

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHBJ
(EXHIBIT)

The following forms will be used for innovative and academy programs:

- Exhibit A: Application for Enrollment — 1 page
- Exhibit B: Requirements for Academy School Enrollment — 2 pages
- Exhibit C: Family Academy Commitment Form — 2 pages
- Exhibit D: Academy Proposal Process — 3 pages
- Exhibit E: Application Scoring Preference Matrix — 2 pages

EXHIBIT A

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

Application for Enrollment in

The _____ Academy at _____ School Address
Houston, Texas 770 _____

Phone: _____ Fax: _____ Date: _____

To: Academy Director

I hereby request that my (son, daughter) whose name is shown below be granted permission to attend The Academy at _____ School instead of the school in which attendance area we legally reside.

Please list your home campus here: _____

This request is made for the school year _____ and is based on the following reasons:

Student's Name: _____ Age: _____ Date of Birth: _____

Present Address: _____ Zip Code: _____

Parent's Name: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Current School Attending: _____ Grade Level: _____

Student E-mail address (optional): _____

Parent E-mail address: _____

My child qualifies for or has been recommended for one or more of the following services:

- Special education Speech ESL 504 Dyslexia

I have read and understand the eligibility requirements and selection process, the continued enrollment requirements, and withdrawal/removal procedures.

Student Applicant: _____

Date: _____

Parent/Guardian: _____

Date: _____

**Please attach a copy of your child's most recent report card

EXHIBIT B

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
REQUIREMENTS FOR ACADEMY SCHOOL ENROLLMENT

1. Enrollment is open to all students eligible to attend District schools. Applications must be completed and submitted to enter the academy/school. A pre-admission interview may be conducted with students and parents.
2. A Family-School Commitment Form indicating understanding of academic and behavioral expectations and consequences must be signed to complete the registration.
3. Students who apply and are accepted to the academy will be provided transportation from their neighborhood school to and from the academy or the parents may provide transportation.
4. Selection criteria will be as follows:
 - a. New students who meet the eligibility requirements will be enrolled on a space-available basis. In the event that more students apply than space allows, a lottery system will be implemented. A list will be created and students will be accepted as space becomes available.
 - b. Students already enrolled in the school, and who meet the continuing enrollment standards, will be granted first available space.
 - c. Transfer students must apply for a transfer each year that they are in attendance at the academy/school.
5. Students wishing to enroll must submit an application by date as eligible; completed applications will be accepted on a space-available basis in each grade. The academy director will determine if applications may be accepted at other times. Each application package submitted must include the following items:
 - a. Application form.
 - b. Student's most current report card for the academic year immediately prior to charter school attendance.
6. Eligibility requirements will include the following:
 - a. Students must be eligible to enroll in District schools.
 - b. Students must have submitted the required application and report card by the application period.
 - c. Students must demonstrate a commitment to learning by completing the Family-School Commitment form.
 - d. Students and their parents must participate in a pre-admission interview with Academy representatives.

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHB
(EXHIBIT)

7. Students are expected to meet state and District academic and behavioral standards. For students having difficulty meeting this standard at any time during the year, a conference between the students, their parents, teachers, and the counselor will be required to develop an individual action plan to bring the grade(s) and/or behavior up to standard within a time frame agreed upon in the action plan.
8. Students who choose the _____ Academy will commit for one school year and will be automatically approved for subsequent years based on appropriate progress. A transfer form must be submitted each year. Any non-zoned student who chooses not to participate in the academy must return to his or her home school the following year or apply for an intradistrict transfer as outlined in FDB(LEGAL/LOCAL).

I have read and understand the above requirements.

Parent/Guardian: _____

Date: _____

Student: _____

Date: _____

EXHIBIT C

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
THE _____ ACADEMY AT _____ SCHOOL
FAMILY-ACADEMY COMMITMENT FORM

Student commitment guidelines are as follows:

1. To be a contributing member of the school and work to build a peaceful community.
2. To act with integrity, respect and responsibility.
3. To work hard and use time wisely.
4. To participate in school projects with positive attitude and vigor.
5. To seek assistance and arrange for help sessions and makeup work as needed.
6. To complete daily homework prior to the beginning of the school day.
7. To participate in scheduled parent conferences.
8. To complete periodic self assessments and communicate the scheduled progress reporting with parents.
9. To contribute to school culture in a positive, constructive manner.
10. To complete 25 hours of community service as a graduation requirement.

Teacher commitment guidelines are as follows:

1. To be a contributing member of the classroom community.
2. To act with integrity, respect and responsibility.
3. To create an atmosphere for learning to occur.
4. To facilitate student learning.
5. To offer students opportunities for challenging and meaningful work.
6. To meet with each student as needed to review progress and discuss any concerns.
7. To be available for students who need to complete work during advisory/advisee time and scheduled tutorials.
8. To communicate with parents as needed about student progress.
9. To serve as the liaison with community resources.
10. To support the students by creating meaningful community service opportunities.
11. To contribute to school culture in a positive, constructive manner.

