



INTERNATIONAL BACCALAUREATE WORLD SCHOOL
AVID NATIONAL DEMONSTRATION SCHOOL

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APPLICATION

In-District Charter School

Jefferson High School

Principal – Ralf Halderman

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School History



Thomas Jefferson High School, 2018

In 1929, only two high schools existed in San Antonio, Brackenridge High School in the south side of the city and Main Avenue High School located on the north side. The citizens of San Antonio passed a \$3,700,000 school bond proposal to purchase a 33-acre tract of land known as “Spanish Acres” for \$94,588.75. This site was overgrown with weeds and mesquite trees, accessible only by horseback since there were no roads past Fredericksburg Road at the time. Construction began in the fall of 1930 and ended in January 1932 to build the \$1,250,000 campus that in 1938, Life Magazine referred to as “the most outstanding high school in America.”¹

Created in a Spanish-Moorish design to reflect its proximity to San Antonio’s “Old Spanish Trail”, the cost and design brought about criticism to school district officials for its extravagance. Built during the Depression Era, hundreds of San Antonians were without jobs and could be found waiting in bread lines. After all, the structure looked like a luxury hotel, a university campus, or a palatial residence built like a Spanish estate.

Despite the criticisms, the construction of the school did put food on the table for many San Antonio workers. Local artisans in the Works Progress Administration Program (WPA) built most of the structure; their logo still remains on tiles in the library at the school. Eight mule-drawn rigs were used to dig the 35-foot deep holes for the foundation. An Italian immigrant, Hannibal Pianta and his son Eugene did the elaborate carvings that create the columns of the entryway at the main entrance. The ornamental concrete was made in sections using concrete molds located at the Pianta Company on Fredericksburg Road and then transported to the site. The Pianta family also did the ornamental work in the school’s “Aztec theater”. In 1983, due to its rich history, the campus became a part of the National Register of Historic Places and was also designated a Texas historic landmark.²

¹ "One American High School: The Thomas Jefferson of San Antonio." [Life. Time, Inc.](#), March 7, 1938. Vol. 4.

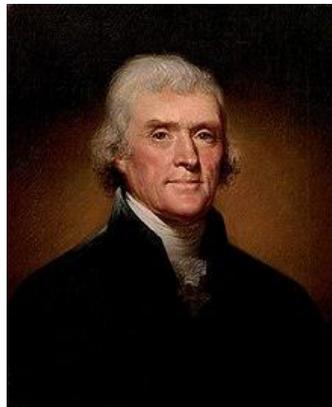
² "[National Register of Historic Places - State Listing](#)". National Park Service.

When Thomas Jefferson High School opened in the fall of 1932, it held regular classes in history and math, but also featured classes in manners, dancing, and radio broadcasting. The nearly 1,400 students who chose to transfer from Main Avenue High School picked the name Thomas Jefferson High School, in honor of America's 3rd president and the author of the Declaration of Independence.³ Those students also chose the school colors of red and blue, and the mustang as their mascot.

Before the end of its first decade, Jefferson High School had become nationally and internationally known.

In March 1938, Life Magazine featured Jefferson High School in an article highlighted by pictures. Twentieth Century Fox, filmed two movies on the Jefferson campus: "High School" starring Jane Withers in 1938 and its sequel, "Texas Girl" also with Jane Withers in 1939. On March 14, 1938, Paramount Pictures began making a special newsreel of Jefferson as America's most modern high school. By the close of 1938, Jefferson HS had appeared in Life, The American Weekly and several European publications; in 1947 it also appeared in National Geographic magazine.

Over the years, both the school building and the student body have received national and international recognition in newspapers, magazines, and films. The school has produced numerous outstanding alumni in the fields of government; military; communications; education; athletics; science; medical and legal professions; and, business and the fine arts. Thomas Jefferson High School remains a cornerstone of the community today, reflecting the cultural diversity of the City of San Antonio as it reminds us of the many possibilities and talents of those who built it during the hard times of America's Great Depression.



Thomas Jefferson
(April 12, 1743- July 4, 1826)

A statesman, diplomat, architect, and Founding Father who served as the third president of the United States from 1801 to 1809.

The principal author of the Declaration of Independence, Jefferson was a proponent of democracy, republicanism, and individual rights motivating American colonists to break from the Kingdom of Great Britain and form a new nation; he produced formative documents and decisions at both the state and national level.

