of Texas at San Antonio

Student Teaching: Latino Financial Issues Program

2007

In collaboration with the Latino Financial Issues program/course, designed financial literacy curriculum for “at risk” high school students and implemented in classroom over 5 weeks.

University of Texas at San Antonio

Teaching Assistant: Cultural and Linguistic Diversity in a Pluralist Society

2004-2007

Examination of sociolinguistic and socio-cultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices are explored to identify culturally inclusive responses. Assisted with syllabus and overall course structure and administered some grades.

University of Texas at San Antonio

Adjunct Professor: Cultural and Linguistic Diversity in a Pluralist Society

Summers 2004-2011

Examination of sociolinguistic and socio-cultural principles central to culturally diverse settings, including the classroom and various cultural settings. Various pedagogical practices are explored to identify culturally inclusive responses. Developed syllabus and overall course structure and administered all grades.

TRAININGS

Results Count™ Coach and Facilitator

The results-based leadership approach is based on five core competencies, two foundational frameworks and two foundational skills — the 5-2-2 of Results Count.

The five core competencies are:

- Be results-based and data-driven, establishing clear targets and using data to assess progress and change course as needed.
- Bring attention to and act on disparities, recognizing that race, class and culture impact outcomes and opportunities for vulnerable children.
- Use oneself as an instrument of change to move a result, based on the belief that individual leaders are capable of leading from whatever position they hold.
- Master the skills of “adaptive leadership,” which makes leaders aware of the impact of values, habits, beliefs, attitudes and behaviors associated with taking action to improve results.
- Collaborate with others, understanding that the capacity to build consensus and make group decisions enables leaders to align their actions and move work forward to achieve re

The two foundational frameworks are:

- The [Theory of Aligned Contributions](#) contends that it is more likely that measurable population level change will occur when the right group of leaders use specific skills to align their actions and make contributions to a specific result.
- The [Person-Role-System framework](#) is used to address common barriers to aligned action. Leadership is influenced by a person's individual preferences and style and personal and professional experiences as well as the role he or she plays in formal and informal systems.

The two foundational skills of results-based leadership are:

- [Results-Based Accountability](#) (RBA), an approach used to differentiate between population and program level results, to use data to develop impactful strategies and to establish ways of tracking whether the work is making a contribution to the achievement of results.
- [Results-Based Facilitation](#) (RBF), which helps leaders design, lead and contribute in meetings that effectively move groups from talk to action and hold participants accountable for advancing the work.

Results Based Accountability Trainer

Results accountability is a disciplined way of thinking and taking action that can be used to improve the quality of life in communities, cities, counties, states and nations. Results accountability starts with ends and works backward, step by step, to means. Founder Mark Freedman along with the Annie E. Casey Foundations provides certification and training to adult learners.

Resident Leadership and Facilitation Certified Trainer

The Resident Leadership and Facilitation Training is designed to help participants (youth and adult learners) gain an understanding of the skills needed to lead successful meetings that result in decisions about actions that will achieve desired results.

Financial Literacy Coach

This training utilizes a coaching model to teaching financial literacy skills. Trained by the Central New Mexico Community College Financial Coaching team, the one-on-one coaching provides short- and long-term goal setting and learning about financial behavior.

ACADEMIC PUBLICATIONS AND PAPERS

- “The learning curve: Leaping into the K-12 Space for a University” Garcia Alvarado, S. and Jozwiak, M. with collaborators Munoz, H., Cantu, A., Tello, I., Ynostrosa, L. **June 2023**. (International Association of Laboratory Schools, Volume XIII, No. 1).
- “Advancing Two-Generation Approaches, Funding to Help Families Succeed” Kristin Lehoullier and Shelley Waters Boots (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).
- “Advancing Two-Generation Approaches, Developing an Infrastructure to Address Parent and Child Needs Together” Kristin Lehoullier and Karen Murrell (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).
- “Using Integrated Data Systems to Strengthen Collective Impact in Out-of-School Programs” Patricia Auspos (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).
- “Who am I? The Use of Narratives to Define Latina Politicization and Identity”
Publication Revision for *Atzlan*. February **2013**
- “Who am I? The Use of Narratives to Define Latina Politicization and Identity”
Publication Revision for *Atzlan*. **2009**
- “Being & Becoming Financially Literate in a South Texas Community: Valuing the Funds to Practice Literacy”
Panel presentation at Annual Meeting Association of Applied and Clinical Sociology, San Antonio, TX.
2009
- “Who am I? The Use of Narratives to Define Latina Politicization and Identity”

Paper presented at the Annual Meeting American Political Science Association, *Boston, MA*.
2008

“*Latino Financial Issues Program*”

Panel presentation at the ACCION Texas Summit on Microfinance in the U.S., San Antonio, *San Antonio, TX*. **2007**

“Crafting Family Culture and Legacy: An In-depth Look at a San Antonio Mexican American Family” Poster presentation to the Annual Meeting of American Anthropological Association, *Washington, D.C.* **2005**

Conference presentations and performances at various conferences: Latina Letters Conference, MujerFest, Rio Bravo Conference [Texas conferences], NACCS Regional and NACCS National Conference. **April 2003 & April 2004**

BOOK CHAPTERS

“Unearthing the sacred knowledge: connecting with the community.” Claeys, L. & Muñoz, H. *Generating Transworld Pedagogy: Reimagining La Clase Magica*. Lexington Books (**2014**).

ACADEMIC GRANT SUBMISSIONS

(Submitted, September 2023). Co-Authors-Investigators- Janysek, M., **Munoz, H.**, Lenz, S., Burgard, K., Boucher, M., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Manor ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Manor International School. Texas Education Agency, five years, annual funding \$5,846,866.00.

(Submitted, August 2023). Co-Authors-Investigators- Janysek, M., **Munoz, H.**, Lenz, S., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Harlandale ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Kingsborough University and Career Academy. Texas Education Agency, five years, annual funding \$5,877,693.00.

Co-Authors- Janysek, M., Richardson, J., **Munoz, H.**, & Schreiner, S. (2022). La Promesa del Westside. Promise Neighborhoods. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$6,000,000).

Co-Authors- Janysek, M., Richardson, J., **Munoz, H.**, Lenz, S., & Schreiner, S. (2022). BRIDGES: Building resiliency, inclusiveness, and direction for all generations in Edgewood schools. Full-service community schools. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$2,500,000).

Co-Authors-Investigators- Janysek, M., Burgard, K., Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., **Munoz, H.**, Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., DeLeon, J. Senate Bill 1882 Partnership between Edgewood ISD and the Texas A&M – San Antonio Institute for School and Community Partnerships for Kennedy High School. Texas Education Agency, \$11,046,560 annually for 5 years.

Janysek, M. (Principal Investigator), de la Cruz, B., Vice, T. & Garfield, T. (Co-Principal Investigators), Burgard, K., Espinoza, K., Garcia-Alvarado, S. & **Munoz, H.** (Contributors) (2021-2028). *JOURNEYS: Jump-Starting Opportunities Using Resources and Networks for Edgewood Youth Success*. US Department of Education, GEAR UP, (\$4,200,000).

RECENT PROFESSIONAL PRESENTATIONS

Leer es poder: Cultural relevance in a summer bridge program inspires multiple literacies, co-presenter, 9th Annual Early Childhood Education Institute, University of Texas at San Antonio, San Antonio, Texas, **April 6, 2024**
School – University Partnerships, Panelist, 2022 NACSA Leadership Conference, Minneapolis, **October 26, 2022**
Edgewood ISD and University 1882 Partnerships, Panelist, 2022 Texas District Charter Alliance and Empower Schools Convening, San Antonio, **October 18, 2022**

1882 Case Study on Edgewood ISD, Speaker, Texas Public Charter Schools Conference, San Antonio, Texas, **September 27, 2022**

Educate Texas – 2022 College Career Readiness School Models Leadership Summit. Lunch Panelist, San Antonio, Texas, **June 13, 2022**

TAMU-Corpus Christi School-University Partnerships in Teacher Preparation 2021 Conference. Workshop presentation: University-School Partnerships for Educational Transformation & Innovation, **October 9, 2021**
San Antonio Chamber of Commerce Education & Workforce Monthly Committee Meeting – ASPIRE + SB1882 Campuses, **September 15, 2021**
Population Level Change – Systems Change Panel in coordination with the Doris Duke Charitable Foundation, **April 2, 2021**
Annie E. Casey Foundation Strategic Co-Investor Panel on the Family-Centered Community Change seven-year evaluation on the Annie E. Casey Foundation as a co-investor, **March 18, 2021**
San Antonio Housing Authority Innovative and Effective Community Development Initiatives Panel, FaceBook Live, **January 27, 2021**
Engaging Higher Education Partners through this Crisis, Edgewood ISD Partnership, Texas Education Agency Annual Meeting, **November 11, 2020**
Engaging Philanthropic Partners, Choice Means Choice Conference-US Housing and Urban Development, **November 16, 2019**
Breaking the Cycle of Poverty by Designing Programs for All Family Members, NAWRS Collaborating Across Lines to Build Up Lives, **July 29, 2019**
Results Based Accountability – Performance Measures, The San Francisco Foundation, **June 13, 2019**
United Ways and Results-Based Accountability, Measurable Impact, Clear Impact 2016 Annual Conference, **November 10, 2017**
Collaborating for Systems Change = Housing + Education, 2016 Mayor Ivy Taylor’s San Antonio Housing Summit, **September 30, 2016**
United Ways and Results-Based Accountability, Measurable Impact, Clear Impact 2016 Annual Conference, **June 3, 2016**
Delivering Outcomes for Communities; Federal Training for Federal Agents, US Department of Education and US Housing and Urban Development, **June 1, 2016**
Change at the Speed of Trust: Using Data in Rebuilding a Vibrant EastPoint, National Neighborhood Indicators Partnership Annual Meeting, **April 6, 2016**
The Drivers of Change: Local Practitioners’ Perspectives About Building Capacity of Community Change – the “Local Voices” Study, **December 10, 2015**
What Works and What Doesn’t: Lessons from across the Country, Equitable Development Strategies for Neighborhoods, Federal Reserve Bank of Atlanta, **September 22, 2015**

SERVICE

Search Committee for Texas A&M University San Antonio College of Education and Human Development Dean – **2022-2023**
A&M San Antonio Dual Credit and Early College High School Taskforce – **September 2022 - Present**
Board of Director for Community Information: NOW (CI:NOW) – **August 2021 - Present**
UCLA Early Development Instrument (EDI) English Language Committee – **July 2021 – December 2021**
Carnegie Community Engagement Committee (University Level) – **April 2021 – April 2023**
SA2020 Advisory Committee – **April 2021 - Present**
PreK4SA Program Evaluation Request for Proposal and Selection Committee – **April – June 2021**
Board of Director for Healy Murphy – **January 2021 - Present**
Founding Board of Director for Public Charter, Essence Prep – **January 2021 - Present**
Workforce Solutions Alamo Early Childcare Committee – **September 2020 - Present**
Population Level Change (Doris Duke Charitable Foundation and UCLA) Advisory Board – **January 2019 – March 2021**
UP Partnership Steering Committee – Youth and Children Funding Project – **January 2019 – December 2020**
Texas A&M University San Antonio Clinical Professor for Burleson School for Innovation and Education, SB1882 Hiring Committee Chair – **October – December 2020**
San Antonio Funders Data Committee – **Spring 2019 – August 2020**
Alamo Regional Data Alliance Steering Committee – **January 2017 – August 2020**

LANGUAGES

English – native language

Spanish – speak, read, and write with basic competence.

Sonia N. Sánchez, Ph.D.

Texas A&M University – San Antonio, Institute for School and Community Partnerships

Sonia N. Sánchez is a Faculty in Residence with the Institute for School and Community Partnerships at Texas A&M University – San Antonio and has served as a Continuous Improvement Specialist for thirteen years. Her passion for transforming schools and ensuring academic success for all students is driven by her own experience growing up as an emergent bilingual in the vibrant neighborhoods of San Antonio's Southside.

With a robust background in educational leadership, strategic planning, and instructional improvement, Sonia has successfully collaborated with campus staff, district leaders, and community members to design and implement strategic interventions resulting in the removal of the state accountability *Improvement Required* status for two schools. She has also facilitated various successful improvement initiatives across multiple schools and supported improvement efforts for over eighty elementary campuses in her previous role. At the district level, she has collaborated to develop district-wide systems and processes aimed at improving data analyses, improvement planning, and leadership development for schools and district departments.

Her core skills include:

- Conducting Comprehensive Needs Assessments - developing strategic plans for implementation and monitoring by analyzing data and identifying areas of academic and non-academic need.
- Leadership Development - aligning professional growth and development to systematic support through a coaching model that fosters collaborative and supportive relationships.
- Instructional Improvement – ensuring curriculum alignment to state standards and best practices by providing ongoing support and feedback to improve high-impact instructional teaching and learning.
- Community Engagement – establishing and fostering positive relationships with community members, families, and caregivers to support school improvement initiatives and overall student success.

Through her work in education, Sonia has focused on illuminating the educational experiences of historically and systemically excluded communities through numerous scholarship and collaborations with community artists. Sonia is the happiest when she's empowering communities to transform their educational landscapes.

SONIA N. SÁNCHEZ, PH.D.

Texas A& M University – San Antonio
One University Way, San Antonio, TX 78224
ssanchez2@tamusa.edu

EDUCATIONAL BACKGROUND

Ph.D.	University of Texas at San Antonio, Education- <i>Culture, Literacy, and Language</i> <i>Dissertation: Rooster tails, ranflas, and rags: The language and literacy practices of Latin@ lowriders in San Antonio, TX</i>	2017
M.A.	University of Texas at San Antonio Bicultural-Bilingual Studies	2000
B.A.	Boston University Bilingual Education	1997
	Universidad Autónoma de Madrid Study Abroad- Interdisciplinary Coursework	1996
	Instituto Internacional en España Study Abroad- Spanish Studies	1995 - 1996
	IES Beatríz Galindo, Spain Study Abroad- Teaching Internship	1995
Educator Credentials	Texas Principal Evaluation and Support System (T-PESS) – 2020 Update Certification	2023
	School Turnaround Leaders Professional Education Certificate Harvard Graduate School of Education	2022
	Principal as Instructional Leader (Texas, Grades EC-12 th)	2019
	Bilingual/ESL-Spanish (Texas, Lifetime, Grades PK-8 th)	1998
	Elementary Self-Contained (Texas, Lifetime, Grades PK-8 th)	1998

ACADEMIC POSITIONS

Texas A&M University – San Antonio/ Institute for School and Community Partnerships Clinical Assistant Professor-Faculty in Residence	2022 - Present
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University of Texas at San Antonio Lecturer I- ESL & BBL	2020 - 2021
University of Texas at San Antonio Summer Term Instructor- ESL & BBL	2001
Universidad De La Sierra, A.C., Puebla, México English as a Foreign Language Instructor	1997

PROFESSIONAL EMPLOYMENT HISTORY

Northside I.S.D. District Continuous Improvement Specialist	2013 – 2022
Northside I.S.D. Texas Title I Priority Schools Grant Manager	2011 - 2013
Thornton Elementary, Colonies North Elementary ESL Language Support Teacher	2006 - 2010
Athens Elementary Bilingual Elementary Teacher	1997 - 2005
Region 20 Service Center Instructor, Educator Preparation Program	2004
Texas Education Agency Educator Committee Member	2002 – 2004

RESEARCH PUBLICATIONS

Book Reviews

Sánchez, S. (2010, January). Involving Latino families in schools: Raising student achievement through home-school partnerships. [Review of the book *Involving Latino families in schools: Raising student achievement through home-school partnerships*]. *Journal of Latinos and Education*, 9(1), 81-83.

Books

Ek, L., **Sánchez, S.**, and Guerra, J. (2016). Cultural Multiliteracies Integrating Technology in Latino Children's Literature. In Clark, E., Flores, B., Smith, H. & Gonzalez, D. (Eds.), *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. 207-221). Lanham, MD: Rowman & Littlefield.

Castillo, V. & **Sánchez, S.** (2010). Events. In E. G. Murillo, S. A. Villenas, R. T. Galván, J.S. Muñoz, C. Martínez, & M. Machado-Casas (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (pp. 554-566). New York: Routledge.

Encyclopedia Entries

Lara, G. P., **Sánchez, S.**, and Guerra, J. & Ek, L. (2023). Literacy and identity across home, school, church, and social life. In Tierney, R., Rizvi, F., Kadriye, E. & Smith, G. (Eds.) *Elsevier International Encyclopedia of Education*.

SCHOLARLY PRESENTATIONS

Ek, L.D., Guerra, M., & **Sánchez, S.N.** (2018). Multiliteracies and translanguaging practices among Latin@s outside schools: The relevance of tapping into unconventional views of literacy. Presentation at the Texas Language Education Research Conference, San Antonio, TX. September 2018.

Guerra, M., Garcia, A., **Sánchez, S.N.**, & Santillan, L. (2012). Creando Puentes: Bridging Diverse Literacies in Bilingual and ESL Classrooms. Presentation at the Texas Association for Bilingual Education Conference, San Antonio, TX. October 2012.

Sánchez, P. & **Sánchez, S.N.** (2011). Forging Out-of-School Partnerships with New and Traditional Immigrants: A Renewed Call for Advocacy and Culturally-Relevant Programs. Roundtable discussant at the Annual American Educational Research Association (AERA) Meeting. New Orleans, LA. April 2011.

D. Michelle Janysek is the owner of Collaborative Education Partners, LLC. Dr. Janysek formed Collaborative Education Partners shortly after retiring from Texas A&M University-San Antonio (A&M-SA) in January 2023 to respond to requests from former colleagues and collaborators inviting her to support their work.

Dr. Janysek is the former Deputy Director of the nonprofit, Texas A&M San Antonio Institute for School and Community Partnerships (ISCP), where she facilitated school and community partnerships, developed Quality School Proposals focusing on turnaround and innovation school models, and was the primary author of funding and research proposals for the in-district charter schools operated by the ISCP. Prior to assisting in the formation of the ISCP, Dr. Janysek was on the faculty at A&M-SA where she taught undergraduate and graduate courses in the Educator Preparation Program (EPP), coordinated field observation and clinical (student teaching) placements and supervised pre-service teachers during traditional student teaching semesters, one-year internships, and residencies.

Dr. Janysek spent eight years at The Education Institute at Texas State University as a principal investigator (PI) for multiple grants and contracts focused on education policy development, standards, assessment and educator preparation and developed and administered the Texas Adult Education Credential Project that focused on the training and professional development of teachers of adult education.

Dr. Janysek served as the Director of Educator Quality and Accountability at the State Board for Educator Certification (SBEC) where she supervised the development of the current EC-12 educator certification standards and testing program (TExES), the Accountability System for Educator Preparation (ASEP), and provided state leadership for the Texas Beginning Educator Support System (TxBESS).

Dr. Janysek's areas of specialization include: School performance and program evaluation, educational assessment, evaluation models (standardized, performance-based, portfolio), educator training, teacher quality, novice educator induction and mentoring, adult education, grants development/implementation/evaluation, program development, college and career readiness, transitions to post-secondary education, workforce development, school safety, and emergency operations planning for schools.

