

**APPLICATION
For Renewal of
In-District Charter School
2019-2020**



Harris Middle School
San Antonio Independent School District

Principal – Dr. Carol Velazquez

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School History



Harris Middle School, 2017

Harris Middle School has a long history of educating the children of South San Antonio. Harris was one of the eight original SAISD junior high schools established in 1923. Because the building was not completed in time for the start of the school year classes were held at Briscoe Elementary until November of 1923. Throughout its history, Harris had changed its name from Harris Junior High School to Harris Middle School and, most recently, Harris Science Academy.

In 2007-08 Harris became a SAISD in-district charter as an academy for scientific inquiry-based instruction. The focus of this charter was lost over the decade and Harris has since, redefined itself as an International Baccalaureate (IB) World School, offering the Middle Years Programme (MYP). In the spring of 2018, Harris was officially authorized as an IB World School.

Today, Harris Middle School, serves students in grades 6-8, on the Southside of San Antonio. Harris Middle School offers the Advancement Via Individual Determination (AVID) and Verizon Innovative Learning School (VILS) programs. All Harris students receive an iPad as part of the VILS program that teachers use to enhance learning. Students from Harris feed into Burbank High School for grades 9-12 where they continue with the IB curriculum and have the ability to earn an IB Diploma.



Joel Chandler Harris
(December 9, 1848 – July 3, 1908)

An American journalist, fiction writer, and folklorist best known for his collection of Uncle Remus stories.

Harris was born in Eatonton, Georgia, where he served as an apprentice on a plantation during his teenage years. He spent most of his adult life in Atlanta working as an associate editor at the Atlanta Constitution.

Harris led two professional lives: as the editor and journalist known as Joe Harris, he supported a vision of the New South with the editor Henry W. Grady (1880–1889), stressing regional and racial reconciliation after the Reconstruction era. As Joel Chandler Harris, fiction writer and folklorist, he wrote many 'Brer Rabbit' stories from the African-American oral tradition and helped to revolutionize literature in the process.

Data Reflection and Outcomes Analysis

Data Submission

Harris Middle School Data Submission

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
← Please type the school year (e.g., 2016-2017) for each year	2015-2016	2016-2017	2017-2018		
PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
A. General Information					
Grade Levels Served (e.g., K-8; 9-12, etc.)	6-8	6-8	6-8	N/A	N/A
Total Enrollment Count	783	771	737	-46	-6%
B. Student Population					
% African-American	0%	0%	0%	0%	-100%
% Asian	0%	0%	0%	0%	-100%
% Hispanic	99%	99%	99%	0%	0%
% White	0%	0%	1%	1%	900%
% Other Race/Ethnicity	0%	1%	0%	0%	-100%
% Economically Disadvantaged	93%	91%	92%	-1%	-1%
% English Language Learner	19%	21%	25%	6%	29%
% Special Education	12%	13%	14%	2%	16%
C. Student Persistence					
% of Students who Remain at School from Previous Year (Total Student Population)	90%	88%	88%	-2%	-2%
% of Students who Remain at School from Previous Year (Special Education Population)	83%	87%	85%	2%	2%
PART 2: ACADEMIC OUTCOMES					
A. STAAR Grades 3-8 Outcomes (if applicable)					
% of Students who Meet or Master Standards (Reading)	23%	24%	22%	-1%	-4%
% of Students who Meet or Master Standards (Math)	22%	23%	20%	-2%	-9%
% of Students who Meet or Master Standards (Writing)	19%	16%	21%	2%	11%
% of Students who Meet or Master Standards (Science)	29%	40%	29%	0%	0%
% of Students who Meet or Master Standards (Social Studies)	5%	9%	14%	9%	180%
B. STAAR EOC Outcomes (if applicable)					
% of Students who Meet or Master Standards (English I)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (Algebra I)	66%	45%	46%	-20%	-30%
% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)					
DOK level of questioning starting with 10%	N/A	N/A	10%	#VALUE!	N/A
				0	N/A
				0	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE					
Average Years of Teacher Experience	12	13.4	12.7	N/A	N/A
% of Teachers who Remain at School from Preceding Year	84%	81%	76%	-8%	-10%
Number of Master Teachers	N/A	N/A	2%	#VALUE!	N/A

Harris Middle School has been able to maintain a status of Met Standard based on the current and former state accountability system. Under the current state accountability system, Harris would have received a “D” rating from the Texas Education Agency due to student performance and growth scores. Within San Antonio ISD, there are a total of ten traditional middle school campuses. Harris performed as follows in comparison within the district:

Student Achievement Domain – Only 2 schools scored higher than Harris’s 58 Scale Score.

Progress Domain - Harris scored better than five schools and lower than four schools with a Scale Score of 66

Closing the Gap Domain – Harris scored better than four schools and five schools performed the same or better than Harris’s Scale Score of 61.

Overall Score – Harris scored better than six schools and three schools performed better than Harris’s Scale Score of 65.

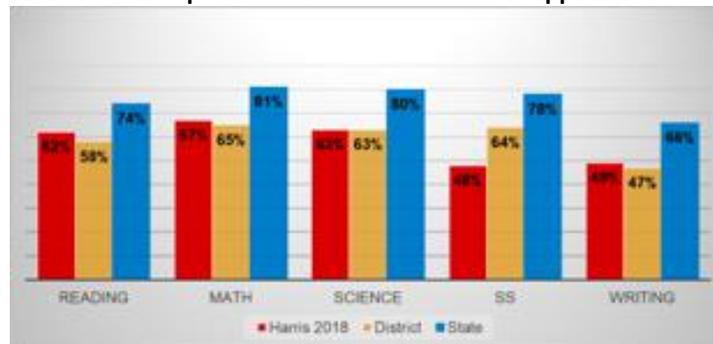
Harris Middle School 3 Year Comparison Data by Index from 2016-2018

YEAR	Index 1/ Achievement	Index 2/Progress A	Index 3/Progress B	Index 4/Closing the Gap
2016	56	32	28	20
2017	61	31	30	22
2017 *	58	59	66	36
2018	58	66	66	61

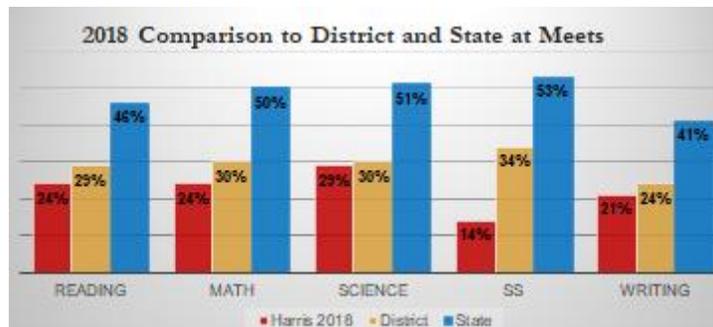
** 2017 data using 2018 Methodology for comparison to 2018*

Harris Middle School has been able to perform better than the district at the Approaches level overall for Reading, Math, and Writing but lower than the state averages in all areas. For Social Studies, while the percentage of students who scored at Meets level for Social Studies has improved over the past three years, the scores at the Meets and Approaches level have been lower than the district. Harris has also underperformed at the Meets level in Reading, Math, Social Studies and Writing, when compared to both district and state results. In Science, Harris Middle School is relatively the same as the district, but significantly lower than the state. Please refer to charts below:

2018 Comparison to District and State at Approaches



2018 Comparison to District and State at Meets



Upon reflection on previous efforts to improve Reading scores, the Springboard curriculum was initiated for all Reading/ELA classes. Two of the six teachers were very familiar with the curriculum and used it with fidelity. The other four teachers were provided training but not at the level of the previous two. In addition, learning and implementing the IB framework simultaneously may have had a negative impact on implementation and instruction. When considering our efforts with writing, the campus has trained all teachers on the writing process and expected the 4-Square system to be used school wide when

incorporating writing. The intention behind this was to make sure that all teachers were aware of what was expected in the Reading/ELA classrooms and to use consistent academic language.

Additional Data Comparison Between Subjects and Grades for 2018

	Approaches	Meets	Masters	Progress
Grade 6th				
Reading/ELA	42%	13%	6%	25%
Math	68%	20%	3%	50%
Grade 7th				
Reading/ELA	56%	24%	9%	63%
Math	60%	22%	8%	59%
Writing	49%	21%	2%	
Grade 8				
Reading/ELA	71%	27%	9%	74%
Math	72%	30%	6%	64%
Science	63%	29%	11%	
Social Studies	48%	14%	6%	

Challenges for Our School

All campus teachers were trained at onset of school year to more fully understand the changes and implications of the new accountability system. Teachers were then asked to analyze school data by their department to find trends of strengths and areas needed for improvement based on previous years' goals. Teachers further planned with subject grade level partner to further analyze specific trends by TEK. A Root Cause Analysis was also conducted by the members of our campus leadership team and application team using the following protocols: "10, 5, 5", "2 Circles" and "5 Whys". The protocols revealed various patterns in data that the team shared with teachers which were then discussed to identify specific challenges and possible root causes. A consensus was established about specific challenges within our control: a lack of student achievement and/or progress for 6th grade Reading and 7th grade Writing, a lack of a systematic approach to consistently monitor student progress for all students, and the underperformance of students who scored at "Meets" and "Masters" in all content areas.

1. Challenge: While our Academic Progress increased in reading and math, especially within our special populations, we have identified areas of needed improvement mainly in the area of 6th Grade Reading. 6th grade Reading showed the lowest gains in Progress and levels of "Meets" and "Masters" as compared to other grade levels.

Root Cause: Based on evidence from student work samples and assignment task analysis, activities were found to be the same for all and at a lower level. This may be due to a lack of teacher training in the area of differentiation and Springboard curriculum. Teachers may need more training on ways to group students to meet their needs and at the same time be able to challenge students who may be performing at a "higher" level.

2. Challenge: While our 7th Grade Writing score at the Meets level has improved, the level of achievement for students in special populations and in general has continued to remain under 50%.

Root Cause: In the area of writing, students were not expected to write across content areas and grade levels on a consistent basis. Consideration for special population needs, was not explicitly

incorporated in campus wide training and resources such as graphic organizers and supplemental aides may have been underutilized.

3. Challenge: There is a need for a more systematic way for teachers to analyze their student data for all students consistently. This is especially true for students that historically have scored at the Meets or Masters level and may have been disregarded when concentrating on students who needed more intense instructional support.

Root Cause: A focus on the Approaches level has been the focus of many teachers. In our focus of assisting the students who were struggling, students who historically scored at Meets and Masters were not prioritized and action plans to address these students were not explicitly expected. In addition, due to a change in our previous master schedule, teachers were not provided a daily planning time within the school day to facilitate vertical teaming and learning.