As President, Jefferson pursued the nation's shipping and trade interests against Barbary pirates and aggressive British trade policies. He also organized the Louisiana Purchase, almost doubling the country's territory. As a result of peace negotiations with France, his administration reduced military forces. He was reelected in 1804. Jefferson's second term was beset with difficulties at home, including the trial of former Vice President Aaron Burr. American foreign trade was diminished when Jefferson implemented the Embargo Act of 1807, responding to British threats to U.S. shipping. In 1803, Jefferson began a controversial process of Indian tribe removal to the newly organized Louisiana Territory, and he signed the Act Prohibiting Importation of Slaves in 1807.

Jefferson, while primarily a planter, lawyer and politician, mastered many disciplines, which ranged from surveying and mathematics to horticulture and mechanics. He was an architect in the classical tradition. Jefferson's keen interest in religion and philosophy led to his presidency of the American Philosophical Society; he shunned organized religion but was influenced by both Christianity and deism. A philologist, Jefferson knew several languages. He was a prolific letter writer and corresponded with many prominent people. His only full-length book is Notes on the State of Virginia (1785), considered perhaps the most important American book published before 1800. After retiring from public office, Jefferson founded the University of Virginia.

Although regarded as a leading spokesman for democracy and republicanism in the era of the Enlightenment, Jefferson's historical legacy is mixed. Some modern scholarship has been critical of Jefferson's private life, pointing out the contradiction between his ownership of the large numbers of slaves that worked his plantations and his famous declaration that "all men are created equal." Another point of controversy stems from the evidence that after his wife Martha died in 1782, Jefferson fathered children with Martha's half-sister, Sally Hemings, who was his slave. Despite this, presidential scholars and historians generally praise his public achievements, including his advocacy of religious freedom and tolerance in Virginia. Jefferson continues to rank highly among U.S. presidents.