Dr. Janysek earned a doctoral degree in Adult, Professional and Community Education from Texas State University, a master's degree in Theatre Arts Administration from Texas Tech University, and a bachelor's degree in Theatre Arts from Southwest Texas State University.

Name: D. Michelle Janysek **Contact:** Collaborative Education Partners, LLC
 50 Sheryl Drive
Title: President Victoria, Texas 77905
 Cell Phone: 512.748.0436
 CollabortiveEdPartnersLLC@gmail.com

EDUCATION

PhD 2007 Adult, Professional, and Community Education, Texas State University
 Dissertation: *The Value of a Career in Teaching: The Development of a Survey to Examine the Reasons Why Veteran Teachers Remain in the Classroom*

MFA 1992 Theatre Arts-Arts Administration, Texas Tech University
 Thesis: *Not-For-Profit Theatre: A Study in Promotion*

BFA 1990 Theatre Arts, Southwest Texas State University

PROFESSIONAL EXPERIENCE

Collaborative Education Partners, LLC (2023-present)

President, 2023-

Texas A&M University San Antonio, San Antonio, Texas (2016-2023)

Deputy Director

A&M-San Antonio Institute for School & Community Partnerships, 2021-2023

Coordinator for School and University Partnerships

A&M-San Antonio Institute for School & Community Partnerships, 2019-2021

Field Residency & Clinical Teaching Faculty, Assistant Professional Track Faculty,
 Educator Preparation Program, College of Education and Human Development, 2016-2019

Texas State University, San Marcos, Texas (1996-2002; and 2005-2016)

Grant Director/Program Director, Texas Adult Education Content Standards and Benchmarks Project,
 The Education Institute, 2015-2016

Educational and Training Specialist, The Texas School Safety Center, 2013-2015

Grant Director/Program Director, Texas Adult Education Credential, The Education Institute, 2009-2013

Adjunct Faculty, Department of Occupational, Workforce, and Leadership Studies, and University
 College-First Year Experience, 2008-2016

Grant Coordinator/Program Coordinator, Texas Adult Education Credential, The Education Institute,
 2005-2008

Director, Educator Certification and Placement, College of Education, 2000-2002

Certification Officer and Academic Advisor, College of Education, 1996-2000

State Board for Educator Certification (TEA), Austin, Texas (2002-2005)

Director, Office of Educator Quality and Accountability, 2004-2005

Program Administrator V, Office of Educator Quality and Accountability, 2002-2004

CONTRACT PROJECTS

Academic Strategy Consultant, Texas A&M-San Antonio Institute for School and Community Partnerships, 2023-

Evaluator, E=MC² Mathematics Program, YWCA-San Antonio, 2023-2024.

Monitor/Evaluator, 21st Century Community Learning Centers (CCLC) Monitoring, Texas Education Agency (TEA) and Resources for Learning, LLC, 2023.

Evaluator, Campus CARES: Campus childcare as resource enhancing student-parent success. Child Care Access Means Parents in School Program (CCAMPIS). *Office of Postsecondary Education*. U.S. Department of Education Grant. Texas A&M-SA College of Education and Human Development, 2022-2027.

Evaluator, CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. Assistance for Arts Education Program (AAE). *Office of Elementary and Secondary Education*. U.S. Department of Education Grant. Texas A&M-SA College of Education and Human Development, 2021-2026.

Evaluator, Retain and increase Hispanic students in computing (RETAIN). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF), 2018-2023.

Performance Auditor, Dilley Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2016.

External Evaluator, Educate Texas Science, Technology, Engineering and Math (STEM) Program Evaluation, Texas Education Agency (TEA), Region XIII Education Service Center (ESC), and Resources for Learning, LLC, 2015.

External Evaluator, Educate Texas, Early College High School (ECHS) Program Evaluation, Texas Education Agency (TEA), Region XIII Education Service Center (ESC), and Resources for Learning, LLC, 2015.

Performance Auditor, Marlin Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2015.

Performance Auditor, Presidio Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2013.

External Evaluator, Master of Education Degree Program, Adult Education, Texas A&M University-Kingsville, December 2012.

SB 1882 PARTNERSHIPS AND IN-DISTRICT CHARTER EXPERIENCE

SB 1882 Quality Schools Developed, In-district Charter Schools in Operation

(Pending). Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Aguirre-Garcia, G., & Sanchez, S. Senate Bill 1882 Partnership between Crowley ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Crowley STEAM Academy. Texas Education Agency, five years, annual funding TBD.

(Pending). Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Aguirre-Garcia, G., & Sanchez, S. Senate Bill 1882 Partnership between San Antonio ISD and Texas A&M – San Antonio Institute for School and

Community Partnerships for Hirsch STEAM Academy. Texas Education Agency, five years, annual funding \$7,792,133.00.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Wu, H., Garfield, T., Garza, E., Guerra, M., Garcia-Alvarado, S., & Salazar, M. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Winston Intermediate School of Excellence. (2021-2026). Texas Education Agency, five years, annual funding \$2,422,671.00. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., Espinoza, K., Garza, E., Guerra, M., **Janysek, M.**, Jozwiak, M., O'Quinn, C., Salazar, M., Sheperis, C. & Wu, H. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia University School. (2020-2030). Texas Education Agency, ten years, annual funding \$4,288,377.21. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Davis, M., **Janysek, M.**, Jozwiak, M. & Sheperis, C. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for the Burleson School for Innovation and Education. (2020-2030). Texas Education Agency, (\$65,000) annually for ten years. Project facilitator, primary author.

SB 1882 In-district Quality Schools Proposals Developed

Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Lenz, S., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Harlandale ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Kingsborough University and Career Academy. Texas Education Agency, five years, annual funding \$5,877,693.00. Project facilitator, primary author.

Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Lenz, S., Burgard, K., Boucher, M., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Manor ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Kingsborough University and Career Academy. Texas Education Agency, five years, annual funding \$5,846,866.00.

Co-Authors-Investigators- **Janysek, M.**, Burgard, K., Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., Munoz, H., Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., DeLeon, J. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Kennedy High School. Texas Education Agency, \$11,046,560 annually for five years. Project facilitator, primary author.

Co-Authors-Investigators- Espinoza, K., Burgard, K., Boucher, M., **Janysek, M.**, Vice, T., Wandix-White, D., Ticken, L., & De Leon, J. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for West Campus High School. Texas Education Agency, TBD years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Vice, T., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Armstrong Elementary School. Texas Education Agency, TBD years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Garfield, T., Espinoza, K., **Janysek, M.**, Jozwiak, M., Wu, H., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Perales Elementary School. Texas Education Agency, 10 years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., **Janysek, M.**, Sheperis, C. & Vice, T. Senate Bill 1882 Partnership between Southwest ISD and Texas A&M – San Antonio for SW Legacy High School. (2020-2023). Texas Education Agency, three years, annual funding \$ 15,665,219. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Garfield, T., **Janysek, M.**, Jozwiak, M., Krimbill, L., & Sheperis, C. Senate Bill 1882 Partnership between East Central ISD and Texas A&M – San Antonio for Highland Forest Elementary School. (2020-2023). Texas Education Agency, three years, annual funding \$ 4,689,582. Project facilitator, primary proposal author.

EXTERNALLY FUNDED PROJECTS AND GRANTS

(Pending) Author, **Janysek, M.** (2024). SEARCH for the Future. Moody Foundation M-Pact Grant (\$532,279) over three years.

(Pending) Author, **Janysek, M.** (2024). Nourish Abilities: Nurturing Wellness and Independence for Every Ability. Baptist Health Foundation (\$76,000).

(Pending) Author, **Janysek, M.** (2024). Success Adult Early College High School Planning Grant. New Schools Venture Fund (\$215,000).

(Pending). Author, **Janysek, M.** (2024). Musical Instruments for Kids. The Mockingbird Foundation (\$9,000).

(Pending). Author, **Janysek, M.** (2023). Burleson Job Training Micro-Business Expansion. The Truist Foundation (\$25,000). Primary author.

Author, **Janysek, M.** (2023). Toyota Foundation. STEM Programs and Resources. (\$50,000).

Author, **Janysek, M.** (2023). FRESH food and nutrition classes for families. Mission Trail Rotary. (\$2,000).

Author, **Janysek, M.** (2023). Eco-Scholars Grant – composting projects for schools. City of San Antonio, Texas. (\$10,000).

Author, **Janysek, M.** (2023). San Antonio Youth Commission Micro-Grants. (\$3,000).

Author, **Janysek, M.** (2023). Toyota Foundation. Funding to support enrichment programs in ISCP schools. (\$20,000).

Jozwiak, M. (PI), Garcia-Alvarado, S. (Co-PI), **Janysek, M.** (Evaluator), O'Brien, C. (Co-PI), & Watts, G. (Co-PI). (2022). Campus childcare as resource enhancing student-parent success: Campus CARES. Department of Education, Office of Post-Secondary Education C-CAMPIS. \$437,482.66/year: \$1,750,000.

Co-Authors- **Janysek, M.** & Garcia-Alvarado, S. (2022). Afterschool STEAM programming. San Antonio Museum of Science and Technology (In-kind).

Author, **Janysek, M.** (2022). Mission Trail Rotary. (\$750).

Author, **Janysek, M.** (2022). Sustainable Food Forests. Able City Architecture (In-kind trees, irrigation installation and labor).

Co-Authors- **Janysek, M.**, Garcia-Alvarado, S., Cantu, A. (2022). Los Winston Murals-Rasa WISE Art. Rockefeller Philanthropy Advisors (\$8,000).

Co-Authors- **Janysek, M.** & Garcia-Alvarado, S. Afterschool STEM programming and laptops for 40 students. Boeing (In-kind).

Co-Authors- **Janysek, M.** & Minner, S. (2022). SEARCH for the Future. The Truist Foundation (\$30,000). Primary author.

Author, **Janysek, M.** WISE Garden and community center expansion. The United Way of San Antonio and Bexar County, The Toro Foundation, and The Association for Women in Rental (\$15,000 + In-kind labor and equipment).

Burgard, K., Krimbill, E., Espinoza, K., Jozwiak, M., Stephenson, K., Weltsek, G., Co-PIs; Korver, J., Senior Personnel; & **Janysek, M.**, Program Evaluator. (2021). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. Assistance for Arts Education Program (AAE). *Office of Elementary and Secondary Education*. U.S. Department of Education (\$3,346,265).

Co-Authors- **Janysek, M.** & Garcia-Alvarado, S. Supporting our amazing readers (SOAR). Dollar General Foundation (\$3,900).

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- Franco, C., Sanchez, C., **Janysek, M.** & Garcia-Alvarado, S. Charter School Start-Up Grant. Texas Education Agency (\$750,000).

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- Franco, C., Sanchez, C., **Janysek, M.** & Garcia-Alvarado, S. School Action Fund Continuation Grant (2021-2023). Texas Education Agency (\$1,500,000).

Co-Authors-Investigators- **Janysek, M.** & Vice, T. The Truist Thriving Communities Center for Revitalization at the Winston School of Excellence (WISE). The Truist Foundation (\$25,000). Primary author.

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- **Janysek, M.**, Wandix-White, D. & Bland, C. Follow the Leader. Modeling and Supporting SE Strategies for Students. The NoVo Foundation (\$7,500). Primary author.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Wu, H., Garfield, T., Garza, E., Guerra, M., Garcia-Alvarado, S., & Salazar, M. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Winston Intermediate School. Texas Education Agency, five years, annual funding \$2,422,671.00 annually for five years. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., Espinoza, K., Garza, E., Guerra, M., **Janysek, M.**, Jozwiak, M., O'Quinn, C., Salazar, M., Sheperis, C. & Wu, H. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia Middle School. (2020-2030). Texas Education Agency, ten years, annual funding \$4,288,377.21. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Davis, M., **Janysek, M.**, Jozwiak, M. & Sheperis, C. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for the Burleson 18+ Center. (2020-2030). Texas Education Agency, (\$65,000) annually for 10 years. Project facilitator, primary author.

Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). (2018-2023). NSF (\$249,948), Evaluator.

Co-Principal Investigators –Esparza Young, E., Garcia, N., Garfield, T., Gerzel Short, L., Guerra, M., Harris, S., **Janysek, M.**, Jozwiak, M., Jurica, J., Kearney, W.S., Kim, Y.R., Kwon, E., Murakami, E., Piper, R. Pittman, R., Scott, L., Vera, D., Wilson, J., & Wu, H.P. (2017). Teacher residency – training and preparation partnership RFP #17-027(AT) Proposal as a sub-award of U.S. Department of Education Teacher Incentive Fund (TIF) grant through the San Antonio Independent School District, \$740,000.

Texas Adult Education and Literacy Standards Revisions Project (2015-2016). Texas Workforce Commission. (\$429,843). Co-Principal Investigator, Program Director.

Grants to States for School Emergency Management Programs, US Department of Education. (2014-2015). Co-applicant with the Texas Education Agency. (\$1,898,590). Proposal development team.

Texas Adult Education Credential Project (2005-2013). Texas Education Agency. (\$2,348,000). Co-Principal Investigator, Program Director.

Transition from Adult Basic to Postsecondary Education, Phase III (2011-2012). The Texas Higher Education Coordinating Board. (\$200,000). Project team.

Transition from Adult Basic to Postsecondary Education, Phase II (2009-2011). The Texas Higher Education Coordinating Board. (\$250,000). Project team.

Transition from Adult Basic to Postsecondary Education, Phase I (2009). The Texas Higher Education Coordinating Board. (\$98,887). Project team.

The Texas Master Science Teacher Certificate and Texas Examination of Educator Standards Development Project (2004-05). Texas Education Agency. (\$750,000). Project Manager.

The Texas Beginning Educator Support System Dissemination Project (2004-05). Texas Education Agency. (\$700,000). Project Manager.

The Texas Beginning Educator Support System, Texas State Board for Educator Certification (2001-03). Texas Workforce Commission. (\$3,000,000). Principal Investigator, year three.

The Texas Beginning Educator Support System. (1998-02). Department of Education. (\$10,000,000). Year 3 implementation evaluation and year 4 final evaluation.

EXTERNAL PROPOSALS SUBMITTED; NOT FUNDED

Co-Authors- **Janysek, M.**, Richardson, J., & Munoz, H. (2023). RISING: Resiliency, Inclusiveness, and Support for Improving Neighborhoods, Generations, and Schools. Full-service community schools. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$15,000,000). Co-Authors- **Janysek, M.**, Richardson, J., Munoz, H., & Schreiner, S. (2022). La Promesa del Westside Promise Neighborhoods. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$30,000,000).

Co-Authors- **Janysek, M.**, Richardson, J., Munoz, H., Lenz, S., & Schreiner, S. (2022). BRIDGES: Building resiliency, inclusiveness, and direction for all generations in Edgewood schools. Full-service community schools. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$2,500,000).

Co-Authors-Investigators- **Janysek, M.**, Burgard, K., Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., Munoz, H., Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., DeLeon, J. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Kennedy High School. Texas Education Agency, \$11,046,560 annually for 5 years. Project facilitator, primary author.

Janysek, M. (Principal Investigator), de la Cruz, B., Vice, T. & Garfield, T. (Co-Principal Investigators), Burgard, K., Espinoza, K., Garcia-Alvarado, S. & Munoz, H. (Contributors) (2021-2028). *JOURNEYS: Jump-Starting Opportunities Using Resources and Networks for Edgewood Youth Success*. US Department of Education, GEAR UP, (\$4,200,000).

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- Garcia-Alvarado, S., **Janysek, M.** & Sanchez, C. SOARing to New Heights-SEL Initiative. The NoVo Foundation (\$7,500). Proposal development team.

Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Vice, T., & Sheperis, C. Full-Service Community Schools Program. Office of Elementary & Secondary Education, Department of Education. Estimated Annual Award (\$450,000), Renewable.

Co-Authors-Investigators- Espinoza, K., Burgard, K., Boucher, M., **Janysek, M.**, Vice, T., Wandix-White, D., Tieken, L., & De Leon, J. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for West Campus High School. Texas Education Agency, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Vice, T., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Armstrong Elementary School. Texas Education Agency, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Garfield, T., Espinoza, K., **Janysek, M.**, Jozwiak, M., Wu, H., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Perales Elementary School. Texas Education Agency, 10 years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., **Janysek, M.**, Sheperis, C. & Vice, T. Senate Bill 1882 Partnership between Southwest ISD and Texas A&M – San Antonio for SW Legacy High School. (2020-2023). Texas Education Agency, three years, annual funding \$15,665,219. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Garfield, T., **Janysek, M.**, Jozwiak, M., Krimbill, L., & Sheperis, C. Senate Bill 1882 Partnership between East Central ISD and Texas A&M – San Antonio for Highland Forest Elementary School. (2020-2023). Texas Education Agency, three years, annual funding \$4,689,582. Project facilitator, primary proposal author.

Co-Author with Edgewood ISD. 2020-2021 Public Charter School Program Start-Up Grant (Subchapter C) for Garcia University School. Texas Education Agency, (\$725,035.50).

Co-Author with Edgewood ISD. 2020-2021 Public Charter School Program Start-Up Grant (Subchapter C) for The Bureson 18+ Center. Texas Education Agency, (\$552,267.75).

Rooted in the Community: Establishing Community-Based Teaching and Learning Laboratory School Sites to Improve Academic Success of Hispanic Students. *Title V Hispanic Serving Institutes Funding*. (\$3,328,773).

NSF Scholarships in Science, Technology, Engineering and Mathematics S-STEM. (2019-2023). NSF (\$650,000), Evaluator.

Texas Adult Education and Literacy Professional Development Center. Texas Workforce Commission. (\$4,800,000). Project team.

Opportunities for Safety in the School Environment: Investigation and Validation Practices and Development of Research-Based Pilots for Improving the Safety of the Nation's Schools (OSSE), (\$6,597,898). National Institute of Justice.

Developing a School Safety Strategic Research Plan, (\$25,000). Texas State University Multi-Disciplinary Internal Research Grant.

Researcher-Practitioner Partnerships to Identify the Knowledge and Skills necessary for Adult Education Teachers and Developmental Education Instructors to Increase Student Performance Expectations for College and Career Readiness, (\$400,000). Co-Principal Investigator. The Institute for Education Sciences.

An Exploratory Examination of High-Quality, Sustained Professional Development for Adult Education: Implications for Improving Adult Literacy Instruction and Adult Learner Outcomes, (\$1,600,000). Co-Principal Investigator. The Institute for Education Sciences.