4. Challenge: Academic Achievement in the “Meets” category has remained constant or decreased in the last three years according to the new State Accountability system. There is a need to increase our academic achievement in all areas by concentrating beyond the Approaches level of Achievement.

Root Cause: Teachers need to work together consistently to improve on their level of complexity of activities and questioning. While our campus teachers have received training on Costa’s different levels of complexity, referred to simply as Depth of Knowledge (DOK), a consistent implementation of expectations and practice has been overshadowed with other needed priorities and training such as the IB framework and requirements on our campus.

School Overview

Mission and Goals

“Joel C. Harris Middle School aims to develop internationally-minded individuals who are caring, respectful, and mindful of intercultural interactions and differences. We strive to encourage our students to be: Responsible; Inquisitive; Honest; and Open-minded. Our students should aspire to be beacons of knowledge and become contributing members of their communities in order to create a better world.”

All IB schools have a mission that aligns with the IB mission statement and that of the mission of San Antonio Independent School District. IB schools share a mission of building a better world by cultivating caring young people who are globally-minded in their approach to learning, both inside and outside of the classroom. IB students are encouraged to become inquisitive in their approach to learning by asking questions and developing the necessary skills to research, collaborate, and communicate their findings to both school stakeholders and the broader community.

Joel C. Harris Middle School desires to be a world class school within its neighborhood community. To this end, Joel C. Harris believes that best teaching practices will improve student achievement in all aspects of its accountability. Harris has set a goal to improve its “student achievement” domain by 4% each year beginning with the 2018-2019 school year as rated within the TEA Accountability report.

Our year 1 goals are: 1) To increase the campus percentage of students who score “Meets” on STAAR in academic core areas. Achievement results will increase 4 percentage points from 23% to 27%. Campus will be using Campus Common Assessments, Semester Exams, MAP data, and Benchmarks to monitor progress towards our goal of 4% increase each year. Students will create goals and track their progress with use of data trackers. 2) To increase campus progress in Reading from 62% to 66% and increase campus progress in Math from 66% to 70% for all students. Students will use data trackers (see **Appendix A – Student Mastery Tracker**) to track their progress by TEK on each assessment taken. Teachers will be able to use this information to provide targeted interventions to include tutoring and/or appropriate reteach lessons.

Our year 3 goals are: 1) To increase campus percentage of students who score “Meets” on STAAR in academic core areas. Achievement results will increase from 31% to 35%. Campus will be using Campus Common Assessments, Semester Exams, MAP data, and Benchmarks to monitor progress towards our goal of 4% increase each year. Students will create goals and track their progress with use of data trackers. 2) To increase DOK level of questioning and activities. Currently our campus uses DOK level 3 & 4 questioning and activities 10% of the time. We want to increase campus DOK level 3 & 4 usage to 40%. We will use data including but not limited to snapshots and walkthroughs; student artifacts; evidence of questioning in unit planners.

Our year 5 goal is to increase the campus percentage of students who score “Meets” on STAAR in academic core areas. Achievement results will increase from 39% to 43%. The campus will be using Campus Common Assessments, Semester Exams, MAP data, and Benchmarks to monitor progress towards our goal of 4% increase each year. Students will create goals and track their progress with use of data trackers.

Our first year 1 goal will be the most challenging: to increase our achievement level in the “Meets” category by 4 percentage points. Difficulties will be changing the teacher’s mindsets and practices to focus on student grouping and differentiation practices that challenge all students. This shift in focus to include students at the higher end of performance will require a change in priorities. With this challenge, a more systematic procedure to consistently monitor the new focus is necessary. Teachers will need to make sure students are aware of previous performance data, should have students set goals to maintain their previous levels of performance when already at the Meets and Masters levels and track progress after each assessment given. Evidence of these practices and action plans will need to be closely monitored and reviewed by department leaders and by designated administrator for targeted areas.

Academic Model

International Baccalaureate (IB), Middle Years Programme (MYP)

To meet our goals, the tenets of our academic model will be used. For its academic model, Harris will continue to implement the International Baccalaureate Middle Years Programme (MYP). The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. We believe that the MYP will help develop well rounded students with strong academic, social and emotional characteristics that stresses student accountability for their learning.

Harris Middle School is implementing the Middle Years Programme (MYP) for all students in grades six through eight. The MYP consists of a framework that guides both curriculum choices and pedagogy

while aligning to state standards (TEKS). The MYP is a collection of best teaching practices such as inquiry, a focus on 'soft skills' like communication and research, as well as making connections to previous learning. By implementing these best teaching practices, teachers make learning relevant for students while providing them with the necessary skills to be successful through school and in their own personal lives. For example, students may look at water scarcity, tied to their understanding of the use of natural resources, and develop a plan based upon their own research to present to community members for water conservation in their own neighborhoods.

Students are offered eight different course options: language and literature, language acquisition, individuals and societies, mathematics, science, physical education and health, design, and fine arts. Students are required to take at least six of the eight subjects during grades nine and ten and all classes will meet for at least a semester. Exposure to a wide variety of subjects will benefit the students at our feeder high school, Burbank, so that by their junior and senior year they are prepared to engage with advanced academic material and choose to enter the Diploma Programme (DP), take Individual Course options, or participate in the Career Programme. Students can also earn their state diploma along with a career-related endorsement.

All subjects for MYP will follow the MYP objectives and assessment criteria (found within the IB MYP subject guides). These objectives are set out in four different domains, and they are required to be reported on during the year by the school to parents and students in the form of an MYP report card. The reporting will require continued professional development on assessment and best teaching practices; however, the school has already held multiple professional development sessions and department meetings on this topic. An increased emphasis on assessment and the usage of backwards design will improve instruction and will assist with the challenges that led to the development to the goals for Harris. MYP strategies will enhance learning opportunities for future DP students as many of the subjects they study in 6th through 10th grade will continue throughout their Diploma Programme years.

All students to include English Language Learners (ELL), Special Education, and Gifted and Talented (GT), will benefit from the MYP because of its unique emphasis on crafting educational experiences that are inquiry and conceptually-based and emphasize a global context. Experiences include service at community events such as soup kitchens, festivals that emphasize renewable energy, and reading clubs with younger students at the middle and elementary level. Students who participate in the MYP are globally aware, understand the connections between content areas and understand the importance of playing an active role in their own learning. This is primarily accomplished through connections made by their classroom teachers who plan specific activities and experiences for them to be able to understand and reflect upon their learning. For example, a student in an art class may examine different types of art from around the world, identify the similarities and differences from a cultural standpoint, and then share their findings with classmates. The student would then reflect upon what they've learned and why it is important in their IB process journal.

Advancement Via Individual Determination (AVID)

AVID is a college readiness program that can be used as an elective or school-wide and is intended to provide students who would not otherwise plan on going to college the necessary tools to be able to do so. Teachers are provided professional development to incorporate AVID foundational tools (organization, Cornell Note-Taking, goal setting, time management); WICOR (writing to learn, inquiry, collaboration, organization, reading to learn) and educators who support each other's learning. When

teachers participate in professional learning opportunities such as the AVID Summer Institute, implement WICOR strategies in their classrooms, and commit to success and high expectations, student achievement can improve. In addition, they produce a learning environment where all students are equipped to tackle challenging texts to gain greater understanding of their subjects, leading to the ability to solve complex issues and problems.

Harris has incorporated AVID for the past twelve years as both an elective and campus-wide. Harris uses AVID strategies to further enhance their work with students and teachers. All teachers are incorporating the Writing from the WICOR strategies that AVID uses. This aligns well with our IB program as every teacher is considered a Language teacher. All teachers are teaching vocabulary and conceptual understanding in their classrooms and we believe that it is important to emphasize writing across all curricular areas; it will help increase the achievement level of our writing scores and allow our students to become better communicators with written forms of communication. In addition, WICOR is emphasized through its consideration for student Inquiry, student dialogue in classes that emphasizes collaboration, organization through IB/AVID binders and close reading strategies that are emphasized campus wide.

Verizon Innovative Learning School (VILS)

Harris became a Verizon Innovative Learning School (VILS) this school year. As a VILS campus, every student and faculty member have access to their personal iPad that can be taken home. These iPads have individual data plans for use on enrichment and extension activities. By using a variety of platforms and technology tools, teachers are cultivating more inclusive learning environments and experiences by allowing all students to actively participate in every lesson. This access to technology will be utilized to improve student engagement in the classrooms and provide students with the capability to creatively demonstrate what they have learned. The 24/7 access to technology increases students' access to information, ideas, and interactions, thus supporting and enhancing their sense-making, a key element in the process of taking ownership of knowledge. Through leveraging technology effectively, we gather student data and feedback instantly, thus allowing us to inform classroom instruction quickly, provide needed enrichment and intervention activities readily, and track student progress over time.

Student goals for implementing the VILS program are listed below. They are to increase:

- Student Achievement
- Student Engagement
- Student and Teacher Tech and STEM Proficiency
- Student STEM Interest
- Student Problem Solving Skills
- Student Collaboration Skills
- Student Communication Skills
- Student Confidence

The Verizon Innovative Learning Project shares in the IB MYP's mission of authenticating learning experiences by establishing real-world relevance, fostering global and community-mindedness within students, empowering students through discovery and creation, and supporting students in taking ownership of their learning through collaboration with peers, experts, and the global community to share knowledge and solutions. The technology provided through the grant has opened countless opportunities to break down the four walls of our classrooms and expose students to important issues,

amazing places, exciting role models, and new career paths through virtual conferencing with field experts, global collaboration with peers, and virtual reality platforms. Most importantly, this technology has allowed us to employ new blended learning models that tailor instruction to the preferences and interests of various learners, as well as instruction that is paced to a student's unique needs. Students have new opportunities to be involved in the creation of learning activities. As instruction becomes more differentiated and personalized, teachers continuously assume the role of the facilitator in the classroom as students drive the learning.

Social Emotional Learning

Using the IB Learner Profile (LP), teachers will be able to specifically teach Social Emotional Learning (SEL) skills to students. This may be done in the form of reflections and exit tickets; the IB LP is a combined list of traits that all teachers and students at the school should reflect and, through practice students will demonstrate their understanding of being a well-rounded individual in their classes. The IB learner profiles ...Thinkers, Inquiry, Balanced, Principled, Caring, Reflective, Knowledgeable, Risk-Takers, Communicators, and Open-Minded... are shared with students at the beginning of each year. Throughout the year, we have Learner Profiles of the month, which highlights a different trait for students on which to focus; students are encouraged and rewarded when they demonstrate the Learner Profile trait. Teachers also embed the learner profile traits into their classroom by having students reflect on the day's lesson, show kindness and what it means to care for one another, ask students to take a chance on a difficult assignment to demonstrate being a risk-taker and use this vocabulary on a regular basis.

