2014-2015 Public School Choice Letter of Intent

Applicant Information

<table>
<thead>
<tr>
<th>Name of the Primary Contact</th>
<th>Nancy Bernardino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Work Location</td>
<td>John Q. Adams Elementary School</td>
</tr>
<tr>
<td>Current Work Address</td>
<td>8239 Lake June Road, Dallas, TX 75217</td>
</tr>
<tr>
<td>Phone Number</td>
<td>214-293-7925</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:nbernardino@dallasisd.org">nbernardino@dallasisd.org</a></td>
</tr>
</tbody>
</table>

Please complete ONLY if you are interested in starting a Transformation School

1. Proposed grade configuration of your Transformation School:
   - □ K-5
   - ☑ K-8
   - □ 6-8
   - □ 6-12
   - □ 9-12
   - □ Other: _________

For Transformation and Innovation Schools only: Please select the proposed school model for which you are applying. Please select the category that most closely fits your proposal.

- □ Advanced Placement (AP) School
- □ International Baccalaureate (IB) School
- □ Early College School
- □ Career/Technical Academy
- □ Community School
- □ Dual-language School
- □ Leadership Academy
- □ Military Academy
- □ Montessori School
- □ Personalized Learning School
- ☑ Single-gender School
- ☑ STEM or some variation of STEM
- □ Business/Entrepreneurship School
- □ Environmental Science School
- □ Health Professions School
- □ Humanities/Communications School
- □ Law/Government/World Affairs School
- □ Visual and Performing Arts School
- □ Social Sciences School
- □ Other: ____________

Applicant Team Members

<table>
<thead>
<tr>
<th>Team Member Name (First &amp; Last)</th>
<th>Current Role (2014-15)</th>
<th>Proposed Role at Choice School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Bernardino</td>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Jennifer Turner</td>
<td>Instructional Coach</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Ashley Toole</td>
<td>Instructional Coach</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Cynthia Flores</td>
<td>Instructional Coach</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>
I. General Questions

1. Provide an overview of your proposed school, including: 1) Vision and Mission; 2) Core beliefs; 3) Key components of your education plan; and 4) Student outcomes you will achieve

1) Vision and Mission
Our vision is to be a premier urban school empowering girls to live and lead with confidence and purpose. We will propel girls to be trailblazers in STEAM-related fields and carry with them a depth of knowledge, capacity for leadership, strength of character and love of self to bring positive change to our complex world.

Our mission is to educate girls for success in a challenging yet nurturing learning environment focused on STEAM subjects.

Core Belief #1: Our main purpose is to improve student academic achievement.
- Solar Prep empowers girls to speak up, get involved and take initiative.
- Solar Prep increases girls’ capacity and passion for STEAM so that more girls pursue STEAM-related endorsements and STEAM careers.

Core Belief #2: Effective instruction makes the most difference in student academic performance.
- Solar Prep develops teachers and staff based on best practices for teaching girls.
- Solar Prep provides strong STEAM instruction through blended learning, inquiry-based science instruction, tech literacy and coding, engineering, art and drama.

Core Belief #3: There is no excuse for poor quality instruction.
- Solar Prep recruits high-quality teachers and retains them through the creation of strong staff culture.
- Solar Prep continuously develops and supports teachers through a cyclical professional development plan that allows all teachers to collaborate vertically and horizontally.

Core Belief #4: With our help, at-risk students will achieve at the same rate as non-at-risk students.
- Solar Prep sets individualized goals for each girl in partnership with her teachers and families to create an achievable vision of success for all.
- Solar Prep uses social-emotional learning to support academic learning.

Core Belief #5: Staff Members Must Have A Commitment To Children And To The Pursuit Of Excellence.
- Solar Prep teachers and staff continuously model leadership, character, social and emotional health, as well as a growth mindset for girls.
- Solar Prep administrators and teachers make all decisions based on the needs of girls first.

3) Key Components of Education Plan
The education plan is built specifically for girls around our Tenets of Excellence:
- Knowledge
- Leadership
• Character
• Self

KNOWLEDGE: Girls engage in STEAM learning beyond the basic science and math curriculum each day through engineering and technology classes and weekly classes in theater and drama.

LEADERSHIP: Girls gain 21st Century skills in problem solving, communication and collaboration each day across content areas, through weekly project-based learning and daily systems and rituals created to build leadership skills.

CHARACTER: Social-emotional learning will be integrated across contents as well as taught specifically in weekly Paths™ classes and through established systems and routines.

SELF: Girls and parents will partner with teachers to set individualized goals and communicate about progress toward these goals through interactive journaling.

4) Student Outcomes
We will use baseline data from current DISD measures to determine specific goals. We will use traditional and creative methods of tracking goals, including interactive journaling, rubrics, digital portfolios, social-emotional learning assessments and 21st Century Skills assessments.

For a complete description of student outcomes, see the table in Comprehensive Plan, pages 3-9.

2. Rationale for your proposed school: (For a complete Works Cited, see pages 50-51 of Comprehensive Plan)

In Dallas, there is not a public PK-8 school that serves girls only. DISD’s Rangel is the only public all-girls middle school. As a PK-8 school, we will provide consistency in curriculum and student culture through the middle school years (Works Cited #11).

KNOWLEDGE
• Girls in single-sex environments have expanded educational opportunities and are more comfortable pursuing STEAM careers (Works Cited #3).

LEADERSHIP
• Educating girls is one of the most cost-effective ways of spurring economic development (Works Cited #24).

CHARACTER
• Students overcome obstacles and achieve at higher rates through social-emotional learning (Works Cited #19).

SELF
• Goal setting helps students increase their academic performance, motivation to achieve and pride in performance (Works Cited #26).

For more details, see Comprehensive Plan, page 10.
3. **School Data Profile/Analysis.**  
   *b. Transformation Schools only:* Please include any relevant data or research that would help make the case for the creation of your proposed school. Please cite your data accordingly.

<table>
<thead>
<tr>
<th>Single-sex education produces better outcomes for girls’ confidence, engagement, and aspirations, most notably in areas related to math and science (Works Cited #21).</th>
</tr>
</thead>
</table>
| **EQUITY**  
(Works Cited #4) |
| - Only 20% of Bachelor’s Degrees earned by women are in engineering, computing and physics.  
- Computing jobs are the fastest-growing and highest-paying, but women are not benefiting from these occupations.  
- Females make up less than 25% of STEAM programs nationally.  
- Boys have consistently outnumbered girls by up to 10,000 students in AP mathematics.  
- Boys pass AP math tests at a higher rate than girls. |
| **LOCAL DATA**  
We have done a thorough analysis of data across Dallas ISD, which indicates a need for a different approach to science and math instruction. |
| - Less than 10% of girls are achieving advanced performance on 5th grade science and math STAAR, 8th grade science and math STAAR, Algebra I EOC and Biology EOC.  
- 100% of high schools in DISD offer a STEM endorsement, so our girls will exit 8th grade prepared to be competitive in any high school.  
- 95% of schools offer Arts and Humanities endorsements.  
- When endorsement selection data becomes available in the summer of 2015, we will adjust our plan accordingly. |
| **See Comprehensive Plan for more on local data, (page 11) and endorsements, (page 12).** |
| **APPROACH** |
| - Girls thrive by learning science through hands-on, real-world learning experiences; strong relationships with adults; and a collaborative, communicative environment for learning over high-pressure, competitive classrooms (Works Cited #4).  
- Integrating social-emotional learning increases focus and ability to learn (Works Cited #25).  
- Engaging students’ strengths using art activities increases motivation and the probability of STEM success (Works Cited #18). |
4. **Family and Community Engagement**: Families and community organizations are expected to participate as partners in expanding learning opportunities and support services for students.
   a. **Describe what family and community engagement will look like at your proposed school.** Explain how families will be meaningfully involved in their child’s education.

   1. **COMMUNITY AND FAMILY LIAISON**
      - SBDM Committee
      - Leads communication with families
      - Manages volunteer committees
      - Organizes parent events, education program
      - Establishes and maintains relationships with community partners
      - Creates feedback loop between stakeholders through weekly newsletters, social media, quarterly surveys, etc.

   2. **VOLUNTEER COMMITTEES**
      - Garden Committee to create and maintain learning garden
      - Dad’s Club to provide opportunities for male family members to volunteer within their areas of expertise and serve as role models in the areas of STEAM
      - Theatre Committee to assist with set design and costume design for Fall and Spring productions
      - Room parents to serve as liaisons between teacher and other parents

   3. **PARENT EDUCATION**
      - Ongoing parent activities focused on topics of interest to parents, as determined by parent surveys
      - Monthly parent workshops based on *Parenting With Love and Logic*
      - Parent workshops on STEAM, technology, social-emotional learning and personal goal setting

For more on community, business and family partnerships, see Comprehensive Plan, page 14.

b. **After examining the survey results, do you believe there is enough community interest in the model that you are proposing?**

According to the district choice school survey, there is high interest in IB (2.3) and AP schools (2.07). Interest in STEM is also strong. These components are integrated heavily throughout our plan as encompassed by our Tenets of Excellence.

There are currently waiting lists at both private and public all-girls schools in Dallas. The most sought-after magnet schools in Dallas also have waiting lists, indicating a significant desire from parents for more public school options in the city.

We will gather additional state and national data through site visits and partnerships with national organizations advocating for single-gender and STEAM education.
c. Explain the role that parents, staff, and community members played in the development of this proposal.

Parents in a focus group said they value open-door policies and ability to be a vital part of the school vision and culture. Parents said they value high expectations for their children and a strong college-going culture.

Summary of parent survey:
- High interest in STEM, dual language, and leadership development
- Willingness to drive up to 20 minutes
- Satisfied with current elementary school
- Actively seeking alternative middle schools

Our team visited The Hockaday School to learn best practices for single-gender education. We also attended a workshop by Momentous Institute to learn specific ways to integrate social-emotional learning. We met with Rosemary Perlmeter, founder of Uplift Education and Teaching Trust, to gain insights on opening a school and bringing choice to the Dallas community. We plan to continue these partnerships long-term.

During the planning year, it will be our priority to seek further input from the community as we refine our plan.

5. School Culture and Climate
   a. Academic Culture:

   The academic culture of our school will be based on Tenets of Excellence – Knowledge, Leadership, Character and Self.

   **KNOWLEDGE:** Balanced curriculum
   *Content for future success in a global society*
   - Daily STEAM learning in preparation for STEM and arts endorsements
   - Pre-AP/AP courses and accelerated instruction
   *Research-based methodology for girls (Works Cited #4)*
   - Prescriptive feedback through interactive journals between teacher and students
   - Exposure to and relationships with female role models
   - Low-pressure classroom environment

   **LEADERSHIP:** Focus on 21st Century learning
   *Critical Thinking & Problem Solving*
   - Hands-on, inquiry-based approach in a science lab and garden twice weekly (Works Cited #14)
   - Weekly engineering (Works Cited #5)
   - Computer programming and technology literacy twice weekly (Works Cited #9)
   - Weekly project-based learning in social studies (Works Cited #5)
Communication
- Daily discussions during advisory time linking social-emotional learning to real-life issues (Works Cited #23)
- Development of public speaking skills through weekly drama and theatre classes (Works Cited #22)

Collaboration
- Scholar-led clubs and teams
- Use of collaborative learning (Works Cited #4)
- Integrated social-emotional learning (Works Cited #23)

CHARACTER: Focus on the whole girl
Paths™ Social-Emotional Learning Curriculum (Works Cited #25)
- Community Circle – ritual at start of every day
- 90 minutes of character education weekly

Minute-by-minute scholar culture systems and practices (Works Cited #10)
- Common area routines
- Classroom systems
- Common aspirational language

SELF: Focus on the individual
Individual goal-setting & value of self
- Teacher/parent/scholar goal-setting conferences each six weeks
- Management of progress toward goals maintained through ongoing interactive journaling
- Recognition and celebrations of growth
- SEL strategies for self-regulation and awareness of self

b. Professional Culture:
We seek to develop teacher leaders who take ownership of the school’s mission and vision, collaborate and hold each other accountable to bringing that vision to life. We will use concepts from Leverage Leadership by Paul Bambrick and Learning By Doing by Richard DuFour. There will be an ongoing rotation of PLCs and topics so that every staff member is involved and supported in all aspects of the campus vision and given opportunities to lead and learn every week. **We have created time in the master schedule to ensure teachers have ample opportunities for collaboration each week. (see page 44)**

Professional Learning Communities, daily
- Teacher teams meet 2-3 times each week during school day depending on staffing
- Differentiated training and support based on data, observations and surveys

Extended Day Professional Development, weekly
- Teachers and staff meet after school
• Four differentiated groups on rotation
  1. Whole Staff
     Topics include:
     • Campus goals and action plan
     • School-wide student and staff culture
  2. Content Teams
     • Teaching math through inquiry
     • Balanced Literacy and integrated learning
     • Science inquiry and investigations
     • Project-based learning and rubrics
     • Computer programming
     • Applying engineering skills
  3. Grade Level Teams
     • Made up of staff who share students
     • Focus on classroom culture and individual students
     • Hold parent conferences
  4. Leadership Groups
     • Share expertise and take specialized leadership roles
     • Collaborate, monitor progress, problem-solve
     • Committees tied to campus priorities

Whole Staff PD Days, quarterly
• Topics based on the campus goals and action plan
• Topics guided by staff need, observation data, and student data.
• Opportunities for staff to choose topics

For more details on the professional development plan, see Comprehensive Plan, pages 17-18.

6. Applicant Team Capacity:
   a. Describe each team member's experience and their qualifications, which would prove relevant to successfully implementing the proposal.

   In 2013-2014, Nancy Bernardino earned an Exemplary rating as principal at John Q. Adams Elementary. Additionally, the campus is a Bronze winner of the National Center for Urban School Transformation Excellence in Urban Education Award.

   In 2013-2014, Bernardino, Jennifer Turner, and Cynthia Flores were part of the Teaching Trust’s Executive-Ed Program for Teams and won the Plan for Change Competition for their 2014-2015 strategic plan. These members of the team learned and implemented strategies for managing change and creating and implementing new systems. The success of the team is evidenced by yearly increases in student achievement over the past three years at John Quincy Adams Elementary, including earning six distinctions from the state of Texas in 2014.

   Turner and Ashley Toole are in their second year of residency in the Teaching Trust Aspiring Leaders Program, which seeks to prepare educators for leadership roles in urban schools. Through this program, they take classes from SMU professors and collaborate with aspiring
principals across the metroplex to refine their skills in managing change, building trust, creating systems for student and staff culture and using data to drive instruction.