TEACHING AND TRAINING

Texas A&M University San Antonio, San Antonio, Texas

EDFR 3110: Field Residency Lab 1
 EDFR 3120: Field Residency Lab 2
 EDFR 4613: Clinical Teaching Elementary
 EDFR 4623: Clinical Teaching Secondary
 EDFR 5304: Graduate Teacher Certification Program Internship
 EDFR 5310: Clinical Teaching Graduate
 EDFR 5332: Assessment Development
 EDED 0000: Pedagogy and Professional Responsibilities Test Preparation
 EDED 3301: Instructional Design and Assessment
 EDED 4309: Legal and Ethical Issues in Education
 EDED 5307: Novice Teacher Induction Seminar
 EDED 5363: Child Development and Learning Theory
 EDED 5364: Adolescent Development and Learning Theory
 EDED 5366: Instructional Strategies and Classroom Management Elementary
 EDED 5367: Instructional Strategies and Classroom Strategies Secondary
 UNIV 1101: Jaguar Tracks I (first-year experience course)
 UNIV 2101: Jaguar Tracks II (first-year experience course)

Texas State University, San Marcos, Texas

DAE 5373: Grant Development and Management
 CI 7326: Grant Development and Management
 EDP 1350: Effective Learning
 OCED 4350: Foundations of Career Planning
 US 1100: University Seminar (first-year experience course)

Training, Workshops, and Seminars Developed and Delivered

Legal Requirements for Community College Campus Safety

Mental Health Concerns on the Community College Campus

Minor Students on the Community College Campus

Digital Citizenship and Responsible Use of Technology

Purposeful Planning for Educator Professional Development

The Texas Adult Education Credential Project: Administrator Credential Training

Reflective Practice and the Credential: Writing to Meet the Performance Requirements

The Texas Adult Education Credential Project: Teacher Credential Scorer Training

The Credential Information Tracking System (CredITS)

Cognitive Interviewing for Item Validation in Educational Assessment When Hazards Become Threats

Modeling a Tabletop Exercise

The Implications of Student Mental Health

The Impact of Interpersonal Relationships on School Safety

Alternatives to Zero Tolerance Policies for Improving the School Environment and Safety

School Safety and the Law

School Safety: The Impact of Bullying

The Impact of Dating Violence on School Safety

Local Challenges and Resources for School Safety and Emergency Operations Planning

Identifying the Next Steps for School Safety Emergency Operations Planning

Navigating the Course to School Safety

The Use of Common Assessments in Educator Preparation

The Texas Comparability Study of Examinations for Educator Certification

The Texas Beginning Educator Support System Mentor Training

Principal Assessment and Superintendent Mentoring

The Accountability System for Educator Preparation and Title II Reporting

The Accountability System for Educator Preparation II Training

Using Existing Assessment Data for Program Improvement

SCHOLARSHIP, PUBLICATIONS AND REPORTS

US Department of Education, Office of Elementary and Secondary Education (2024). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 3 Ad Hoc Report.

US Department of Education, Office of Post-Secondary Education C-CAMPIS. (2024). Campus childcare as resource enhancing student-parent success: Campus CARES. AY 1 Final Report.

US Department of Education, Office of Post-Secondary Education C-CAMPIS. (2023). Campus childcare as resource enhancing student-parent success: Campus CARES. Ad hoc Report.

National Science Foundation (NSF). (2023). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 5 Annual Evaluation Report.

US Department of Education, Office of Elementary and Secondary Education (2023). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 2 Final Report.

US Department of Education, Office of Elementary and Secondary Education (2023). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 2 Ad hoc Report.

National Science Foundation (NSF). (2022). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 4 Annual Evaluation Report.

US Department of Education, Office of Elementary and Secondary Education (2022). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 1 Final Report.

US Department of Education, Office of Elementary and Secondary Education (2022). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 1 Ad hoc Report.

National Science Foundation (NSF). (2021). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 3 Annual Evaluation Report.

National Science Foundation (NSF). (2020). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 2 Annual Evaluation Report.

National Science Foundation (NSF). (2019). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 1 Annual Evaluation Report.

Texas Workforce Commission. (2016). *Texas Adult Education & Literacy Content Standards*, Austin, TX: Texas Workforce Commission.

- Texas Education Agency. (2016). *Educate Texas Early College High School (ECHS) Program Evaluation*, Austin, TX: Texas Education Agency.
- Texas Education Agency, LLC. (2016). *Educate Texas Science, Technology, Engineering and Math (STEM) Program Evaluation*, Austin, TX: Texas Education Agency.
- Legislative Budget Board and Resources for Learning, LLC. (2016). *Dilley independent school district management and performance review*. Chapter 2, Educational Service Delivery. Austin, TX: Texas Legislative Budget Board.
- Legislative Budget Board and Resources for Learning, LLC. (2015). *Marlin independent school district management and performance review*. Chapter 2, Educational Service Delivery. Austin, TX: Texas Legislative Budget Board.
- Legislative Budget Board and Resources for Learning, LLC. (2014). *Presidio independent school district management and performance review*. Chapter 2, Educational Service Delivery and Chapter 11, Community Involvement. Austin, TX: Texas Legislative Budget Board.
- Miller Payne, E., Reardon, R., **Janysek, D.**, Lorenz, M., & Lampi, J. (2013). *Impact on student performance: Texas adult education teacher credential study preliminary results*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.
- Janysek, D.** (2013). *Teacher perceptions: The value of earning a credential 17(1)*. The Texas Adult & Family Literacy Quarterly, The Texas Center for the Advancement of Literacy and Learning.
- Janysek, D.** (2010). *Walking the walk and talking the talk: Integrating technology into professional development and the Texas Adult Education Teacher Credential. 14(4)*. The Texas Adult & Family Literacy Quarterly, The Texas Center for the Advancement of Literacy and Learning.
- Janysek, D.** & Martinez, M. (2009). *The Texas Adult Education Credential Project: Report on the status of the project as it enters the third year of full implementation. 13(4)*. The Texas Adult & Family Literacy Quarterly, Texas Center for the Advancement of Literacy and Learning, November 2009.
- Janysek, D.**, Martinez, M. & Miller-Payne, E. (2009). *Improving instructional and programmatic outcomes through the use of professional development and critical self-reflection. 13(2)*. The Texas Adult & Family Literacy Quarterly, Texas Center for the Advancement of Literacy and Learning, April 2009.
- Janysek, D.**, & Martinez, M. (2008). *The Texas adult education administrator credential: Official scoring rubrics for the six common portfolio products*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.
- Janysek, D.**, & Martinez, M. (2008). *The Texas adult education administrator credential guide*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.
- Janysek, D.** (2006). *First teacher completes the credential*. Literacy Links, 1(5), Texas Center for the Advancement of Literacy and Learning, December 2006.
- Janysek, D.** (2006). *The Texas adult education credential project first annual teacher survey: Fiscal year 2006*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.

Janysek, D. (2006). *The Texas adult education credential project official reflection scoring rubric*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.

Ramsay, M., **Janysek, M.**, & Lorenz, M. (2005). *The shortage of mathematics teachers in Texas: Characteristics of mathematics-certified program graduates*. Austin, TX: Texas Education Agency.

Janysek, D. (2005). *Title II Texas State Report*.

Janysek, D., & Lorenz, M. (2005). *The accountability system for educator preparation, title II, and the legislative budget board: At a glance*. Austin, TX: Texas State Board for Educator Certification.

Texas State Board for Educator Certification. (2005). *Texas beginning educator support system* (2nd ed.) Austin, TX: Author.

Janysek, D., Wurzbach, L., Keene, J., & Jennings, J. (2005). *The Texas State Board for Educator Certification test comparability study of educator assessments for licensure*. Austin, TX: Texas State Board for Educator Certification.

Janysek, D. (2004). *Title II Texas State Report*. Available on the World Wide Web <http://www.title2.org/title2dr/StateHome.asp> .

Janysek, D., & Mooney, K. (2004). *The accountability system for educator preparation (ASEP) II technical manual*. Austin, TX: Texas State Board for Educator Certification.

Janysek, D. (2003). *Title II Texas State Report*. Available on the World Wide Web <http://www.title2.org/title2dr/StateHome.asp> .

CONFERENCE AND PROFESSIONAL PRESENTATIONS

Supporting our Amazing Readers: Culturally Relevant Enrichment, The School and University Partnership Conference of Education (SUPCE), 2023.

Building School and University Relationships: A Collaborative Approach to Managing Schools, The School and University Partnership Conference of Education (SUPCE), 2021.

University and Public School SB 1882 Partnerships, Keynote Panelist at The Texas Education Agency Partnerships Annual Conference, 2020.

A Recipe for Building Capacity: Educator Preparation Programs and Local Education Agencies Collaborating to Prepare a New Generation of Teachers and Students, Consortium of State Organizations for Texas Teacher Education (CSOTTE) Annual conference, 2017.

Question and Answer Session with Texas School Safety Staff, The Texas School Administrator Safety (TSAS) Annual Conference, 2015.

The Impact of Earning an Adult Education Credential on Instructional and Student Outcomes, The Commission on Adult Basic Education (COABE) Annual Conference, 2013.

Purposeful Planning of Professional Development to Facilitate Transitions from GED to Postsecondary, The Commission on Adult Basic Education (COABE) Annual Conference, 2013.

Teacher Perceptions: The Value of Earning a Credential, American Association for Adult and Continuing Education (AAACE) Annual Conference, 2012.

Purposeful Planning: High-quality Sustained Professional Development as a Tool for Facilitating Transition from GED to postsecondary, Texas Cross-Agency Institute, 2012.

Teacher Perceptions: The Value of Earning a Credential, The Commission on Adult Basic Education (COABE) Annual Conference, 2012.

Supporting Teachers: The Role of Program Directors and GREAT Center Staff in Supporting Teachers in Credential Attainment. The Texas Association for Literacy and Adult Education (TALAE), 2012.

Teacher Perceptions: The Value of Earning a Credential, The Texas Association for Literacy and Adult Education (TALAE), 2012.

The Effects of High-Quality, Sustained Professional Development on Adult Learning, The Commission on Adult Basic Education (COABE) Annual Conference, 2011.

The Texas Adult Education Credential Project and Professional Development in Texas, Commission on Adult Basic Education (COABE) Annual Conference, Pre-Conference session on the behalf of The Association of Adult Literacy Professional Developers (AALPD), 2010.

Becoming the Best Teacher You Can Be for Your Students, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2010.

Congratulations, You're an Administrator! Now What? The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2010.

An Introduction to the Texas Adult Education Credential Project: Improving Instructional and Programmatic Outcomes Through the Use of Professional Self-Reflection, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2010.

Improving Programmatic Outcomes through Professional Development and Critical Self-Reflection, Hawaii International Education Conference, 2010.

Improving Programmatic Outcomes through Professional Development and Critical Self-Reflection, Texas Teachers of English to Speakers of other Languages (TexTESOL) Annual Conference, 2009.

Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection, The Commission on Adult Basic Education (COABE) Annual Conference, 2009.

The Texas Adult Education Teacher Credential. The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2009.

Reflective Practice and the Credential: Writing to Meet the Performance Requirements in the Teacher Credential Reflection Scoring Rubric. The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2009.

The Texas Adult Education Administrator Credential, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2009.

The Texas Adult Education Administrator Credential Pilot, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2008.

Developing a Credential for Adult Educators, The National Reading Council (NRC) Annual Conference, 2007.

The Texas Adult Education Administrator Credential, The Texas Adult Education State Directors Conference, 2007.

Enhancing Teacher Abilities and Developing Teacher-Student Partnerships, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2007.

The Use of Common Assessments: Beginning a Dialogue on Validation and Scoring, Presentation to the faculty of the Department of Curriculum and Instruction at Texas State University-San Marcos, 2007.

The Value of a Career in Teaching and the Reasons Why Veteran Teachers Remain in the Classroom, Center for Research, Evaluation and Advancement of Teacher Education (CREATE), 2006.

Using Existing Data for Program Improvement, National Association of State Directors of Teacher Education and Certification (NASDTEC), 2005.

Teacher Mobility and the Texas Comparability Study of Educator Assessments for Licensure, Interstate Meeting on Critical Issues, Houston A+ Challenge- Annenberg Fund, 2003.

SERVICE

Learning Communities Committee, Texas A&M University San Antonio, Office of the Provost, and Office of First-Year Experience, 2018-2023.

Faculty Advisor, New Student Faculty Advising Program, Texas A&M University San Antonio, 2019-2023.

Campus Grounds & Aesthetics Committee, Texas A&M University San Antonio, 2019-2023.

Curriculum Committee, College of Education and Human Development, Texas A&M University San Antonio, 2018-2023.

Professional Development Action Planning Committee, Boerne Independent School District, 2018-2022.

Consulting Editor, *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*, ProLiteracy, 2018-2022.

Strategic Planning Committee (Strategic 50), Boerne Independent School District, 2018-2022.

Reviewer, 2020-2021 Public Charter School Program Start-Up Grant (Subchapter C). Texas Education Agency.

SB 1882 Charter Development Committee, Texas A&M San Antonio, 2019-2020.

edTPA Pilot Test Committee, Texas A&M San Antonio, 2019-2020.

Strategic Planning Committee, Texas A&M University San Antonio, College of Education and Human Development, 2017-2020.

TEExES Examination Framework Review Committee, Trade & Industrial Workforce Training, grades 6-12, Texas Education Agency and Pearson Education, March 2019.

Academic Integrity Committee, Texas A&M University San Antonio, Office of the Provost, 2017-2020, Chair 2017, 2018, 2019.

Long-Range Plan for Public Education in Texas, Educators Caucus Group, Texas Education Agency/Texas Higher Education Coordinating Board, 2018.

University/School District Liaison Search Committee, Texas A&M University San Antonio, College of Education and Human Development Partnership with Stewart Elementary School, San Antonio ISD, 2017.

Educator Preparation Program Faculty Search Committee, Texas A&M University San Antonio, College of Education and Human Development, 2017.

Faculty Consultant, Texas A&M University San Antonio, College of Education and Human Development, Partnership with Stewart Elementary School, San Antonio ISD, 2017.

Chair, Faculty Committee to Review the Graduate Teacher Certification Program, 2016-2017.

Texas A&M University Representative, National Association of Research for Science Teachers (NARST) Social Action Project, 2016-2017.

Consulting Editor, Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, Commission on Adult Basic Education (COABE), 2012-2018.

Instructor/Intern Development, University Seminar 1100, 2015-2016.

Group Leader, Bobcat Pride and Caring, Texas State University, August 2014-2016.

State of Texas Adult Education Strategic Planning Committee, April 2012-2014.

State Leadership Team Member, Project GREAT (Getting Results Educating Adults in Texas) State Leadership Team for Adult Education, 2009-2013.

Qualitative Methodologist, Educational Psychology (EDP) 1350 faculty research project to examine the impact of course content and coaching on the performance of students with Attention Deficit Hyperactivity Disorder (ADHD), 2010-2013.

Lobo/Community Mentoring Program, Lehman High School, Hays Consolidated Independent School District and the Kyle, Texas Chamber of Commerce, 2012.

Community Representative, Campus Leadership Team, Lehman High School, Hays Consolidated Independent School District, 2010-2012.

Academic Coach, Attention Deficit Hyperactivity Disorder (ADHD) Coaching Project, Texas State University, 2010-2013.

Survey development and multi-year implementation, Education Psychology 1350 Effective Learning, Texas State University, 2009-2013.

University Mentor, Texas State University, 2007-2016.

Mentor, Emerging Stars Program, Texas State University, 2009-2016.

Survey Design Consultant, University of Texas Division of Continuing and Distance Education, 2008.

Committee Member, Texas Professional Development Needs Assessment, Texas Center for the Advancement of Literacy and Learning, Texas A&M University, 2008.

Grant Reviewer, Teacher Quality Enhancement Grants, Texas Education Agency, 2006-2008.

Guest Editor, The Journal of College Reading and Learning, *1(37), Fall 2006*.

Vice-President, Texas Association for Employment in Education 2003-2004.

Public Relations Chair, Texas Association for Employment in Education, 2000-2003.

CERTIFICATIONS

National Grants Management Association (NGMA), Candidate, present

Texas Education Agency, Texas Teacher Certification, Secondary Grades 6-12

Federal Emergency Management Administration (FEMA) Emergency Management Institute (EMI)

Trainer Certification: Multi-Hazard Emergency Planning for Schools (G364)

Multi-Hazard Emergency Planning for Schools (E361)

Multi-Hazard Emergency Planning for Higher Education (L363)

Incident Command for Schools (IS-00100.SCa)

Incident Command for Higher Education (IS-00100.he)

Incident Command for Single Resources and Initial Action Incident (IS-00200.b)

National Incident Management System (NIMS) (IS-00700.a)

American Red Cross

Adult CPR/AED

Pediatric CPR

First Aid

PROFESSIONAL AFFILIATIONS - Present & Past

National Grants Management Association

American Association for Adult and Continuing Education

Commission on Adult Basic Education

National College Transition Network

Texas Association for Literacy and Adult Education

Texas Association of Teacher Educators

Texas Directors of Field Experiences

International Bullying Prevention Association

Consortium of State Organizations of Texas Teacher Educators

Interstate New Teacher Assessment and Support Consortium

National Academic Advisors Association

National Association of State Directors of Teacher Education and Certification

Texas Association for Employment in Education

Principal/School Leader Role – is primarily responsible for the daily operations and management of ISCP managed SB 1882 Partnership schools. This includes the academic success of students, school leadership, and the positive climate and culture of the campus. The specific goals and accountabilities of the School Principal/Campus Leader are as follows:

1. Daily School Operations

- Adhere to and apply the Code of Ethics and Standards Practices for Texas Educators
- Supervise and evaluate the performance of staff assigned to the campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aid(s), clerical support staff, and custodians
- Manage the facility, custodial staff, building maintenance, and building security
- Make day-to-day decisions in the best interest of students, faculty, staff, and the school community
- Responsible for supervision of faculty, staff, and all support personnel
- Work with the ISCP/Tarleton (partners) senior leadership team to codify the model and playbooks
- Maintains clear lines of communication with operating partners on matters of the normal operations of the campus
- Makes fiscal decisions in accordance to the needs of the campus, and in compliance to district's policies and procedures

2. Academic Success

- Creates a long-term plan for student academic success with strategic monitoring of outcomes that includes: Bilingual, Special Education, 504, and Dyslexia
- Maintains strict compliance and ethics of special populations
- Maintains fidelity to the implementation of the SB 1882 partnership, school plan and partners
- Conducts classroom observations to support student achievement that is rigorous and supportive
- Monitors the instructional program, serve as curriculum developer, manages teachers, teacher mentors, student teachers, and resources

3. School Leadership

- Creates a high-performing, skilled leadership team through coaching, observations, and professional development opportunities
- Monitors multiple forms of data to guide instructional decisions and maximize performance
- Creates a systematic approach for opportunities for all stakeholders to be involved
- Provides growth opportunities for themselves and others
- Supports faculty and staff with effective practices
- Plans, promotes, and aligns professional development in accordance with the campus improvement plan, and SB 1882 Partnership Agreement
- Holds the partners in high regard in all interactions with parents, students and the community and includes the partners in the planning and implementation of all events on the campus
- The ISCP/Tarleton representative (Faculty-in-Residence) is member of the leadership team and must be included in all leadership team meetings
- Consults with the Faculty-in-Residence on all decisions impacting the school

4. Positive School Culture and Climate

- Aligns the vision, mission, and goals to establish clear purpose, direction, and expectations
- Provides a safe environment for the school community that include systems for behavior, social emotional supports, and plans for emergencies
- Leads processes and strategies to establish comprehensive systems of support for students and their families

- Actively promotes the vision of the school by developing authentic relationships with families and members of the community to serve as a driving force to enhance student achievement
- Demonstrates respect for the community while promoting equity in conjunction with the Institute for School and Community Partnerships and the district

Attachment 8: Staff Recruitment and Hiring Plan

The ISCP does not intend to make any immediate changes to the staff who are currently employed at Manor Middle School. All staff, except the campus principal, will remain employees of the District. The ISCP will adopt all current MISD Board policies and procedures related to staffing, hiring of staff. The ISCP and the district shall work collaboratively throughout the tenure of the partnership to address any future staffing needs. Any new staff shall be agreed upon by both the district and the ISCP. Full details regarding staffing will be outlined in the Performance Contract between the ISCP and the district. When it is determined that a new position is needed or that an existing position must be filled, the ISCP and the district will work collaboratively to develop the position descriptions and any necessary job postings/ advertisements. The ISCP and district will both have representation in all interviews and personnel actions related to the school.