Students also see these traits posted in every classroom and in all the hallways of our campus which shows the students the importance of these traits. The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally-minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them. (International Baccalaureate Principles into Practice)

Student Mastery Tracker

We have developed a campus wide student mastery tracker that will allow for students to immediately identify their areas of needed progress. With the use of this tool, students and teachers will be able to identify if students are making progress at targeted times during the year. Students who are not making progress will be assigned to targeted interventions to provide additional support. Edgenuity, a computer-based program that is TEKS aligned, is also to be used for a targeted area. Additionally, professional learning communities will help to support teachers with data, differentiation and strategies to best support the needs of students

Potential Downsides of Academic Model

Joel C. Harris Middle School understands the Academic Model is set up to follow the IB Framework and philosophy. With that brings some challenges such as, additional training for staff and a need for teachers to have a deeper understanding of their content. This will provide students with rigorous/engaging activities that allow them to integrate real-world experiences into their classrooms. While the previous year's STAAR data may show that our students are significantly lower than the state of Texas we believe that with the implementation of the IB program, our students will become more

engaged in their learning and begin formulating connections between what is going on in the world they live in and their classwork. With student engagement and thoughtful planning, our students will be successful.

Joel C. Harris Middle School believes that everything discussed within our Academic model promotes our mission statement to develop internationally minded individuals who are caring, respectful, and mindful of intercultural interactions and differences. It is because of this that our students will be responsible, inquisitive, honest, and open-minded as they work hard to improve their academic scores.

Data and Continuous Improvement

Joel C. Harris Middle School utilizes our iPad technology to formatively assess our students; examples include but are not limited to: Google forms, Kahoot, Flip Grid, and Nearpod. While using these tools as ways to formatively assess students, teachers can quickly analyze the data to see where students need additional support. This allows teachers to create small student groups with those who are struggling, while other students continue with a student paced lesson on Nearpod.

Summative Assessments are given at the end of each unit. Teachers are required to give a summative assessment in the form of GRASPS (Goal, Role, Audience, Situation, Product, Standards) and in the form of Multiple Choice/Fill in the blank assessment. We strongly believe that students learn best by the form of applying their learning into an authentic assessment in the form of GRASPS, but we also need to maintain students' ability to answer TEK specific questions.

Currently all teachers are creating a Mastery Tracker to use on all Summative assessments. The Mastery Tracker is a document that has the TEKS used on the assessment; under each TEK is the question number that corresponds with it. Students take the document and can grade their own assessments. The purpose of the Mastery tracker is for students to identify their strengths and weaknesses when it comes to the content area. After completing each assessment, the student will immediately be able to identify the TEKS in which they did well on and the TEKS where they need help. Students will then transfer their TEK percentages over to a TEK Report Card.

The TEKS Report Card as seen in **Appendix B – TEKS Report Card**, is a list of TEKS that will be taught over the course of the school year. Students will transfer TEK data from Mastery Tracker over to the Report Card, so they can keep a running record of how they performed on each TEK every time it is tested. The purpose is to allow students to see areas of progress; for example, if the student received a 33% on 8.2a the first time it was tested and 50% the second time it was tested, this would show that they had made progress since the first test.

Joel C. Harris Middle School believes that with the Mastery Tracker/TEK Report Card, teachers will be able to focus their areas of planning for instruction in the classroom based on their students' needs as well as prepare targeted tutoring interventions to help all students reach their highest potential. The students' ability to identify and track their results will increase student achievement and progress.

Joel C. Harris Middle School uses a snapshot tool that allows administrators to provide overall feedback on what they observe in classrooms. The data provided by the snapshot provides information on how our PLC's will be structured to support what teachers need. Snapshot data and classroom observation will guide what is addressed through PLC meetings.

Joel C. Harris Middle School also conducts Discipline Data monthly checks to assure students receive proper instruction despite being in On Campus Intervention (OCI) and/or suspended. Joel C. Harris Middle School uses iPads to make sure that students placed in OCI and/or suspended, are still able to receive instruction from their teachers to prevent falling behind in class.

Joel C. Harris Middle School meets weekly to review attendance. During these meetings we look for trends in excessive absences and tardies. We work together with our Parent Family Liaison (PFL) and our Communities in Schools (CIS) staff/representative to make home visits and provide incentives to get the students to come to school.

School Community Communications

Staff Communication

Each week the principal will send a weekly Hawk Talk Bulletin to the staff highlighting recent accomplishments and accolades as well as information relevant to the upcoming week, such as upcoming school activities, meetings and trainings. This weekly bulletin will provide teachers with the learning focus of the week. This focus will provide a lens for staff to be aligned with instructional practices. Walkthroughs will be performed by campus leadership teams using snapshots to gauge school alignment. A monthly PLC calendar will be provided to teachers to communicate and inform teachers of the learning topics for the week and type of PLC to be held (vertical or horizontal). Remind App is used by our principal to remind staff of needed materials for meetings and/or updates to events.

Community Communication

The principal will send a monthly calendar of events home to parents and community members. The calendar will include campus upcoming events, games, activities and learner profile of the month. The calendar will also be provided on the campus website and made available in the school front office and Parent bulletin board. The school marquee will also be used to communicate important school events and will be updated weekly. District PENS messages will also be utilized by the principal to relay important messages in English and Spanish as well as notify parents of student absences. Social media resources such as campus Facebook and Twitter accounts are utilized to highlight student and campus accomplishments and accolades; IB Coordinator, VILS Coach, Librarian, and STEM teacher regularly send out Facebook posts and tweets of current events on our campus. Teachers use Remind App to communicate homework expectations, tutoring, and other important information to parents as well as contact parents by telephone for personal student information.

The principal conducts monthly Principal Coffees to promote school community. Family Engagement nights are also held at least twice a semester to provide parents with student information and/or instructional strategies that can be utilized at home. Opportunities for parent input is also utilized by parent surveys to gauge further needs and survey intended outcomes.

Student Recruitment and Retention

Harris Middle School encourages all students to apply. We welcome all students from different populations and aim to serve and meet the guidelines for English Language Learners, students serviced by Special Education and 504 programs, and students that are Gifted and Talented.

Harris Middle School will continue to work with the Office of Enrollment for district events such as Experience SAISD. Harris MS will also work with Texas IB Schools to market our campus at Texas IB events such as the IB College Fair that attracts thousands of IB students from across the state. Counselors will continue to visit feeder and non-feeder pattern Elementary Schools to provide information and highlight the extracurricular activities with the performances of Band, Choir and STEM. Lastly, we plan to continue to use our marquee, website, and develop a flyer/mailer and brochure to be distributed to students who live within SAISD boundaries but no longer attend SAISD schools.

The Harris Principal shall recruit incoming 6th graders on an annual basis until the school has grown to serve approximately 775 6th through 8th graders. Recruitment and outreach should extend beyond the boundaries of SAISD with a goal of 10 percent of the students coming from Bexar County, and outside of SAISD.

Joel C. Harris Middle School will continue to recruit through our Open House, which showcases our 8th grade Community Project Exhibition, by sending flyers out to our community and placing at local businesses. Campus visitors will be able to see firsthand all the options that our campus provides and be able to speak to not only the administrative staff, but to teachers, students and parents of current students. With these events, Joel C. Harris will promote our goals to provide lifelong learners and showcase how we strive to make our students think globally but act locally.

Our retention plan is multifold and includes a team effort. Starting from teachers in the classroom, students are continuously welcomed and taught to be proud to be Harris Hawks. School pride and welcoming is an ongoing expectation for our staff members and culture of our campus. Relationships with families is integrated as an extension of our culture as a family-oriented campus. If families are expressing intent to withdraw, our campus data clerk reviews to the procedures and allowances in place for students to be able to stay and exit conferences are set up with principal to determine additional needs. If family's express transportation issues or other areas of concern in order to stay, the SAISD transportation department is consulted. During registration in the spring and during the summer, families that are not expressing interest in remaining are called and/or visited at home to make sure parents are able to express concerns and/or remove obstacles for registration.

Ongoing Basis

Many of the strategies mentioned above will continue to be employed each year as an in-district charter. We will be sure to utilize our non-profit partner to broaden our circle of influence and attract new families to our community by having a stellar IB program that is managed by Texas Council for International Studies (TCIS).

School Climate and Culture

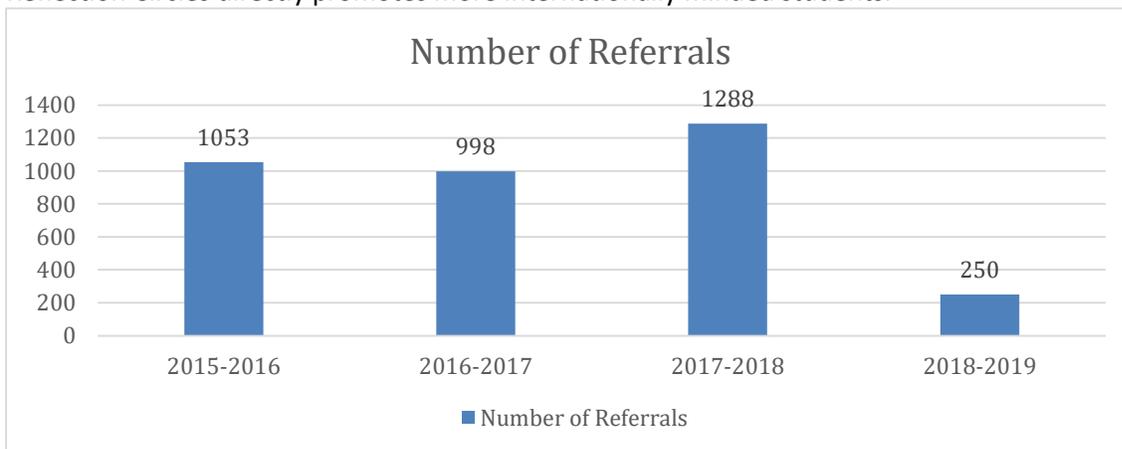
Joel C. Harris Middle School promotes a positive school culture that is safe and inviting. Our faculty believes that if students feel safe and more importantly, believed in, then they are ready to learn and achieve their goals. Our family atmosphere is sincere and apparent when entering our building and our classrooms. These strengths are made more apparent by way of the incorporation of our strong Positive Behavioral Interventions and Supports (PBIS). A PBIS campus team made up of campus teachers, parents, students, and administration, supports a campus-wide system of rewards through its campus-wide initiatives. Classroom rules and common-area expectations are reinforced using common lessons

that are reviewed periodically throughout the year with all students (see **Appendix C – PBIS Non-Negotiables**).

In reviewing historical discipline data, the Positive Behavior Intervention Support (PBIS) Team recognized the need for a clearer definition of behaviors that constitute a Level 1, 2, or 3 offenses and identified appropriate responses for such behavior. This discussion led to our Behavior Matrix being updated. All teachers on our campus created a list of common misbehaviors. They then developed a progression of appropriate adult responses for those misbehaviors. In doing this, the teachers had a much clearer picture of how to appropriately respond to a variety of student behaviors.