In 2013-2014, all four team members were part of campus teams implementing Paul Bambrick’s research-based systems for data-driven instruction and culture. Team members successfully implemented significant school-wide change initiatives that led to improved student achievement.

Additionally, our team members have created successful change at both the middle school and elementary school levels.

For more evidence of team members’ success and to review each member’s resume, see Comprehensive Plan, pages 19-24.

b. Please provide data points illustrating the applicant team’s track record of success in each of the following areas: (1) growing student achievement; (2) leading change management initiatives; (3) developing and empowering staff; and (4) engaging stakeholders. The strongest applicant teams will have a proven track record of success, as demonstrated by their most recent principal evaluation.

The team is led by Nancy Bernardino, 2013-2014 Exemplary Principal. The team has worked together, in various capacities, over the past four years. The team has a shared vision for transforming education through change management and has a track record of success at multiple campuses.

Growing Student Achievement
- Double digit gains two consecutive years
- Earned 3 distinctions in Year 1
- Earned 6 distinctions in Year 2
- Students placed in 98th percentile based on relative-gain scores on 2014 fifth grade STAAR science test; 85th percentile on 2014 fifth grade STAAR reading test; 87th percentile on 2013 fifth-grade STAAR reading test; 96th percentile on 2013 fifth-grade STAAR science test; 82nd percentile on 2012 fifth-grade STAAR science test; 91st percentile on 2011 fifth-grade science TAKS test; and 98th percentile on 2010 fifth-grade TAKS reading test.
- Led fifth grade teachers and students to achieve 30-percent increase in passing rate from 2012 to 2013 on the science STAAR test.
- Forty-two percent increase in 7th grade math for special education students as the inclusion teacher
- Six percent increase in passing for the 8th grade math team on the state end-of-year assessment as an instructional coach

Leading Change Management Initiatives
- Developed and executed new systems for small group testing
- Implemented Data-Driven Instruction at multiple campuses
Developing and Empowering Staff
- Created and implemented a curriculum project shared with teachers across the nation.
- Developed data-tracking systems and instructional materials that were shared with feeder pattern.
- Lead, train and support an average of 20 teachers annually

Engaging Stakeholders
- Grass-root community outreach and special event planning
- Created a parent education program
- Created partnerships with businesses and non-profit organizations
- Created a student mentor program

For more details on our success in implementing plans, see Comprehensive Plan, pages 25-27.

c. If selected, describe how you will distribute leadership across all team members

We have created an aggressive implementation plan for Solar Prep based on a strong vision and mission, and we are dedicated to seeing that vision through and implementing our plan to fidelity. To accomplish this goal, Jennifer Turner will assume the role of off-campus coordinator next year in order to dedicate her time fully to the project. Her responsibilities will include creating infrastructure, recruiting teachers, researching best practices, conducting site visits and creating critical school-wide systems. Additionally, she will work with the district to secure a location, partner with funders and fulfill operational duties.

The need for a coordinator position is essential during the planning year because principal Bernardino will continue to be responsible for maintaining the outstanding turnaround work she has begun at John Quincy Adams. The coordinator position will allow Bernardino to develop a plan for sustainability at Adams while also thinking ahead to Solar Prep. Bernardino’s work with Solar Prep will be focused after school hours, at nights and on weekends.

Along with her regular duties as principal of Adams, Bernardino will focus on engaging Solar Prep stakeholders, creating a full-scale marketing and public relations plan and creating school-wide systems for performance management and professional development.

Ashley Toole and Cynthia Flores will begin designing curriculum and instructional plans, planning professional development and creating systems for observation/feedback and data-driven instruction.

For more information on leadership distribution, see Comprehensive Plan, page 28.
7. **Student Enrollment (Transformation Schools only)**
   a. Explain how the school will successfully attract and recruit a diverse student population.

<table>
<thead>
<tr>
<th>Neighborhood Attraction</th>
<th>DISD wide attraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Recruitment Committee</td>
<td>Social media</td>
</tr>
<tr>
<td>Post flyers</td>
<td>Mayor’s back to school day event</td>
</tr>
<tr>
<td>Open house at the campus, local churches and recreation centers</td>
<td>DISD recruitment fairs</td>
</tr>
<tr>
<td>DISD wide attraction</td>
<td>DISD Web site</td>
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<tr>
<td>DISD wide attraction</td>
<td>Distribute flyers via Head Start of Greater Dallas</td>
</tr>
<tr>
<td>DISD wide attraction</td>
<td>Invite news outlets to write articles</td>
</tr>
</tbody>
</table>

For more details, see Comprehensive Plan page 29 and Implementation Plan page 47-49.

**II. INSTRUCTIONAL PLAN**

The Instructional Plan should clearly outline the proposed school’s educational philosophy, instructional strategies, assessment plan and professional development strategy. The mission statement should be reflected throughout this section.

1. **Curriculum and Instruction**

Because girls learn best in low-pressure environments in which they can collaborate, communicate and form relationships, opportunities are built into the daily schedule for each of these components – alongside plenty of math, science, engineering, technology, and fine arts. The curriculum components listed below reflect our commitment to existing Dallas ISD resources and to our mission of going beyond to prepare our girls in the areas of STEAM, leadership, character, and self.

**Elementary & Middle School (PK-8)**

- Balanced Literacy Framework – **KNOWLEDGE, LEADERSHIP**
  - Novel studies connected to larger unit/campus themes
  - Integrated social studies connected to weekly PBL block
- Blended Learning (rotational model) – **KNOWLEDGE, SELF**
  - ST Math
  - Reasoning Mind
  - Istation
- Inquiry-Based Science and Engineering – **KNOWLEDGE, LEADERSHIP**
  - Science lab investigations twice weekly
  - LEGO Education curriculum (math, science, literacy) weekly
  - Engineering is Elementary curriculum weekly
  - Robotics (Grades 6-8)
- Project-based learning in social studies **LEADERSHIP**
  - Instruction integrated with reading and writing instruction (paired fiction and non-fiction)
  - Themed unit studies connect learning across contents (i.e. communities and
• Habitats
  o Weekly project-based-learning block with 21st Century Skills focus
• Character Development/SEL – CHARACTER, SELF
  o Paths™ Social-Emotional Learning classes (explicit teaching) twice weekly
  o SEL components integrated into instruction across grade levels and content areas
  o Extra-Curricular sports and clubs (grades 3-8), including but not limited to choir, art, dance, chess, soccer, basketball and student council
• Fine Arts and Music – KNOWLEDGE, SELF
  o Weekly classes in art, music
  o Additional weekly focus on theatre and drama
    ▪ Build confidence and public speaking skills
    ▪ Incorporate engineering through set design
    ▪ Involve community in theatre productions
• Technology - KNOWLEDGE, LEADERSHIP
  o Coding classes each week for all grade levels
  o Media Production (grades 4-8)
    ▪ Videos
    ▪ Podcasts
    ▪ Blogs
  o Tech literacy classes each week
    ▪ Keyboarding
    ▪ Microsoft Office
    ▪ Tech etiquette

Middle School (6-8)
• One-way dual language (enrichment)
• Advanced Placement Courses
  o Pre-AP Math & Reading in 6th grade
  o Pre-AP Math, Science, Reading, Social Studies in 7th & 8th grade
  o Algebra I, English I, Biology in 8th grade
  o Spanish I A in 6th grade, Spanish I B in 7th grade, Spanish II in 8th grade (Non-native speakers)
  o Spanish I in 6th grade, Spanish II in 7th grade, Spanish III in 8th grade (Native speakers)
• All 6th -8th girls will take a foreign language, CATE course and a Fine Arts course

For more details, see the Course Catalog on pages 32-34 and Assessment Plan on pages 3-9 of the Comprehensive Plan.
2. **Staff Capacity:**
   - **For Transformation Schools only:** You will need to hire an entirely new staff well before launch in August 2016. Please describe in detail: (1) what would you specifically look for from teacher candidates in the hiring process; and (2) how would you plan to develop and prepare your new staff to successfully implement your new approach prior to official launch in August 2016 (i.e., obtaining the proper certifications, etc.)?

<table>
<thead>
<tr>
<th>What we seek in teachers:</th>
</tr>
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<tbody>
<tr>
<td>• Belief in the ability of all students to learn at exceptional rates</td>
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<tr>
<td>• Experience working with at-risk populations</td>
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<tr>
<td>• Passion for empowering girls</td>
</tr>
<tr>
<td>• Content expertise in literacy, math, social studies, art, music, theater, and technology</td>
</tr>
<tr>
<td>• Teacher leaders who will serve as team leaders on the campus</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How we will identify:</th>
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<tbody>
<tr>
<td>• Use a set of competencies necessary for success in urban schools</td>
</tr>
<tr>
<td>• Use a behavioral interview guide that includes specific questions and prompts that will reveal the mindset and work ethic of prospective teachers</td>
</tr>
</tbody>
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<thead>
<tr>
<th>How we will retain:</th>
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<tbody>
<tr>
<td>• Develop professional development sessions to target the identified areas of growth in our first cohort of teachers (based on interview results)</td>
</tr>
<tr>
<td>• Offer additional professional development for two weeks in the summer</td>
</tr>
<tr>
<td>• Implement a robust PD plan to ensure ongoing collaboration and training</td>
</tr>
</tbody>
</table>

For more details, see the Behavioral Interview Guide on pages 36-40 and the Implementation Plan on pages 47-49 of the Comprehensive Plan.

3. **Typical Student Day**
   - Walk us through a typical student’s day at your proposed school, from beginning to end. Detail what the student is doing at each point in the day.

   **A KINDERGARTNER’S TYPICAL DAY**

   **Community Circle (7:45-8:00 a.m.)**
   - Provide leadership opportunities for students
   - Review character focus of the week
   - Recognize scholars and staff members
   - Reinforce the school’s mission, vision, and values

   **Advisory/Girl Time (8:00-8:15 a.m.)**
   - Journal writing during breakfast in the classroom
   - Structured time for communication and relationship-building

   **Calendar Math (8:15-8:30)**
   **Paths™/My World (8:30-8:45)**
• Collaborative learning
• Project-based learning social studies
• Paths™ classes

PE/Art/Music/Theatre/Technology/Engineering (8:45-9:30)
• Science lab
• Coding
• Microsoft Office
• Keyboarding
• In music and theater classes, girls will cultivate self-confidence through imaginative play, role-plays, skits, and singing. Older girls will spend this time building theater sets and preparing for theater productions.
• LEGO Education curriculum or Engineering is Elementary curriculum, depending on the grade level. Girls in first grade use Legos to create scenes from stories while second graders create a pulley system to explore force and motion.

Paths™/My World (9:30-10:00)

Balanced Literacy (10:00-10:30)
• Novel studies
• Integrated literacy learning

Lunch & Recess (10:30-11:15)

Balanced Literacy Continues (11:15-12:45)

PE/Art/Music/Theatre/Technology/Engineering (12:45-1:30)

Mathematics (1:30-2:45)
• Blended learning in math

Afternoon Meeting (2:45-3:15)
• This will be a time for girls to summarize the events of the day, celebrate achievements, and discuss any concerns

This snapshot of a typical day is based on early implementation years. As we add more grade levels, we will add after-school activities and slight changes to the schedule to accommodate the needs of older students. Middle school students will follow a different daily schedule that we will develop as we learn about the needs of our future students and visit schools around the country.

See Comprehensive Plan for more details on the typical student day (page 43), PK-5 master schedule (page 44), and middle school bell schedule (page 45).
### IV. Planning Year Assessment of Needs

<table>
<thead>
<tr>
<th>Essential Needs</th>
<th>Description/Rationale</th>
<th>Timeline</th>
<th>Projected Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Must-haves” for Planning Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td>Full Time Campus Planning Level Coordinator</td>
<td>June 2015</td>
<td>$55,000</td>
</tr>
<tr>
<td>Site Visits</td>
<td>Site visits to San Francisco and New Orleans public schools for girls</td>
<td>June 2015-June 2016</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>“Must-haves” for Implementation Year (PK to 2nd grade)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering is Elementary Curriculum (1st to 5th)</td>
<td>23 kits about science and engineering curriculum <a href="http://www.eiestore.com">www.eiestore.com</a></td>
<td>Summer 2016 for teacher training and planning</td>
<td>$10,000 Kits range from $300-$450 each 1 of each kit, 23 kits total</td>
</tr>
<tr>
<td>Lego Education PK &amp; K</td>
<td>Multiple kits and resources for PK &amp; Kinder Classrooms <a href="http://www.Legoeducation.com">www.Legoeducation.com</a></td>
<td>Summer 2016 for teacher training and planning</td>
<td>$6,000</td>
</tr>
<tr>
<td>Paths™ Curriculum</td>
<td>Social Emotional Learning Curriculum <a href="http://shop.channing-bete.com">http://shop.channing-bete.com</a></td>
<td>Summer 2016 for teacher training and planning</td>
<td>$3000 (1 kit per grade level – PK to 2nd grade)</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>24 HP Computers with Microsoft Office</td>
<td>Summer 2016</td>
<td>$19,200 ($800 each)</td>
</tr>
<tr>
<td>iPads for Classrooms</td>
<td>20 iPads per classroom for guided reading, guided math, science research, etc.</td>
<td>Summer 2016 for teacher training and planning</td>
<td>$679 each $108,640 total</td>
</tr>
<tr>
<td>SMART Interactive White Board Systems</td>
<td>1 per classroom (SmartBoard, Projector, Document Camera)</td>
<td>Summer 2016 for teacher training</td>
<td>$9,000 each x 12 classrooms $108,000 total</td>
</tr>
<tr>
<td>All In Learning</td>
<td>1 kit per classroom clickers, software, and Pearson curriculum</td>
<td>Summer 2016</td>
<td>$20,000 total</td>
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<tr>
<td>Online course for teachers new to single gender education</td>
<td>National Coalition of Girls’ Schools</td>
<td>Summer 2015 for new hires and leadership team</td>
<td>$500 per person $7,500 total</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Parent educator and coordinator to engage community and educate parents</td>
<td>Summer 2016</td>
<td>$40,000 salary</td>
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</tbody>
</table>
SOLAR
PREPARATORY
SCHOOL FOR GIRLS
Dallas ISD Choice School Application

COMPREHENSIVE PLAN
NANCY BERNARDINO
JENNIFER TURNER
ASHLEY TOOLE
CYNTHIA FLORES
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I. General Questions

QUESTION #1
SCHOOL OVERVIEW
Vision, Mission and Core Beliefs

Our vision is to be a premier urban school empowering girls to live and lead with confidence and purpose. We will propel girls to be trailblazers in STEAM-related fields and carry with them a depth of knowledge, capacity for leadership, strength of character and love of self to bring positive change to our complex world.