Positions will be posted and managed through the district's TalentEd system; and the A&M-SA ISCP will target additional recruitment efforts to current and former A&M System students. Additionally, the ISCP will post any open positions in Handshake. Handshake is an online recruiting platform that is used in higher education for current students and alumni. Handshake is the predominant system used by institutions of higher education throughout the country. When a position is posted in Handshake, not only is it available to A&M-SA students and alumni, the posting can also be pushed out to other member colleges and universities so that their students receive notification as well. This process has worked well for filling openings at other ISCP managed schools.

As part of the on-boarding process, all individuals who work on an ISCP managed campus are required to sign a Commitment Form and are held accountable for upholding those commitments. Included in this attachment are sample Commitment Forms for both the campus Principal and Teachers.



TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

Name: _____

Position: Principal

A&M San Antonio's Institute for School and Community Partnerships is a **model institute** tied to the Texas A&M University at San Antonio. The Institute's mission is to **transform students through innovative practices, research, and policy**. The Institute's model includes school system transformation and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative **student-centered** approaches, **career-ready models**, **student-led research**, and high-demand **workforce opportunities for all students**.

The School Principal – is primarily responsible for the daily operations and management of one of The Institute's partner school. This includes the academic success of students, school leadership, positive climate and culture of the campus. The specific goals and accountabilities of the Principal are as follows: **The principal is an employee of the ISCP and the school is under the direct operation of the Institute for School and Community Partnerships. The principal is responsible for operating under the directives of the Institute and is under the daily supervision of the ISCP's CEO or designee.**

1. Daily School Operations

- Manage the facility, custodial staff, building maintenance, and building security.
- Make day-to-day decisions in the best interest of students, faculty, staff and the school community in accordance with the Institute for School and Community Partnerships' framework and school plan.
- Responsible for the supervision of faculty, staff, and all support personnel as directed by the CEO or designee.
- Maintains clear lines of communication with operating partners on the normal operations of the campus with direct reporting to the CEO or designee.
- Makes fiscal decisions in accordance with the needs of the campus, and in compliance with district's policies and procedures and in agreement with the Institute's plan.
- The Institute reserves the right to set an academic calendar that may be different than the district's public calendar.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

2. Academic Success

- Creates, under the supervision of the CEO or designee a long-term plan for student academic success with strategic monitoring of outcomes that includes: Bilingual, Special Education, 504, Dyslexia, and Gifted and Talented.
- Maintains strict compliance and ethics of special populations according to state and federal guidelines with directives from the Institute.
- Maintains fidelity to the re-design of the school based on the operating partner (ISCP's) proposed and accepted plan; follows and supports the ISCP Academic Year Plan annually.
- Conduct classroom observations to support student achievement that is rigorous and supportive looking for objectives presented from the ISCP's curriculum design.
- Monitor the instructional program, serve as curriculum developer, manage teachers, teacher mentors, student teachers, and resources as instated by the operating partner.
- In order to maintain student success, the principal will be required to attend summer planning and/or professional development as requested by the Institute.
- Principal and potentially Assistant Principals will be required to attend necessary training and any additional training to meet the goals of the campus. This could require time during the school year and summer. Some training may require travel.
- Principal will help teachers organize data for students throughout the year as requested by the Institute.
- Student data or findings from research conducted by the university or ISCP will be used to inform practices on the campus.

3. School Leadership

- The Institute is the operating partner of the school, the principal will report to the CEO or designee who will conduct the principal's annual evaluation in consultation with the district.
- Keeps the Operating Partner informed of school operations and provides timely communication of matters that may affect the normal operations of the campus, including district requests and directives, questions from the community and requests for information from the media.
- Create a systematic approach for opportunities for all stakeholders to be involved, inclusive of University faculty and/or research constituents, as approved by the ISCP.
- Identify growth opportunities for themselves and school staff by identifying campus needs.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

- Plans, promotes and aligns professional development in accordance with the campus improvement plan AND the ISCP school plan.
- Follows and implements the mentorship of the CEO or designee as the on-site representative of the Operating Partner.
- Promotes the mission and vision of the Institute for School and Community Partnerships with all stakeholders.
- Holds the partner in high regard in all interactions with parents, students and the community and includes the Operating Partner in the planning and implementation of all events on the campus.
- The CEO or designee is member of the leadership team and must be included in all leadership team meetings.
- Consults with the CEO or designee on all decisions impacting the school.
- The CEO or designee is the direct supervisor of the principal in the ISCP organizational hierarchy.

4. Positive School Culture and Climate

- Aligns the vision, mission and goals to establish clear purpose, direction and expectations as established by the ISCP School Plan.
- Provides a safe environment for the school community that include systems for behavior, social emotional supports, and plans for emergencies. All systems must be aligned to the ISCP plan for the school.
- Leads processes to establish comprehensive systems of support for students and their families.
- Actively promotes the vision of the school by developing authentic relationships with members of the community to serve as a driving force to enhance student achievement.
- Demonstrates respect for the community while promoting equity in conjunction with the Institute for School and Community Partnerships and the district.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

By signing below, I declare my interest in serving as principal of the ISCP managed campus. I agree that if I participate, I will perform the responsibilities outlined above. I understand that **the principal is an employee of the ISCP and both the school and I are under the direct operation of the Institute for School and Community Partnerships; thus I will be responsible for operating under the directives of the Institute.**

I accept the terms of commitment herein and understand that the deadline to submit this form to the Institute and the district is _____.

Signature

Date

After careful consideration, I have decided to opt out and not continue my employment at the Institute for School and Community Partnerships managed campus. Attached is my completed Professional Assignment Request form. I understand that the deadline to submit this form to my supervisor or principal is _____.

Signature

Date





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

Name: _____

Position: Teacher

A&M San Antonio’s Institute for School and Community Partnerships is a **model institute** tied to the Texas A&M University at San Antonio. The Institute’s mission is to **transform students through innovative practices, research, and policy**. The Institute’s model includes school system transformation and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative **student-centered** approaches, **career-ready models**, **student-led research**, and high-demand **workforce opportunities for all students**.

The Teacher – is primarily responsible for the daily instruction and safety of the students at the ISCP’s partner school. This includes the academic success of students and positive climate and culture of the campus. The specific goals and accountabilities of the Teacher are as follows:

The teacher remains an employee of the district; however, the school is under the direct operation of the Institute for School and Community Partnerships. The teacher is responsible for operating under the directives of the ISCP.

1. Daily School Operations

- Make day-to-day decisions in the best interest of students and the school community in accordance with the Institute for School and Community Partnerships’ framework and school plan.
- Responsible for the supervision of students and their safety as directed by the ISCP’s school plan.
- Maintains clear lines of communication with ISCP staff, including the CEO or designee, on matters of the normal operations in the classroom with direct reporting to the principal.
- The Institute reserves the right to set an academic calendar that may be different than the district’s public calendar.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

2. Academic Success

- Creates interventions and goal-oriented plans for student academic success with strategic monitoring of outcomes that includes: Bilingual, Special Education, 504, Dyslexia and Gifted and Talented.
- Maintains strict compliance and ethics of special populations according to state and federal guidelines with directives from the ISCP.
- Maintains fidelity to the re-design of the school based on the ISCP's proposed and accepted school plan.
- Plans and conducts lessons that are rigorous and supportive from the objectives presented from the ISCP's curriculum design.
- In order to maintain student success, teachers will be required to attend summer planning and/or professional development as directed by the ISCP.
- Teachers will be required to attend all professional development sessions AND any additional training necessary in order to meet the goals of the campus. This could require time during the school year and summer. Some training may require travel.
- Teachers will organize and review student data throughout the year as requested by the ISCP in conjunction with the school principal and the CEO or designee.
- Accepts constructive feedback from the CEO or designee, A&M-SA faculty mentors, and/or support from other personnel to strengthen instruction according to the ISCP's performance goals.
- Understands and can positively communicate the vision of the school, the partnership, and the ISCP with parents and other colleagues.

3. Positive Classroom Culture and Climate

- Aligns the vision, mission and goals to establish clear purpose, direction and expectations of the ISCP and school district.
- Provides a safe environment for all students that includes systems for behavior, social emotional supports, and plans for emergencies. The systems are aligned to the ISCP school plan.
- Provides support for students and their families.
- Actively promotes the vision of the school by developing authentic relationships with members of the community to serve as a driving force to enhance student achievement.
- Demonstrates respect for the community while promoting equity in conjunction with Institute for School and Community Partnerships and the district.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

By signing below, I declare my interest for employment on a campus managed by the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP). I agree that if I am employed on the ISCP managed campus, I will perform the responsibilities outlined above. I understand that I, as a **teacher, remain an employee of the district; however, both the school and I are under the direct operation of the Institute for School and Community Partnerships. I will be responsible for operating under the directives of the ISCP.**

I accept the terms of commitment herein and understand that the deadline to submit this form to my supervisor or principal is _____.

Signature

Date

After careful consideration, I have decided to opt out of employment on an Institute for School and Community Partnerships managed campus. Attached is my completed Professional Assignment Request form.

I understand that the deadline to submit this form to my supervisor or principal is _____.

Signature

Date



Attachment 9: Plan to Develop Staff and Retain High-performing Staff

Educators who feel well supported, valued, and respected as professionals report higher levels of job satisfaction and are more likely to remain in the classroom than teachers who work in schools with negative school climates. The ISCP believes that the key to assist teachers in feeling well supported, valued, and respected is to ensure that teachers are provided with the knowledge and skills they need to do the job well, provide them the supports they need to maintain those skills and implement programs and curriculum, and then entrust in them the responsibility and authority to do the job.

The professional development plan (PD Plan) for the partnership will be two-tiered and labeled Level 1 and Level 2 for differentiation purposes. Level 1 PD consists of professional development (PD) provided by the School District and/or State that relate to compliance or general operational processes and procedures. These include district-campus operating plans, improvement plans, safety and crisis plans along with all required state level compliance PD module updates such as FERPA, Blood-borne pathogens, Child Abuse, etc. Level 2 PD consists of PD provided by the ISCP staff, university faculty, or other professional selected by the ISCP. Table 1 is a sample calendar of Level 2 Professional Development.

Induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program

Annually, before the beginning of the new school year, the ISCP holds an Educator Summit for all of the staff who work on ISCP managed campuses. On day one the Educator Summit begins off site at the Texas A&M University – San Antonio Campus. Following day one, staff return to their respective campuses for professional development that is unique to their campus and the programs and interventions that are included in their school plan. For Manor schools, the first day of the Educator Summit will be held at a site within the local area.

Day one includes training and activities that are relevant to all educators regardless of role or setting. Day one reorients returning staff to the ISCP-District Partnership, introduces new staff to the partnership, and energizes staff to prepare for the new school. Days two through five are on the home campus and include professional development that prepares teachers to implement the instructional program. Additional training will address opportunities and challenges that may be unique to the campus.

Included later in this document are sample documents from a prior ISCP Educator Summit. Shown as an example are Agenda and Overview documents with the Learning Objectives for Day one. Also included is a sample calendar for Days two through five from one ISCP managed campus, The Burleson School for Innovation and Education, which provides transition services for adult students ages 18+ with differing needs who possess an IEP.

The customized days two through five for the Manor International will include staff orientation to ensure that all staff fully understand and support the collaborative management partnership between the ISCP and MISD. District leadership will be invited to play an active role in this portion so that staff can see the unified collaboration in action. Professional development for the curriculum and programs included in this Quality Schools Proposal will round out the week.

Evaluation Tools and Processes to Capture Trends and Track and Promote Teacher Progress Over Time

Evaluation Instrument/Process

The ISCP uses the state approved Texas Teacher Evaluation and Support System (T-TESS) as the evaluative instrument for classroom teachers and T-PESS for principals. Heavy focus is on the individual goal setting and the identification of professional development opportunities that assist teachers in reaching those goals. The ISCP approach to developing and retaining exemplary school staff includes a focus on planning for the growth of individual teachers and providing the resources and supports necessary to ensure that teachers feel that they are truly supported. This process is well supported when T-TESS is implemented with fidelity. Campus administration, in collaboration with the ISCP, identifies the performance level within each domain and dimension that is the minimum for meeting the performance expectations required of the Manor International effective teacher and will identify exemplars.

Assessment and Observation Tools

ISCP managed schools use a variety of tools to assess progress towards the implantation of programs and curriculum with fidelity. We include here an example of when the ISCP implemented TEA approved HQIM. Amplify is a HQIM supported by the Texas Education Agency, instruments that assess progress monitoring, implementation, and collaborative practices are readily available for use. The ISCP used Amplify at the Winston Intermediate School of Excellence (WISE) an ISCP managed school in Edgewood ISD. Included below are samples of these tools, with local notations highlighted in yellow, which were used since the 2022-2023 academic year. Additionally, the ISCP may modify or adapt tools so that they are more locally relevant or to increase the usability in practice. Also included are examples of these modifications. When Dr. Sonia Sanchez was the faculty-in-residence at WISE, she used the criteria for Vision Walks (a portion of a TEA provided tool) and created a real time instrument that could be used by ISCP and campus leadership to check for implementation of Amplify at any time. Dr. Sanchez's adaptation allows access and input into the monitoring tool via a cellular phone or other device. Responses are submitted directly into a data file maintained in Google Docs. ISCP and campus leadership may access the file containing the responses so that they can identify trends, concerns, grows, and glows at any time. For StudySync and Agile Mind, the ISCP will use and/or adapt tools provided by the publishers of these curricula or develop assessment and observation tools as necessary.

Student Work Analysis Protocol

Another tool used by the ISCP for progress monitoring the implementation of Amplify is the Student Work Analysis Protocol (SWAP). The ISCP first began using these curricula at WISE as part of the TEA CRIMSI pilot test. The SWAP provides guidance for school staff on evaluating student work and then links that student performance to implementation. This step is a vital check for the fidelity of implementation. Teachers use the SWAP to adjust instruction and create a plan of targeted action for future instruction. The SWAP is included later in this attachment. If similar instruments are not available for StudySync and Agile Mind or if the ISCP determines that available tools are not sufficient to meet the needs of the campus, ISCP faculty and staff and the campus leadership will develop or procure appropriate tools or protocols.

Evaluation of Professional Development

To ensure that professional development is high-quality and relevant to staff in their role at the school, the ISCP administers a Professional Development Evaluation Form following each professional learning event. The ISCP evaluation form goes beyond simply determining if the training was well received; instead, respondents are asked to identify specific knowledge and insights they obtained during the professional development, pinpoint those aspects that they believe will be useful in their job, and discuss how, specifically, they may be able to implement what they have learned. The ISCP Professional Development Evaluation Form is included in this attachment.

Process for Providing Targeted and Personalized Support for School Staff that Includes:

Targeted and Personalized Supports Tied to T-TESS and T-PESS

All professional development and supports on ISCP campus are targeted and aligned to the school plan or professional growth. Beyond the school plan, learning opportunities for staff are selected based on student or staff performance data unless required by the state or tied to process and procedural expectations for implementing programs, collecting data, etc.

Resources to Support and Provide Professional Development

In addition to allocating a portion of the SB 1882 funds for professional development, the ISCP, through its relationship with the Texas A&M University System, has the capacity to provide robust, research-based, and relevant professional development. Faculty may provide support for ISCP managed campuses; they can provide professional development for staff, mentor new or struggling teachers, mentor and coach new administrators, and support family engagement and community outreach. Further, ISCP staff include former educators and administrators who have unique and diverse experiences in public schools.

Qualifications of Personnel to Provide Professional Development and Facilitate Adult Learning

The ISCP staff and faculty who deliver professional development are experienced educators who have been classroom teachers, campus and district level administrators, teacher educators, and leading researchers in their respective fields for many years. Most have earned a PhD, EdD, or other terminal degree and have published works as evidence of their contributions to the field of education. All ISCP staff and faculty are experienced in teaching in higher education and providing professional development at schools, across districts, and in other adult learning settings. Additionally, the ISCP contracts external experts as needed to support individual programs on ISCP managed campuses.

Professional Development Methods and Calendar

Table 1. Level 2 Professional Development (PD) Plan

AY 1 , 2025-26	AY 2, 2026-27	AY 3, 2027-28	AY 4, 2028-29	AY 5&6, 2029-31	AY 6, 2031-35
*PD introduction and initial training for LBD© framework *PD to support current curricula *Continual support and coaching for teachers to build capacity *Introductory PD on National History Day *Individualized support for Self-Community, and Culture teachers	*PD for LBD© Framework *PD to support current curricula or newly adopted curricula *Continual support and coaching for teachers to build capacity *First National History Day submission	*PD for LBD© Framework Implementation *PD to support campus curricula *Spring, apply for IB Candidacy Review and Consultation Phase *Train new International Teachers	*First Year IB Authorization Process-Candidacy Review and Consultation Phase *Specific and targeted school training and PD for IB Authorization provided by IB *Spring, campus applies for IB Authorization *Train new International Teachers *Begin train-the-trainer model for LBD© Framework	*IB Authorization, Phase Yrs 1&2 *Implementation of IB structure and organization throughout campus *Campus receives IB Authorization award at end of YR6 *Target for receiving full authorization, end of YR6 *Begin train-the-trainer model for IB	*AY7-10 full implementation of IB Middle Years Programme *Identify LBD© coaches who will train new colleagues and mentor others *Identify IB coaches who will train new colleagues and mentor others *Create school-wide authentic pedagogy projects that involve all subjects

Institute for School Community Partnerships at A&M San Antonio



Educator Summit



Experiential Learning & Career Readiness

July 31, 2023



INSTITUTE FOR
SCHOOL AND
COMMUNITY
PARTNERSHIPS



Human Intelligence Keynote
Travis Allen
Co-Founder & CEO of ProSolve



Escape Experience
ProSolve Team



Action Planning with Design Thinking
Dr. Michelle Ament
Chief Academic Officer of ProSolve

Schedule:

8:30-9:00 Continental Breakfast and Registration

12:15-1:00 Lunch

9:00-9:30 Opening Remarks

1:00-3:00 Action Planning with Design Thinking

9:30-10:30 Keynote by Travis Allen

3:00-4:00 Closing

10:45-12:15 Escape the Summit Experience

Detailed Overview

Human Intelligence Keynote

Spark your thinking and get inspired to think differently about our educational ecosystem. We will work together to ensure the next generation of learners has the skills necessary to compete in a future workforce where AI and technology continue to take over today's jobs.