In addition, our staff attended professional development in restorative discipline practices and began utilizing more restorative techniques when addressing behaviors in the classroom. We have a shared language that begins with reciting the Harris Hawk Pledge each morning and intentionally discussing the IB Learner Profiles in each classroom. The emphasis on our shared values prompts conversation in the classroom when an expectation is not met. The conversations build relationships between the adults and the students since the adult is seeking to understand and come to solution, rather than punish.

This year, we have partnered with our Communities in Schools Social Worker to hold scheduled Reflection Circles twice a week for student reflection and meditation. We believe that utilizing the reflection circles allows for learning opportunities when infractions occur and promotes our Learner Profiles of reflection, communication, and caring. We are striving to develop students that accept and respect people from other cultures and beliefs through conversation and collaboration. Therefore, our Reflection Circles directly promotes more internationally minded students.



As evidenced by the historical data, our use of restorative practices has dramatically decreased the number of referrals for this school year. We attribute the decrease to the intentional practices we have instituted at our campus.

The IB learner profiles ...Thinkers, Inquiry, Balanced, Principled, Caring, Reflective, Knowledgeable, Risk-Takers, Communicators, and Open-Minded... are shared with students at the beginning of each year. Throughout the year, we have Learner Profiles of the month, which highlights a different trait for students on which to focus; students are then rewarded with PBIS points when they demonstrate the Learner Profile trait. Teachers also embed the learner profile traits into their classroom such as; when having students be reflective on the day's lesson, showing kindness and what it means to care for one

another, asking students to take a chance on a difficult assignment to demonstrate being a risk-taker and they use this vocabulary on a regular basis.

Students also see these traits posted in every classroom and in all the hallways of our campus which shows the students the importance of these traits. The learner profile is the IB’s mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them. (International Baccalaureate Principles into Practice)

Proposed Autonomies and Rationales

Type of Autonomy	Description
Curriculum and Assessment	Select curriculum, textbooks, instructional technology and instructional materials as well as create our own assessments/or edit/revise district tests to better meet the needs of our campus. Our campus will still implement tests that are mandated by the State of Texas. Our campus will participate in the districts MAP testing; however, if San Antonio ISD chooses not to continue the use of MAP, we reserve the right to forgo its replacement. We would also like consideration in being able to forgo the EOY MAP test as we will have results from STAAR testing that ultimately provides EOY data. <u>Rationale:</u> We want to make sure the materials that are used for our students are TEK based and allow for authentic learning to take place. We want instructional materials to allow our students to make connections from the content they are learning to current events happening in the world and community they live in. Our campus will create their own assessment policy with testing dates to ensure student mastery is taking place and we do not want students over tested by additional district testing.
Grade Reporting and Placement	To determine the type of grade reporting and standards for grade promotion. <u>Rationale:</u> our campus currently requires all 8 th grade students to complete a Community Project which allows the students to pick a topic they find interesting in the world and act locally.
Lesson Plans	To determine the format of lesson/unit plans and frequency of submitting plans. <u>Rationale:</u> Our campus has moved to the use of unit planners that actively requires differentiation for all students for every activity, formative assessments, summative assessments and self-reflection for teachers.
Schedule and Calendar	To set the daily bell schedule, school calendar, the length of its school day, and the beginning and ending dates of its school calendar which may differ from those in other SAISD schools, subject to any legal limitations. We will work with in conjunction with other IB schools in the district to ensure that our school calendars coincide.

	<p><u>Rationale:</u> We have continuously worked on our master schedule to meet the needs of student interest and subject area requirements. Our current schedule with 8 periods allows for all students to have exposure to Math, Science, Social Studies, Reading/Writing, Design, Fine Arts and PE every year. We want to make sure that our students are well rounded and can experience classes that they would not normally have been exposed to if we had fewer class periods a day. Teachers can benefit from this as well because it allows for the academic core to have two conference periods with built in professional development and/or planning time daily.</p>
<p>Teacher Conference Periods</p>	<p>We would like to be able to continue providing two conference periods for our Academic Core Teachers so that one is a structured PLC to discuss data, plan, and learn new innovative classroom techniques. This also allows for teachers to meet as a vertical team (Department Level) as well as by horizontal (grade level) teams as needed.</p> <p><u>Rationale:</u> This will allow for more professional development to be done throughout the year without the need of always pulling teachers during class time for pullout. All teachers will be able to benefit from this opportunity. We will also be digitizing the learning to provide non-academic core teachers the ability to learn at a time that is convenient for them.</p>
<p>Budget</p>	<p>To develop Harris’s own school budget and allocate school funds as appropriate to campus need.</p> <p><u>Rationale:</u> to make budgetary decisions that are in the best interest of the campus to meet campus goals (i.e. Supplies, needed professional development, staffing needs etc.)</p> <p>To have a district issued credit card (purchasing card) to be controlled by the principal. This is important for the campus as they typically do more professional development that requires travel and order more materials than other campuses because of IB and its focus on inquiry-based instruction.</p> <p><u>Rationale:</u> The use of a campus credit card will afford the campus the opportunity to purchase materials in a timely manner and ease the process of making necessary travel arrangements for required professional development.</p> <p>To be able to purchase professional memberships (such as Texas Association of Secondary School Principals, TASSP) using our campus funds. Professional memberships and conferences associated with these memberships allow the opportunity for the campus administration to further our knowledge and expertise in matters related to curriculum, instruction, and assessment.</p> <p><u>Rationale:</u> This will also help campus administrators to stay engaged with matters related to school leadership and best practices on the implementation of IB and other school programs.</p>

	<p>To make consolidated purchases, such as technology, marquees and furniture, with other IB schools in the SAISD IB network.</p> <p><u>Rationale:</u> If a single vendor is able to offer a discount to the network of schools, then the campus wishes to take advantage of this right in order to spend its funds in the most fiscally responsible manner possible.</p>
<p>District and Vendor Services</p>	<p>We will not opt out of District Transportation or food services. We would like to reserve the right to opt out of district services such as textbooks being purchased and/or any other budgetary expense. We would like to select our own vendors that may or may not be approved by the district. Including but not limited to: Amazon, Walmart, Home Depot, Costco, Sam’s, Dollar Tree, Target.</p> <p><u>Rationale:</u> This will allow us to use the money to purchase textbooks and/or digital books that are relevant and/or engaging to our students. Many of our consumables are barely touched because they do not make connections to the real world and our teachers have found ways to make the learning in the classrooms more interactive than worksheets. By allowing us to use our own vendors we would be able to find items of cheaper cost and ultimately prove to be more cost effective.</p> <p>To use funds to purchase materials, resources, and memberships through international vendors. Because of the nature of IB, many of the resources and materials are only available through what are typically considered “sole source” vendors—many of whom reside overseas.</p> <p><i>Rationale:</i> The campus will benefit from increased autonomy to purchase without unnecessary restrictions.</p>
<p>Site-Based Decision – Making</p>	<p>To select a site-based decision-making committee (currently CLT) that has representatives to consider and meet the needs of our IB campus and that may differ from what is required by the district if necessary.</p> <p><u>Rationale:</u> Our current CLT is composed of all subject areas as needed for IB, a para-professional, parent, administrators and community members. This allows for all decisions about our campus to be heard and discussed by all stakeholder groups in an open- minded fashion for the best interest of the students, staff and campus.</p>
<p>Professional Development</p>	<p>Our campus would like to make decisions on what professional development our teachers are attending. We would like teachers to be afforded the flexibility to opt out of district mandated professional development as needed to better meet the needs of our campus and teacher professional goals.</p> <p><u>Rationale:</u> PD that is aligned to IB and/or to the needs of teacher professional goals is found to be most beneficial. Our teachers are continuously involved in regular PD that fits the needs of each teacher individually by daily PLCS as well as by Teacher Choice Boards which allow for them to select PD that is more relevant to their needs. Our Teachers who currently also attend district PD are provided conflicting</p>

	<p>information about expectations and/or are pulled during PD times that are then needed to be made up.</p>
<p>Staffing Plans</p>	<p>To have full and complete authority over staffing decisions at Harris. <u>Rationale:</u> We want to continue to offer and expose our students a variety of elective options; including but not limited to: STEM, Robotics, Mariachi, Orchestra, LOTC, and Theatre to help students determine what interests them for their future.</p>
<p>Recruiting and Hiring</p>	<p>Harris would like to recruit, interview, and hire candidates from inside and outside of the district. We would like to create our own interview process which include interview protocols, questions and selection criteria; provided that all candidates must complete a legally required background check and criteria through the district. We want to ensure that any displaced teacher goes through our hiring process to be considered and before being accepted as a member of Harris faculty/staff. <u>Rationale:</u> We want to be able to hire early and when needed so that we do not miss out on highly-qualified teachers who take jobs elsewhere before being hired by our district. Our campus has high expectations and additional requirements that our teachers are required to do. We want to make sure we do not have teachers on our campus who are resistant to abide by our terms and conditions.</p> <p>To be exempt from other SAISD campuses from recruiting students from our campus. The campus will still participate in district-wide recruitment events such as Experience SAISD; however, the campus wishes to be able to refuse to allow other SAISD schools, not in our normal feeder pattern, the opportunity to recruit from our campus. <u>Rationale:</u> With the growth of IB, it is important to be able to retain one's students from year to year.</p> <p>Displaced teachers must meet the same high quality standards as other teachers hired at our campus, as determined by the principal, advisory board and governing board. <u>Rationale:</u> Because of the specialized nature of IB, cost associated with training, and shared vision for the school, it is important that the campus be able to properly identify and screen our teachers.</p>

Capacity of Applicant Leadership Team

Harris Middle School Application Team

Team Member Name (First and Last)	Current Role	Current Work Organization	Proposed Role at School
Carol Velazquez	Principal	Harris Middle School	Principal
Joanna Woods Bolzle	Teacher	Harris Middle School	Teacher-IB
Amanda Mckay	IB Coordinator (IC)	Harris Middle School	IB Coordinator
Michelle Felix	Teacher	Harris Middle School	Teacher-SE

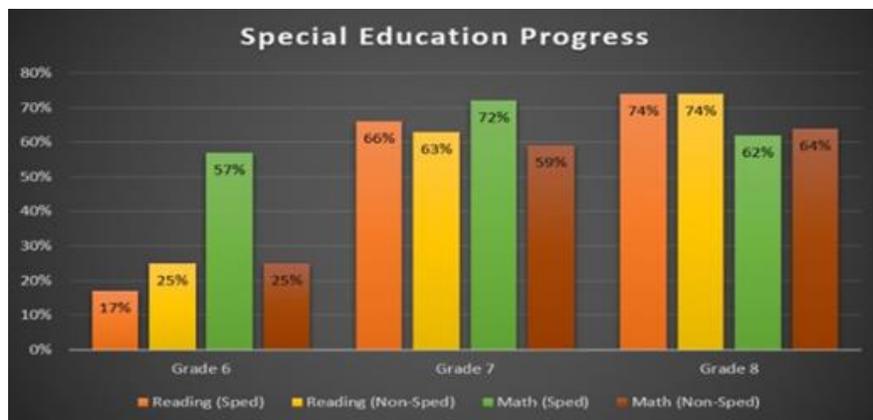
Dr. Carol Velazquez is entering her 6th year as principal of Harris Middle School and is known in the community. Harris has Met Standard for the past five years under the leadership of Dr. Velazquez. Harris has been able to expand the campus from its focus of “Inquiry of Science” to inquiry across all subject areas through the framework of International Baccalaureate Program. She has been able to bring the vision of leading Harris from an IB Candidate campus in 2014 and has remained to see Harris fulfill its goal of becoming an IB Authorized campus this past summer of 2018. Dr. Velazquez is dedicated to bringing an equitable learning environment to all students in a school community that is well deserving of needed resources. Prior to coming to Harris Middle School, Dr. Velazquez was a successful Assistant Principal at Thomas Jefferson High School and Fox Tech High School. While at Jefferson High School, Dr. Velazquez assisted the campus principal in its pursuit of becoming a National Demonstration AVID campus. Thomas Jefferson received this recognition during her 2nd year on campus. While at Fox Tech High School, Dr. Velazquez was part of an administrative team that helped the campus to become a Recognized High School and helped the campus principal in the creation of its Magnet program of that is in its existence today.