Our mission is to educate girls for success in a challenging yet nurturing learning environment focused on STEAM subjects.

We believe in the values already established in Dallas ISD and want to live out those values at our school. We have translated each of the DISD core beliefs below to show how we plan to bring them to life.

Core Belief #1: Our main purpose is to improve student academic achievement.
- Solar Prep is a learning environment designed to empower girls to speak up, get involved, and take initiative in academics and beyond.
- Solar Prep increases girls’ capacity and passion for STEAM so that more girls choose STEAM-related endorsements and pursue STEAM careers.

Core Belief #2: Effective instruction makes the most difference in student academic performance.
- Solar Prep develops teachers and staff based on best practices for teaching girls.
- Solar Prep provides strong STEAM instruction through blended learning, inquiry-based science instruction, tech literacy and coding, engineering, art and drama, and social-emotional learning.

Core Belief #3: There is no excuse for poor quality instruction.
- Solar Prep recruits high-quality teachers through a multiple-strategy approach including a recruitment guide, a competency-based behavioral interview, and marketing video/materials.
- Solar Prep continuously develops and supports teachers through a cyclical professional development plan that allows all teachers to collaborate vertically and horizontally.

Core Belief #4: With our help, at-risk students will achieve at the same rate as non at-risk students.
- Solar Prep sets individualized goals for each girl in partnership with her teachers and families to create an achievable vision of success for all.
- Solar Prep uses social-emotional learning to support academic learning to ensure that each girl has the tools to overcome obstacles on her way to success.

Core Belief #5: Staff Members Must Have A Commitment To Children And To The Pursuit Of Excellence.
- Solar Prep teachers and staff continuously model leadership, character, social and emotional health, as well as a growth mindset for students.
- Solar Prep administrators and teachers make all decisions based on the needs of students first.
All girls will engage in STEAM learning beyond the basic science and math curriculum each day through engineering and technology classes, as well as weekly classes in theater and drama.

Students will gain 21st Century skills in problem solving, communication, collaboration and critical thinking each day across content areas, through weekly project-based learning time and daily systems and rituals created to build leadership skills.

Social-emotional learning will be integrated across contents as well as taught specifically in weekly Paths SEL classes and through established systems and routines.

Students and parents will partner with teachers to set individualized goals and communicate about progress toward these goals through interactive journaling and personal portfolios.
QUESTION #1
STUDENT OUTCOMES
Goals and Metrics

We will use baseline data from current DISD measures over the past three years to determine specific goals within each of our Tenets of Excellence – Knowledge, Leadership, Character, and Self. In addition to traditional standardized assessments, we will use creative methods of tracking mastery goals, including interactive journaling, rubrics, digital portfolios, social-emotional learning assessments, self-reports, and 21st Century Skills assessments.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Measures for Evaluating Success</th>
<th>Final Goal</th>
<th>Baseline (district data in 2014)</th>
<th>Year 1: Strategies for Achieving Goal</th>
<th>Baseline</th>
<th>Year 1: Goal/Target</th>
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<td><strong>Knowledge</strong></td>
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<tr>
<td>1 Reading Proficiency</td>
<td>DRA</td>
<td>95% of girls will begin 3rd grade on or above grade level in reading.</td>
<td>60% of kindergarten students are in the 40th percentile on ITBS reading. 88% of kindergarten students at or above the 40th percentile on Logramos.</td>
<td>Balanced Literacy • RtI • Istation • Data-driven instruction</td>
<td>60</td>
<td>72</td>
<td>84</td>
<td>95</td>
<td>95</td>
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<tr>
<td>2 STAAR Scores</td>
<td>DRA MAP Common interim assessments</td>
<td>90% of girls in grades 3-8 will meet recommended standard on all STAAR exams</td>
<td>55% of kindergarten students are at the 40th percentile on ITBS math. 60% of kindergarten students are in the 40th percentile on ITBS reading. 88% of kindergarten students at or above the 40th percentile on Logramos.</td>
<td>Balanced Literacy • RtI • Istation • Data-driven instruction</td>
<td>55</td>
<td>66</td>
<td>77</td>
<td>88</td>
<td>90</td>
</tr>
<tr>
<td>3 STAAR Advanced Scores</td>
<td>DRA MAP Common interim assessments</td>
<td>50% of girls in grades 3-8 will meet the advanced standard on all STAAR exams</td>
<td>Less than 10% of girls achieve advanced performance on science and math STAAR exams.</td>
<td>ST Math • RtI • Use of technology • Calendar Math (Pre-k-5)</td>
<td>10</td>
<td>20</td>
<td>30</td>
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<td>Indicators</td>
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<td>4 Algebra I EOC Scores</td>
<td>6th grade math STAAR 7th grade math STAAR Common interim assessments</td>
<td>90% of 8th grade girls will meet standard on the Algebra I EOC exam.</td>
<td>73% Algebra I EOC</td>
<td>• RtI</td>
<td>73</td>
<td>87.6</td>
<td>90</td>
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<td>90</td>
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<tr>
<td>5 English I EOC Scores</td>
<td>6th grade reading STAAR 7th grade reading STAAR Common interim assessments</td>
<td>90% of 8th grade girls will meet standard on the English I EOC exam.</td>
<td>51% English I EOC</td>
<td>• Close reading</td>
<td>51</td>
<td>61.2</td>
<td>71.4</td>
<td>81.6</td>
<td>90</td>
</tr>
</tbody>
</table>
| 6 Distinguished High School Diploma | Middle School course choices                                        | 100% of 8th grade girls will be prepared for the Distinguished Diploma track | TBD                                                    | • Track students’ courses  
• Accelerated courses  
• STEAM course offerings | Current data to be published in Summer 2015. We will set targets and adjust goals based on these data when they are published | Current data to be published in Summer 2015. We will set targets and adjust goals based on these data when they are published | Current data to be published in Summer 2015. We will set targets and adjust goals based on these data when they are published | Current data to be published in Summer 2015. We will set targets and adjust goals based on these data when they are published | Current data to be published in Summer 2015. We will set targets and adjust goals based on these data when they are published | 100       |
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<th>Indicators</th>
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<th>Year 2: Goal/Target</th>
<th>Year 3: Goal/Target</th>
<th>Final Goal</th>
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<tbody>
<tr>
<td>High School Endorsements</td>
<td>Middle School course choices</td>
<td>100% of 8th grade girls will be prepared for an endorsement in STEM and/or Arts and Humanities.</td>
<td>TBD</td>
<td>• Track students’ courses</td>
<td>Current data to be published in Summer 2015. We will set targets and adjust goals based on these data when they are published</td>
<td>100</td>
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<td>STAAR and EOC scores</td>
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<td>• Accelerated courses</td>
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<td>• STEAM course offerings</td>
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<tr>
<td>Technology</td>
<td>Self-reflection form</td>
<td>100% of girls in grades K-8th will complete 90 minutes of computer literacy and coding per week.</td>
<td>To be determined based on pre-assessment data of incoming students</td>
<td>• Code.org</td>
<td></td>
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<td></td>
<td>Tech literacy assessment</td>
<td></td>
<td></td>
<td>• Technology courses in all grade levels</td>
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<td></td>
<td>Rubrics</td>
<td></td>
<td></td>
<td>• Incorporate technology across content</td>
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<tr>
<td>Collaboration</td>
<td>Mission Skills assessment (6-8)</td>
<td>75% of girls in grade 2nd-8th will participate in clubs and teams.</td>
<td></td>
<td>• Offer clubs and teams</td>
<td></td>
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<td></td>
<td>21st Century Skills test (Learning.com)</td>
<td></td>
<td></td>
<td>• Track student participation</td>
<td></td>
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<td>Self-reflect Form</td>
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<td>Indicators</td>
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</table>
| Leadership | 21st Century Skills assessment (Learning.com) Rubrics | 50% of girls in grades 2nd-8th will hold a leadership role in clubs and teams | | • Offer clubs and teams  
• Track student participation and leadership | | | | | 50 |
| Critical-thinking | 21st Century Skills Assessment (Learning.com) Rubrics | 100% of girls in grades 4th and 8th will achieve proficient on 21st Century Skills assessment. | | • Project-based learning in elementary social studies  
• Public speaking in arts courses  
• Hands-on, inquiry based science | | | | | 100 |
<p>| Communication | Mission Skills Assessment (6-8) Rubrics 21st Century Skills Assessment (Learning.com) | 100% of girls in grades K-8th will achieve proficient on 21st Century Skills assessment. | | • Formative assessment s (i.e. oral presentation, essay, product development) | | | | | 100 |</p>
<table>
<thead>
<tr>
<th>Character</th>
<th>Indicators</th>
<th>Measures for Evaluating Success</th>
<th>Final Goal</th>
<th>Baseline (district data in 2014)</th>
<th>Year 1: Strategies for Achieving Goal</th>
<th>Baseline</th>
<th>Year 1: Goal/Target</th>
<th>Year 2: Goal/Target</th>
<th>Year 3: Goal/Target</th>
<th>Final Goal</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>Self-Regulation</td>
<td>Child Behavior Checklist Youth Self-Report Teacher Report Form</td>
<td>100% of girls will complete the Paths™ Social-Emotional Learning Curriculum for grades PK-8 with a focus on regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately</td>
<td>To be determined based on pre-assessment data of incoming students</td>
<td>Paths™ Social-Emotional Learning Curriculum for grades K-8</td>
<td>100</td>
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<tr>
<td>Indicators</td>
<td>Measures for Evaluating Success</td>
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<tr>
<td>14 Self Awareness</td>
<td>Child Behavior Checklist</td>
<td>100% of girls will complete the Paths™ Social-Emotional Learning Curriculum for grades PK-8 with a focus on accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence</td>
<td>To be determined based on pre-assessment data of incoming students</td>
<td>Paths™ Social-Emotional Learning Curriculum for grades PK-8</td>
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<td>Indicators</td>
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<td>Self</td>
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</table>
| 15 Goal setting  | Digital portfolios  | 100% of girls will create academic and social-emotional goals and will be able to explain what they are doing to meet their goals | • Individual Charts  
• Student journals/portfolios  
• Calendars  
• Goal-setting conferences with parents  
• Quarterly celebrations | To be determined based on pre-assessment data of incoming students |          |                     |                     |                     | 100       |
| 16 Communication | Interactive journaling  | 100% of girls will keep an ongoing interactive journal with her teachers to communicate about goals and strengthen the relationship between student and teacher. | • Individual charts  
• Student journals/portfolios  
• Calendars | |          |                     |                     |                     | 100       |
QUESTION #2
RATIONALE
Why Our School? Why Now? Why Our Team?

Why Our School?
There are five schools in Texas that serve elementary girls; only one in Dallas -- a private school. We seek to address the inequity that exists with girls and STEAM interest and careers. Research shows that girls in single-sex environments have expanded educational opportunities and are more comfortable pursuing STEAM careers. Envision a school where the scientists, the engineers, the mathematicians, the set designers, the chemists, and the artists around you are all girls. Solar Prep will create an environment in which STEAM-related careers for girls are limitless as they see themselves in each of the girls around them.

Why Now?
As experienced educators, we have seen first-hand the obstacles and challenges urban students bring to the classroom. With a strong social-emotional learning program, our girls will learn to overcome those obstacles through self-awareness and self-regulation strategies and relationship-building skills. Parents seek nurturing environments for their children during the tumultuous middle years, and as a K-8 school, we will provide consistency in curriculum and student culture from year to year.

Research shows that globally, educating girls is one of the most cost-effective ways of spurring economic development. Female education creates powerful poverty-reducing synergies and yields enormous intergenerational gains (Work Cited #24).

Additionally, the process of goal setting gives students long-term vision and short-term motivation (Work Cited #26). By setting goals, girls will improve their academic performance, emotional well-being, and capacity for leadership so critical in our complex world.

Why Our Team?
As local trailblazers in the area of all-girls STEAM education at the elementary level, our leadership team must have the ability to take risks, help stakeholders make sense of change, and overcome obstacles with optimism and hope. Individually, each member of our team has had proven success in each of these areas, and collectively, we have shown our dedication to doing whatever it takes to provide a quality education for all students.

Our success as a team is rooted in a common belief in the potential of all students and a shared understanding of the specific strategic actions that lead to student success in urban schools: using data to drive instruction, creating a high-achievement culture, improving classroom instruction through observations/feedback and high-quality professional development and hiring and retaining a dedicated staff of teachers who hold each other accountable for student achievement. Using this foundation on which to build strong STEAM and character curriculum for girls, we will create a premier learning environment that will be a part of the ongoing transformation of public education in Dallas ISD.
While current social norms and education techniques introduce boys to STEAM, research shows alternative approaches are required to excite girls about STEAM subjects that later lead to high paying jobs. Single-sex education produces better outcomes for a girl’s confidence, engagement, and aspirations, most notably in areas related to math and science (Work Cited #21). Women are underrepresented in professional STEAM fields due to a variety of reasons, but research shows that tailored interventions can produce girls who are interested and excited about STEAM topics. Currently, the United States ranks lower than Asia and European nations in STEAM education. Girls and minority groups are underrepresented. Yet, according to a study conducted by the Girl Scout Research Institute, over the past 20 years, corporations and organizations have intensified efforts to promote gender equity in STEAM education (Work Cited #3). While more women are entering college, only 20% of their Bachelor’s Degrees are in engineering, computing, and physics. The National Center for Women in Information Technology states that while computing jobs are the fastest-growing and highest-paying, women are not benefiting from these occupations. SOLAR seeks to change this by introducing girls to coding and computing beginning in kindergarten (Work Cited #9).

According to RISE and The National Center for Educational Research, content in successful STEAM programs for girls is relevant, adaptable and at an appropriate level of difficulty. Boys, through interactions with their fathers, uncles, etc., are accustomed to tinkering at home with gadgets, cars, etc. Girls are often not given these opportunities. Thus, girls tend to be less willing to engage in an environment in which a boy can easily dominate a science experiment or bring his background knowledge to the classroom. This research shows not only a need for changing STEAM education for girls but also educating parents on how to increase exposure for their girls. According to the US Department of Education Office of Civil Rights, there is gender inequity in STEAM career clusters (Work Cited #27). Females make up less than 25 percent of STEAM programs nationally. Additionally, while enrollment in AP courses is higher in foreign languages and some sciences, boys have consistently outnumbered girls by up to 10,000 students in AP mathematics. Boys also pass these tests at a higher rate than girls.

The RISE study also found that girls strive by learning science in the context of the content (hands-on, real-world learning). While the same can be said for boys, girls are actually hindered by learning science in the abstract while boys are equally successful in either format of learning. According to RISE, the science that is seen as related to real word problems and issues like environmental science and health sciences tend to be more interesting for girls than sciences that are taught abstractly such as engineering, physics, and math (Work Cited #4).