Escape Experience

Plan to strengthen your 4Cs as you collaborate with others to make decisions, take risks, and apply your creative problem-solving skills.

Design Thinking

Get ready to work with your district's team to find solutions to the complex problems our education systems are facing today



Learning Objectives

- Be persuaded to think differently about the education ecosystem and seek ways to promote experiential-based learning to prepare learners for our future workforce.
- Leave with a bias towards action and be inspired to take immediate steps towards implementing new learning the very next day.
- Become introduced to immersive, experiential learning experiences and explore how they provide transference of social-emotional and problem-solving skills into academics and across the school environment.
- Have fun and develop collegial relationships through team-building and networking activities.

Contact: **Betty Villegas** at
Betty.villegas@tamusa.edu

JULY

31

2023

**TEXAS A&M UNIVERSITY - SAN ANTONIO
VISTA ROOM (4TH FLOOR)**

One University Way, San Antonio Texas 78224

Sample Campus PD: Burleson Professional Development Week

Monday July 31 Educator Summit @ Texas A&M San Antonio	Tuesday August 1 @ Burleson	Wednesday August 2 @ Burleson	Thursday August 3 @Burleson	Friday August 4 @ Burleson
Futurist DEI Restorative Justice	Burleson School Mission, Vision, Commitments and Expectations, and Team Building	Professionalism By Texas A&M consultant Karen Kohler	PLCS and Lesson Planning Student Led IEPs	Teacher and Work Experience Trainer (Job Coach) Campus Work Day
	Burleson Academic Calendar, Professional Development Days, Staff Binder	Next Up Curriculum	Teacher and Work Experience Trainer (Job Coach) Campus Work Day	
	Edgewood ISD Burleson Safety Plan, Nurse, Data Clerk Presentaton	Student Led Enterprises/Garden including guides and curriculum		

Progress Monitoring Process

Progress Monitoring Team and Operational Planning			
<ul style="list-style-type: none"> Δ Identify members of progress monitoring team. [Cataldo, Mattis, Sanchez, Cantu, Presley] Δ Establish regular cadence of team Vision Walks. [1x a month] Δ Establish regular meetings/check-ins with school leaders/coaches. [Mondays at CLIT, 15-minute check in] Δ Establish and calendarize progress monitoring meetings for data analysis and action planning. [Monitoring Team will meet at CLIT each week; and work in PLCs for campus wide action planning] 			
Implementation Goals and Guiding Questions			
<ul style="list-style-type: none"> Δ Finalize the implementation goals for stakeholder investment, teacher practice, and student outcomes that were drafted in CRIMSI Implementation Plan and revise/refine as necessary. Δ Communicate goals, metrics, and implementation guiding questions to progress monitoring team members. 			
Core Implementation Questions			
<ul style="list-style-type: none"> • Stakeholder Engagement: To what degree are participants engaged and invested in pilot requirements? • Teacher Practice: To what degree does teacher practice reflect evidence of the Math/RLA Research-based Instructional Strategies (RBIS)? • Student Outcomes: To what degree are students demonstrating academic progress? 			
Cycle 1	Cycle 2	Cycle 3	Cycle 4
Begins 8/24/22 Live Session 10/6/22	Begins 10/6/22 Live Session 12/1/22	Begins 12/1/22 Live Session 1/19/23	Begins 1/19/23 Live Session 3/9/23
Cycle Routine and Tasks			
<ul style="list-style-type: none"> Δ Conduct Vision Walks of all pilot classrooms with Progress Monitoring Team members and school leaders. Δ Access the CRIMSI Dashboard to review participant deliverables status and completion percentages. Δ Access results of pilot classroom unit/module curriculum-embedded assessments. Δ Access/review other identified local data sources. Δ Synthesize data findings and trends from Vision Walks, CRIMSI District Dashboard, curriculum-embedded assessments, and other local data sources. Δ Progress monitoring team meets to review data findings and trends and establish action steps for celebration and refinement. Δ Progress Monitoring Team and school leaders implement action steps. Δ Initiative Lead visits classrooms and meets with School Leaders to gather informal data on impact of plan of action (celebrations and refinements). Δ Initiative Lead attends live Cycle Progress Monitoring Session to share successes, lessons learned, strategies implemented, and challenge areas/issues. 			

Stakeholder Investment

Stakeholder Investment Goal	
<p><insert Goal 1: Stakeholder Investment></p> <p>Meeting 1x a month to review campus status and implementation of pilot to ensure progress toward all goals.</p> <p>Engage in monthly vision walks with progress monitoring team.</p>	<p>Δ On-track</p> <p>Δ Off-track</p>
Core Stakeholder Investment Question	
<p>To what degree are participants engaged and invested in pilot requirements?</p>	<p>Δ 1: low investment</p> <p>Δ 2: moderate investment</p> <p>Δ 3: high investment</p> <p>Δ 4. very high investment</p>
Data Sources	
<p>CRIMSI Data Sources</p> <ul style="list-style-type: none"> Δ CRIMSI Dashboard: review participant deliverables and completion data Δ Vision Walks: review findings of <i>Look-for: HQIM Implementation</i> 	<p>Local Data Sources</p> <ul style="list-style-type: none"> Δ Other observations Δ Participant feedback/surveys Δ Other:
Data Analysis Guiding Questions	
<ul style="list-style-type: none"> • Are participants actively engaged in the pilot? Are they fulfilling the pilot requirements? • Are participants submitting the required deliverables (e.g., exit tickets)? • Are the HQIM materials being used for core instruction in all pilot classrooms? • What are participating teachers, coaches, and school leaders saying about the pilot experience? • What trends do you notice in the data? What can be celebrated? What can be improved? • What does disaggregation of the data reveal? Are there trends or patterns based on content area, grade level, school, educator experience, etc.? • What are some possible reasons for the noted trends and patterns? • What solutions or action items might be considered? 	

Teacher Practice

Teacher Practice Goal	
<p><insert Goal 2: Teacher Practice></p> <p>Teacher analyzes and utilize exit ticket, mid-and/or end of unit assessment data to determine instruction for small group, reteach, and enrichment for each end of unit/model.</p>	<p>Δ On-track</p> <p>Δ Off-track</p>
Core Teacher Practice Question	

To what degree does teacher practice reflect evidence of the Math/RLA Research-based Instructional Strategies (RBIS)?	<ul style="list-style-type: none"> Δ 1: low evidence Δ 2: moderate evidence Δ 3: high evidence Δ 4. very high evidence
Data Sources	
CRIMSI Data Sources <ul style="list-style-type: none"> Δ Vision Walks: review findings and trends Δ Coach Observations: discuss findings and trends from coaches' <i>Observation and Feedback Tool</i>. 	Local Data Sources <ul style="list-style-type: none"> Δ Other observations Δ Participant feedback/surveys Δ Other:
Data Analysis Guiding Questions	
<ul style="list-style-type: none"> • Is there evidence of the RBIS (these are the look-fors on Vision Walk Tool) across all classrooms on a consistent basis? Which RBIS are more strongly/frequently evident? • Is there evidence that teachers are internalizing the HQIM units and lessons? • To what degree are teachers and coaches utilizing the CRIMSI protocols for collaborative planning? • What are participating teachers, coaches, and school leaders saying about instructional practices? • What is the degree of fidelity of implementation? Are there areas where this could be improved? • What trends do you notice in the data? What can be celebrated? What can be improved? • What does disaggregation of the data reveal? Are there trends or patterns based on content area, grade level, school, educator experience, etc.? • What are some possible reasons for the noted trends and patterns? • What solutions or action items might be considered? 	

Student Outcomes

Student Outcome Goal	
<insert Goal 3: Student Outcomes> Students know, understand, and demonstrate learning objectives (by monitoring their data) to show a minimum of 70% proficiency on assessments.	<ul style="list-style-type: none"> Δ On-track Δ Off-track
Core Student Outcomes Question	
To what degree are students demonstrating academic progress?	<ul style="list-style-type: none"> Δ 1: low progress Δ 2: moderate progress Δ 3: high progress Δ 4. very high progress
Data Sources	

<p>CRIMSI Data Sources</p> <ul style="list-style-type: none"> △ HQIM Curriculum-embedded Assessments: review student trend data on unit/module assessments 	<p>Local Data Sources</p> <ul style="list-style-type: none"> △ Gradebook trends △ Other assessment data △ Participant feedback/surveys △ Other:
Data Analysis Guiding Questions	
<ul style="list-style-type: none"> • Are teachers regularly administering the HQIM unit/module curriculum-embedded assessments? • How are students demonstrating progress on the HQIM assignments and curriculum-embedded assessments? • What gains are students making? Are there areas where students are struggling or not making gains? • What are teachers saying about student progress and performance on assignments and the curriculum-embedded assessments? • What trends do you notice in the data? What can be celebrated? What can be improved? • What does disaggregation of the data reveal? Are there trends or patterns based on content area, grade level, school, educator experience, demographic data, etc.? • What are some possible reasons for the noted trends and patterns? • What solutions or action items might be considered? <p>Note: <i>Collect and save samples of student work during Cycle 2 to compare with work samples collected during Cycles 3 and 4.</i></p>	

Action Planning

Action Planning Steps
<ul style="list-style-type: none"> • Plan and execute actions that celebrate successes and communicate the stories of champions. • Plan and execute incremental improvement efforts focusing on systems-level adjustments. • Determine how informal data can be gathered to receive immediate feedback on the effectiveness of the actions implemented.
Action(s) Taken to Celebrate Success
<p><insert 1-2 actions taken to celebrate success relating to goals/goal areas></p> <ol style="list-style-type: none"> 1. The fact that it's being implemented!! 2. 3rd grade teachers feel that their students are improving!! 3. Students didn't fall back!! <p style="background-color: yellow;">Action – Placed in the WISE Word, celebration in Grade Level Reading – PLC team meetings</p>
Action(s) Taken to Improve or Refine Systems/Processes
<p><insert 1-2 actions taken to improve/refine systems or processes that will support goals/goal areas></p>
Impact: What was the immediate/short term impact of actions taken?
<p><insert brief observations or feedback received that indicate the impact of the actions taken></p>

FILL OUT IN GOOGLE FORMS

I've invited you to fill out a form:

Amplify Vision Walk Tool

The purpose of this tool is to serve as a check for indicators of research-based instructional strategies (RBIS) and effective HQIM implementation. For each look-for, the observer should mark all those descriptors that apply. Observers should not expect to see every look-for during the observation rounds.

Observer *

- Cantú
- Presley
- Huizar
- Cataldo
- Sánchez
- Muñoz
- Other

Grade *

- 3rd
- 4th
- 5th

Teacher

HQIM Implementation: Are Amplify Texas Elementary Literacy Program Instructional materials being used in the classroom for Tier 1 instruction? *

- Student copy of questions
- Student copy of note-taking resource
- Student story
- Exit Ticket

Student Ownership: Are all students given opportunities to talk, write, and grapple with the content? *

- Turn and talk
- Group discussion
- Sentence stems

Texts: Is the lesson focused on high quality, grade appropriate, complex text(s)? *

- Use of Amplify texts

Knowledge: Are students building knowledge and vocabulary from the text(s) they are working with? *

- Student language
- Strategy used: Frayer Model, KWL, Hooks, student resources

Questions and Tasks: Does the lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? *

- Use of questions that come with the resources
- Discussions
- Exit Ticket

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective?

- Bilingual classroom
- Not a bilingual classroom

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective? *

- N/A

Additional Observations

The purpose of this tool is to serve as a check for indicators of research-based instructional strategies (RBIS) and effective HQIM implementation. For each look-for, the observer should mark all those descriptors that apply. Observers should not expect to see every look-for during the observation rounds.

Observer *

- Cantú
- Presley
- Huizar
- Cataldo
- Sánchez
- Muñoz
- Other

Grade *

- 3rd
- 4th
- 5th

Teacher *

HQIM Implementation: Are Eureka Math TEKS Edition Instructional materials being used in the classroom for Tier 1 instruction? *

- Student workbook (possibly on iPad)
- Student fluency practice book
- Exit Ticket

Student Ownership: Are *all students* engaged in productive problem-solving coupled with opportunities for practice, discussion, representation, and writing? *

- Turn and talk
- Use of Eureka models/graphic organizers (ex. strip diagram, number bonds, and/or read, draw, write)
- Research-based problem instructional strategies (ex. Four Square, Classkick)
- Manipulatives

Coherence: Is it clear to students how the learning builds on/contributes to the continuous story of math by connecting to previous concepts? *

- Teacher language/action connects to prior learning (ex. use of instructional strategies to bridge to real-life examples)
- Student language/actions connects to current learning (ex. student debrief)

Depth: Are students engaged at a deep level of understanding which aligns with the rigor of the TEKS and focused on the most important topics of the grade level? *

- Teacher displaying accurate content knowledge
- Students justifying thinking in oral or written form (ex. classwork or exit ticket)

Conceptual Understanding: Are students building conceptual understandings of the how and why of mathematics? *

- Evidence of real-world connection
- Engaged in problem-solving (ex. peer teaching, justifying thinking, independently working, etc.)

Questions and Tasks: Are students provided regular opportunities to practice procedural skill, fluency and application questions that relate to the concept of the lesson? *

- Fluency Practice
- Application Problem
- Concept Development
- Student Debrief
- Exit Ticket

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective? *

- Bilingual classroom
- Not a bilingual classroom

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective?

- N/A

Additional Observations



Structure Inventory Tool – Curriculum-Embedded Assessments

Directions: Review the criteria below for these support structures. With your district/school team:

- **Bold criteria** you have established in your district/school, and which are consistent across schools or within your campus.
- **Highlight criteria** that have not been established as expectations or which are not yet consistent across schools or within your campus.
- Then, discuss trends and potential improvement areas.

Criteria	Activities for Prioritizing Curriculum-Embedded Assessments
Vision	District and school leaders communicate a shared vision for the importance of high-quality curriculum-embedded assessments. Curriculum-embedded assessments are used to inform instructional choices, identify and plan for embedded scaffolds or support for students, and identify customizations in future lessons. Curriculum-embedded assessments are a clear priority.
Protected Time / Frequency	The scope and sequence for the instructional materials is followed explicitly with frequent opportunities for embedded formative assessment. Teachers engage in internalization meetings to collaborate and internalize unit/module assessments before teaching a unit/module. Students are provided with sufficient time to complete curriculum-embedded assessments (formative and summative) and teachers have collaborative time to analyze student work and data.
Assessment Integrity	Curriculum-embedded assessments are used with little to no modifications. Customizations made to assessment items or materials do not affect the overall coherence of the program. There are clear expectations and criteria that guide teachers in making customization decisions to ensure integrity of the embedded assessments.
Integration of Other Assessments	Other assessments that are part of the overall district assessment strategy such as interim or benchmark assessments are used infrequently and are interpreted as complementary data points alongside curriculum-embedded assessments. Other assessments do not replace curriculum-embedded assessments and schools refrain from adjusting the scope and sequence of materials or “sprinkling in” of other lessons to align with benchmark or interim assessments.
Advanced Criteria (implement once basic structure is in place)	<ul style="list-style-type: none"> ▪ Use of Assessment Data: Teachers, coaches, and leaders engage in regular student work analysis using the Student Work Analysis Protocol (SWAP). Leaders have identified coaches who plan and facilitate these meetings and provide teachers feedback and support in analyzing and responding to student learning trends. ▪ Data Platforms: Schools leverage existing data platforms such as TDS/TFAR, Eduphoria, or DMAC to administer and analyze data from curriculum-embedded assessments. ▪ Rubric Norming: Leaders and coaches set expectations that teachers will norm on rubrics (if applicable given product) ahead of scoring process. ▪ Formative Assessment Tracking: Schools develop a school-wide system for tracking formative assessment performance (ie. daily exit tickets).

Potential Next Steps

Consider the following next steps based on the criteria in the inventory:

<p>If you have not yet established a vision...</p>	<p>Then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct a deep dive of curriculum-embedded assessments and share your takeaways with teachers, coaches, and other campus leaders. <input type="checkbox"/> Bring together key stakeholders to develop a vision for the structure(s) that support use of curriculum-embedded assessments. <input type="checkbox"/> With the vision developed, communicate the vision to teachers and leaders and support them in understanding their roles regarding implementation expectations. <i>You might start by using an after-school meeting or in-service/professional learning days to engage in vision development and communication.</i>
<p>If you have a vision, but the structure does not meet the criteria above...</p>	<p>Then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a plan to meet with teachers and coaches to better understand their use of the product scopes and sequences and curriculum-embedded assessments including unit/module assessments and formative checks. <input type="checkbox"/> Observe unit/module internalization meetings to see how coaches and teachers are preparing for the use of curriculum-embedded assessments. <input type="checkbox"/> Ensure teachers and coaches have ample time before teaching units/modules to analyze curriculum-embedded assessments and after to analyze student learning and plan instructional next steps.
<p>If you have a vision, protected time/frequency, but the structure does not meet the other criteria above...</p>	<p>Then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with coaches to develop clear expectations and criteria that guide teachers in making assessment customization decisions and communicate with teachers. <input type="checkbox"/> Create a plan to meet with teachers and coaches to gain a better understanding of their rationale for assessment modifications and/or adjusting scopes and sequences. <input type="checkbox"/> Brainstorm possible solutions to activities that are de-prioritizing use of curriculum-embedded assessment data and develop action steps that remove barriers or obstacles.
<p>If the vision, time, integrity, and integration of other assessments consistently meet the criteria above...</p>	<p>Then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement one or more activities from the Advanced Criteria list. <input type="checkbox"/> Consider visiting or connecting virtually with the schools across your district (or in other districts) that are experiencing success with the use of curriculum-embedded assessments; observe their structures in action to identify what is successful about it and what might be shared across other schools.



Curriculum-Embedded Assessment Structure Reflection

Use this process with your CRIMSI lead team or school-based leadership team.

- 1) Briefly summarize your takeaways about the state of systems that support curriculum-embedded assessments in your district/school.

Working well:

Area of improvement:

A short-term focus might be:

- 2) For each step:
 - a) **Bold** steps you have already taken at your school/district.
 - b) **Highlight** steps you have not yet taken or could take this year.

- Develop a school vision/adopt the district vision for the structure
- Clearly communicate the vision for the structure
- Train leaders and/or teachers on the vision and expectations for the structure
- Provide ongoing professional development to build skill(s) needed to execute the structure
- Monitor the consistency and efficacy of the structure across schools/classrooms
- Reinforce/update the vision and expectations for the structure

- 3) Set a short-term focus - *Given your takeaways, identify action for your short-term focus (i.e., within the next 1-2 months). Write the action step you will prioritize below.*

Short-Term Priority: *Example: Ensure there are clear expectations and criteria that guide teachers in making customization decisions to ensure integrity of the assessments.*

- 4) Brainstorm steps to take in the next 1-2 months to improve collaborative planning processes. Consider two types of steps: (1) Learning steps - *actions you can take to learn more about the structure or its state across schools/classrooms*, and (2) Support steps - *actions you can take to improve the structure in one or more schools/classrooms*.