Joanna Bolzle is going into her third year as a teacher and teaches with a high level of instructional rigor. She is a natural leader and has a strong handle on IB unit planning. She brings novel ideas to the classroom and uses technology in various ways. As our campus moves forward with being a Verizon Innovative Learning Campus, she models what it means to bring technology into the classroom for student engagement. Her first school year of 2016-2017, she had 44% of her students achieve approaches on the STAAR exam. She and her teaching partner together increased the total approaches by 10% that school year. In the 2017-2018 testing year, 65% of her students achieved approaches on the STAAR exam. She and her teaching partner were able to increase the total approaches by another 10%.

Amanda McKay is currently the IB Coordinator for the campus; prior to her current role she served seven years as the Math teacher at Joel C. Harris Middle School and was and the lead mathematics teacher for five of those years. She has brought her innate ability to use data to improve instruction in her classroom to across the campus by collaborating with other teachers. She became a leader of instruction across content areas by using the IB framework and eventually became the IB coordinator for the campus. While in the classroom Amanda McKay showed high levels of academic achievement based on STAAR passing rates.

Year	Teacher	Course	#	Met	Final	ADV	STAAR Progress
2012	McKay, Amanda Gale	Math 8	123	52%		2%	
2013	Deady, Amanda Gale	Math 8	132	77%			
2014	Deady, Amanda Gale	Math 8	131	69%	22%	3%	75%
2014	Deady, Amanda Gale	Algebra	30	97%	67%	40%	67%
2015	Deady, Amanda Gale	Math 8	73	79%	30%	4%	N/A
2015	Deady, Amanda Gale	Algebra	47	100%	74%	36%	78%
2016	Deady, Amanda Gale	Math 8	67	63%	19%	1%	68%
2016	Deady, Amanda Gale	Algebra	56	100%	66%	23%	66%
2017	Deady, Amanda Gale	Algebra	122	86%	45%	17%	

Michelle Felix is our Special Education department chair; the position she has held for the past 3 years. She has six years of experience as a Math Co-Teacher in the general curriculum setting and brings a wealth of knowledge regarding strategies that are important and necessary for all students, especially for students that learn differently. For the 2017-18 school year, Mrs. Felix was a co-teacher for the 8th grade in both Language Arts and Math. The table represents data results from the 2017-18 STAAR administration, for both general education students compared to special education students. Inclusive practices, differentiation, collaboration of teachers, and utilizing data are all key components for growth and success for the students Harris serves.



Human Capital

Recruit Teachers/Staff

The administration of Harris MS will attend local teacher job fairs held early in the spring and promote all job openings on the Texas IB Schools website to attract experienced IB teachers to JCHMS. A major part of our recruitment plan is to share the history and legacy of JCHMS and then promote the vision for the future, which includes being a premier IB World School, with teachers who are trained in the best practices in pedagogy, including specific IB training in “Approaches to Teaching” and “Approaches to Learning”. An IB Commitment letter with specific IB expectations is shared with potential candidates during the interview process for full disclosure of additional requirements. In addition, a willingness to learn and use technology in the classroom is a requirement being that Harris is also a Verizon Innovative Learning School (VILS).

Harris MS will utilize department leaders and/or teachers in the area of expertise of vacancies in addition to other administrative staff to serve on a Teacher Hiring Committee. The committee will vary depending on the type of vacancy. This committee will work with the principal to create the profile for desired position prior to interviewing candidates and will agree on consistent set of questions that will be utilized for all candidates during round of interviews. Potential applicants that meet requirements at first interview will be invited to do a mini lesson for a subset of committee to observe. As part of the hiring process, feedback and reflection is of utmost importance to potential candidates. Thus, after said mini lesson, a brief post conference will be held with principal to discuss the mini lesson. Finally, as part of the hiring process, candidates who are found to be a good fit would be recommended in a timely manner to ensure that the best candidates are hired early.

We want Harris Middle School Teachers and staff to embody our IB Learner Profile by being:

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves contently and creatively, in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Develop Teachers/Staff:

JCHMS teachers may receive training opportunities as do other SAISD teachers, except that JCHMS teachers will be required to use the lens of the IB framework to put into context what is learned. An example of this is lesson planning. Teachers are taught how to develop effective lesson plans to promote high engagement and high cognition. An IB teacher will take that same training and incorporate it into IB Unit Planners and be sure to infuse tenets of the IB Learner Profile and International Mindedness.

Teachers will also be required to attend IB workshops that are geared towards their subject area. IB workshops aimed at developing Approaches to Learning (ATL) and building Authentic Unit Planners will also be available to teachers. JCHMS wants to provide our teachers with the ability to promote lifelong learners.

Teachers are coached by a strong administrative team to build on their strengths and reflect and focus on needs based on teacher set professional goals. Input regarding professional development topics is gathered from teachers using surveys prior to learning and after PD for additional feedback of needs. Differentiation of professional development regarding technology is used to make sure that teachers individual learning needs are met. The IB coordinator provides feedback based on IB campus needs and our VILS coach provides feedback on technology implementation. Together, a common thread of student success is facilitated by teachers evolving and improving their craft.

Retain Teachers/Staff:

Harris Middle School plans to continue to engage our staff in excellent professional development opportunities, balanced scheduling, and provide teacher incentives. Academic Core teachers currently receive two planning periods; we have strategically planned PLC instruction for one of those planning periods every day. Teachers focus on data, IB, technology, partner planning and team planning weekly. We celebrate teachers monthly who highlight the learner profile of the month and support new teachers with New Teacher Meetings monthly and supports such as mentors and buddies gauged specifically for novice teachers.

School Network Development Plan

N/A

Constituent Map & Stakeholder Engagement

Knowing Your Constituents

Constituent Category	Specific People, Groups, or Organizations	Strengths	Opportunities for Growth
Students	Currently our students have a variety of different clubs, organizations and athletics in which they can participate. Mentorship program is being facilitated by Big Brother/Big Sisters Organization partnership. Guidance Counselors continually provide guidance on IB schedule and needs, high school options, and topics such as bullying, self-care.	We are listening to the students' interests and add clubs to accommodate all students. Student counseling Individual/Group counseling Individual choice slips/student interest inventory	We have not currently helped make the connections from what the clubs and organizations are doing to the IB ATL skills and Framework.
Parents and Families	We host different events on campus that are geared towards our parents and families. (Open House, Meet the Teacher, Family Engagement Nights twice/year, Hawk Fest, Chalk Fest, Principal's coffee, VILS rollout, technology training, Athletic (Parent/Student) information meetings, Fine Arts concerts, 6 th Grade Orientation).	Parents are given multiple opportunities to learn about the latest and greatest things happening at our school. We make sure that our presentations are available in both English and Spanish. PENS Messages, and flyers are utilized to invite parents to events.	Currently what we have offered parents has been a "sit and get" and we are working on changing the formatting so that parents are actively engaged in the learning. We want to provide them with a means to get their students excited about learning. We would also like to have more parent volunteers. Principal Coffees could do a better job of exposing parents to academic strategies like Family Engagement nights.

<p>School Staff</p>	<p>We have multiple committees composed of teacher leaders on campus.</p>	<p>We utilize the Google team drive to keep teachers informed of campus decisions. We work together to promote an environment that promotes collaboration. Our CLT gives teacher groups a voice for decision making on all site-based decisions.</p>	<p>Helping them with their time management to accomplish all requirements needed from them. We are working on creating a healthy competitive atmosphere for teachers to compete with new learning opportunities. During PLC's teachers are learning new strategies with technology; they are then taking it back to their classrooms and documenting how they used the new strategies.</p>
<p>School Support Organizations</p>	<p>Alumni</p>	<p>Alumni are invited to 8th grade ceremony as guest speakers and are invited for Career day as speakers.</p>	<p>More opportunities to honor and inform former alumni is needed to foster school community.</p>
<p>Community/ Business Members</p>	<p>Boys & Girls Club</p> <p>Big Brothers and Big Sisters- City of SA Mentors</p> <p>Southtown Arts Association SAMA</p> <p>Frost Bank</p> <p>We currently have a partnership with Communities in Schools</p>	<p>Provided Boys & Girls Club time to recruit students who are interested as additional options for after school care.</p> <p>This year Big Brothers and Sisters have partnered with some of our students and the students get to visit mentors during lunch monthly at their City of SA place of employment.</p> <p>Yearly we partner with Southtown Arts Festival and have our Chalk fest on campus. Art Students attend SAMA each year for field excursions.</p> <p>Collaboration to assist with recruiting for Advisory board for campus.</p> <p>We have an excellent rapport with our CIS. She helps our students who</p>	<p>We need to seek input from mentioned organizations for feedback about further ventures that can benefit our students and families.</p> <p>New Initiative that we need to gather data on regarding effectiveness for social emotional support to help academic achievement.</p> <p>Expand partnerships to include other museums and seek input from museums/galleries in neighborhoods for other outreach programs.</p> <p>We need exposure of other organizations interested in helping our students and campus.</p> <p>CIS office space may not be the most ideal to store all of the items she has available for our students.</p>

	(CIS) the YMCA after school care, and Big Brothers/Big Sisters Mentorship program	need school supplies and/or uniform assistance. She also helps with relationship building skills, counsels with students and assist with students who have attendance issues. She meets with principal quarterly to review services additional needs and services that can be provide and ensure mission of goals of CIS and school are aligned.	Additional input from YMCA organization about time utilized during after school care should be looked at to help students achieve their learning potential.
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Completed Engagement

Students are engaged by various school offerings such as numerous clubs and extracurricular activities as listed above to meet their interests. Student events are structured to build school pride, school spirit and overall fun. Annual activities such as Hawk Fest, school pep rallies, Faculty vs Student end of year games, Talent Show, Peer Mediator Cancer Awareness Ceremony, and numerous theme dress days like pajama day, rodeo wear, and dress for success. Teachers make extra learning opportunities fun and engaging with Friday night lights, after school pizza learning time, and Saturday school competitions. PBIS movie incentives, I-Hawks Student leadership team.