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHBJ
(EXHIBIT)

Parent/guardian commitment guidelines are as follows:

1. To attend scheduled parent conferences and participate in establishing the student's educational plan.
2. To support student participation in educational activities.
3. To review the scheduled progress reports, sign and return them promptly, and contact the school with any concerns.
4. To support the student's efforts to complete work, and if needed, student participation in tutorials and/or summer school.
5. To support the student's efforts to participate and complete community service projects.
6. To meet with the teacher(s) if the student's behavior requires a conference.
7. To provide a time and place at home conducive to completing homework on a daily basis.
8. To allow the student to experience feedback in learning, organizational, decision-making and time-management skills.
9. To agree to volunteer my services for the betterment of the academy/school.
10. To contribute to the academy/school culture in a positive, constructive manner.

In choosing the _____ Academy at _____ School, we the undersigned student and parent(s) agree to the above commitments:

Student: _____

Parents: _____

Date: _____

EXHIBIT D

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
ACADEMY PROPOSAL PROCESS

Please address the following areas in your academy application. Additional information may be added. This application will be graded using a point matrix.

Prior to submitting this application, each school should conduct at least two community forums to gauge the interest in the academy format. Preference points will be assigned based upon the make-up and attendance of these meetings.

Mission and Goals: What is the goal of creating an academy on this campus?

- Is there a need for this academy in the school/District?
- Will it conflict with other programs in the school/District?
- What research has the campus done to facilitate this decision?

Academy Structure: What will the academy look like on this campus and how will it be different from what we are currently doing?

- Thematic focus
- Grade levels
- Size
 - Academy home students
 - Potential external students
 - Target students
- Application process
 - Application
 - Time line
 - Lottery
- State accountability
- Internships

Curriculum and Instruction: How will the theme of the academy become integrated into all of the subject areas?

- Thematic focus integrated with TEKS
- Teaching methodologies

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHBJ
(EXHIBIT)

- Student growth potential
- Non-academy electives
- Student leadership opportunities
- Community service
- State-mandated assessments
- Next level credit (elementary and middle school)
- Dual Credit/Advanced Placement
- Social and emotional learning

Academy Support: What type of support will this academy need from the school, District and community?

- Campus Improvement Team
- Community Forums
- Faculty Forums
- Space
- Professional Advisory Council
- Volunteers
- PTA and parent groups

Staffing: How will this academy be staffed?

- Staff needed
- Campus coordinator
- Noncertified staff
- Professional learning community (teaming)

Professional Development: What types of professional development will the academy staff need and how often will they need it?

- Type of professional development needed
- Experts in the thematic field of study
- Teacher externships
- Training for volunteers
- Common planning time

Marketing Plan: What is your marketing plan and how can you attract potential students to the academy?

- How will this academy differentiate itself from anything else in the District
- Internal marketing
- External marketing (outside of school and District)
- Who is your competition

Evaluation: How will the academy evaluate its progress?

- Internal or external evaluator
- What are the benchmarks that the staff will use to evaluate growth
- What are the leading indicators of successful implementation
- What is the point of expansion

Budget: What kind of budget will the academy need?

- Sustainability?
- Start-up costs
- Capital investments
- Can the academy be supported with the regular school budget, how?
- List grant opportunities

Budget—Provide an actual budget for the start-up costs and first year

EXHIBIT E

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
APPLICATION SCORING PREFERENCE MATRIX

Items not included in the application will receive a zero for a rating

Characteristics	5	3	1	Rating
Thematic Focus	Follows the recommendation of the academy task force	Theme different from committee recommendations	Application has no focus	
Space: 15 Preference points for a campus if identified as underutilized	Campus has space	Capped campus with a plan for new students	Capped campus with no plan for growth	
Academy Structure	Students are fulltime students	Students take some academy courses at home campus	Students take all courses at home campus	
Marketing Plan	Fully developed plan	Some marketing material prepared	Marketing plan is underdeveloped	
Integrated Instruction	Thematic focus is fully in all subject areas	Thematic focus is limited to electives	No integration of thematic focus	
Student Internships	Internships are fully developed	Some internships being considered	Minimal internships are being considered	
Student Support	Students meet on a daily basis with other academy students	Students meet on a periodic basis with other academy students	Students are not required to meet together	
Teacher Support	Plan for specific thematic staff development fully developed	Some differentiated staff development	Regular school staff development	
Budget: 10 preference points for a cost neutral budget	Fully developed realistic three-year budget included	Two-year budget included	Unrealistic one-year budget included	

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMSEHB
(EXHIBIT)

Characteristics	5	3	1	Rating
Community and Staff Involvement in Planning	At least two very well attended meetings and strong evidence of community support through attendance logs, petitions and/or correspondence	At least two meetings were conducted for the community and staff	Minimal meetings were conducted or attendance was poor	
Partnerships	At least three partnerships have developed	At least one partnership has been developed	Minimal partnerships have been formed	
Leadership Council	Professional advisory council has been formed	Only staff members selected for professional advisory council	No professional advisory council has been formed	
Shared Vision and Mission	All stakeholders agree to a common set of behaviors	Some buy in	Minimal stakeholders buy in	
Community Service Tracking Plan	Comprehensive plan for tracking hours	Underdeveloped plan for tracking hours	No plan for tracking community service hours	
Evaluation	Yearly evaluation of all stakeholders	Evaluation based only on state-mandated assessment scores	Minimal evaluation plan	
Target students	Open to all students	Most students are nontraditional college students	Targets Pre-AP and AP students only	
Total preference points				