Next step	Need this would address	Owner / Timeline
<i>Example: Meet as a team to develop the expectations</i>	<i>Example: Vision</i>	<i>Example: Principal</i>



Structure Inventory - Internalization

Directions: Review the criteria below for these support structures. With your district/school team:

- **Bold criteria** you have established in your district/school, and which are consistent across schools or within your campus.
- **Highlight criteria** that have not been established as expectations or which are not yet consistent across schools or within your campus.
- Then, discuss trends and potential improvement areas.

Criteria	Activities for Unit/Lesson Internalization
Vision	District and school leaders share a common vision for the importance of intellectual prep and communicate it to teachers and coaches; the time is sacred and focused on teacher and team preparation for strong instruction, including unit/module internalization, daily lesson internalization, student work analysis, and reviewing curriculum-embedded assessment results.
Protected Time / Frequency	Schools have protected, weekly meeting time(s) for teachers of the same content/grade level (including specialized teachers) and their coaches to meet for at least 45 min. <i>Longer blocks of time are ideal, especially for unit preparation.</i>
Ownership	Schools have identified coaches who plan and facilitate these meetings and provide teachers feedback and support on their preparation.
Use of Time	Schools should ensure the vast majority of time is used to complete unit/module internalization protocol or lesson internalization protocol. This will ensure teachers are prepared for upcoming unit/module and lesson execution. Meetings should have agendas that also include time for: practice of key skills related to upcoming lessons/recent observations; analysis of unit/lesson assessments and creation or review of exemplars; discussion of anticipated misconceptions and practice addressing them.
Advanced Criteria (implement once basic structure is in place)	<ul style="list-style-type: none"> • Authentic practice: Meetings include structured time for teachers to deliver key lesson segments to their colleagues and to receive feedback. • Student data / work analysis: After curriculum-embedded assessments, meetings include protocols for analysis of student work and data to determine trends and identify next steps as a team. • Personalized goals: Using the criteria in their materials or elements of observation tools, teachers set personalized goals for growth and use internalization meetings to plan and practice toward their goals. • Connected to observations: Coaches schedule follow-up observations to support the implementation of lessons planned during the meeting.



Potential Next Steps

Consider the following next steps based on the criteria in the inventory:

<p>If you have not yet established a common vision, and schools may or may not have protected time and owners...</p>	<p>Then:</p> <ul style="list-style-type: none">• You might start with a walkthrough to assess the current state of instruction and teacher support• Then bring together key stakeholders to develop a vision for the structure(s) and its role in implementing high-quality instructional materials; use data from the walkthrough to offer rationale• With the vision developed, train teachers and leaders on that vision and support them to understand their roles with the structure. <i>You might start by blocking off 60-90 min per month on a principal PD or collaboration day.</i>
<p>If you have a common vision, protected time, and clear ownership, but the structure does not meet the criteria above...</p>	<p>Then:</p> <ul style="list-style-type: none">• Consider starting with strategic visits to several schools to observe the structure in action (e.g., join PLC meetings to observe internalization in action; ask school leaders to video or have you join their observations / coaching meetings)• Create a plan to observe future PLC meetings to identify what is working about the structure and what could be improved.• With the support of your TNTP lead, develop a follow-up training that shares bright spots, areas of improvement, and provides examples of how leaders can address the areas of improvement
<p>If the vision, time, clear ownership, and structure consistently meet the criteria above...</p>	<p>Then:</p> <ul style="list-style-type: none">• Review the Advanced Criteria (above)• Consider visiting the schools in your district that are strongest with that structure; observe the structure in action to identify what is successful about it and what might be shared across other schools• In an upcoming leader PD or meeting, have leaders self-assess on these structures and share the results
<p>If you do not know whether the structures are established and meeting these criteria, across the district or schools...</p>	<p>Then:</p> <ul style="list-style-type: none">• Start with a walkthrough to assess the current state of instruction and teacher support• Coordinate with principals at a range of schools to observe the structure in action (e.g. join PLC meetings to observe internalization in action; ask school leaders to video or have you join their observations / coaching meetings)



Internalization Structure Reflection

Use this process with your CRIMSI lead team or school-based leadership team.

- 1) Briefly summarize your takeaways about the state of internalization in your district/school.

Working well:
Area of improvement:
A short-term focus might be:

- 2) Review the process of building an effective school/district-wide structure below. For each structure we reviewed today:

- a) **Bold** steps you have already taken at your school/district
- b) **Highlight** steps you have not yet taken or could take this year

Teacher Intellectual Preparation	<ul style="list-style-type: none">1) Develop a district vision for the structure2) Clearly communicate the vision for the structure3) Train leaders and/or teachers on the vision and expectations for the structure4) Provide ongoing professional development to build skill(s) needed to execute the structure5) Monitor the consistency and efficacy of the structure across schools6) Reinforce/update the vision and expectations for the structure
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- 3) Set a short-term focus - *Given your takeaways, identify action for your short-term focus (i.e., within the next 1-2 months). Write the action step you will prioritize below.*

<p>Short-Term Priority: <i>Example: Ensure there are clear expectations for what internalization meetings should look like across our schools.</i></p>

- 4) Brainstorm steps your district/school team might take in the next 1-2 months to improve internalization processes. Consider two kinds of steps: (1) Learning steps - actions you can take to learn more about the structure or its state across schools, and (2) Support steps - actions you can take to improve the structure at one or more schools. *These do not need to be fully-baked ideas.*

Next step	Need this would address	Potential Owner / Timeline
<i>Example: Meet as a team to develop the expectations</i>	<i>Example: Vision</i>	<i>Example: CRIMSI Initiative Lead</i>

- 5) Communicate your thinking. Share this document with your initiative lead team and any other key players in this work. Schedule more time to discuss this as a team.

Student Work Analysis Protocol Coach Guide



Purpose

The Student Work Analysis protocol can be used to analyze student work samples individually or collaboratively with the goal of understanding students' thinking, identifying strengths and progress toward mastery, and determining gaps in skills and knowledge.

The protocol also supports the creation of a plan to take targeted action to support students' development of skills and knowledge in future instruction.

Before the meeting

Prepare for the meeting by completing the steps below. These steps may have been already completed as part of the unit and lesson internalization process.

- Select one high-leverage task (exit ticket, written response, independent practice, etc.).
- Participants read the lesson plan aligned to tasks before the meeting.
- The teacher completes the task to identify insights, strategies, and skills that would indicate student mastery. (Note: Fully completing a task may not be feasible for those that are extensive.)
- Compare responses to the exemplar provided in curricular materials. If no exemplar exists, the teacher/group should create one prior to examining the work.

Step 1: Understand the task, related text, and standards

1. Examine the task by considering the questions below.

Essential Questions

- **What are students being asked to do and understand in this task?**
- What knowledge and vocabulary do students need to access this task?
- Which standards are being assessed through this task?
- For literacy-based tasks, including word problems: What will be challenging about this text for students? Where will they likely struggle?

Step 1 Guidance for Coaches

In this step, teachers look deeply at the task students will be expected to complete and connect the task to grade-level standards.

Prompts:

“Take 3 mins: In your own words, what should a student know or be able to do to show mastery of this task?”

- ELAR: “What knowledge demands does the text require?”
- Math: “What must students understand conceptually? Are there procedural skills students must be able to do with fluency?”

Student Work Analysis Protocol Coach Guide



Step 2: Determine the success criteria for the tasks

1. Examine the resources available in your instructional materials, including rubrics and exemplar responses.
2. List the key components of the ideal student response.

Essential Questions

Establish a shared understanding of the criteria for fully, partially, and not yet meeting expectations.

- **Fully meeting expectations:** What are the key understandings demonstrated in an ideal answer?
- **Partially meeting expectations:** What differences are there between the student work in the fully and partially meeting expectation groups?
- **Not yet meeting expectations:** What foundational understandings are students still developing?

Step 2 Guidance for Coaches

In this step, teachers establish and discuss the success criteria for the task, so that there is a clear understanding of exemplar.

Prompts:

- “Take 1-2 mins to review the exemplar: What is the criteria for an ideal answer?”
- “How does this [part of the exemplar] align with the standard(s) and expectations for the task, and important understandings for the unit?”

Step 3: Analyze and sort student work

1. Independently identify one student response that demonstrates mastery then discuss why you selected them.
2. Identify categories to sort student work (levels of mastery, different solution types).
3. Collaboratively or independently sort the student work into these categories.
4. Collaborate with your teammates to ensure you’re operating from a common lens.

Essential Questions

- **What can students do? What can they not do yet?**
- Which patterns (both successes and struggles) exist across student work samples within this group?

Step 3 Guidance for Coaches

In this step, teachers sort student work to see trends in mastery and gaps.

Analyze high-mastery student work:

- “Take 1 min: How does the student work compare to the teacher exemplar? Is there a gap?”

Move to the un-mastered student work (look only at a representative sample):

- “Take 2 mins: What are the key gaps between the rest of the student work and the teacher exemplar?”

Student Work Analysis Protocol Coach Guide



Step 4: Discussion and analysis

1. Identify 1-2 major trends for each category.
2. If working in a group, start by discussing someone's examples or trends across classrooms for a category.

Essential Questions

- What are the students' strengths, areas for growth, and trends in understanding?
- What are the most frequent and fundamental misconceptions that students appear to have?
- **Is there evidence from student responses that reveal misunderstandings that led to problems (what or how do they misunderstand)?**
- **What happened during the lesson that may have led to bright spots or areas for growth?**

Step 4 Guidance for Coaches

In this step, teachers discuss and analyze trends that emerge through the sorting of student work to prepare for the next steps.

Prompts:

- "What are key strengths in students' understandings?"
- "What are the key misunderstandings for students?"

Step 5: Determine action steps for whole group and sub-groups

1. Identify areas of focus for upcoming instruction.
2. If necessary, determine the appropriate adjustments to make to upcoming instruction, both short-term (the next 1-2 lessons) and long-term (later in the unit or future units).

Essential Questions

- Is there a teaching point that needs to be mastered by the whole class or a sub-group?
- **Based on the analysis above, what whole-class or sub-group instructional adjustments will you make? Which aspects of upcoming lessons will you prioritize?**
- As you are internalizing upcoming lessons and units, where do you see opportunities to address misconceptions and extend learning?
- Looking ahead: What is the next sample of student work you want to collect to monitor progress?

Student Work Analysis Protocol Coach Guide



Step 5 Guidance for Coaches

In this step, teachers examine results to determine their next steps, including students or groups of students to focus on during upcoming instruction and potential adjustments that do not alter the intention of materials.

Prompts:

- “So, our key missing habit is _____.”
- “Write down the highest leverage action(s) you will take to adjust upcoming instruction in the short-term or long-term, including which aspects of lessons will be prioritized.”
- “What adjustments will you make to upcoming instruction?”
- “Which students or groups of students need additional support?”

Texas A&M-SA Institute for School and Community Partnerships (ISCP)

Professional Development Evaluation Form

Your evaluation will be used to improve the quality of the professional development provided by the ISCP and faculty from Tarleton State University. Thank you for completing this evaluation.

Session Title: _____ Date: _____

Location (if other than your school) _____ Trainer: _____

Tell us about yourself:

On this topic, I would consider myself: An Expert Skilled/Knowledgeable Partially Skilled A Novice

Which of the following best describes your current role (choose one):

Campus Administrator Classroom Teacher Instructional Staff-aide Other School Staff

Other _____

For Instructional Staff: I teach: A Core Subject (ELAR, Math, Social Studies, and Science)

Enrichment Subjects (PE, Music, Art, Theatre, Foreign Language, etc.) Other _____

I. Please respond to the following questions and share your experiences participating in the ISCP professional development.

1. Briefly describe, in your own words, the purpose of this professional development. What content or skills were addressed by this training?
2. What skills, knowledge or insights have you gained through participation in this professional development?
3. What part of the professional development do you feel will be the most useful for you?
4. What will you be able to apply in your classroom? If you are not a classroom teacher, how will you be able to apply in your work?
5. What would you change about this professional development?
6. What topics for professional development would you like to see offered?

Please complete other side.

II. Overall Satisfaction

Please **circle the number** that best indicates your feelings about the training and **comment** as needed to clarify your response.

	LOW Strongly Disagree	Disagree	Agree	HIGH Strongly Agree
1. The materials used were of excellent quality. <i>Comments:</i>	1	2	3	4
2. The professional development was well organized. <i>Comments:</i>	1	2	3	4
3. The trainer(s) had in-depth knowledge of the topic. <i>Comments:</i>	1	2	3	4
4. The trainer(s) emphasized practical application of the theory and concepts discussed. <i>Comments:</i>	1	2	3	4
5. The trainer(s) created a positive learning environment. <i>Comments:</i>	1	2	3	4
6. The professional development had clear objectives. <i>Comments:</i>	1	2	3	4
7. The content presented met the course description. <i>Comments:</i>	1	2	3	4

Please complete other side.

Attachment 10: Operating Budget and Narrative with Revenue and Cost Assumptions

Operating Budget and Narrative

The A&M University System provides budgeting and fiscal process guidelines for all member institutions, including the Institute for School and Community Partnerships (ISCP). Moreover, the ISCP has also established its own fiscal policies for the 501c3 nonprofit organization that governs and gives authority to the ISCP Board of Directors and the ISCP CEO over all fiscal matters for the organization and managed campuses. These financial policies provide the management of all revenue and expenditures of the organization, including the SB1882 funds, Charter School Start Up funds, School Action Fund grants, and other private funds for school related work; ISCP Fiscal Policies can be found [here](#). During the annual budget development process, the ISCP will work with the district to confirm enrollment data and buy-back services from the district. The ISCP does use a student-based budgeting processes to ensure the campus priorities and appropriate budgeted amounts for each campus. The ISCP's fiscal year is July 1 – June 30 and the ISCP will prepare campus budgets in the spring with Board reviews and approvals in May/June for the following fiscal year.

As with any school budget in Texas, the revenues available to the school will be directly tied to the student enrollment and attendance on the campus. As a result of the campus transformation and the possible disruptions that may cause, the estimated enrollment will fluctuate and the ISCP understands these projections are subject to change. Projections for year one enrollment is for 555 students.

Amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)

Total costs for the operations of the **Manor International School** includes the allocated estimated amount of \$997,246¹ for the SB1882 funds and will also include partnership oversight of the local campus allocation funding, estimated at \$5,807,073². These are forecasted funds and subject to change based on enrollment and attendance. To sufficiently address campus leadership, curriculum and instruction, and fiscal responsibility the Institute offers student-based budgeting where both the District and the ISCP fully collaborate on the whole campus budget and how it aligns to the overarching work of transformation and innovation.

Anticipated grant funds include collaborative opportunities with the district to apply for Charter School Program grant or CSP for this campus in the amount of \$900,000. These funds, restricted for startup expenses of the campus will be used for brand marketing and marketing collateral for the campus, OP startup operations, furniture upgrades, branding of the campus indoors and outdoors, and expert consultants for curriculum and summer program implementation.³ Another anticipated set of funds include commitment from the KLE Foundation for additional startup funding; this funding is on schedule to be award to the ISCP on behalf of the campus; however, this grant is not secured until the district and OP performance contract is executed. Additionally, the ISCP will work with local funders and investors to provide complimentary funding for community gardens, project and process-based learning opportunities, and leadership development opportunities for faculty and administrators. Thus far, the ISCP has raised over \$5M in grant funding for current partner campuses.

¹ Based on projected enrolled for 6-8th grades, Texas Education Agency Benefits Estimator.

² Based on the projected enrollment for 6-8th grades, Texas Education Agency Benefits Estimator.

³ These potential amounts for an anticipated CSP grant are notated on the SB1882 Budget with notations in parentheses.

Personnel (OP and Campus Level)

The ISCP's personnel costs are included in the SB1882 budget form and are described below:

Executive Management

1. **Campus Principal.** The ISCP, as designated by the Manor ISD Call for Quality Schools, will recruit, and employ the Campus Principal. As the campus instructional leader, the ISCP will provide executive coaching on adaptive leadership and any additional support for successful management of the campus faculty and student outcomes. The Campus Principal costs will be incurred from the local campus budget.
2. **Faculty Liaison.** Regular on-site A&M Faculty by the ISCP. May teach/co-teach courses onsite at Manor International School. Facilitates all ISCP programs/ interventions in collaboration with the campus Administrators. Serves as primary liaison between campus and ISCP. A&M ISCP faculty have a 9/2 contract split: September – May, and two months in the summer. This cost will be incurred from the SB1882 funds.
3. **ISCP CEO.** The ISCP CEO, authorized by the ISCP Board of Directors, and adhering to all fiscal policies and regulations, is the authority of all ISCP financial matters, including those funds for schools managed by the ISCP. The ISCP CEO, Dr. Henrietta Munoz, in consultation with the school district, the campus principal, and with the support of the ISCP Staff collaborate on all fiscal matters pertaining to the campus. Dr. Munoz has 24 years of nonprofit experience and 17 years of school-community-partnership experience. This cost will be incurred from the SB1882 funds.
4. **ISCP CAO.** Day-to-day operations of the ISCP and all school related work. The CAO is responsible for developing and implementing strategies to ensure effective operation and growth of the academic programs and initiatives. Dr. Sonia Sanchez has over 15 years of educational and academic turn around experience. This cost will be incurred from the SB1882 funds.
5. **Administrative Assistant.** The ISCP Administrative Assistant provides university and ISCP administrative functions for the ISCP team. Ms. Betty Villegas has served in this role for 4 years with the ISCP and has over 15 years with the A&M-SA. Villegas will assist with travel, professional development, and annual meeting logistics for the ISCP and the campus. This cost will be incurred from the SB1882 funds.

Instructional Management

The ISCP intends to retain the majority of the personnel currently assigned to the campus, with possible minor adjustments in year one, including adding teachers as needed during the transition. The anticipated campus allotments are located on the Texas Education Agency's Benefits Estimator sheet, personnel costs for a campus this size is recommended at 60-75% of budget revenue.

Projected cost to implement the academic model described in this application.

Innovation. The ISCP proposes a dynamic learning environment that will focus scholars on success at Manor International School. This model includes accelerated academic achievement for 6th-8th grades with evidence based high quality instructional materials, a culturally responsive learning framework: Literacy-based Design, and a path toward the International Baccalaureate Middle Years Programme.

1. **International School Coordinator.** Creating an international school at Manor Middle School is a first strong step toward the progression to the district goal of making the school an International Baccalaureate campus. There are several educational components, and teaching and instruction expectations, that are necessary to assist in working toward this goal: build capacity in teachers, create a culture of inquiry, deepen cultural knowledge and awareness, establish a global and worldwide view, and develop skills to think creatively. This cost is found in the SB1882 budget, estimated at \$76,800.