Joel C. Harris Middle School has hosted two Family Engagement Nights this school year for students and their families. The first was on September 21st where parents were able to come learn about their students iPads and participate in a learning experience promoting the use of technology. All faculty was present for this day and staff were assigned to areas of duty based on their strengths regarding technology. The second Family Engagement was on December 5th; during this time parents were given a passport for themselves and their student. At the onset of the evening, the families were provided charter information in the cafeteria. After a presentation by school principal that was provided in English and Spanish, a question and answer format were made available to clarify any misunderstandings. Parents were able to make the connection about our proposed renewal application for in-district charter. The families then went to learning sessions in the order they preferred to engage in learning games to learn about IB Learner Profiles, Google Classroom, IB Community Project, and so much more. Parents really enjoyed the format of moving around instead of sitting and getting information as evidenced by parent surveys.

Faculty and staff are engaged through a variety of ways such as Faculty meetings, CLT meetings, and Department meetings. A weekly bulletin and monthly calendar are utilized to keep everyone informed. Information is constantly shared with our staff for communication and input. Surveys for differentiating professional development offerings to include level of technology expertise as an example has assisted with teacher empowerment. We foster a sense of community and family with our staff courtesy committee luncheons, breakfasts, surprise treats and seasonal gatherings. Input is constantly sought by

our Courtesy Committee, PBIS Team and campus leadership in order to celebrate our staff on an ongoing basis. Teachers and staff are given PBIS incentives for recognition of duties done well and as expected at faculty meetings and professional development days and monthly.

Many Harris parents are Harris alumni and the tradition of Harris pride is evident. Harris Alumni is currently utilized for 8th grade Completion Ceremony as Honored Guest Speakers. We also utilize many alumni for our annual Career day event. We have always sought feedback from our guests to better utilize their strengths but could do a better job to communicate school events for alumni who are not parents.

Our current community partners of Communities in Schools and YMCA share goals of their organization at onset of year and student achievement areas of focus are discussed. CIS social worker and supervisor meet with the principal quarterly to review and update plan as needed. The CIS social worker is in constant contact with parents and students to meet their needs through referrals made by teachers and counselors as well as administrative staff. Our new venture this year was Big Brothers, Big Sisters Mentorship program for 6th grade students. Parents were engaged at 6th grade Orientation at onset of year and parents and teachers could make referrals for this big need of student mentors. Students are able to visit with mentors at their work site monthly and this has been very successful thus far. In addition, we annually send art students from both art classes to San Antonio Museum of Art during the Fall. Students are exposed to real art forms discussed in class. Also, the teachers expose students to art work that is in the community during these outings at such places as River Outreach. We would like to expand this Art initiative with further museums and art galleries in the community. We have learned that these outings help students who are not necessarily successful in academics to find their success in other areas of talent.

Planned Engagement

Joel C. Harris Middle School has planned on an 8th grade Community Project Exhibition that will be utilized as an open house for prospective students. We are wanting to showcase our students hard work and dedication for making connections with what they are learning in class to the real world. Through this learning, we have fostered student voice and anticipate student advocacy on working toward community need.

For parents and family engagement, we will also be conducting another Family Engagement night in the Spring to promote Math literacy. We would like to have students lead in activities so parents can see how and what students are learning. Parents will be encouraged to attend and learn about students' academic performance, student data trackers for goal setting, and what they can do to help them be successful on State mandated assessments. Parent surveys will again be utilized in helping guide future events/family engagements from feedback gathered from completed interest surveys.

Staff engagement has taken shape to include built in time for teachers to visit other classrooms to get ideas on how to incorporate technology into their lessons. They are also able to receive feedback from colleagues. Opportunities for teacher led professional development during PLCs and PD has been introduced and will continue to be expounded upon.

We plan to invite former Alumni to our annual sports banquet, 8th grade community project exhibition, and to Harris's faculty versus staff end of the year games. Alumni will also be encouraged to donate

their time in chaperoning school dances and to our 8th grade end of the year field trips. An e-bulletin of events will be utilized to communicate with alumni who have already volunteered and hope to build upon this list of volunteers with additional opportunities for them to engage with our campus.

For community and business members we plan to also send an e-bulletin Hawk News to inform them of events that are occurring on campus. We also plan to update our website more frequently and make it more interactive for community members. We are trying to expand our partnership with San Antonio Museum of Art by incorporating lessons from the museum into the classroom. With Frost Bank, we plan to foster more business-school relationships.

Governance (Part 1)

Role of the Campus Governing Board

Texas Council for International Studies (TCIS)

Harris Middle School is applying to TEA to create a school governance partnership with a non-profit partner, Texas Council for International Studies (TCIS).

The tremendous growth in Texas of the IB and of Texas IB Schools (TIBS), the regional IB organization, created the need for a TIBS partner organization. As a result, the Texas Council for International Studies (TCIS), a 501(c)(3) organization, was established to support the general improvement of education for students enrolled in IB programs in the state of Texas, specifically in San Antonio ISD. TCIS was founded by IB educators and community leaders to partner with Texas school districts and TIBS to achieve high quality implementation of the IB curriculum. The Executive Director of TIBS is a permanent, voting member of the Board of TCIS. TCIS facilitates an IB education with partnership agreements to support implementation of the IB at IB World Schools through program development, professional training, curriculum planning, marketing campaigns and scholarship programs.

To this end, TCIS works to:

- Ensure a continuity and commitment to the standards of performance espoused by the International Baccalaureate Organization;
- Facilitate program development, professional development, curriculum planning, and scholarship programs at IB World Schools in SAISD;
- Provide authorized IB professional development through agreements with Texas IB Schools and SAISD.

The role of the TCIS board will be to operate the campus by:

- Managing the Principal and is responsible for student outcomes
- Overseeing all aspects of the curriculum, calendar, assessments, and professional development of all staff members
- Being held accountable through a performance contract agreed upon with SAISD.

The TCIS board will be sustained by rotating two-year renewable appointments to the board who will hire an executive director to manage all of the IB World Schools, including Harris Middle School.

It is the plan of this campus and charter to have TCIS' governing board serve as the governing board for Harris Middle School.

As such, the governing board will have strong shared beliefs and values about what is possible for our students and their ability to learn, as well as our system's ability to teach all children at high levels using the International Baccalaureate (IB) Instructional Model. The governing board will meet quarterly. The agenda will be developed by the Principal in collaboration with the governing board's Executive Director and formulated through campus improvement needs. The board will publish agendas prior to the meetings as well as publishing meeting minutes after meetings are held.

Twice a year the campus principal (or designee) will report on the state of the campus as follows:

- Progress towards annual student performance goals
- Progress towards identified campus goals set by governing board and/or district
- Update on all staffing / personnel matters
- Student celebrations and upcoming campus events

The TCIS Board will be accountability driven and their responsibilities will include the following:

- Commit to and aid the campus vision of high expectations for student achievement and quality instruction using the IB Instructional Framework
- Define clear goals to support the campus vision and mission
- To aid the campus in implementing with fidelity, the IB Instructional Framework
- Embrace, monitor and use data to drive continuous student/campus improvement
- Locate and sustain resources to meet campus and district goals
- Plan and participate in annual team development and training, at times with campus leadership and district personnel, to build shared knowledge, values, and commitments for their improvement efforts
- Work collaboratively with school and district staff to share ideas and strategies that support student success
- Craft a formal program for the orientation and ongoing training of new members
- Adopt and oversee the TCIS annual budget and the individual IB schools' annual budgets
- Oversee strategic planning for TCIS and the IB network
- Establish and maintain a positive, collaborative relationship with staff and the community that includes a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving our campus and district goals
- Lead as a united team with strong collaboration and mutual trust

The Principal will lead the day to day operations of the school, such as:

- Run the campus in line with the direction of the governing board, SAISD policies and procedures, and in accordance with the plans laid out in this charter application
- Keep the board educated and informed through robust quarterly updates and regular/routine communication with the governing board's Executive Director
- Recommend goals, best practices, and new research-based strategies
- Make all hiring and staff development decisions with the support and input of the governing board's Executive Director and the campus advisory board
- Seek support from the governing board, leveraging their external connections and expertise to support the organization
- Facilitate a campus advisory board that will consist of staff, parents, and community members

Campus Advisory Board

While the TCIS board will oversee and support individual IB World Schools, the main focus of TCIS will be to ensure the success of the schools as a network. Each individual IB World School, including Harris Middle School, will establish a local campus advisory board that is unique to each school. The role of the campus advisory board is to advise the principal on matters of curriculum, budget, hiring, school culture,

parent and community engagement, staff professional development, and general operating of the campus. The principal will work closely with the campus advisory board in developing campus goals, initiatives, and protocols. The advisory board will also play an active role in ensuring that the school maintains fidelity to this charter application.

The advisory board members will develop a complimentary and supportive relationship with the TCIS board. The TCIS board will develop a formal structure for providing IB Network updates to the campus advisory boards and collecting and responding to feedback from the campus advisory boards.

At Harris Middle School, the campus advisory board will focus on supporting the AVID, VILS and IB programs, recruiting and training volunteers at the campus, helping to increase student enrollment and parent engagement, and supporting campus staff.

Membership and Capacity of the Campus Governing Board

TCIS Board

The TCIS board will ultimately consist of seven to eleven members. Board members will be recruited and selected based on their ability to fulfill the core duties of the board. In addition to meeting the baseline legal duties of care, loyalty, and obedience, board members will be expected to contribute a diverse range of expertise in a profession or field beneficial to the success of the IB network. Relevant knowledge and skills will include expertise in the following fields: marketing, education, IB implementation, youth development, accounting/finance, facilities/real estate, fundraising skills, and community leadership. The TCIS board is actively recruiting board members who live in San Antonio and are heavily involved in the communities of the IB schools.