Additional Dallas ISD Data:

- 60% of DISD students exit Kindergarten at or above the 40th percentile in reading; 55% in math.
- Over the past three years, boys have outperformed girls by 5% on 5th grade science STAAR.
- 5th Grade Advanced performance on Science STAAR: In 2014, 4.6% of girls and 5.9% of boys; in 2013, 5.9% of girls and 7.3% of boys; in 2012, 5.6% of girls and 7.3% of boys.
- 8th Grade Advanced performance on Science STAAR: In 2014, 9.8% of girls and 12.7% of boys; in 2013, 5.7% of girls and 8.5% of boys; in 2012, 3.6% of girls and 4.8% of boys.
- Only 9% of students met advanced level on the Algebra 1 exam
- Only 7% of students met advanced level on the Biology 1 exam.

*When endorsement selection data becomes available in the summer of 2015, we will refine our plan.*
## QUESTION #3
SCHOOL DATA PROFILE/ANALYSIS
High School Endorsement Alignment

| Courses and Experiences Preparing Our Girls for High School Endorsements |
|---|---|---|
| **K-5** | **6-8** | **High School** |
| STEM | - Lego Education™ | - Science lab |
| | - Engineering is Elementary™ | - Robotics |
| | - Science lab | - Algebra I |
| | - ST Math™ | - Geometry |
| | - Reasoning Mind™ | - Coding |
| | - Coding | - Media production |
| | - Technology literacy | - CATE courses |
| | - Engineering through set design | |
| ARTS and HUMANITIES | - Istation™ | - Empowering Writers™ |
| | - Empowering Writers™ | - Novel studies |
| | - Novel studies | - Project-based learning in Social Studies |
| | - Project-based learning in Social Studies | - Art |
| | - Art | - Music |
| | - Music | - Theater and drama |
| | - Theater and drama | - English I |
| | - Build confidence and public speaking skills | - Spanish IA- Spanish III |
| | | |
| | | STEM Endorsement |
| | | - Chemistry |
| | | - Algebra II |
| | | - AP Physics |
| | | - AP Calculus |
| | | - AP Biology |
| | | - CTE career clusters |
| | | - Computer Science |
| | | |
| | | Arts and Humanities |
| | | - Political Science |
| | | - World Languages |
| | | - Cultural Studies |
| | | - English Literature |
| | | - History |
| | | - Fine Arts |
| | | - Performing Arts |
| | | - AP Music Theory |
QUESTION #4
FAMILY AND COMMUNITY ENGAGEMENT
Family and Community Engagement

1. Community and Family Liaison
   - SBDM Committee Liaison
   - Leads communication with parents
   - Manages parent volunteer committees
   - Organizes parent events, parent education program
   - Establishes and maintains relationships with community partners
   - Provides feedback loop between parents, teachers, and administration

2. Parent Volunteer Committees
   - Garden Committee to create and maintain learning garden
   - Dad’s Club to provide opportunities for male family members to volunteer within their areas of expertise and serve as role models in the areas of STEAM
   - Theatre Committee to assist with set design and costume design for Fall and Spring productions
   - Parent guest readers
   - Room parents to serve as liaison between teacher and other parents

3. Parent Education
   - Ongoing parent activities focused on topics of interest to parents, as determined by parent surveys (ESL, sewing, cooking classes, etc.)
   - Monthly parent workshops based on Parenting With Love and Logic
   - Parent workshops on tenets of excellence, including STEAM-based workshops, technology, social-emotional learning, and personal goal setting

Fifth grade girls getting their hands dirty during a scientific investigation.
## QUESTION #4
FAMILY AND COMMUNITY ENGAGEMENT
Family and Community Involvement and Impact

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hockaday</strong></td>
<td>Site visits  &lt;br&gt; Mentor teachers/ mentor administrators  &lt;br&gt; PD on STEAM integration  &lt;br&gt; Girls partnership</td>
</tr>
<tr>
<td><strong>Teaching Trust</strong></td>
<td>Executive Ed Program for Teams  &lt;br&gt; Ed Fellows  &lt;br&gt; Aspiring Ed Leaders Program  &lt;br&gt; Bambrick professional development  &lt;br&gt; Educator network</td>
</tr>
<tr>
<td><strong>Teach For America</strong></td>
<td>Teachers attend conferences hosted by TFA</td>
</tr>
<tr>
<td><strong>DISD</strong></td>
<td>Irma Rangel YWLS site visits  &lt;br&gt; Teaching &amp; Learning  &lt;br&gt; Academic facilitators</td>
</tr>
<tr>
<td><strong>Momentous Institute</strong></td>
<td>Social emotional learning for teachers and scholars  &lt;br&gt; Teaching with the brain in mind</td>
</tr>
<tr>
<td><strong>Girl Scouts</strong></td>
<td>Leadership training for girls and teachers</td>
</tr>
<tr>
<td><strong>Perot Museum</strong></td>
<td>Museum visits with interactive application of sciences  &lt;br&gt; Training for teachers</td>
</tr>
<tr>
<td><strong>ExxonMobil Texas Instruments Professional Organizations</strong></td>
<td>Professional development  &lt;br&gt; Mentor program  &lt;br&gt; Career day</td>
</tr>
<tr>
<td><strong>Churches</strong></td>
<td>Mentor program  &lt;br&gt; Parent education  &lt;br&gt; Social services</td>
</tr>
<tr>
<td><strong>SBDM</strong></td>
<td>Input of all stakeholders in the school's mission – teachers, support staff, parents and the community</td>
</tr>
<tr>
<td><strong>Community &amp; Parent Liaison</strong></td>
<td>Parent and community outreach  &lt;br&gt; Parent and community education  &lt;br&gt; Volunteer coordinator</td>
</tr>
</tbody>
</table>
According to results of the district choice school survey, there is high interest in IB (2.3) and AP schools (2.07). Interest in STEM is also strong. These components are integrated heavily throughout our plan as encompassed by our Tenets of Excellence – Knowledge, Leadership, Character, and Self.

As we developed this proposal, we used our current school parents to guide our thinking in creating a strong partnership between the school and the community. In a focus group meeting, parents told us they value the open-door policy of the school and the freedom to come and go and feel like a vital part of the school vision and culture. Parents said they value the high expectations set for their children at the school and the strong college-going culture. We have created additional survey to conduct in the community of our school when its location has been determined.

Members of our team spent a day at The Hockaday School, the only local PK-12 all-girls school, to learn best practices for single-gender education.

Members of our team also attended a day-long training by Momentous Institute to learn specific ways to integrate social-emotional learning. We plan to continue these partnerships long-term.

We met with Rosemary Perlmeter, founder of Uplift Education and Teaching Trust, to gain insights on opening a school and bringing choice to the Dallas community.

Members of a teacher focus group reviewed our plan and provided feedback and suggested revisions.

We will gather additional state and national data through site visits and partnerships with national organizations advocating for single-gender and STEAM education.
QUESTION #5
SCHOOL CULTURE AND CLIMATE
Academic Culture Based on Tenets of Excellence

KNOWLEDGE: Balanced curriculum
Content for future success in a global society
- Daily STEAM learning in preparation for STEM and arts endorsements
- AP courses and accelerated instruction
- Blended learning in math and literacy
- Balanced literacy with integrated social studies curriculum

Research-based methodology for girls
- Prescriptive feedback through interactive journals between teacher and students
- Exposure to and relationships with female role models
- Low-pressure classroom environment
- Mindset training for girls in math and science (data)

LEADERSHIP: Focus on 21st Century learning
Critical Thinking & Problem Solving
- Hands-on, inquiry-based approach in science lab and garden twice weekly
- Weekly engineering classes to build spatial reasoning and problem-solving skills
- Computer programming and technology literacy twice weekly
- Weekly project-based learning in social studies for all grade levels (Work Cited #6)

Communication
- Daily discussions during homeroom or advisory time linking social-emotional learning to real-life issues
- Development of public speaking skills through drama and theatre classes (Work Cited #13)
- Book talks through shared reading and novel studies

Collaboration
- Scholar-led clubs and teams; art, drama, chess, media production, robotics, sports, etc.
- Use of collaborative learning groups
- Integrated social-emotional learning

CHARACTER: Focus on the whole girl
Paths Social-Emotional Learning Curriculum
- Community Circle – community ritual at start of every day
  - Recite scholar pledge, core beliefs, and motto
  - Shout out examples of character in action (based on Paths curriculum)
- 90 minutes of character education weekly

Minute-by-minute scholar culture systems and practices
- Common area routines for pick-up, entry, transitions, lunch, dismissal
- Classroom systems for collaboration, communication, and organization
- Common aspirational language developed and used by staff

SELF: Focus on the individual
Individual goal-setting & value of self
- Teacher/parent/scholar goal-setting conferences for each girl
- Management of progress toward goals maintained through ongoing interactive journaling
- Recognition and celebrations of growth
- Specific SEL strategies for self-regulation and awareness of self
QUESTION #5
SCHOOL CULTURE AND CLIMATE
Professional Culture

Professional Learning Communities, Daily
Teachers have collaborative planning time built into the master schedule in addition to the 45 minute individual planning time. Teacher teams will meet 3 times per week for the planning purposes listed below.

<table>
<thead>
<tr>
<th>PLC1</th>
<th>PLC2</th>
<th>PLC3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Planning Rigorous Lessons Incorporating STEAM Instruction</td>
<td>Planning Rigorous Lessons Analyzing Data and Student Work</td>
</tr>
<tr>
<td><strong>Configuration</strong></td>
<td>Grade Level Teams</td>
<td>Grade Level Teams</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>• Lesson planning – Balanced literacy and My World</td>
<td>• Lesson planning - Math</td>
</tr>
<tr>
<td></td>
<td>• Writing lesson objectives</td>
<td>• Writing lesson objectives</td>
</tr>
<tr>
<td></td>
<td>• Writing demonstrations of learning</td>
<td>• Writing demonstrations of learning</td>
</tr>
<tr>
<td></td>
<td>• Incorporating ELPS and vocabulary</td>
<td>• Common assessments</td>
</tr>
<tr>
<td></td>
<td>• Differentiated instruction</td>
<td>• Data analysis</td>
</tr>
<tr>
<td></td>
<td>• Sharing best practices</td>
<td>• Reviewing DOLs</td>
</tr>
<tr>
<td></td>
<td>• Academic reflection of prior week</td>
<td>• Reviewing girls’ progress towards goals</td>
</tr>
</tbody>
</table>

Extended Day Professional Development, Weekly
Teachers and Staff will meet for an hour after school once per week for professional development and collaboration. The meeting groups are on a 4 week rotation and are organized so that every staff member has an opportunity to work with one another in professional learning communities that will propel our school forward and accomplish our vision for every girl.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td><strong>Who</strong></td>
</tr>
<tr>
<td>Whole Staff</td>
<td>Content Teams</td>
</tr>
<tr>
<td>Teachers, teacher assistants, security team, office staff</td>
<td>Staff teaching the same content will be grouped together</td>
</tr>
<tr>
<td><strong>Topics</strong></td>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td>- Building trust</td>
<td>- Teaching math through inquiry</td>
</tr>
<tr>
<td>- Accountable teams</td>
<td>- Best practices in literacy instruction</td>
</tr>
<tr>
<td>- Schoolwide culture routines</td>
<td>- Calendar Math</td>
</tr>
<tr>
<td>- Teacher culture proficiencies (100%, Strong Voice, What To Do)</td>
<td>- Effective small group centers</td>
</tr>
<tr>
<td></td>
<td>- Lego and engineering planning</td>
</tr>
<tr>
<td></td>
<td>- Creating common assessments</td>
</tr>
<tr>
<td></td>
<td>- Analyzing student data</td>
</tr>
<tr>
<td></td>
<td>Additional topics based on need, observation data, and best practice in STEAM instruction</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Five Dysfunctions of a Team by Patrick Lencioni</td>
<td>Good Habits, Great Readers by Paul Bambrick-Santoyo</td>
</tr>
<tr>
<td>The Speed of Trust by Stephen Covey</td>
<td>Lego Education (<a href="https://education.lego.com/en-us/lesi">https://education.lego.com/en-us/lesi</a>)</td>
</tr>
<tr>
<td>Leverage Leadership by Paul Bambrick-Santoyo</td>
<td>Engineering is Elementary (<a href="http://www.eie.org/">http://www.eie.org/</a>)</td>
</tr>
<tr>
<td>Teach Like a Champion by Doug Lemov</td>
<td>District Resources on Balanced Literacy</td>
</tr>
<tr>
<td>Paths Curriculum and Resources (<a href="http://www.channing-bete.com/index.html">http://www.channing-bete.com/index.html</a>)</td>
<td>Istation</td>
</tr>
</tbody>
</table>

Table continued on next page
<table>
<thead>
<tr>
<th>Who</th>
<th>Topics</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Teams</td>
<td>- Classroom culture routines</td>
<td>Leverage Leadership by Paul Bambrick-Santoyo</td>
</tr>
<tr>
<td></td>
<td>- Teacher culture proficiencies (No Opt Out, Cold Call, Format Matters)</td>
<td>Teach Like a Champion by Doug Lemov</td>
</tr>
<tr>
<td></td>
<td>- Monitoring student attendance, Behavior and grades</td>
<td>The Daily 5: Fostering Literacy in the Elementary Grades by Boushey, Moser</td>
</tr>
<tr>
<td></td>
<td>- Effective tutoring</td>
<td>Paths Curriculum and Resources (<a href="http://www.channing-bete.com/index.html">http://www.channing-bete.com/index.html</a>)</td>
</tr>
<tr>
<td></td>
<td>- Daily 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Paths curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Leadership, character and self instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional topics based on need, observation data and best practices in student culture</td>
<td></td>
</tr>
<tr>
<td>Leadership Groups</td>
<td>These groups will be responsible for monitoring and assessing our progress towards goals in each area. They will also make adjustments to current practices and train whole staff on those adjustments.</td>
<td>Leverage Leadership by Paul Bambrick-Santoyo</td>
</tr>
</tbody>
</table>

**Whole Staff Professional Development Days, Quarterly**

When the entire staff gathers for full staff professional development, we will plan topics based on the campus goals and action plan as well as staff needs, observation data and student data. We will differentiate the learning for groups of teachers and staff and will also include opportunities for staff to choose their PD topics as well.
QUESTION #6
APPLICANT TEAM CAPACITY

Resumes

BERNARDINO, NANCY A
3138 Dusty Oak Drive, Dallas, Texas 75227 | 214-293-7925 | nabbernardino@sbcglobal.net