2. **School-wide Learning and Problem of Practice.** Each grade level will be offered to have opportunities to investigate their world. These experiences will aim at making the connections from, classroom learning to real-world learning with pathways to having an international experience. These experiences are coordinated with partners and other funding sources are leveraged to offset costs; the SB1882 budget is estimated at \$10,000 per grade level, for a total of \$30,000.
3. **Literacy-Based Design.** The Literacy-Based Design (LBD) framework is a curriculum framework grounded in research and geared toward re-imagining the curricular and pedagogical choices teachers make for their classrooms to improve instruction and transform how teachers approach teaching and learning. Teachers will receive content and pedagogy coaching and capacity building every year. This specialized and individualized coaching will assist teachers by providing them pedagogical strategies, deepening their content knowledge, and providing real-world application examples to use in their classrooms that will improve instructional practices and increase student engagement in their content area. LDB Costs are estimated at \$55,000 for year one; costs notated on the SB1882 budget form.
4. **Lab School Designation.** As an affiliate of the Texas A&M University system, each SB1882 campus is eligible for Lab School designation with the International Association of Lab Schools. The designation will further solidify the ability to include field residents (collegiate juniors in the field of education) on campus as near-peer mentor, clinical teachers (collegiate seniors in the field of education completing year-long student teaching), and faculty researchers practicing participant action research (research *with* teachers and students). Budgeted amount is \$3,000 for the designation, \$15,000 for university-school research, and clinical teacher stipends are expected from the TCLASS grants.
5. **Bilingual PD and Coaching.** The International Baccalaureate Programmes are in direct alignment with that of an international school. Both aim at developing internationally minded and multilingual people whom because of their understanding of languages and diverse cultures, and with their strong critical and analytical problem-solving skills, are better prepared to address and provide leadership around global and societal challenges in our world. Bilingual education will be strengthened with building bilingual educators' capacity with expert bilingual faculty through professional development and coaching. This cost is estimated at \$50,000 and incurred from the SB1882 budget.

Positive School Climate. Manor International School will embody a school culture characterized academic success, emotional resilience, healthy living, inclusive stakeholder interactions, and social interest within a secure and aesthetically pleasing campus community where every student regardless of academic or intellectual ability, age, developmental experiences, language skills, or socio-economic status will feel safe and encouraged to discover their purpose, explore their passions, and fulfill their potential. Manor International will lead the local secondary school landscape through implementation of *The Texas Model for Comprehensive School Counseling Programs* (Texas Model) as a framework for identifying, preparing, delivering, and evaluating proactive and responsive student support services. The Texas Model embeds guidance programming across campus systems through four delivery components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Guidance Curriculum, designed/taught by the school counselor who understands the developmental nature of students, are proactive lessons that facilitate growth, development, and transferable skills in the areas of educational, career, personal and social development. The Responsive Services component, designed to support students in their time of need, includes individual/group counseling, mentoring, and external service referrals at three levels of need: prevention, remediation, and crisis. Individual Planning services, delivered by the school counselor, assist students in the development and identification of academic,

career, personal and social goals. System Support, the foundation of the school counseling program, includes program management activities as well as indirect support services provided to students through referrals to community agencies to assist students facing personal crisis outside the scope of the school counseling program, consultations with teachers and parents, parent education programs and community relations efforts, parent meetings designed to interpret testing data and assist with post-secondary planning, and participation in professional development activities.

The training and certification of all campus administrators, teachers, and staff in youth mental health first aid and CPI verbal crisis intervention is estimated at \$6,680. Including materials and other related expenses total \$15,000, as notated in the SB1882 budget form.

Special Populations (Applied Behavior Analysts Training and coaching support). ABA involves teaching behaviors essential to functioning effectively in the home, school, and community. ABA can also decrease severe problem behaviors that endanger health and safety, and limit educational, residential, or vocational options (Cooper et al., 2020). The relationship will enable support to teachers and staff to maximize learning for special education students and minimize/eliminate problem behavior.

Each student with special needs on campus will have a comprehensive individualized learning pathway report that delineates each student's strengths and needs. This report will provide a dynamic real time snapshot for all teachers, support staff, administrators, and parents to see how each student is progressing through the acquisition of standards, knowledge, and skills in each course. Professional development is provided by A&M-SA to ensure all faculty, administrators, and staff understand the concepts of MTSS, RTI, PBIS, and HLPs. Before the end of the year, a survey will be administered to seek feedback from faculty, administrators, and staff regarding their use and understanding of RTI and HLPs. This along with FOI data will be used to plan trainings in Year 2. This cost is estimated at \$90,000 and is incurred by the SB1882 budget.

District Services

The ISCP is familiar with district's menu of services available to partners to buy back services for campuses. The ISCP will comply with all mandatory services needed for the campus, while electing to select optional selections like custodial services, purchasing and procurement, facilities, transportation, and special education services. The ISCP will work with the district and campus administration to determine the buy-back services and utilize the appropriate campus budget for each service.

Other Expenses. Inclusive of the ISCP back-office support, equipment for staff and items like local and out of area travel are exclusive to the ISCP operations and support of the local campus. These expenses are found on the SB1882 budget form.

Manor ISD - Manor International School

Faculty	Monthly Salary	Percentage of Effort	# of Months	Year 1			Total Annual Costs		
				Salary	Fringe	Yr 1 Total	Salary	Fringe	Total
CEO	\$ 14,333.33	40%	12	\$ 68,799.98	\$ 20,640.00	\$ 89,439.98	\$ 68,799.98	\$ 19,264.00	\$ 88,063.98
CAO	\$ 9,583.33	50%	12	\$ 57,499.98	\$ 17,250.00	\$ 74,749.98	\$ 57,499.98	\$ 16,100.00	\$ 73,599.98
Faculty Liaison	\$ 8,888.89	100%	9	\$ 80,000.01	\$ 24,000.00	\$ 104,000.01	\$ 80,000.01	\$ 22,400.00	\$ 102,400.01
Liaison Summer	\$ 8,888.89	100%	2	\$ 18,311.11	\$ 5,493.00	\$ 23,804.11	\$ 18,311.11	\$ 5,127.00	\$ 23,438.11
Faculty Total	\$ 41,694.44			\$ 224,611.09	\$ 67,383.00	\$ 291,994.09	\$ 224,611.09	\$ 62,891.00	\$ 287,502.09
Other Personnel									
Administrative Assistant	\$ 3,333.33	40%	12	\$ 15,999.98	\$ 4,800.00	\$ 20,799.98	\$ 15,999.98	\$ 4,480.00	\$ 20,479.98
International School Coordinator	\$ 5,000.00	100%	12	\$ 60,000.00	\$ 18,000.00	\$ 78,000.00	\$ 60,000.00	\$ 16,800.00	\$ 76,800.00
Other Personnel Total	\$ 8,333.33			\$ 75,999.98	\$ 22,800.00	\$ 98,799.98	\$ 75,999.98	\$ 21,280.00	\$ 97,279.98
Personnel Total	\$ 50,027.77			\$ 300,611.07	\$ 90,183.00	\$ 390,794.07	\$ 300,611.07	\$ 84,171.00	\$ 384,782.07
Local Travel	\$ 5,000.00						\$		5,000.00
Out of Area/State Travel	\$ 5,000.00						\$		5,000.00
Travel Total	\$ 10,000.00						\$		10,000.00
Graduate Tuition for ISD Teachers	\$ 5,000.00						\$		5,000.00
Faculty - School Research	\$ 15,000.00							(Possible Foundation Grant, \$25,000)	15,000.00
Swag, Recruitment, Brand Marketing	\$ 45,805.20						\$		45,805.20
Clinical Teacher Stipends							\$		-
International Lab School Designation	\$ 3,000.00						\$		3,000.00
Lab School Total	\$ 68,805.20						\$		68,805.20
Back Office fees	\$ 35,000.00						\$		35,000.00
IB PD Prep for Year 1	\$ 30,000.00						\$		30,000.00
Reading Curriculum and Supplements	\$ 10,000.00						\$		10,000.00
Math Curriculum and Supplements	\$ 10,000.00						\$		10,000.00
School Wide Learning (International)	\$ 30,000.00						\$		30,000.00
SEL PD and curriculum	\$ 15,000.00						\$		15,000.00
Literacy Based Design PD + Coaching	\$ 55,000.00						\$		55,000.00
ABA/RBT Training	\$ 90,000.00						\$		90,000.00
Bilingual PD + Coaching	\$ 50,000.00						\$		50,000.00
Family/Community Engagement	\$ 20,000.00						\$		20,000.00
Academic Strategy Consultant	\$ 35,000.00						\$		35,000.00
National History Day	\$ 3,000.00						\$		3,000.00
Summer Bridge Programs	\$ 45,000.00						\$		45,000.00
Consultants/Contracts Total	\$ 428,000.00						\$		428,000.00
Equipment	\$ 15,000.00						\$		15,000.00
Equipment Total	\$ 15,000.00						\$		15,000.00
Total Direct Costs	\$ 906,587.27						\$		906,587.27
Indirect Cost Rate	10%								
Indirect Costs	\$ 90,658.73						\$		90,658.73
Total Project Costs	\$ 997,246.00						\$		997,246.00
Total SB 1882 Funds	\$ 997,246.00								

\$

\$

-

Important: If campuses are already selected in any of cells D2 through S2 Right click on each of the cells and select 'clear contents' before selecting campuses from the dropdown list

MANOR MIDDLE

227907

Line		MANOR MIDDLE	
		Charter Funding for campus	District Funding for Campus
1	Tax Rate Info		
2	Compressed M&O Tax Rate	NA	\$ 0.8220
3	M&O Tax Rate	NA	\$ 0.8720
4	Total M&O Tax Collections (Net of IFA LP & TIF)	NA	\$ 62,512,382
5	Current Year Property Value	NA	\$ 6,959,902,014
Tier I Funding Factors			
6	Basic Allotment (used to compute ABA and WADA)	\$ 6,159	\$ 6,160
7	Adjusted basic Allotment for special education	\$ 6,159	\$ 6,160
Average Daily Attendance (ADA) weights			
8	Regular Program ADA	1.00	555.000
Special Education FTEs			
9	Homebound	5.00	-
10	Hospital Class	3.00	-
11	Speech Therapy	5.00	0.960
12	Resource Room	3.00	18.722
13	Self Contained	3.00	10.989
14	Off Home Campus	2.70	-
15	Vocational Adj. Class	2.30	-
16	State Schools	2.80	-
17	Residential C&T	4.00	-
18	Total FTEs		30.672
19	Total Special Education Weighted FTEs		93.935
20	Mainstream ADA	1.15	31.910
21	Dyslexia enrollment	0.10	43
Career & Technical FTEs			
22	CTE Tier One	1.10	-
23	CTE Tier Two	1.28	-
24	CTE Tier Three	1.47	-
State Compensatory Education FTEs			
25	First (least disadvantaged tier)	0.225	146.000
26	2nd	0.2375	259.000
27	3rd	0.250	176.000
28	4th	0.2625	-
29	5th (most disadvantaged tier)	0.275	34.000
30	Pregnancy Related Services FTEs	2.41	-
Bilingual instruction attendance			
31	Bilingual/ESL ADA	0.10	332.791
32	Bilingual dual language ELL ADA	0.15	0.121
33	Bilingual dual language native english ADA	0.05	-
34	Early Education Allotment ADA	0.10	-
Tier One Allotments			
35	Regular Program Allotment	\$ 3,418,245	\$ 3,418,800
36	Small and mid-size allotment	\$ 609,945	\$ -
37	Special Education Allotment	\$ 804,559	\$ 804,690
38	Dyslexia Allotment	\$ 26,484	\$ 26,488
39	Career & Technical Allotment	\$ -	\$ -
40	State Compensatory Ed Allotment	\$ 909,761	\$ 909,909
41	Bilingual/ESL Allotment	\$ 204,966	\$ 205,111
42	Early Education allotment	\$ -	\$ -
43	Total Tier One Entitlement	\$ 5,973,960	\$ 5,364,998
44	WADA (Used in Tier Two)	969.956	870.941
45	WADA to ADA Ratio	1.748	1.569
46	Yield Per Penny	NA	\$ 716,885
47	M&O Pennies for Golden Yield	NA	\$ 0.0500
48	M&O Pennies for Copper Yield	NA	\$ -
49	Tier Two, Golden Penny DTR (Calculated)	\$ 0.0636	\$ 0.0515
50	Tier Two, Copper Penny DTR (Calculated)	\$ 0.0263	\$ -
GY			
51	Tier Two, Golden Penny Entitlement	\$ 98.56	\$ 608,009
52	Tier Two, Copper Yield Entitlement	\$ 49.28	\$ 125,713
53	Total Tier Two Entitlement	\$ 733,721	\$ 442,076
54	Existing Debt Allotment DTR (Chapter 12)	313,159,847	\$ 0.2272
55	Existing Debt Allotment DTR (Chapter 12; capped)	60,000,000	\$ 0.0435
GY			
56	Total Charter School Facilities Allotment under Chapter 12	\$ 40.00	\$ 96,638
57	Total Entitlement (No Local or State Share Considered)	\$ 6,804,319	\$ 5,807,073
58	School District Entitlement for Certain Students	\$ -	\$997,246
59	Total District Allotment for Contracting to Partner		\$997,246

Supplemental Attachment 1: Operating Partner Success Serving Similar Population

The A&M-SA Institute for School and Community Partnerships has successfully operated three schools in Edgewood ISD. The 2024-2025 academic year marks the fifth year that the ISCP has been the Operating Partner of Gus Garcia University School (GUS) which serves students in grades 6-8, and the Burleson School for Innovation and Education (18+ transition). The partnership for Winston Intermediate School of Excellence (WISE) served students in grades 3-5 and operated for four years before closing at the end of 2024 due to district “right sizing” for low overall district enrollment.

Both GUS and WISE were turn around campuses; each having experienced several years of fluctuating ratings in the State of Texas Accountability System. Both were “F” rated when the ISCP assumed operation of the schools. Despite the Covid-19 pandemic both schools moved from School Report Card ratings of “F” to “C” for the 2021-2022 academic year. Additionally, the 8th grade students at GUS consistently outperform all other students in the district, regardless of grade level, on the Algebra I and Biology EOCs with pass rates of 80% and 92%. Burleson is not issued a grade as the students with differing abilities ages 18+ have already earned a high school diploma and the campus is not part of the Accountability System.

Students who attend ISCP managed schools enjoy the same access to extra-curricular activities and athletics as do students at other campuses in the home district. GUS fields strong athletic teams which were the Zone Champs for school year in football, soccer and track. The band holds performances for the community, and for the students to enjoy school dances for homecoming week, Valentine’s Day and during fiesta week. The school now a variety of extra-curricular activities and was awarded an Eco Scholars grant from the City of San Antonio to develop their composting program in conjunction with the gardens that were designed and installed by the students.

Students at WISE participated in-school and after-school clubs such as basketball, art, book club, and robotics. The gardening club was very popular with students and was a vital component of programming provided by the School Social Worker. Through grants and gifts, the ISCP supported the growth and expansion for the school gardens with the addition of additional garden beds, irrigation, and the planning and planting of more than 50 trees that will develop into a food forest. Additionally, the award-winning WISE robotics team was outstanding and placed first in the Texas Robotic Completions.

The students who attend Manor schools are similar to and share many demographic characteristics with the students in Edgewood. Although there are some differences, it is important to note that both districts are composed primarily of persons of color. Table 1 below shows a comparison of key demographic and descriptive statistics for each district derived from the 2021-2022 Texas Academic Performance Reports issued by the Texas Education Agency.

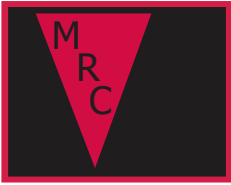
Table 1. Demographic Comparisons between MISD and EISD

Demographic Characteristic	Manor ISD	Edgewood ISD
Hispanic	64.6%	96.4%
White	6.7%	.7%
Black	20.9%	1.5%
Asian	4.2%	1.1%
2 or More Races	3.0%	.2%
Male	51.8%	50.1%
Female	48.2%	49.9%
Economically Disadvantaged	71.3%	89%
Title I	49.7%	100%
At Risk	83.0%	72.8%
Bilingual/ESL	45.2%	20.2%
Gifted and Talented	10.5%	1.3%
Special Education	10.7%	11.9%
Student Mobility	17.1%	14.9%

Supplemental Attachment 2: Recent Annual Financial Audit

Attached is our most recent complete Audited Financial Statement. Unfortunately, the audit for the subsequent year has not been complete as auditors are awaiting additional information from one external partner who has had turnover within their financial operations.

A School Finance Legal Investigator from our legal firm, Schulman, Lopez, Hoffer & Adelstein, LLP, is currently working with the auditors and the external partner to remedy the delay and finalize the audit.



MARTINEZ, ROSARIO & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

FINANCIAL STATEMENTS

June 30, 2021

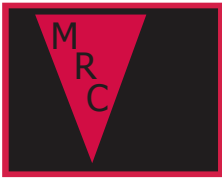
TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL AND COMMUNITY PARTNERSHIPS

June 30, 2021

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AUDITED FINANCIAL STATEMENTS



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Texas A&M San Antonio Institute for School
And Community Partnerships
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Texas A&M San Antonio Institute for School and Community Partnerships (the "Institute") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Institute as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Martinez, Rosario & Company, LLP

Martinez, Rosario & Company, LLP
Certified Public Accountants
San Antonio, Texas

March 1, 2022

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FINANCIAL POSITION
As of June 30, 2021**

ASSETS

Position in Texas A&M University System
Cash Concentration Pool \$ 341,316

TOTAL ASSETS \$ 341,316

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts Payable \$ 9,480
Accrued Payroll and Related Liabilities 17,775

TOTAL LIABILITIES 27,255

NET ASSETS

Without Donor Restrictions
Undesignated 289,061

Total Without Donor Restrictions 289,061

With Donor Restrictions
Scholarships 25,000

Total With Donor Restrictions 25,000

TOTAL NET ASSETS 314,061

TOTAL LIABILITIES AND NET ASSETS \$ 341,316

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
REVENUE AND SUPPORT			
Contract Services	\$ 546,082	\$	\$ 546,082
Contributions	-	25,000	25,000
TOTAL REVENUE AND SUPPORT	<u>546,082</u>	<u>25,000</u>	<u>571,082</u>
DIRECT EXPENSES			
Program Services:			
Educational Services	<u>113,050</u>	-	<u>113,050</u>
Total Program Services	113,050	-	113,050
Supporting Services:			
Management and General	<u>143,971</u>	-	<u>143,971</u>
Total Supporting Services	<u>143,971</u>	-	<u>143,971</u>
TOTAL DIRECT EXPENSES	<u>257,021</u>	<u>-</u>	<u>257,021</u>
CHANGE IN NET ASSETS FROM OPERATIONS	289,061	25,000	314,061
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ 289,061</u>	<u>\$ 25,000</u>	<u>\$ 314,061</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2021**

	<u>Program Services</u> <u>Educational</u> <u>Services</u>	<u>Supporting Services</u> <u>Management</u> <u>and General</u>	<u>TOTAL</u>
EXPENSES			
Personnel	\$ -	\$ 116,670	\$ 116,670
Employee Benefits and Related Expenditures	-	25,926	25,926
Professional Services	87,714	1,369	89,083
Grants Awarded	6,000	-	6,000
Minor Equipment	16,655	-	16,655
Transportation Services	1,570	-	1,570
Other	1,111	6	1,117
TOTAL EXPENSES	\$ 113,050	\$ 143,971	\$ 257,021

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2021**

CASH FLOWS FROM OPERATING ACTIVITIES:

Change in Net Assets from Operations	\$ 314,061
Adjustments to Reconcile Change in Net Assets from Operations to Net Cash Provided By Operating Activities:	
Increase in Accounts Payable	9,480
Increase in Accrued Payroll and Related Liabilities	<u>17,775</u>

NET CASH PROVIDED BY OPERATING ACTIVITIES 341,316

CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR -

CASH AND CASH EQUIVALENTS - END OF YEAR \$ 341,316

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES**

Nature of Operations

Texas A&M San Antonio's Institute for School and Community Partnerships is a model institute partnering with the Texas A&M University at San Antonio and area partners. The Institute's mission is to transform students through innovative practices, research, and policy. The Institute's model includes school system transformation, improving services to children for early intervention, and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative student-centered approaches, career-ready models student-led research, and high-demand workforce opportunities for all students. The Institute's revenues and other support are derived principally from contributions and federal and state grants.