TCIS Board Member Name	Professional Background	Proposed Role on Board	Relevant Expertise
1. Karen Phillips	Texas IB Schools, Executive Director	Chair	IB Education
2. Walter Sorenson	Administrator, The Alcuin School (an IB School)	Member	IB Education
3. Linda Bouie	IB Coordinator, Longview ISD	Member	IB Education
4. TBD	TBD	Member	Marketing
5. TBD	TBD	Member	Youth Development
6. TBD	TBD	Member	Finance
7. TBD	TBD	Member	Real Estate
8. TBD	TBD	Member	Fundraising
9. TBD	TBD	Member	Community
10. TBD	TBD	Member	Community
11. TBD	TBD	Member	Community

Campus Advisory Board

The advisory board will consist of staff, administrators, parents, and community members. The school may utilize the Campus Leadership Team (CLT) to serve as the campus advisory board, but the specific membership of the board will be at the discretion of the campus. Multiple community and business

members will serve on the committee and each will bring a specific expertise that will support the school in achieving its goal and maintaining fidelity to the charter. Teacher representatives will be elected by teachers. The school reserves the right to adjust the committee size according to the needs of the campus.

Sustaining the Campus Governing Board (TCIS Board and Campus Advisory Board)

The relationships the school can grow and foster with families and other stakeholders is the key to sustainability and meeting the educational needs of children. To ensure the sustainability of the TCIS Board and Campus Advisory Board over time, the respective board chairperson will build out staggered board terms to ensure ongoing health of the board and commitment by members, and to ensure that members do not come and go all at once, but move off the board in planned intervals. We will research and invest appropriately in board training for our members, and we will ensure that the training is adapted for public schools and to the unique situation of our IB World School. The TCIS Board and Campus Advisory Board commit to the following member recruitment plan:

- Identify - Potential board members will be identified through a variety of channels, including through the social and professional networks of school leadership and current board members. School leadership and current board members will regularly identify individuals in their networks to maintain a healthy pipeline of prospective board members that fulfill our need for specific skills and expertise and who bring diverse perspectives to the board.
- Connect - Once identified, potential board members will be connected to the board chair for a brief introduction and to gauge their baseline level of fit and interest in the role.
- Cultivate - Over time, campus and board leadership will cultivate interested potential board members through one-on-one conversations, school visits, and other informal opportunities.
- Vet - Prospective board members who demonstrate a serious interest in serving on the board will be formally vetted to determine their fit and overall suitability for service.
- Socialize - Prospective board members who pass the vetting process will be socialized to current board members as potential additions to the board. Barring no strong objections to their candidacy, prospective board members will receive a formal offer to join the board in accordance with applicable policies and bylaws.
- Onboard - Each new board member will undergo a thorough onboarding process to ensure he or she is able to perform the requisite duties of a board member effectively

Campus Charter Petition

[Petitions Submitted to Office of Innovation]

Staff

In order to engage our teachers, we held several different faculty meetings, information sessions and PLC conversations regarding the charter process. Teachers discussed concerns, were able to ask questions, shared input with the design team and application team, along with being informed of the process. The charter application was shared with both teams and collaboration using comments allowed multiple teacher's input to make the best-informed decision for the campus. By educating our teachers, they were able to share with parents the process and answer questions as they arose. The school principal led these sessions. Drafts of the charter application were shared with staff at various points in

the process as well to gather feedback and edit as needed. Additionally, charter application writers made themselves available for one-on-one sessions for teachers as needed.

Parents

Harris Middle School developed a strategic plan to inform classroom teachers as well as families. With our families we utilized our Family Engagement Night where parents attended to get information about what their child was learning in classes and how to capitalize on the use of their iPad at home with homework. We discussed the chartering process prior to the teacher led break-out sessions. Information was shared also at two different Principals coffee meetings. Other school activities such as Parent Athletic information meetings, and prior to Mariachi/Choir and Band events where many parents attended were utilized. Communication was shared in English and Spanish at all events to ensure parent understanding.

Ballots were created in both English and Spanish for parents to read. Principals shared about the process in a PENS message announcement to parents, and a mass mail out to all families with information and ballots was sent. Teachers, principals, and administrators solicited votes via a ballot box in the office. Teachers and administrators also met students and parents during drop-off/pick-up to help answer questions and inform stakeholders as well.

[Presentation slides used in parent and staff presentations.]

Why Charter?

- **Training and PD** - Teachers would receive additional training and professional development in areas such as: Implementing IB, Reading, Writing and Math.
- **Resources** - Additional financial resources from the state that could be used for curriculum, textbooks, technology, training and/or additional staffing.
- **Services remain** - All services currently provided to the school such as Meals, Transportation, UIL, Fine Arts, CTE, LOTC, ROTC, Athletics, and After-school programs will remain the same. This is still an SAISD school!
- **Attendance** - The schools would remain community/ neighborhood schools with first preference given to those in their attendance zone. They will be able to look outside of their attendance zone to enroll students from other neighboring school districts

Next Steps:

1. Write application for SAISD Board to consider (Near completion)
2. Obtain 2/3 approval from campus staff
 - Burbank – 70% YES
 - Harris – 97% YES
 - Briscoe – 97% YES
 - Jefferson – 80% YES
 - Woodlawn – 97% YES
 - Fenwick – 97% YES
 - Woodlawn Hills – 97% YES
 - Huppertz – 97% YES
3. Obtain 2/3 approval from campus FAMILIES (1 vote per family)
4. Submit Application to SAISD Board of Trustees
5. Apply to TEA for Partnership with Texas IB Schools (extra funding)

Becoming a SAISD In-District Charter School:

Why? 1. Sustainability 2. Resources 3. Campus Autonomy

How? Apply to SAISD School Board to become an In-District Charter

When? Charter to become effective 2019-2020 School Year

What's Next? Find a partner to take advantage of State of Texas' SB1882 on Charter Partnerships

Budget Exercise

As an in-district charter, if we were allocated \$500,000 for the first year of operation, we would focus on two main areas of improvement for the school. The budget categories we would utilize are technology and classroom redesign. These two areas were chosen to facilitate the goals of our academic model by ensuring collaborative, engaging work spaces in the classroom and library. Students goals would be fostered by providing teachers the tools and the space to differentiate teaching and learning.

We would use \$250,000 to update classroom and common spaces to make them more conducive to 21st-century learning, where collaboration, personalization, and project-based/problem-based learning is the norm. Much of this money would be spent on furniture that develops physical classroom environments that meet learner diversity and allow for classroom arrangements that promote interactivity with technology, active learning and positive interaction with peers. Much of the money would be spent on flexible seating options, collaborative and mobile student desks, tables of various shapes and sizes, mobile classroom storage options, and writeable spaces that promote student creation and collaboration. Not only would this furniture be used in our classrooms but would also be used to develop common spaces where students can engage in a diverse array of learning activities. A place where students migrate to between class and after school for interdisciplinary projects, individual study and research, and group research. Lastly, we would use the purchased flexible furniture to upgrade our library into a space containing multiple clusters. Using the furniture, the clusters would be designed to support all the various student activities that take place in the library. The clusters would be crafted to support group presentations, individual study, group collaboration, and social learning.

The remaining \$250,000 would go towards renewing the display technology and updating technological equipment in our classrooms and common spaces. With the renewal of the display technology, classrooms can be set up to better accommodate interdisciplinary teaching, collaborative student projects groups and/or teacher-led workshops or seminars. To ensure we can make the needed pedagogical shifts towards more student-driven learning experiences, this display technology is necessary to upgrade our physical classroom environments to promote creativity, collaboration, and higher-levels of communication amongst peers and teachers. The display technology would come in the form of televisions with screen-sharing capabilities. This capability allows teachers and students to wirelessly project from their mobile devices, increasing teacher mobility and curating a more active and constructive learning environment. To achieve our goal of providing quality instruction for all students that is engaging, rigorous, and relevant, we would also use this money to purchase casting devices. These devices would allow for the rooms that are equipped with older interactive boards with the ability to screen share as well. These classroom upgrades simplify the process of incorporating technology into instruction to allow teachers to present information to their classes, and students to collaborate with ease. This renewed display technology and casting devices creates a more interactive learning environment by leveraging student content and examples for the rest of the class. Further, projecting student work, classroom assignments, etc. in real time will drastically help our visual and English language learners.

Governance (Part 2) (TCIS Board and Campus Advisory Board)

Campus Governing Board Expertise and Development

Once members are selected to the TCIS Board, the Executive Director and SAISD's Assistant Superintendent for IB Schools will provide a mandatory training for all board members, which will include the following topics:

- What is an In-District Charter School?
- The role of the Campus Governing Board
- How to be an effective member on the Governing Board
- An overview of the Campus Improvement Plan and Charter Documents
- An overview on campus budget and expenditures and school finance in general
- An overview on campus student achievement data and Charter accountability metrics
- Any legal requirements of in-district charter school boards

Each board member will be fully versed on the dynamics of the IB school charters, the academic expectations for our students and teachers, school campus budgeting, and how to read and make decisions using accountability data from the district and State. Board members will also partake in annual team building exercises.

A similar onboarding experience will be created and implemented for the campus advisory board, led by the campus principal.

Each year the TCIS Board will complete a self-assessment and the principals will provide input and feedback to the TCIS Board. The Board will then set new annual goals for itself, just as the schools are setting annual goals. Working together, the board and the network principal will identify and access training opportunities for individual board members and for the board as a whole. The principal will present the results of the self-assessment and goal setting to the Campus Advisory Board.

As one of several SAISD-authorized charters, the TCIS board will have several other boards that it can learn from. The board will proactively make connections with other SAISD-authorized charters to exchange best practices and documents so that we can all improve faster. These might include sample board agendas, committee structures, goals documents, evaluation forms and protocols, etc.

The TCIS Board will create a finance committee to lead the work of ensuring financial sustainability for the schools and the network. The committee will be populated with board members who have strong financial expertise, such as business or accounting backgrounds. This committee will review financial reports in detail and will pressure test the TCIS and individual school budgets when they are developed each year. The finance committee will report out to the full board on all issues related to the budget and the financials throughout the year. If financial challenges arise, the finance committee will work with the principal to identify options and select the option that is in the best interest of students and that fits within financial constraints.

Campus Governing Board Leader Personal Statement

In my capacity as board leader, I am genuinely excited by the opportunity to be a part of this new network initiative in San Antonio. As an educator with forty-five years of experience, the Executive Director of Texas IB Schools, and an active member of the International Baccalaureate® community, I see great promise in the implementation of the International Baccalaureate® to provide students in the urban core of San Antonio with an excellent education meeting world standards. I see this work as leader of the board as an opportunity to advocate for students and support schools invested in developing into one network committed to developing the leaders of tomorrow within our schools. I can't wait to get started with this important, meaningful work as leader of the Texas Council for International Studies board.