EDUCATION

Texas A&M – Commerce, Mesquite, TX
Masters of Education, Educational Administration

Southern Methodist University, Dallas, TX
 Master of Liberal Arts, Alternative Dispute Resolution
 Dual Bachelor of Arts, Spanish & Public Affairs and Corporate Communications

The Hockaday School, Dallas, TX
High School Diploma

Dallas ISD
J.L. Long Middle School
O.M. Roberts Elementary
William Lipscomb Elementary

K-8TH GRADE

AWARDS
 Excellence in Urban Education Award, 2015
 Southeast Dallas Principal of the Year, 2013-2014
 Teaching Trust Executive-Ed Program for Teams, 1st Place Team
 Sigma Lambda Gamma National Sorority Outstanding Alumna
 Featured in Dallas Hispanic
 Featured in Hispanic Magazine
 Southern Methodist University “M” Award Recipient, most coveted award given to a student

EXPERIENCE IN EDUCATION
Principal, John Quincy Adams Elementary School, Dallas ISD, 2012 to present
 Earned Exemplary rating on new principal evaluation instrument, 2014
 Led campus to receive the Excellence in Urban Education Award from the National Center for Urban School Transformation in 2014-2015
 Part of team that win 1st place in the Plan for Change Competition by Teaching Trust’s Executive Ed Program for Teams
 Led campus to earn all 6 distinctions from the Texas Education Agency in 2013-2014
 Led campus to earn 2 distinctions from the Texas Education Agency in 2012-2013
 Led campus to double-digit gains in every subject area in 2013-2014
**Associate Principal,** J.L. Long Middle School, Dallas ISD, 2010-2012
- Led math department to outperform school and district
- Designed master schedule to accommodate implementation of IB Middle Years Program

**Aspiring Principals Program Fellow,** Dallas ISD, 2010-2011
- Leading instructional improvement efforts
- Developing human capital
- Developing schools as professional learning communities
- Building and fostering teams and relationships
- Using technology to advance learning
- Managing personnel
- Engaging parents and community
- Using data to increase academic achievement

**Bilingual Academic Coordinator,** Dan D. Rogers Elementary School, Dallas ISD, 2007-2010
- Campus earned Exemplary rating during tenure
- Encourage the development of innovative instructional programs, such as the Daily Five
- Promote the use of technology in teaching/learning process as Campus Technician
- Collaborate to analyze problems, issues and concerns and formulate appropriate alternative solutions

**Teacher,** E.D. Walker Middle School and G.W. Truett Elementary School, Dallas ISD, 2005-2007
- Member of the Campus Instructional Leadership Team when Walker opened as a middle school

**RELATED EXPERIENCE**
- The Hockaday School
  **Alumnae Board of Directors,** 2010
- Sigma Lambda Gamma National Sorority, Inc.
  **Board of Trustees,** 2009-2011
- Southern Methodist University
  Marketing Coordinator, 2001-2005
- RAIZ Public Relations
  VP of Communications, 2000-2008
TURNER, JENNIFER
9240 Poppy Drive, Dallas, Texas, 75218 | 214-755-3889 | jennturner@dallasisd.org

EDUCATION

Southern Methodist University, Dallas, TX, May 2015
Masters in Educational Leadership with Urban School Specialization, Teaching Trust’s Ed-Leaders

Texas Teaching Fellows, Dallas, Texas, Summer 2009
Alternative certification training

Montaña Linda Spanish School, Orosi, Costa Rica, January 2008 and January 2009
Spanish Language

University of Arkansas, Fayetteville, Arkansas, 2000
Bachelor of Arts Degree in Print Journalism

AWARDS

- Honor Roll, Fishman Prize for Superlative Classroom Teaching, TNTP, 2013
- Fulbright-Hays Seminar Abroad, United States Department of Education, summer 2012
- Teacher of the Year, John Q. Adams Elementary, Dallas ISD, Dallas, Texas, 2012
- District Award for Teaching Excellence, Dallas ISD, Dallas, Texas, 2009-2010 and 2010-2011
- Rookie of the Year Award, J.Q. Adams Elementary, Dallas ISD, Dallas, Texas, 2010

EXPERIENCE IN EDUCATION

Instructional Coach, John Quincy Adams Elementary, Dallas ISD, June 2014 to present.

- Evaluate current campus needs to develop and deliver professional development training to teachers on a weekly basis.
- Through biweekly coaching sessions, provide instructional support to teachers based on observations and scholar data.
- Create STAAR-aligned common interim assessments for grades 3-5 reading and fifth grade science.
- Lead collaborative data-analysis meetings with teachers to determine scholar needs and guide creation of reteach lessons
- Led creation of campus strategic action plan and monitor implementation of plan based on established goals and metrics.
- Monitor reading interim assessment data of all scholars in grades 3-5 and collaborate with teachers to create intervention plans and overcome obstacles.
Bilingual Teacher Leader, John Quincy Adams Elementary, Dallas ISD, August 2009 to May 2014

- Students placed in 98th percentile based on relative-gain scores on 2014 fifth grade STAAR science test; 85th percentile on 2014 fifth grade STAAR reading test; 87th percentile on 2013 fifth-grade STAAR reading test; 96th percentile on 2013 fifth-grade STAAR science test; 82nd percentile on 2012 fifth-grade STAAR science test; 91st percentile on 2011 fifth-grade science TAKS test; and 98th percentile on 2010 fifth-grade TAKS reading test.
- As fifth-grade team leader (2010-2013) and lead science teacher (2010-present), led fifth grade teachers and students to achieve 30-percent increase in passing rate from 2012 to 2013 on the science STAAR test.
- As member of leadership team, led campus initiatives in data-driven instruction and campus culture, resulting in double-digit gains in student achievement and the receipt of six academic distinctions from the Texas Education Agency.

Volunteer Teacher, WorldTeach, Potrero Grande, Costa Rica, January 2008 to May 2009

- Developed in students a strong English-language base by designing and teaching daily English lessons to more than 130 Spanish-speaking students, ages 6-14, in a rural public elementary school.
- Gained intermediate Spanish skills and increased cultural awareness through 18-month homestay with local family.
- Led volunteer training in culture and TESOL strategies.

QUALIFICATIONS AND TRAINING

Executive Ed Program for Teams, Teaching Trust, 2013-2014

- Led leadership team to create campus Plan for Change, winning 1st place in cohort competition.
- Served as mentor for new and prospective teachers and as guest speaker and panel participant at workshops and conventions, Summer 2010 and Summer 2011.

RELATED EXPERIENCE

- Habitat for Humanity’s Global Village, San José Villanueva, El Salvador, March 2012. Worked with a team of volunteers to build a house for a Young widow and her child.

- OneWorld Classrooms, Amazon Rain Forest, Ecuador, March 2011. Facilitated cultural exchanges between students in the Amazon Rain Forest and students in the United States.
TOOLE, ASHLEY
7425 La Vista Dr. Apt 1317, Dallas, TX 75223 | 412-818-6039 | atoole@dallasisd.org

EDUCATION

Southern Methodist University, Dallas, TX
Master in Educational Leadership with Urban School Specialization, 2015

Indiana University, Bloomington, IN
- Bachelor of Science Business, Business Economics and Public Policy

EXPERIENCE IN EDUCATION

Campus Instructional Coach, J.L. Long Middle School, Dallas ISD
- Lead, train and support 27 Math and Science teachers
- Create and facilitate weekly professional development
- Provide consistent and effective feedback using research based coaching strategies
- Initiated data driven instruction systems for the science department
- School-wide with their team including leading effective data analysis meetings
- Realized an increase in % passing and % advanced for 6th, 7th, and 8th grade math

Special Education Inclusion Teacher, J.L. Long Middle School, Dallas ISD
- Planned rigorous curriculum resulting in an average of 80% mastery in math
- Inspired students to reach their maximum academic potential
- Planned and facilitated training for the Advancing Improvement in Education Conference
- Developed and executed small group testing for over 250 students
- Realized significant increases of 42% in 7th grade math for special education students

Teach For America, 2011 DFW Corps Members, March 2012 - August 2012
- Served as a member of a highly selective (9% in 2011) national service corps
- Transition team leader - Selected to collaborate with 35 second year corps members to provide program feedback between the corps and the Executive Director

RELATED EXPERIENCE

Ladies First Acapella Choir, Business Manager and Member, January 2009- May 2011
- Managed the group of 13 women to enhance marketing, promotions, public relations and campus involvement, resulting in 150% improvement in concert attendance and a100% increase in hire for semester events

Delta Zeta Sorority, Vice President, November 2008-May 2010
- Developed and Implemented a $13,000 Budget

EDUCATION
Southern Methodist University, Dallas, TX December 2000
Bachelor of Arts in Political Science; Minor in Spanish and Latin American Studies

EXPERIENCE IN EDUCATION
Campus Instructional Coach, John Quincy Adams Elementary, Dallas ISD, 2013 to present
- Create rigorous, common interim assessments for grades 3-5
- Facilitate data analysis meetings to identify student needs and design reteach lessons based on collaboration among teachers
- Conduct observations and provide feedback to teachers based on highest levers and student data
- Facilitate PLCs to analyze student data and formulate intervention/enrichment activities
- Assess campus needs and provide professional development for teachers

Classroom teacher, Dallas ISD, Dallas, TX, June 2005- June 2013
6th Grade Math (Pre-AP, Sheltered); 2nd/5th Grade Bilingual; 3rd/5th Grade ELA/SLA
- Implement a one-way dual language bilingual model
- Develop and implement lessons plans that fulfill district requirements and show evidence of college and career readiness
- Use instructional and learning strategies, activities, materials and equipment that demonstrate an understanding of different learning styles
- Maintain running records and conduct ongoing assessments to track student progress
- Create a classroom that meets the physical, development and emotional needs of students
- Participate in PLCs, staff development, faculty meetings and parent/teacher conferences

ELA/SLA Curriculum Writer, Dallas ISD, Dallas, TX March 2007- May 2011
2nd, 3rd, 5th Grade Curriculum Writer
- Devise and publish an innovative curriculum that provides students with a high quality education
- Create a Curriculum Overview and Architectural Framework for principals to utilize as a checklist during classroom observations
- Research and incorporate current trends and data into the curriculum to meet state and national standards
- Work with editorial and curriculum development teams to develop a comprehensive and consistent academic program

Multi-Language Enrichment Program, Dallas ISD, Dallas TX June 2009- April 2010
MLEP Staff Development Presenter
- Lead training workshops on pertinent topics, such as new textbook adoptions, Daily 5, Reader’s/Writer’s Workshop, DLE Model, IFL, DISD Intermediate Comprehensive Literacy Framework, Science CPG and Rti
- Participate in meetings, trainings and focus groups as required
QUESTION #6
APPLICANT TEAM CAPACITY
Solar Prep Leadership Team

The team is led by Nancy Bernardino, 2013-2014 Exemplary Principal. Bernardino, Cynthia Flores, Ashley Toole, and Jennifer Turner have worked together, in various capacities, over the past four years. The team has a shared vision for transforming education through change management and has a track record of success at multiple campuses.

Growing Student Achievement

- Double digit gains two consecutive years
- Earned 3 distinctions in Year 1
- Earned 6 distinctions in Year 2
- Students placed in 98th percentile based on relative-gain scores on 2014 fifth grade STAAR science test; 85th percentile on 2014 fifth grade STAAR reading test; 87th percentile on 2013 fifth-grade STAAR reading test; 96th percentile on 2013 fifth-grade STAAR science test; 82nd percentile on 2012 fifth-grade STAAR science test; 91st percentile on 2011 fifth-grade science TAKS test; and 98th percentile on 2010 fifth-grade TAKS reading test.
- Led fifth grade teachers and students to achieve 30-percent increase in passing rate from 2012 to 2013 on the science STAAR test.
- Forty-two percent increase in 7th grade math for special education students as inclusion teacher
- Six percent increase in passing for the 8th grade math team on the state end-of-year assessment as an instructional coach

Leading Change Management Initiatives

- Developed and executed new systems for small group testing
- Implemented Data-Driven Instruction at multiple campuses

Developing and Empowering Staff

- Created and implemented a curriculum project shared with teachers across the nation.
- Developed data-tracking systems and instructional materials that were shared with feeder pattern.
- Lead, train and support an average of 20 teachers annually

Engaging Stakeholders

- Grass-root community outreach and special event planning
- Created a parent education program
- Created partnerships with businesses and non-profit organizations
- Created a student mentor program

Sunday morning Solar Prep planning meetings
QUESTION #6
TRACK RECORD OF SUCCESS
Teaching Trust Impact Report

BUILDING LEADERSHIP DEPTH IN SCHOOLS
THE EXECUTIVE ED FOR TEAMS PROGRAM supports the principal in developing and distributing leadership talent and capacity. It is a selective program for school leadership teams that want to drive and sustain significant improvement in school culture and quality of instruction in order to increase student performance.

The program consists of a one-week summer intensive, up to six two-day workshops, school visits and on-campus support from Teaching Trust. This results in over 160 hours of intense instruction and coaching over the course of the school year for the principal and the school team.

Although there is broad agreement regarding the important role leadership teams play in campus improvement, robust programs that develop highly-effective teams are scarce. Our Executive Ed for Teams program resolves two significant issues with typical professional development: It includes the leadership team, not just the principal, and is sequenced to enable participants to apply their learning on their campuses.

EXECUTIVE ED FOR TEAMS HELPS SCHOOL LEADERSHIP TEAMS:

1. Understand their development needs, provide feedback and embrace accountability to build their capacity to take on challenging work and succeed.
2. Develop a bold vision and align expectations and actions to ensure an achievement-based culture for educators, staff and students.
3. Plan and manage the actions needed to improve instruction through consistent implementation of high-leverage data and instructional practices.
4. Gain proficiency with best practices that enable teams to effectively plan and manage performance against school goals and aligned with district priorities.
5. Develop the competencies required to influence and manage the changes needed for measurable school improvement.
CASE STUDY:
John Quincy Adams Elementary School

JOHN QUINCY ADAMS ELEMENTARY SCHOOL serves approximately 700 students in Pleasant Grove, a neighborhood within Dallas ISD where 95 percent of students are considered economically disadvantaged and 63 percent have limited proficiency in English.

Given these statistics, an outsider might envision a school with considerable odds stacked against it. But when one enters the hallways of John Quincy Adams Elementary, it is impossible to ignore the positive energy and community focus on student achievement. Principal Nancy Bernardino says that transformation could not have happened without Teaching Trust’s Executive Ed for Teams program.