To accomplish its mission, the Institute contracts with school districts to set forth the objectives, understandings, and agreements of the Parties in connection of the establishment and operation of Texas Senate Bill No. 1882, adopted by the 85th Texas Legislature in 2017, codified as Texas Education Code Section 11.174 and 48.252 ("SB1882), which allows cooperative agreements between public education institutions and in-district charters. As of June 30, 2021, the Institute has partner with Edgewood Independent School District to operate Burleson School of Innovation, Gus Garcia Middle School, and Winston Intermediate School of Excellence.

COVID 19: The COVID-19 pandemic, whose effects first became known in January 2020, is having a broad and negative impact on commerce and financial markets around the world. The United States and global markets experienced significant declines in value resulting from uncertainty caused by the pandemic. The Institute is closely monitoring its financial assets and its liquidity and is actively working to minimize the impact of these declines.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

COVID 19 - Continued

The extent of the impact of COVID-19 on the Institute’s operational and financial performance will depend on certain developments, including the duration and spread of the outbreak and its impacts on the Institute’ service recipients, employees, and vendors, all of which at present, cannot be determined. Accordingly, the extent to which COVID-19 may impact the Institute’s financial position and changes in net assets and cash flows is uncertain and the accompanying financial statements include no adjustments relating to the effects of this pandemic.

Cash and Cash Equivalents

The Institute considers its cash in banks and investments in proprietary money market funds held in the Texas A&M University System Cash Concentration Pool (the “Cash Concentration Pool”) to be cash and cash equivalents. Cash and cash equivalents include all highly liquid investments with a maturity of three months or less at the time of purchase.

Accounts Payable

The Institute generally liquidates these current liabilities within 60 to 90 days of the period end.

Net Assets

Net assets are classified based on the existence or absence of donor-imposed restrictions as follows:

Without Donor Restriction – that portion of net assets that has no use or time restrictions.

With Donor Restriction – that portion of net assets that is subject to donor-imposed restrictions on the specific use of the donation or the occurrence of a certain future event.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Contributions

Gifts of cash and other assets are reported as “without donor restriction” revenue and net assets, or “with donor restriction” revenue and net assets, based on the presence or absence of donor-imposed restrictions. When a donor-imposed time restriction ends or purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and are reported in the accompanying statement of activities as net assets released from restrictions.

Net assets consisting of the initial fair value of the gifts where the donor has specified that the assets donated are to be retained in an endowment, providing a permanent source of revenue to the Institute, are classified as “with donor restriction”. The accumulation of assets above historic gift value in endowment funds is classified as “with donor restriction” until appropriated for use based on the Institute’s spending policy.

Contributions unconditionally promised, including irrevocable planned gifts, which are scheduled to be received more than one year in the future, are recorded at fair value based on discounted cash flows, classified as with donor restriction until the funds are received, and are discounted at a rate commensurate with the risks involved. Amortization of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the original contributions.

The Institute also receives grants and contributions for initiatives and special projects for which purpose restrictions apply. Such grants and contributions are recorded as “with donor restriction” until the purpose restrictions are met. When the purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and reported as net assets released from restrictions.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Functional Expenses

The costs of providing Institute programs and the administration of the Institute have been summarized on a functional basis in the statement of activities and the statement of functional expenses. The Institute's management utilizes the direct allocation method when assigning expenses to functional categories. Invoices and invoice line items are assigned to the respective functional categories based on direct usage.

Income Taxes

The Institute is exempt from income taxes under Section 501 of the Internal Revenue Code (IRC) and a similar provision of state law. Accordingly, no provision for income taxes has been included in these financial statements. Management is not aware of any tax positions that would have a significant impact on its financial position. Its tax returns for the last five years remain subject to examination by the Internal Revenue Service.

The Institute is required to assess whether it is more likely than not that a tax position will be sustained upon examination on the technical merits of the position assuming the taxing authority has full knowledge of all information. If the tax position does not meet the more likely than not recognition threshold, the benefit of that position is not recognized in the financial statements. The Institute's Management has determined there are no amounts to record as assets or liabilities related to uncertain tax positions.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues, expenses, gains, losses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – Continued

Subsequent Events

Management has evaluated subsequent events through March 1, 2022, which is the date the financial statements were available to be issued. Material subsequent events, if any, are disclosed in a separate note to these financial statements.

NOTE 2: LIQUIDITY AND FUNDS AVAILABLE

The following table reflects the Institute’s financial assets as of June 30, 2021 reduced by amounts not available for general expenditure within one year. Financial assets are considered unavailable when illiquid or not convertible to cash within one year, endowments and accumulated earnings net of appropriations within one year, and board-designated endowments. These board designations could be drawn upon if the board approves that action.

Financial assets available to meet cash needs for general expenditures within one year as of June 30, 2021 are as follows:

Financial Assets	
Cash and Cash Equivalents	\$ <u>341,316</u>
Total Financial Assets	<u>341,316</u>
Less those not available for general expenditures within one year due to:	
Contractual Donor Imposed Restrictions:	
Subject to Appropriations and Donor Restrictions	<u>(25,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 316,316</u>

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 3: DONOR - RESTRICTED NET ASSETS

Net assets with donor restrictions are restricted for the following purposes or periods:

Subject to Expenditure for Specific Purpose:	
Scholarships	\$ <u>25,000</u>
Total Subject to Expenditure for Specific Purpose:	25,000
Subject to Institute's Spending Policy and Appropriations:	
Investment in perpetuity which, once appropriated, is expendable to support scholarships	-
Total Donor-Restricted Net Assets	\$ <u><u>25,000</u></u>

No net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose during the year ended June 30, 2021.

NOTE 4: MEMORANDUM OF AGREEMENT

The Institute has a Memorandum of Agreement (“MOA”) with the University. The MOA is intended to further the educational and public service objectives of the University in a manner consistent with its status as an agency of the state of Texas. The term of the agreement is five years and commenced in September 2020. The Institute is to compensate the University \$4,000 per month for the performance of administrative services and use of University property. Professional service fees related to the MOA agreement amounted to \$40,000 for the year ended June 30, 2021.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 5: PENSION PLAN

Teacher Retirement System (TRS)

The Institute participates in a cost-sharing multiple-employer defined benefit pension plan with a special funding situation administered by the Teacher Retirement System of Texas (TRS). TRS is primarily funded through State and employee contributions. Depending upon the source of funding for a participant's salary, The Institute may be required to make contributions in lieu of the State.

The Institute personnel employed in a position on a half time or greater basis for at least 4½ months or more are eligible for membership in TRS. However, students employed in positions that require student status as a condition of employment do not participate. Members with at least five years of service have a vested right to unreduced retirement benefits at age 65 or provided they have a combination of age plus years of service totaling 80 or more. However, members who began TRS participation on or after September 1, 2007 must be age 60 to retire with unreduced benefits and members who are not vested in TRS on August 31, 2014 must be age 62 to retire with unreduced benefits under the second option. Members are fully vested after five years of service and are entitled to any reduced benefits for which the eligibility requirements have been met prior to meeting the eligibility requirements for unreduced benefits.

TRS provides retirement, disability annuities, and death and survivor benefits. The benefit and contribution provisions of TRS are authorized by state law and may be amended by the Legislature. The pension benefit formulas are based on members' average annual compensation and years of service credit. The standard annuity is 2.3 percent of the average of the five highest annual salaries multiplied by years of service credit. For grandfathered members who were hired on or before August 31, 2005 and meet certain criteria, the standard annuity is based on the average of the three highest annual salaries. TRS does not provide automatic cost-of-living adjustments. The Institute's employees' contributions to the System for the year ending June 30, 2021 were \$16,649.

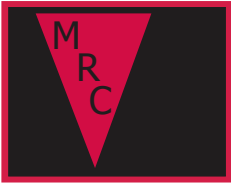
**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 6: CONCENTRATION OF CUSTOMERS AND CREDIT RISK

Accounting principles generally accepted in the United States of America require disclosures of current vulnerabilities due to certain concentrations.

During the year ended June 30, 2021, the Institute received approximately 96% of its contract service revenue from one customer.

Financial instruments which potentially subject the Institute to concentrations of credit risk consist principally of cash. The Institute maintains its cash at the Texas A&M University System level. Cash are managed centrally by the A&M System, and participation is mandatory. The A&M System's Annual Financial Report (AFR) provides required disclosures about the specific types of risk to which these are exposed, and the A&M System's policies to address each of those risks.



MARTINEZ, ROSARIO & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

FINANCIAL STATEMENTS

June 30, 2021

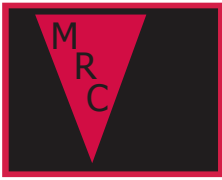
TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL AND COMMUNITY PARTNERSHIPS

June 30, 2021

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AUDITED FINANCIAL STATEMENTS



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Texas A&M San Antonio Institute for School
And Community Partnerships
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Texas A&M San Antonio Institute for School and Community Partnerships (the "Institute") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Institute as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Martinez, Rosario & Company, LLP

Martinez, Rosario & Company, LLP
Certified Public Accountants
San Antonio, Texas

March 1, 2022

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FINANCIAL POSITION
As of June 30, 2021**

ASSETS

Position in Texas A&M University System	
Cash Concentration Pool	\$ <u>341,316</u>

TOTAL ASSETS	\$ <u><u>341,316</u></u>
---------------------	---------------------------------

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts Payable	\$ 9,480
Accrued Payroll and Related Liabilities	<u>17,775</u>

TOTAL LIABILITIES	27,255
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NET ASSETS

Without Donor Restrictions	
Undesignated	<u>289,061</u>

Total Without Donor Restrictions	289,061
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With Donor Restrictions	
Scholarships	<u>25,000</u>

Total With Donor Restrictions	<u>25,000</u>
-------------------------------	---------------

TOTAL NET ASSETS	<u><u>314,061</u></u>
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TOTAL LIABILITIES AND NET ASSETS	\$ <u><u>341,316</u></u>
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The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
REVENUE AND SUPPORT			
Contract Services	\$ 546,082	\$	\$ 546,082
Contributions	-	25,000	25,000
TOTAL REVENUE AND SUPPORT	<u>546,082</u>	<u>25,000</u>	<u>571,082</u>
DIRECT EXPENSES			
Program Services:			
Educational Services	<u>113,050</u>	-	<u>113,050</u>
Total Program Services	113,050	-	113,050
Supporting Services:			
Management and General	<u>143,971</u>	-	<u>143,971</u>
Total Supporting Services	<u>143,971</u>	-	<u>143,971</u>
TOTAL DIRECT EXPENSES	<u>257,021</u>	<u>-</u>	<u>257,021</u>
CHANGE IN NET ASSETS FROM OPERATIONS	289,061	25,000	314,061
NET ASSETS - BEGINNING OF YEAR	-	-	-
NET ASSETS - END OF YEAR	<u>\$ 289,061</u>	<u>\$ 25,000</u>	<u>\$ 314,061</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2021**

	<u>Program Services</u> <u>Educational</u> <u>Services</u>	<u>Supporting Services</u> <u>Management</u> <u>and General</u>	<u>TOTAL</u>
EXPENSES			
Personnel	\$ -	\$ 116,670	\$ 116,670
Employee Benefits and Related Expenditures	-	25,926	25,926
Professional Services	87,714	1,369	89,083
Grants Awarded	6,000	-	6,000
Minor Equipment	16,655	-	16,655
Transportation Services	1,570	-	1,570
Other	1,111	6	1,117
TOTAL EXPENSES	<u>\$ 113,050</u>	<u>\$ 143,971</u>	<u>\$ 257,021</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2021**

CASH FLOWS FROM OPERATING ACTIVITIES:

Change in Net Assets from Operations	\$ 314,061
Adjustments to Reconcile Change in Net Assets from Operations to Net Cash Provided By Operating Activities:	
Increase in Accounts Payable	9,480
Increase in Accrued Payroll and Related Liabilities	<u>17,775</u>

NET CASH PROVIDED BY OPERATING ACTIVITIES 341,316

CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR -

CASH AND CASH EQUIVALENTS - END OF YEAR \$ 341,316

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES**

Nature of Operations

Texas A&M San Antonio's Institute for School and Community Partnerships is a model institute partnering with the Texas A&M University at San Antonio and area partners. The Institute's mission is to transform students through innovative practices, research, and policy. The Institute's model includes school system transformation, improving services to children for early intervention, and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative student-centered approaches, career-ready models student-led research, and high-demand workforce opportunities for all students. The Institute's revenues and other support are derived principally from contributions and federal and state grants.

To accomplish its mission, the Institute contracts with school districts to set forth the objectives, understandings, and agreements of the Parties in connection of the establishment and operation of Texas Senate Bill No. 1882, adopted by the 85th Texas Legislature in 2017, codified as Texas Education Code Section 11.174 and 48.252 ("SB1882), which allows cooperative agreements between public education institutions and in-district charters. As of June 30, 2021, the Institute has partner with Edgewood Independent School District to operate Burleson School of Innovation, Gus Garcia Middle School, and Winston Intermediate School of Excellence.

COVID 19: The COVID-19 pandemic, whose effects first became known in January 2020, is having a broad and negative impact on commerce and financial markets around the world. The United States and global markets experienced significant declines in value resulting from uncertainty caused by the pandemic. The Institute is closely monitoring its financial assets and its liquidity and is actively working to minimize the impact of these declines.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

COVID 19 - Continued

The extent of the impact of COVID-19 on the Institute’s operational and financial performance will depend on certain developments, including the duration and spread of the outbreak and its impacts on the Institute’ service recipients, employees, and vendors, all of which at present, cannot be determined. Accordingly, the extent to which COVID-19 may impact the Institute’s financial position and changes in net assets and cash flows is uncertain and the accompanying financial statements include no adjustments relating to the effects of this pandemic.

Cash and Cash Equivalents

The Institute considers its cash in banks and investments in proprietary money market funds held in the Texas A&M University System Cash Concentration Pool (the “Cash Concentration Pool”) to be cash and cash equivalents. Cash and cash equivalents include all highly liquid investments with a maturity of three months or less at the time of purchase.

Accounts Payable

The Institute generally liquidates these current liabilities within 60 to 90 days of the period end.

Net Assets

Net assets are classified based on the existence or absence of donor-imposed restrictions as follows:

Without Donor Restriction – that portion of net assets that has no use or time restrictions.

With Donor Restriction – that portion of net assets that is subject to donor-imposed restrictions on the specific use of the donation or the occurrence of a certain future event.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Contributions

Gifts of cash and other assets are reported as “without donor restriction” revenue and net assets, or “with donor restriction” revenue and net assets, based on the presence or absence of donor-imposed restrictions. When a donor-imposed time restriction ends or purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and are reported in the accompanying statement of activities as net assets released from restrictions.

Net assets consisting of the initial fair value of the gifts where the donor has specified that the assets donated are to be retained in an endowment, providing a permanent source of revenue to the Institute, are classified as “with donor restriction”. The accumulation of assets above historic gift value in endowment funds is classified as “with donor restriction” until appropriated for use based on the Institute’s spending policy.

Contributions unconditionally promised, including irrevocable planned gifts, which are scheduled to be received more than one year in the future, are recorded at fair value based on discounted cash flows, classified as with donor restriction until the funds are received, and are discounted at a rate commensurate with the risks involved. Amortization of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the original contributions.

The Institute also receives grants and contributions for initiatives and special projects for which purpose restrictions apply. Such grants and contributions are recorded as “with donor restriction” until the purpose restrictions are met. When the purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and reported as net assets released from restrictions.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
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Functional Expenses

The costs of providing Institute programs and the administration of the Institute have been summarized on a functional basis in the statement of activities and the statement of functional expenses. The Institute's management utilizes the direct allocation method when assigning expenses to functional categories. Invoices and invoice line items are assigned to the respective functional categories based on direct usage.

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The Institute is exempt from income taxes under Section 501 of the Internal Revenue Code (IRC) and a similar provision of state law. Accordingly, no provision for income taxes has been included in these financial statements. Management is not aware of any tax positions that would have a significant impact on its financial position. Its tax returns for the last five years remain subject to examination by the Internal Revenue Service.

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 3: DONOR - RESTRICTED NET ASSETS

Net assets with donor restrictions are restricted for the following purposes or periods:

Subject to Expenditure for Specific Purpose:	
Scholarships	\$ <u>25,000</u>
Total Subject to Expenditure for Specific Purpose:	25,000
Subject to Institute's Spending Policy and Appropriations:	
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Total Donor-Restricted Net Assets	\$ <u><u>25,000</u></u>

No net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose during the year ended June 30, 2021.

NOTE 4: MEMORANDUM OF AGREEMENT

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 6: CONCENTRATION OF CUSTOMERS AND CREDIT RISK

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IRS e-file Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning 7/1, 2021, and ending 6/30, 2022

2021

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**

▶ **Go to www.irs.gov/Form8879TE for the latest information.**

Name of filer Texas A&M San Antonio Institute for School & Community Partnerships	EIN or SSN 85-0608801
Name and title of officer or person subject to tax Dr. Henrietta Muñoz Executive Director	

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	<input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)		1b <u>1,221,020</u>
2a Form 990-EZ check here	<input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b	
3a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22).	3b	
4a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b	
5a Form 8868 check here	<input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b	
6a Form 990-T check here	<input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b	
7a Form 4720 check here	<input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b	
8a Form 5227 check here	<input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b	
9a Form 5330 check here	<input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b	
10a Form 8038-CP check here	<input type="checkbox"/>	b Amount of credit payment requested (Form 8038]CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above entity or I am a person subject to tax with respect to (name of entity) Texas A&M San Antonio Institute for School & Con, (EIN) 85-0608801 and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize Martinez, Rosario & Company, LLP to enter my PIN 78224 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ▶  Date ▶ 5/15/2023

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

70354776849
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.**

ERO's signature ▶ Ismael N Martinez, CPA Date ▶ 5/15/2023

**ERO Must Retain This Form—See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So**