- Karen Phillips
TCIS Board Member

Campus Governing Board Engagement with Families and Other Stakeholders (TCIS Board and Campus Advisory Board)

The TCIS Board and Campus Advisory Boards will interact with our constituents through a variety of formats, including:

- **Board meetings:** Quarterly board meetings will be open to the public and held on campus. The board will make every effort to allow public comment whenever members of the public attend.
- **Campus visits:** All board members will be encouraged to visit the campus regularly. This will be facilitated by board meetings scheduled on campus, and board members will arrive early or stay late from time to time so they can visit classrooms, and talk to teachers, students and parents.
- **Event attendance:** Board members will be encouraged to attend public events at the school (plays, competitions, sporting events, award ceremonies, etc.)
- **Staff interactions:** At least once a year, the Campus Advisory Board will host lunch for the staff and have the opportunity to informally interact with the staff and hear how things are going on campus, as well as answering questions from the staff about the board. The TCIS Board will be invited and encouraged to attend all staff lunches.
- **Student interactions:** In addition to attending events at the school, board members may engage students in short focus groups while they are on campus to hear about issues that are top of mind for students.
- **Family interactions:** Board members will have the opportunity to interact with family members who choose to attend board meetings. Periodically, members of the board will be invited to attend family meetings to create a formal channel for communication between families and the board.
- **Community partner interactions:** A key role for board members is making connections to the larger San Antonio community. Board members will be generous in identifying connections for

the school and making introductions for the network principal and/or associate principal to local business leaders, community leaders and potential partner organizations. They will act as ambassadors for the campus as they go about their daily lives and will promote awareness and goodwill toward the campus.

School Leader Evaluation and Planning (TCIS Board and Campus Advisory Board)

The campus principal will be formally evaluated by the principal's supervisor. The TCIS Board will execute its governance role by working with the principal to set school-wide goals, support the principal in achieving those goals and progress monitor during the board's regular meetings. At least two times per year, the principal will report to the TCIS Board with status updates of all goals and board expectations. When schools are not meeting their goals, the TCIS Board will play an active role in supporting the principal and school staff to achieve those goals, through strategic advice, resource development, and creative problem solving.

The TCIS Board' will hire the school's principal when a new person is needed. The TCIS Executive Director will work with members of the Campus Advisory Board to assist the TCIS Board in developing a profile for the desired principal candidate, serving on an interview committee, and making recommendations for the candidate to be hired by the TCIS Board.

Transition Plan

Action Step	Owner	Deadline
Recruit and organize TCIS Board	TCIS Executive Director	March 2019
Recruit and organize Campus Advisory Board - Campus election for teachers, solicit business and community members, work with school board member for their input	Principal	March 2019
Secure SAISD Board of Trustees approval for Charter	Office of Innovation	March 2019
Develop training/orientation for TCIS Board and Campus Advisory Board	TCIS Executive Director, Assistant Sup. and Principal	April 2019
Conduct Campus Needs Assessment for technology, training, teaching materials and staffing	Principal	April 2019
Develop budget for results of Needs Assessment	Principal	April 2019
Finalize Master Schedule for 2019-2020	Principal	April 2019
Hire for vacant staff positions	Principal and Hiring Committee	April 2019
Work with Office of Innovation and applicable SAISD departments to explain and secure autonomies described in charter application	Principal	April 2019
Host end of year community engagement event focused on charter and IB program	Principal	May 2019
Conduct TCIS Board Orientation and Training, present proposed budget from needs assessment	TCIS Executive Committee and Assistant Sup.	May 2019
Conduct Advisory Board Orientation and Training	Principal	May 2019
Plan staff professional development and new teacher orientation	Principal	May 2019
Attend summer professional development	Campus Staff	June 2019
Finalize logistics for professional development and new teacher orientation – budget, contracts for vendors, event space, materials, presentation, etc.	Principal	June - July 2019
First official TCIS Board meeting. Propose beginning of year expenditures and present new staff and campus initiatives. (Principal and Advisory Board)	TCIS Executive Director and Board Chair	July 2019
Conduct Staff Orientation and Professional Development Introduce Advisory Board to Staff	Principal	August 2019
Prepare for first day of school	Campus Staff	August 2019

Structure for Project Management, Accountability and Communication

The principal will be the lead project manager for the transition plan outlined above, with certain tasks delegated to other campus administrators as appropriate. The principal will create a project tracker using an Excel spreadsheet or google chart to monitor the completion of these activities, with a column showing the action item, owner, deadline and status of each action item. This tracker will be shared electronically with other campus administrators and the principal's Assistant Superintendent on a weekly basis. During the principal's weekly check-in with campus leadership, the team will review and discuss the project tracker, delegate tasks as appropriate, and plan alternate strategies for any action items that are off track. When items require action by someone outside of the core project team, the owner of the action item will communicate promptly by phone or email to the person responsible.

Progress on the transition plan will be shared to staff through the emailed weekly memo or during faculty meetings, as appropriate, and with parents through the appropriate communication outlet, such as campus social media, School Messenger, or in-person events.

Appendix

Appendix A – Student Mastery Tracker

-----'S MASTERY TRACKER

8TH GRADE READING - 1ST 9 WEEKS ASSESSMENT

INCORRECT

Period _____

CORRECT

8.6B (RS) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict	8.3 Fig 19D (RS) make complex inferences about text and use textual evidence to support understanding Across Literary Text: 8.3C, 8.8A, 8.13A, 8.13C	8.6A (RS) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	8.6 Fig 19D (RS) make complex inferences about text and use textual evidence to support understanding FICTION
1. <input type="text" value="D"/> 3. <input type="text" value="C"/> 5. <input type="text" value="A"/> _____ / 3 = _____ %	2. <input type="text" value="G"/> _____ / 1 = _____ %	4. <input type="text" value="G"/> 8. <input type="text" value="F"/> 10. <input type="text" value="J"/> _____ / 3 = _____ %	6. <input type="text" value="J"/> 9. <input type="text" value="A"/> _____ / 2 = _____ %
8.8 Fig 19D (RS) make complex inferences about text and use textual evidence to support understanding Across Literary Text: 8.3C, 8.8A, 8.13A, 8.13C	8.4 Fig 19D (SS) make complex inferences about text and use textual evidence to support understanding POETRY	8.8A (SS) explain the effect of similes and extended metaphors in literary text	FINAL SCORE
7. <input type="text" value="B"/> _____ / 1 = _____ %	11. <input type="text" value="A"/> 12. <input type="text" value="H"/> 15. <input type="text" value="C"/> 16. <input type="text" value="H"/> 17. <input type="text" value="D"/> _____ / 5 = _____ %	13. <input type="text" value="B"/> 14. <input type="text" value="G"/> _____ / 2 = _____ %	-Place # correct on the line -Divide by 17 -Multiply by 100 _____ / 17 = _____ %

Reflection Questions

1. What topic did you do the best on? Why do you think that is?

2. What topic did you do the worst on? Why do you think that is?

3. Why do you believe you earned the grade you did on the test?

4. What steps can you take in the future to assure that you earn a better grade on your tests?

5. Do you think your study techniques were effective? Why or why not? Will you approach the next unit exam with the same strategy? Why or why not?

Appendix B - TEKS Report Card

Name: _____ ID# _____		Not there yet: 0% - 25%		Starting to get it: 26% - 60%		Almost there: 61% - 90%		Got it: 91% - 100%	
	TEKS	1	2	3	4	5	6	7	8
Reporting Category 1	8.2D								
	8.2A								
	8.2B								
	8.2C								
REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS	8.4B								
	8.4C								
	8.5G								
	8.5I								
	8.8C								
	8.4A								
	8.5A								
	8.5B								
	8.5E								
	8.5F								
	8.5H								
	8.8A								
	8.8B								
	8.9A								
REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT	8.3C								
	8.7A								
	8.7B								
	8.7C								
	8.10C								
	8.3A								
	8.3B								
	8.6A								
	8.6C								
	8.7D								
	8.8D								
	8.10A								
	8.10B								
8.10D									
REPORTING CATEGORY 4: DATA ANALYSIS AND PERSONAL FINANCIAL LITERACY	8.5D								
	8.12D								
	8.5C								
	8.11A								
	8.11B								
	8.12A								
	8.12C								
8.12G									

Joel C. Harris Middle School

Non Negotiables

Directions: Fill in the missing words to complete the Rules.

- I will come to class daily and on time.
- I will abide by the uniform dress code at ALL times.
- I will only consume food/drink in the cafeteria.
- I will leave ALL gum at home.
- I will use appropriate language.
- I will keep my hands, feet, and objects to myself (fighting, horseplay, Public Displays of Affection – PDA)
- I will wear the school hall pass appropriately.
- I understand it is a crime to possess an indelible ink marker, tag or vandalize school property.
- I will only use or display outside electronic devices before or after school.

ADDENDUM – COMPLIANCE WITH IN-DISTRICT CHARTER LAW AND DISTRICT POLICY

The School certifies that this in-district charter application complies with Texas Education Code Section 12.059, as follows:

1. The education program being offered is described in the charter application.
2. The continuation of this charter is contingent on satisfactory student performance on state-required assessment instruments, satisfactory financial performance under state financial accountability provisions, and on compliance with other applicable accountability provisions.
3. In accordance with SAISD Policy EL(LOCAL), the SAISD Board may place this School on probation or revoke the charter in accordance with the School's performance contract if it finds that the campus charter:
 - a. Violates a provision of applicable state or federal law, which may result, after a cure period, in revocation at the conclusion of the School year;
 - b. Violates student achievement provisions of the charter, including the failure to meet the metrics set forth in the performance contract for the campus charter after a three- or five-year review period;
 - c. At the end of two School years, the campus charter may be revoked or placed on probation if it is rated as "improvement required" or fails to meet state accountability standards or is at the bottom five percent in comparison to all campuses in terms of student achievement in the District based on the School performance framework; or
 - d. After a cure period, the charter fails to meet generally accepted accounting standards for fiscal management.
4. The School will not discriminate in admissions on the basis of national origin, ethnicity, race, religion, or disability.
5. The governing structure of the campus is described in the charter application.
6. In order to ensure the health and safety of students and employees, the School will comply with Texas Education Code Chapter 38.
7. The District will conduct an annual audit of financial and programmatic operations of the School in accordance with state and federal law and District policy.
8. The School will provide all information necessary for the District to participate in PEIMS reporting.

In accordance with EL(LOCAL), the School and the SAISD Board of Trustees agree as follows:

1. This charter has a term of ten years, beginning with the 2019-20 school year and ending with the 2029-30 school year, with a three- or five-year performance review and renewal cycle, as defined in EL(LOCAL).
2. The Board waives all applicable District policies and procedures per EL(LOCAL) and the School's In-District Charter Application and Management Agreement.
3. The School will comply with its Board-approved school performance contract, and the District's annual process for reporting and reviewing the performance contract.
4. The School will follow the District's unified enrollment policy and procedure, including FD(LOCAL), FDB(LOCAL), F1 and F51. In the event of any conflict between the charter application and district policy and procedure regarding student enrollment, district policy and procedure will govern.
5. The School will participate in District-wide NWEA MAP testing, or its future replacement assessment, as determined by the District.