“The program allowed our team to come together, create a vision and a plan for change and then implement work that led to increased student achievement,” Bernardino says. “Overall, the program equipped us with the tools to improve student culture and staff morale, which helped us begin the transformation for John Quincy Adams scholars.”

Bernardino and five of her colleagues — Valencia Hardy, Jennifer Turner (ALP Cohort 3), Cynthia Flores, Carmen Dominguez and Deborah Hodridge — were part of the inaugural Executive Ed for Teams cohort. With the program’s guidance, they worked together to develop a “Plan for Change” based on the following five strategic priorities:

1. Create a high-achievement school culture through the development of accountable teams.
2. Build on current data-driven instruction practices with a focus on improving the creation and implementation of action plans.
3. Increase observation and feedback sessions and align to SMART goals and student data.
4. Improve student culture through focus on student motivation and school-wide culture systems.
5. Increase writing across content areas and grade levels by developing a school-wide writing plan.

The team was able to quickly implement a program of continuous feedback that pushed critical leadership skills deeply into the school’s organization.

“One of the reasons the Executive Ed for Teams program worked for us is because we made a commitment at the beginning to make the most of it,” says Flores, an instructional coach on the team. “Being accepted into the program is one thing, but to actually live by its practices is another. Our success depends partly on our team’s ability to apply what we learn and to leave our comfort zone for the betterment of our scholars and staff.”

The program might have pushed the team members out of their comfort zones, but it quickly yielded benefits in the performance of John Quincy Adams Elementary students during the 2013-2014 school year.

“John Quincy Adams’ teachers have always been hard working and dedicated to scholar achievement, but now, thanks to the support of Teaching Trust, the leadership team knows how to maximize teacher expertise through feedback and data analysis to transform the lives of the families we serve. When we received our STAAR scores last year, our teachers were able to see that data-driven instruction works and, most importantly, they were able to see that scholars will rise to the expectation regardless of their socio-economic background. We had teachers in tears as they reflected on the work they’d done and as they talked about the children they taught to believe in themselves.”

– Nancy Bernardino, Principal
## QUESTION #6
### LEADERSHIP DISTRIBUTION

#### Leadership Distribution

<table>
<thead>
<tr>
<th>Year 0 Planning</th>
<th>Nancy Bernardino</th>
<th>Jennifer Turner</th>
<th>Ashley Toole</th>
<th>Cynthia Flores</th>
</tr>
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<tbody>
<tr>
<td>2015-2016</td>
<td>Principal</td>
<td>Off-Campus Coordinator</td>
<td>Instructional Coach</td>
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<td>JQ Adams</td>
<td>Solar Prep</td>
<td>J.L. Long Middle School</td>
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<td>Marketing and public relations</td>
<td>Instructional operational infrastructure</td>
<td>STEAM teaching and learning</td>
<td>Literacy teaching and learning</td>
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<tr>
<td>Parent and community engagement</td>
<td>Engaging stakeholders</td>
<td>Observation and feedback systems</td>
<td>Data Driven Instruction systems professional development</td>
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<td>Performance management systems</td>
<td>Performance management systems</td>
<td>Professional development</td>
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<td>Teacher recruitment</td>
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<td>Student recruitment</td>
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<td>Student culture</td>
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<td>Professional development plan</td>
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<td>Facilities</td>
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<tr>
<th>Year 1 Pre-K-2nd</th>
<th>Nancy Bernardino</th>
<th>Jennifer Turner</th>
<th>Ashley Toole</th>
<th>Cynthia Flores</th>
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</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Principal</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
<td>Instructional Coach</td>
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<td>Marketing and public relations</td>
<td>Student culture</td>
<td>Master schedule</td>
<td>Curriculum and instruction (science, math, literacy and technology)</td>
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<td>Parent and community engagement</td>
<td>Staff culture</td>
<td>Data Driven Instruction</td>
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<td>Performance management systems</td>
<td>Behavior management</td>
<td>Professional development</td>
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<tr>
<td>Professional development</td>
<td>New teacher support</td>
<td>collaborative planning</td>
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<td>Instructional and operational infrastructure</td>
<td>Parent relations</td>
<td>Curriculum and instruction (Fine Arts)</td>
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QUESTION #7
STUDENT ENROLLMENT
Recruiting a Diverse Student Population

The funnel for recruitment shows how we have a large population of Dallas ISD girls that we are informing about Solar Prep.

Planning Year, Recruitment: Fall 2015-August 2016

Prospects
All girls within Dallas ISD – PK-2nd grade
*Social Media, Grass-roots recruitment (door to door, flyers, DISD website)*
**Fall 2015-Spring 2016**

Inquiries
All girls who attend information sessions
*Information sessions will be held at churches, local recreation centers, Neighborhood hot spots, and on-site*
**Fall 2015**

Applicants
All girls who submit an application
*Admission will be based on priority zones as outlined by Dallas ISD*
**Deadline: January 2016**

Admitted Scholars
All girls who are admitted
**Notification: February 2016**

Scholar Commitment Letters
All girls who commit to attend
**Deadline: March 2016**

Attend Orientation
All scholars and parents attend orientation
**July 2016**

Solar Camp
All scholars attend a three-day camp & school begins
**August 2016**

Active Parents & Scholars
**August 2016-June 2017**
II. Instructional Plan

**QUESTION #1**

**CURRICULUM AND INSTRUCTION**

**STEAM for Girls**

Because girls learn best in low-pressure environments in which they can collaborate, communicate, and form relationships, opportunities are built into the daily schedule for each of these components – alongside plenty of math, science, engineering, technology, and fine arts. The curriculum components listed below reflect our commitment to existing Dallas ISD resources and to our mission of going beyond to prepare our girls in the areas of STEAM, leadership, character, and self. For a more detailed description of the courses listed below, see the Course Catalog (attachment).

**Elementary & Middle School (PK-8)**

- **Balanced Literacy Framework** – **KNOWLEDGE, LEADERSHIP**
  - Novel studies connected to larger unit/campus themes
  - Integrated social studies connected to weekly PBL block
- **Personalized/Blended Learning in the classroom** – **KNOWLEDGE, SELF**
  - ST Math
  - Reasoning Mind
  - Istation
- **Inquiry-Based Science and Engineering** – **KNOWLEDGE, LEADERSHIP**
  - Science lab investigations twice weekly
  - LEGO Education curriculum (math, science, literacy) weekly
  - Engineering is Elementary curriculum weekly
  - Robotics (Grades 6-8)
- **Project-based learning in social studies** **LEADERSHIP**
  - Instruction integrated with reading and writing instruction (paired fiction and non-fiction)
  - Themed unit studies connect learning across contents (i.e. communities and habitats)
  - Weekly project-based-learning block with 21st Century Skills focus
- **Character Development/SEL** – **CHARACTER, SELF**
  - Paths Social-Emotional Learning classes twice weekly
  - SEL components integrated into instruction across grade levels and content areas
  - Extra-Curricular sports and clubs (grades 3-8), including but not limited to choir, art, dance, chess, soccer, basketball, and student council
- **Fine Arts and Music** – **KNOWLEDGE, SELF**
  - Weekly classes in art, music
  - Additional weekly focus on theatre and drama
    - Build confidence and public speaking skills
    - Incorporate engineering through set design
    - Involve community in theatre productions
- **Technology** -- **KNOWLEDGE, LEADERSHIP**
o Coding classes each week for all grade levels
o Media Production (grades 4-8)
  ▪ Videos
  ▪ Podcasts
  ▪ Blogs
o Tech literacy classes each week
  ▪ Keyboarding
  ▪ Microsoft Office
  ▪ Tech etiquette

Middle School (6-8)
• One-way dual language (enrichment)
• Advanced Placement Courses
  o Pre-AP Math & Reading in 6th grade
  o Pre-AP Math, Science, Reading, Social Studies in 7th & 8th grade
  o Algebra I & English I in 8th grade
  o Spanish I A in 6th grade (Non-native speakers)
  o Spanish I B in 7th grade (Non-native speakers)
  o Spanish II in 8th grade (Non-native speakers)
  o Spanish I in 6th grade (Native speakers)
  o Spanish II in 7th grade (Native speakers)
  o Spanish III in 8th grade (Native speakers)
• CATE courses starting in 6th grade
• All girls will take a foreign language, CATE course, and Fine Arts course
QUESTION #1
CURRICULUM AND INSTRUCTION
Course Catalog

PATHS (PK-8)
A course based on social emotional learning designed to reduce and behavior and aggression in children. Girls will learn skills within five main domains: self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem-solving. CHARACTER, SELF

ST Math + Music K-6
A combined math and music curriculum that is self-paced, language-that fosters math proficiency. ST Math games improve conceptual understanding through the use graphically-rich animations. ST Math features a curriculum which gradually increases in complexity, provides immediate feedback, embeds assessments and gives detailed reporting on students. ST Music training improves spatial-temporal reasoning used by ST Math. KNOWLEDGE, LEADERSHIP

Girl Time (PK-8 advisory)
Research shows that girls thrive in educational environments in which they can make strong, healthy connections with their peers and teachers. Each day, Girl Time will be an opportunity for our girls to do what they love most – talk. These teacher-facilitated discussions will link elements of the Character First curriculum and Social Emotional Learning to the issues and challenges that girls face every day in home and at school. CHARACTER, SELF

Studio Art (PK-8)
This course focuses on two- and three-dimensional visual organization by experimenting with a variety of tools and media with the overall goal of helping to develop visual perception and to encourage and support the girl's own personal investigation into the world of visual phenomena. Design exercise include studies in line, shape, tone, composition and color. Drawing studies are introduced through assignments aimed at enabling each girl to successfully represent what she can see. KNOWLEDGE, SELF

Theater Company (K-8)
Girls will experience all aspects of theater education through comprehensive year-long courses. Using interdisciplinary studies, the girls will experience improvisation, movement, voice, dictions, and creation of character and preparation. In addition, opportunities for technical theater will also be available, including stage design, stage management and productions processes. KNOWLEDGE, SELF

Code.org (K-8)
Lower school will engage in 20-hour modules that feature videos, puzzles, group activities where the outcome is game design, stories and art. Middle school will work on activities that integrate computer science and programming into existing math and science courses. Partnered with Bootstrap, girls will have a portfolio packed with word problems, math challenges, notes and a video game of their own design after nine months. Partnered with Project GUTS (Growing Up Thinking Scientifically), girls will complete four modules that are designed to integrate computer science concepts within the study of sciences and encourage them to pursue careers in the computer science field. KNOWLEDGE, LEADERSHIP
Typing Pal Online (K-8)
Digital technology has permeated our daily lives and made it an absolute must for your girl to be keyboard proficient. When she pursues further studies or training, this is invaluable skill that will serve her well in all aspects of life. Girls will build word processing fluency through this online course. The presence of digital technology in our daily lives has made it a must for your child to be keyboard proficient. KNOWLEDGE

LEGO® Education (K-2)
The building block to lifelong learning, this Lego® class integrates literacy, mathematics, science, social studies, technology and design to foster 21st century skills. This class is designed to open up a girl’s mind and have a positive outlook towards core content areas. Girls are driven and encouraged to work collaboratively, be creative, stay inquisitive and think critically. KNOWLEDGE, LEADERSHIP

Engineering in Elementary (3-5)
Children are natural-born engineers, curious to see how things work. In this course, girls will engineer solutions to a variety of problems that will enhance their understanding of electronics, programming, math, science and design. They will be able to realize the relevance of math and science in the real world and perceive failure as part of the problem-solving process. This course will encourage girls to work together, think creatively and critically, and communicate with each other. KNOWLEDGE, LEADERSHIP

LOTE (World Languages 6-8)
In 6th grade, girls may choose to take an exploratory language course. In 7th grade, girls may choose to enroll in a two-year (four semesters) language study program of the same language other than English. Once this course has been completed, one high school LOTE credit will be awarded. Languages include Spanish, French and Mandarin Chinese. KNOWLEDGE, LEADERSHIP

Robotics (6-8)
This course will allow girls to practice and research with topics including current robotics research, applications, robot contests and robot web surfing. Girls will typically work in teams of three (electrical engineer, mechanical engineer and computer scientist) to construct robots driven by microcontrollers. KNOWLEDGE, LEADERSHIP
**CATE 7-8**

Girls will have the opportunity to explore career-focused electives in order to form ideas about future careers and the paths needed to obtain those careers. In addition to the development of careers, CATE electives also support life skills. **KNOWLEDGE, SELF**

<table>
<thead>
<tr>
<th><strong>7th or 8th Grade</strong></th>
<th><strong>8th Grade</strong></th>
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<tbody>
<tr>
<td>Career Portal: Business/ Finance/ Marketing</td>
<td>Lifetime Nutrition and Wellness (HS Credit)</td>
</tr>
<tr>
<td>Career Portal: Education/ Hospitality/ Health Science</td>
<td>Principles of Information Technology (HS Credit)</td>
</tr>
<tr>
<td>Career Portal: General College and Careers</td>
<td>Concepts of Engineering &amp; Technology (HS Credit)</td>
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<tr>
<td>Career Portal: STEM/IT</td>
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<tr>
<td><strong>Principal of Business, Marketing and Finance (HS Credit)(NFTE)</strong></td>
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<tr>
<td>Touch System Data Entry (HS Credit)</td>
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**Algebra I (8)**

Algebra is designed to give girls the necessary skills that provide a foundation for all future mathematics courses. Girls will explore writing and solving linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, functions and geometry. Throughout the course, mathematical concepts will be taught with an emphasis on real world application, technology and cross-curricular interaction. **KNOWLEDGE, LEADERSHIP**

**English I (8)**

This course will allow girls to explore the complementary themes of coming of age and the quest for identity. The thematic focus of this course provides us with a platform from which we can develop our skills as critical thinkers, readers, and writers. In our reading and discussion of various texts—including short stories, poetry, novels, and films—we will consider both the meaning and form of the works. Throughout the course we will write in a variety of genres including personal narrative, reflection, and literary analysis. **KNOWLEDGE**

**Biology (8)**

This course is an overview of the biological sciences. Topics include: biochemistry, cells, genetics, evolution, biotechnology, plants, animals, body systems, and ecology. Biology is a lab course where students will explore and design labs for the above topics. Over the course of the year, students utilize many laboratory activities to gain a better understanding of the science of life. **KNOWLEDGE**
QUESTION #2
STAFF CAPACITY
Hiring and Retaining the Right Teachers

What we seek in teachers:
- Belief in the ability of all students to learn at exceptional rates
- Experience working with at-risk populations
- Passion for empowering girls
- Content expertise in literacy, math, social studies, art, music, theater, and technology
- Teacher leaders who will serve as team leaders on the campus

How we will identify:
- Develop a set of competencies necessary for success in urban schools
- Develop a behavioral interview guide that includes specific questions and prompts that will reveal the mindset and work ethic of prospective teachers

How we will retain:
- Develop professional development sessions to target the identified areas of growth in our first cohort of teachers (based on interview results)
- Offer additional professional development for two weeks in the summer
- Implement robust PD plan to ensure ongoing collaboration and training

Nancy Bernardino leading differentiated professional development for teachers in 2014.
QUESTION #2
STAFF CAPACITY
Behavioral Interview Guide

JOB TITLE: Teacher

JOB DESCRIPTION:
At Solar Preparatory School, teachers will work collaboratively with scholars, parents and staff to provide engaging and purposeful learning activities and experiences designed to meet the needs of each girl, with a strong focus on STEAM and character development. This position furthers the vision of Solar Preparatory School because it helps ensure girls are prepared to be confident leaders with a diverse set of knowledge and skills as well as a strong sense of purpose.

RESPONSIBILITIES:
The teacher will:

1. Demonstrate extensive content expertise, prerequisite knowledge, and interdisciplinary content (STEAM) and deliver content with appropriate tools, language, and best practices for teaching girls. (TEI 1.1)
2. Develop and implement unit plans to reflect knowledge of individual student’s skills, language proficiency, backgrounds, cultures, interests, learning styles, and special needs, including needs of girls. (TEI 1.2, 2.5)
3. Prior to planning lessons, create or select multiple formative and summative assessments aligned to college-readiness goals and objectives. (TEI 1.3)
4. Set big goals and integrate monitoring of student data into instruction and acts on data through reteaching and involving each student in the creation and monitoring of her individual goals. (TEI 1.4)
5. Establish clear, aligned college-readiness-based lesson objectives and use objectives to focus students at the beginning of lessons. (2.1)
6. Measure student mastery through checks for understanding and a demonstration of learning and uses data to adjust future instruction and/or reteach objective. (TEI 2.2, 2.4)
7. Clearly present instructional content through varied, effective strategies so that most or all students demonstrate understanding at a high level of rigor. (2.3)
8. Activate higher-order thinking skills to push students beyond initial thinking and extend learning. (TEI 2.6)
9. Maximize instructional time through efficient routines, seamless transitions, and positive behavior narration. (TEI 3.1)
10. Maintain high student motivation through a use of variety of engagement strategies and goal-setting with students. (TEI 3.2)
11. Maintains a nurturing and safe classroom environment targeted to the needs of girls. (TEI 3.3)
12. Possess a growth mindset and proactively seek and engage in professional development and implement new learning in the classroom. (TEI 4.3)
13. Collaborate weekly with colleagues to plan lessons, discuss student needs, and seek feedback on instructional strategies. (TEI 4.4)

14. Establish relationships with families and community and uses language that is respectful and non-judgmental when speaking about students, their families, and the community. (TEI 4.5)

OTHER CHARACTERISTICS
The teacher demonstrates ability to:
   a. Take initiative and involve others to overcome obstacles or solve problems;
   b. Take ownership for results and hold self and others accountable for work;
   c. Believe in the academic potential of all girls and exhibit attitudes and actions consistent with this belief;
   d. Have passion for working with girls, underserved student populations, and their families;
   e. Build excitement for various components of STEAM and inspire girls to engage deeply in these content areas; and
   f. Model leadership and strong sense of self and purpose (SEL)

Interview Protocol

The candidate will be greeted and introduced to each member of the leadership team. The interview will unfold through three story prompts, which will lead the candidate to tell of past behaviors. If the candidate begins to place too much emphasis on achievements, awards, etc., the principal will be transparent with the candidate and tell him or her that the purpose of the interview is to get a greater understanding of the behaviors the candidate demonstrated in reaching those achievements and awards.

As the candidate proceeds with his or her story, panel participants may use the listed follow-up questions to guide the conversation and push the candidate to give more information. As the candidate speaks, panel participants will use the rubrics to score the candidate depending on his or her answers. Panel participants should not stray from the listed questions or protocol. It is not necessary that every follow-up question be asked as long as the candidate is giving enough information for completing the scoring. If a candidate does not provide any evidence for a competency, he or she receives the lowest possible score for that competency. After the interview, each panel participant will thank the candidate for his or her time and the principal will walk the candidate to the door to make any follow-up arrangements. Panel participants will each total the points given for each item and give the candidate a total score out of 100. The individual scores will them be averaged into one final score. Panel participants will also write in and discuss perceived areas of strength and areas of growth based on candidate interview, not on feelings or hunches, and share these with the panel.
Candidate Name:

 Desired Position:

## Interview Questions

1. Tell us about a time you completed a big project (non-instructional).
   - How did you get the project started?
   - How was work on the project distributed?
   - What were some obstacles you had to overcome?
   - Was there ever a time you had to give someone difficult feedback?
   - What was a pivotal moment in working on the project?
   - How did you determine the success of the project?

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<tr>
<th>Initiative/Urgency (TEI 3.1)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not follow through to complete task</td>
<td>Completed task out of compliance</td>
<td>Usually demonstrated initiative but needed support; no evidence of ownership</td>
<td>Demonstrated initiative by acting with urgency, asking critical questions and taking ownership</td>
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<table>
<thead>
<tr>
<th>Goal setting (TEI 1.4)</th>
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<tr>
<td>No goals set</td>
<td>Goals set, no monitoring</td>
<td>Goals, monitoring, no response to monitoring</td>
<td>Goals, monitoring, response to monitoring</td>
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<table>
<thead>
<tr>
<th>Collaboration (TEI 4.4)</th>
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<tr>
<td>No collaboration</td>
<td>Limited collaboration</td>
<td>Leads collaboration with a few stakeholders</td>
<td>Leads successful collaboration with all stakeholders</td>
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<table>
<thead>
<tr>
<th>Obstacles</th>
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<tbody>
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<td>Does not name obstacles</td>
<td>Names obstacles but is not successful in overcoming them</td>
<td>Overcomes obstacles without optimism</td>
<td>Overcomes obstacles with optimism and positivity</td>
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<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Does not describe work to date using results, not aware of accountability</td>
<td>Aware of results but does not discuss personal accountability</td>
<td>Aware of results and accountability but does not hold others accountable</td>
<td>Aware of results and holds self and others accountable</td>
<td></td>
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<thead>
<tr>
<th>Growth Mindset (TEI 4.3)</th>
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</thead>
<tbody>
<tr>
<td>Is not reflective in describing strengths and areas of growth</td>
<td>Is somewhat reflective but articulates defensiveness about growth</td>
<td>Clear sense of strengths and weaknesses and is open to feedback</td>
<td>Clear sense of strengths and weaknesses and actively seeks feedback on them</td>
<td></td>
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<table>
<thead>
<tr>
<th>Passion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td>Appears aloof and uninspired</td>
<td>Shows some passion in speaking about work but doesn’t articulate it in a meaningful way</td>
<td>Articulate passion about work</td>
<td>Articulates passion and demonstrates how that passion translated to success</td>
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</tbody>
</table>
2. **Describe a time you worked with an underserved population, including girls if applicable.**
   What was your initial response?
   Were you were asked to do something in a different way than you had done it in the past?
   What were some obstacles that got in the way of your work?
   What was a breakthrough moment in your work?
   How did your beliefs about the population change or evolve throughout the experience?

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI 4.5</td>
<td>Does not describe work to date using results, not aware of accountability</td>
<td>Aware of results but does not discuss personal accountability</td>
<td>Aware of results and accountability but does not hold others accountable</td>
<td>Aware of results and holds self and others accountable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI 4.5</td>
<td>Speaks negatively of stakeholders and avoids personal commitment to others</td>
<td>Does not speak negatively of stakeholders but avoids personal commitment to others</td>
<td>Articulates respect for all stakeholders but lacks personal commitment</td>
<td>Articulates a deep respect for the rights of every stakeholders and demonstrates personal commitment to all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not name obstacles</td>
<td>Names obstacles but is not successful in overcoming them</td>
<td>Overcomes obstacles without optimism</td>
<td>Overcomes obstacles with optimism and positivity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appears aloof and uninspired</td>
<td>Shows some passion in speaking about work but doesn’t articulate it in a meaningful way</td>
<td>Articulate passion about work</td>
<td>Articulates passion and demonstrates how that passion translated to success</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Belief in Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI 4.3</td>
<td>Does not reinforce belief in students</td>
<td>Sometimes reinforces belief in students but does not direct belief to all students.</td>
<td>Reinforces belief in all students in speech only</td>
<td>Reinforces belief in all students and provides evidence of this belief in practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth Mindset</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI 4.3</td>
<td>Is not reflective in describing strengths and areas of growth</td>
<td>Is somewhat reflective but articulates defensiveness about growth</td>
<td>Clear sense of strengths and weaknesses and is open to feedback</td>
<td>Clear sense of strengths and weaknesses and actively seeks feedback on them</td>
</tr>
</tbody>
</table>
3. Starting with the planning phase and ending with the final assessment, describe an instructional unit that included STEAM components that you have implemented in the past.

How did you decide what to teach?
How did you monitor student progress?
How did the unit fit into the long-term vision you have for your students?
What obstacles did you face and how did you overcome them?
In what ways did you use technology?

<table>
<thead>
<tr>
<th>Lesson Planning TEI Domain 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has no understanding of grade level standards or how to plan for effective instruction</td>
<td>Uses backward planning to plan lessons but plans are weak and ineffective</td>
<td>Uses backward planning to plan dynamic lessons that meet the needs of all students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Instruction TEI 1.4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not differentiate instruction to meet the learning needs of all students</td>
<td>Differentiates instruction to meet the learning needs of some students</td>
<td>Differentiates instruction to meet the needs of all students; does not articulate variety of strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal setting TEI 1.4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No goals set</td>
<td>Goals set, no monitoring</td>
<td>Goals, monitoring, no response to monitoring</td>
<td>Goals, monitoring, response to monitoring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessments TEI 1.3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use in-class formative assessments</td>
<td>Uses in-class formative assessments but does not use results to reteach</td>
<td>Occasionally uses in-class formative assessments to reteach</td>
<td>Uses daily in-class formative assessments to adjust for misconceptions and gaps in teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Assessments TEI 1.3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use interim assessment data to group students, reteach, or provide interventions</td>
<td>Uses interim data only for one of the following: group students, reteach, provide interventions</td>
<td>Uses interim data only for two of the following: group students, reteach, provide interventions</td>
<td>Consistently uses IA data to group students, reteach, and provide interventions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze Data TEI 1.4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not analyze data</td>
<td>Analyzes data using technology but does not collaborate with others</td>
<td>Sometimes collaborates with others to analyze some data</td>
<td>Collaborates with others to perform deep analysis of data using technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies TEI 2.3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely uses a variety of instructional strategies</td>
<td>Sometimes uses a variety of instructional strategies</td>
<td>Almost always uses a variety of instructional strategies but not at high level of rigor</td>
<td>Almost always uses a variety of instructional strategies but not at a high level of rigor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Belief in Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not reinforce belief in students</td>
<td>Sometimes reinforces belief in students but does not direct belief to all students.</td>
<td>Reinforces belief in all students in speech only</td>
<td>Reinforces belief in all students and provides evidence of this belief in practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration TEI 4.4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No collaboration</td>
<td>Limited collaboration</td>
<td>Leads collaboration with a few stakeholders</td>
<td>Leads successful collaboration with all stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results Oriented</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not describe work to date using results, not aware of accountability</td>
<td>Aware of results but does not discuss personal accountability</td>
<td>Aware of results and accountability but does not hold others accountable</td>
<td>Aware of results and holds self and others accountable</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _____ out of 100    Final Score: _____
Each school day will begin with school leaders greeting students and staff as they enter the building. While teachers and staff prepare for the day, students will gather in a common space for supervised social time until the sound of the first bell. The first bell will signal all students and staff to report to their assigned places in the common space to begin Community Circle, a 15-minute daily community-building ritual.

**Community Circle – CHARACTER, LEADERSHIP**
- Provide leadership opportunities for students
- Review character focus of the week
- Recognize scholars and staff members
- Highlight academic knowledge and skills
- Reinforce the school’s mission, vision, and values

Following Community Circle, girls will walk with their teachers to their homeroom class. Girls will go through established routines for breakfast in the classroom and begin a writing reflection tied to social-emotional learning. This journaling time will help girls prepare for Girl Time, which is a morning ritual in which girls engage in discussions with the peers and teachers to clear their minds of external problems and concerns and prime their minds for learning.

**Girl Time – CHARACTER, SELF**
- Morning meeting in homeroom (grades K-4)
- Advisory period (grades 5-8)
- Structured time for communication and relationship-building
- Conversation topics connected to Paths social-emotional learning

**Academic Day – KNOWLEDGE, LEADERSHIP**
Following Girl Time, girls (PK-4) will engage in Calendar Math for 15 minutes as a daily routine before launching into a 160-minute balanced literacy block. Each girl will also attend a 90-minute math class each day. Twice each week, students will attend class in the science lab for inquiry-based science instruction as well as the computer lab for coding and computer literacy classes. Twice each week, students will also receive explicit instruction in social-emotional learning using the Paths curriculum. Once each week, students will also attend music, art, and theater classes. Additionally, students will attend an engineering class each week that will be based on LEGO in Education curriculum or Engineering is Elementary curriculum, depending on the grade level.
**Dismissal and Clubs – KNOWLEDGE, LEADERSHIP, CHARACTER, SELF**

The end of each day will end the way it began – with Girl Time in the homeroom classroom. This will be a time for girls to summarize the events of the day, celebrate achievements and discuss any concerns. Following dismissal, all after-school clubs, sports and activities will begin.

This snapshot of a typical day is based on early implementation years. As we add more grade levels, we will add after-school activities and slight changes to the schedule to accommodate the needs of older students. Middle school students will follow a different daily schedule that we will develop in more detail as we know more about the needs of our future students and visit more all-girls schools around the country.
### Sample Schedule Grades K-1

**Implementation Year 1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8</td>
<td><strong>Community Circle</strong></td>
<td>Scholars and staff join in a common space to recite the scholar pledge, review character focus, recognize scholars and staff members, review academic skills, and share announcements for the day.</td>
</tr>
<tr>
<td>8-8:15</td>
<td><strong>Girl Time</strong></td>
<td>Over breakfast, homeroom teacher leads girls in discussion connecting Character Counts to real-world topics.</td>
</tr>
<tr>
<td>8:15-8:30</td>
<td><strong>Calendar Math</strong></td>
<td>Help students see patterns, develop algebraic thinking, and explore math relationships</td>
</tr>
</tbody>
</table>
| 8:30-10:30 | **Balanced Literacy**          | - Read Aloud  
- Shared Reading  
- Guided Reading  
- Daily Five (includes writing, word work, and independent reading)  
- Integrated social studies |
| 10:45-11:30 | **Recess and Lunch**       |                                                                                                                                           |
| 11:30-12:30 | **Math**                          |                                                                                                                                           |
| 12:30-1:15 | **Science Lab**                  | Inquiry-based science instruction                                                                                                          |
| 1:15-2:00 | **Engineering**                  | Lego Education’s hands-on learning curriculum for literacy, science, and math                                                             |
| 2–2:45  | **Art**                           |                                                                                                                                           |
| 2:45-3  | **Afternoon Meeting**            | Girls gather with homeroom teacher to discuss and summarize events of the day and prepare for dismissal.                                  |
| 3:15-3:30 | **Dismissal**                     |                                                                                                                                           |
| 3:30-6  | **After-School Activities**      |                                                                                                                                           |
QUESTION #3

TYPICAL STUDENT DAY

Pre-K – 1 Master Schedule

This PK-1 schedule shows all aspects of the instructional plan, including STEAM, SEL, Community Circle, Girl Time, and collaborative planning.

| Teacher/ Homeroom | 7:45 | 8:00 | 8:15 | 8:30 | 8:45 | 9:00 | 9:15 | 9:30 | 9:45 | 10:00 | 10:15 | 10:30 | 10:45 | 11:00 | 11:15 | 11:30 | 11:45 | 12:00 | 12:15 | 12:30 | 12:45 | 12:00 | 12:15 | 12:30 | 12:45 | 1:00 | 1:15 | 1:30 | 1:45 | 2:00 | 2:15 | 2:30 | 2:45 | 3:00 | 3:15 |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| **Pre-Kindergarten** |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| PKA               | Community Circle | Girl Time | Calendar Math | PE/Art/Music/Theatre/Technology (Teacher Planning) | Math Circle | Story Time | Center Time/Small Group Instruction (Literacy Focused) | Lunch & Recess | Science/Social Studies | Playing Development | PE/Art/Music/Theatre/Technology (Teacher Planning) | Center Time/Small Group Instruction (Math Focused) | Shared Writing | Music Movement | Afternoon Meeting |
| PKB               | Community Circle | Girl Time | Calendar Math | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Mathematics | Afternoon Meeting |
| **Kindergarten** |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| KA                | Community Circle | Girl Time | Calendar Math | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Mathematics | Afternoon Meeting |
| KB                | Community Circle | Girl Time | Calendar Math | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Mathematics | Afternoon Meeting |
| **First Grade** |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 1A                | Community Circle | Girl Time | Calendar Math | Mathematics | PE/Art/Music/Theatre/Technology (Teacher Planning) | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Afternoon Meeting |
| 1B                | Community Circle | Girl Time | Calendar Math | Mathematics | PE/Art/Music/Theatre/Technology (Teacher Planning) | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Afternoon Meeting |
| **First Grade** |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2A                | Community Circle | Girl Time | Calendar Math | Mathematics | PE/Art/Music/Theatre/Technology (Teacher Planning) | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Afternoon Meeting |
| 2B                | Community Circle | Girl Time | Calendar Math | Mathematics | PE/Art/Music/Theatre/Technology (Teacher Planning) | Paths/My World (SS) | Balanced Literacy | Lunch & Recess | Balanced Literacy | PE/Art/Music/Theatre/Technology (Teacher Planning) | Afternoon Meeting |
| **Specials** |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Teacher            | 7:45 | 8:00 | 8:15 | 8:30 | 8:45 | 9:00 | 9:15 | 9:30 | 9:45 | 10:00 | 10:15 | 10:30 | 10:45 | 11:00 | 11:15 | 11:30 | 11:45 | 12:00 | 12:15 | 12:30 | 12:45 | 12:00 | 12:15 | 12:30 | 12:45 | 1:00 | 1:15 | 1:30 | 1:45 | 2:00 | 2:15 | 2:30 | 2:45 | 3:00 | 3:15 |
| Technology/ Science | Community Circle | Planning | Kindergarten | Break | 2nd Grade | LUNCH | Planning | Response to Intervention | Pre-Kindergarten | Response to Intervention | 1st Grade | Kindergarten | 1st Grade | 2nd Grade | Afternoon Meeting |
QUESTION #3
TYPICAL STUDENT DAY
Middle School Bell Schedule
This sample middle school bell schedule shows how the middle school schedule will differ from the elementary school to meet the needs of our older students.

SOLAR Preparatory School for Girls
## PLANNING YEAR ASSESSMENT OF NEEDS

<table>
<thead>
<tr>
<th>Essential Needs</th>
<th>Description/Rationale</th>
<th>Timeline</th>
<th>Projected Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Must-haves” for Planning Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support Staff</strong></td>
<td>Full Time Campus Planning Level Coordinator</td>
<td>June 2015</td>
<td>$55,000</td>
</tr>
<tr>
<td><strong>Conferences</strong></td>
<td>National Coalition of Girls’ Schools Conference: From STEM to STEAM Richmond, VA</td>
<td>June 22-24, 2015</td>
<td>$500 x 4 ($2000) Registration $417 (Hotel) $400 x 4 ($1600) Airfare</td>
</tr>
<tr>
<td><strong>Site Visits</strong></td>
<td>Site visits to San Francisco and New Orleans public schools for girls</td>
<td>June 2015-June 2016</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>“Must-haves” for Implementation Year (PK to 2nd grade)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engineering is Elementary Curriculum (1st to 5th)</strong></td>
<td>23 kits about science and engineering curriculum <a href="http://www.eiestore.com">www.eiestore.com</a></td>
<td>Summer 2016 for teacher training and planning</td>
<td>$10,000 Kits range from $300-$450 each 1 of each kit, 23 kits total</td>
</tr>
<tr>
<td><strong>Lego Education PK &amp; K</strong></td>
<td>Multiple kits and resources for PK &amp; Kinder Classrooms <a href="http://www.Legoeducation.com">www.Legoeducation.com</a></td>
<td>Summer 2016 for teacher training and planning</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Paths Curriculum</strong></td>
<td>Social Emotional Learning Curriculum <a href="http://shop.channing-bete.com">http://shop.channing-bete.com</a></td>
<td>Summer 2016 for teacher training and planning</td>
<td>$3000 (1 kit per grade level – PK to 2nd grade)</td>
</tr>
<tr>
<td><strong>Computer Lab</strong></td>
<td>24 HP Computers with Microsoft Office</td>
<td>Summer 2016</td>
<td>$12,000 ($500 each)</td>
</tr>
<tr>
<td><strong>Ipads for Classrooms</strong></td>
<td>10 Ipads per classroom for guided reading, guided math, science research, etc.</td>
<td>Summer 2016 for teacher training and planning</td>
<td>$679 each $54,320 total</td>
</tr>
<tr>
<td><strong>SMART Interactive White Board Systems</strong></td>
<td>1 per classroom (SmartBoard, Projector, Document Camera)</td>
<td>Summer 2016 for teacher training</td>
<td>$9,000 each x 10 classrooms $90,000 total</td>
</tr>
<tr>
<td><strong>All In Learning</strong></td>
<td>1 kit per classroom clickers, software, and Pearson curriculum</td>
<td>Summer 2016</td>
<td>$10,000 total</td>
</tr>
<tr>
<td><strong>Online course for teachers new to single gender education</strong></td>
<td>National Coalition of Girls’ Schools</td>
<td>Summer 2015 for new hires and leadership team</td>
<td>$500 per person $7,500 total</td>
</tr>
<tr>
<td><strong>Parent Coordinator</strong></td>
<td>Parent educator and coordinator to engage community and educate parents</td>
<td>Summer 2016</td>
<td>$40,000 salary</td>
</tr>
</tbody>
</table>
## IMPLEMENTATION PLAN

### DALLAS ISD

**Public School Choice Proposal: PK-8 Girls’ STEAM Transformation School**

### 2015-2016 School Year Key Activities (Planning Year)

<table>
<thead>
<tr>
<th>Spring/Summer 2015</th>
<th>Fall Semester 2015</th>
<th>Spring Semester 2016</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Recruitment</strong></td>
<td><strong>Curriculum &amp; Instruction</strong></td>
<td><strong>Staffing</strong></td>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>- Begin community outreach, e.g., Focus groups with parents/community</td>
<td>- Meet with STEM and Arts departments</td>
<td>- Identify teacher leaders and revise plan based on their feedback</td>
<td>- Attend Girls conference Site visits to all Girls public schools National STEM conference National Conference on Performing &amp; Visual Arts</td>
</tr>
<tr>
<td>- Local churches</td>
<td>- Teaching and learning Paths Curriculum</td>
<td>- Create master schedule Order instructional materials (textbooks, Logo, etc.)</td>
<td>- Course on how girls learn (online) as new teachers are hired</td>
</tr>
<tr>
<td>- Recreation centers Libraries</td>
<td>- Finalize master schedule Assign scholars to classes</td>
<td>- Work with HCM to recruit teachers and staff Educate</td>
<td>- Online course Leadership team retreat</td>
</tr>
<tr>
<td>- Meet with STEM and Arts departments</td>
<td>- Data Driven Instruction Backward Planning with teachers</td>
<td>- HCM job fairs Hire all staff by April 2016</td>
<td>- PD starts the first week of August (online) Teachers attend core content training by T+L</td>
</tr>
<tr>
<td>- Teaching and learning Paths Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Create Advisory Partners
- Girls, Inc.
- Girl Scouts
- Trustee
- Community leaders
- Local chamber of commerce
- Local church leaders
- Parents
- Local business owners
- Executive Director
### Dallas ISD
Public School Choice Proposal: PK-8 Girls’ STEAM Transformation School

#### 2016-2017 school year key activities (Inaugural year)

<table>
<thead>
<tr>
<th>Fall semester 2016</th>
<th>Spring semester 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Recruitment &amp; Retention</strong></td>
<td><strong>Staff Recruitment &amp; Retention</strong></td>
<td><strong>Family &amp; Community Engagement</strong></td>
</tr>
<tr>
<td>- Student focus groups</td>
<td>- Weekly / Monthly Meetings</td>
<td>- Monthly meetings with Principal</td>
</tr>
<tr>
<td>- Goal-Setting Meetings</td>
<td>- Staff recruitment</td>
<td>- Monthly SEDM</td>
</tr>
<tr>
<td>- Recruitment for open slots</td>
<td>- New Teacher Support</td>
<td>- Parent focus groups</td>
</tr>
<tr>
<td>- Interest Sessions</td>
<td>- Assign mentors/buddies</td>
<td>- Community focus groups</td>
</tr>
<tr>
<td></td>
<td>- Observation &amp; Feedback</td>
<td>- Attend local community meetings</td>
</tr>
<tr>
<td></td>
<td>- Weekly Professional Development</td>
<td>- Meet monthly with advisory team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- NCTM conference</td>
<td>- Monthly SDBM</td>
</tr>
<tr>
<td></td>
<td>- NSTA conference</td>
<td>- Parent focus groups</td>
</tr>
<tr>
<td></td>
<td>- Arts education</td>
<td>- Community focus groups</td>
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<td></td>
<td>- Weekly Professional Development</td>
<td>- Attend local community meetings</td>
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<td>- Hire additional staff</td>
<td>- Meet monthly with advisory team</td>
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<td>- Online girls school training</td>
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- Interest sessions
- Recruitment for open slots
- Notification of admission
- Enrollment
- Social gatherings for staff
- Teacher online courses
- Teacher leaders
- STEAM conference
- AAS education
- Leadership team retreat
- District learning labs
## Public School Choice Proposal: PK-8 Girls’ STEAM Transformation School

### 2016-2026 School Year Milestones (Nine Year Plan)

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### Number of Teachers

- 2016-2017: 12
- 2017-2018: 14
- 2018-2019: 17
- 2019-2020: 21
- 2020-2021: 33
- 2021-2022: 34
- 2022-2023: 35
- 2023-2024: 36
- 2024-2025: 37
- 2025-2026: 38

### Number of Students

- 2016-2017: 176
- 2017-2018: 220
- 2018-2019: 286
- 2019-2020: 374
- 2020-2021: 518
- 2021-2022: 662
- 2022-2023: 806
- 2023-2024: 850
- 2024-2025: 894
- 2025-2026: 916

### Curriculum in Place (All Content is Additive)

- K-2 STEAM
- Leadership Development
- Learning Lab
- Theater
- K-3 STEAM
- K-4 STEAM
- Theater set design
- K-5 STEAM
- Science and Math team
- Spanish
- CATE
- K-6 STEAM
- Gateway to Tech
- K-7 STEAM
- Algebra I
- English I
- Biology
- K-8 STEAM
- Chinese

### Notes:

- PK will focus on social skills
- 2 sections per grade
- Add a 3rd section to Pre Kinder
- Add a 4th section to Pre Kinder
- 6<sup>th</sup> will have 100 students (opportunity for girls from other primaries)
- 7<sup>th</sup> will have 100 students
- 8<sup>th</sup> will have 100 students
- 1<sup>st</sup> year of full enrollment

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Solar Preparatory


ADDENDUM

January 29, 2015

Dallas ISD
Office of Transformation and Innovation
Mike Koprowski
Mohammed Choudhury

Re: Letter of Support for Transformation school proposal by Principal Nancy Bernardino, Jennifer Turner, Ashley Toole, and Cynthia Flores

Our team at Teaching Trust strongly supports the application of Principal Nancy Bernardino and Jennifer Turner and their team to become a Transformation School in Dallas ISD with a focus on STEAM for Girls. Nancy Bernardino, in her third year as principal, is leading a dramatic turnaround at John Quincy Adams elementary in Pleasant Grove, a community that deserves more quality school options. This success has been recognized by the National Center for Urban School Transformation, where the school is one of the Bronze recipients of the Excellence in Urban Education Award.

We have worked closely with both Nancy Bernardino and Jennifer Turner for the last two years. John Quincy Adams leadership team was in our first cohort (2013/14) of the Executive Ed Teams program and they won our “Plan for Change” competition last spring, ranking first out of the 11 teams participating. Jennifer Turner and Ashley Toole are also in our third cohort of Aspiring Ed Leaders (SMU-Teaching Trust partnership), and have shown outstanding leadership and growth throughout the program. They have been large contributors to the efforts of their respective leadership teams over the last two years.

We know that creating a Transformation school requires courage, a strong entrepreneurial mindset and the discipline to see it through. We believe strongly that this team has it all.

Sincerely,

Patrick Haugh
CEO
Rosemary Perlmeter
Co-Founder, Sr. Program Officer
Ellen Wood
Co-Founder, Fundraising