³ https://en.wikipedia.org/wiki/Thomas_Jefferson

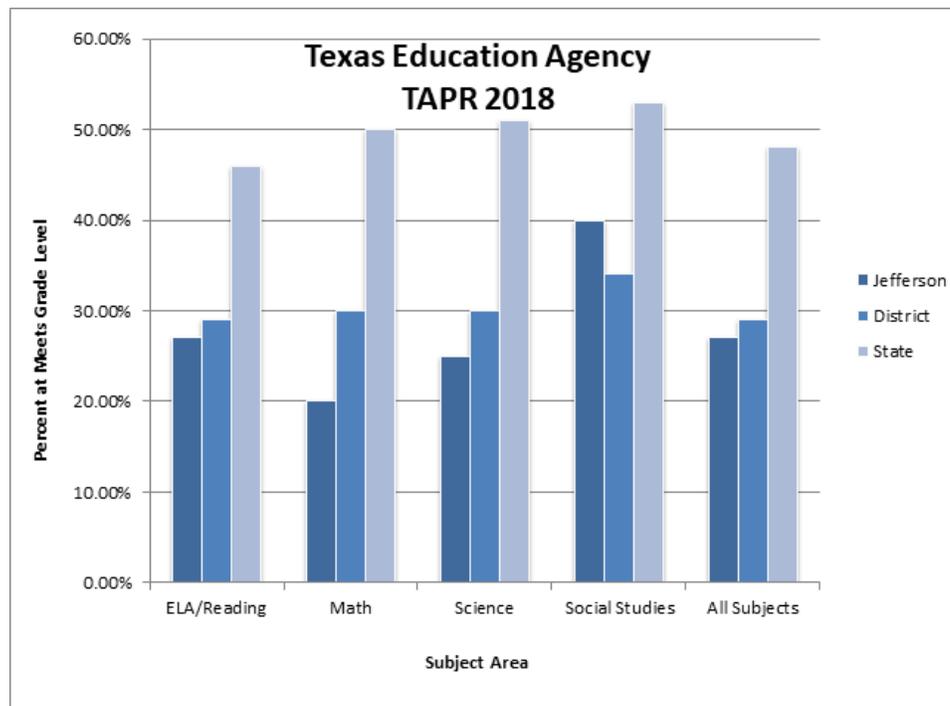
Data Reflection and Outcomes Analysis

Data Submission

 San Antonio Independent School District 2018-19 Performance Objectives										007 Jefferson High School								
ATTENDANCE																		
2012	2013	2014	2015	2016	2017	2018	2019 GOAL											
92.5	92.9	92.8	93.4	93.1	91.9	91.7	92.7											
STAAR: PERCENT at MEETS GRADE LEVEL and GROWTH																		
	READING MEETS			READING GROWTH			MATH MEETS			MATH GROWTH			SCIENCE		SOCIAL STUDIES		WRITING	
	2017	2018	2019 GOAL	2017	2018	2019 GOAL	2017	2018	2019 GOAL	2017	2018	2019 GOAL	2017	2018	2019 GOAL	2017	2018	2019 GOAL
All	39	27	32	41	60	66	22	20	25	25	48	58	27	25	27	33	40	44
H	39	27	32	61	65	65	22	20	25	26	48	58	27	25	27	33	40	42
AA		19	24															
W		36	40															
ED	37	26	33	59	64	64	22	20	25	25	48	58	26	24	26	31	38	40
SPED	19	7	19	43	53	53	19	11	23		36	46	15	10	12	34	17	19
ELL+4	11	11	16	58	64	64	22	27	27	26	51	61	11	16	18	19	30	32
CE	28	33	33	60	66	66	22	27	27		52	62	26	28	28		40	46
NCE	23	28	28	63	67	67	16	20	20		40	50	24	26	26		38	42
NOTE: Data is displayed only for student groups with 25 or more students.																		
DOMAIN SCORE PERFORMANCE: All Years based on 2018 Methodology																		
Student Achievement				Progress Pt A: Growth				Progress Pt B: Rel. Perform.				Closing the Gap						
2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL			
56	59	63	66	48	56	59	64	56	58	65	72	50	62	56	66			
Overall Score				Rating														
2016	2017	2018	2019 GOAL	2016	2017	2018	2019 GOAL	NOTE: 2016 and 2017 data does NOT reflect official ratings, but was recalculated using the new 2018 Domain Methodology.										
54	59	62	70	IR	IR	MET	C											
STATE GRADUATION RATE (4-Year)							COLLEGE, CAREER, & MILITARY READY											
Class of:	2015	2016	2017	Proj 2018	2019 GOAL		Annual Grads: 2017		Projected 2018		2019 GOAL							
All	89.0	92.0	89.0	94.0	95.6		All	30	38		47							
H	89.0	92.0	89.0	94.0	95.9		H	31	38		47							
AA							AA											
W							W											
ED	89.0	91.0	88.0	94.0	95.3		ED	28	37		39							
SPED	77.0	83.0	78.0	90.0	91.5		SPED	23	6		27							
ELL+4	91.0	89.0	87.0	91.0	92.9		ELL+4	31	42		44							
							CE	30	37		50							
							NCE	32	44		46							

The overall academic performance/rating of Thomas Jefferson High School has not met the state standard two out of the last three years based on the new A-F Accountability System. Areas of concern and trends that we have identified as indicators are:

1. % of students meeting grade level in all four content areas (below state averages)
2. % of ELA students reaching approaches or above (below state averages)
3. % of Special Education Students reaching approaches or above in all four content areas (below state averages)
4. % of students attaining College, Career, and Military Readiness Standards



The following interventions / remediation strategies have been in place over the last three years to help improve student achievement:

1. EOC intervention classes in all four core areas
2. Pull-Outs- Intensive instruction
3. EOC Saturday

These strategies have been in place for the past three years, but fidelity and accountability for improvement has been lacking. This year, under new administration and accountability for systems in place, we have seen progress with our EOC re-testers in December of 2018. Jefferson came in first in 3 out of the 5 areas in the district and second in the other two areas. The campus saw significant academic improvement in Algebra 1 and US History scores.

Challenges/Root Causes for Our School

The approach to ascertaining our challenges began as the In-District Charter Application Team reviewed state, district and campus data which confirmed our areas of concern. We relayed this information to our respective departments and solicited input in order to determine the challenges faced by our campus. We worked with all stakeholders including, but not limited to: staff, students, parents, and feeder schools to identify the precise obstacles Jefferson High School has faced. We accomplished this through department meetings, family engagement nights, student assemblies, and the Jefferson Education Leadership Council (JELC) meetings. The overwhelming consensus among all groups are the challenges and root causes listed below:

Challenges

1. Students meeting College, Career, Military Readiness Standards
2. Student Achievement / EOC, ACT, SAT, PSAT, AP Exams
3. Few Opportunities for our students to receive industry-based certifications

Root Causes

Students Meeting College Career and Military Readiness Standards

- We do not have systems in place that address why our students at Thomas Jefferson High School are not performing at the College Readiness Standards set forth by the state in the following areas: TSI, PSAT, EOC Masters Level, SAT/ACT, AP/IB Exam results

Student Achievement / EOC, ACT, SAT, PSAT, AP Exams

- There was not a consistent implementation of a PLC in the four core departments. The accountability piece was not in place. Administration presence was lacking in classrooms in the form of PLCs, formal walkthroughs, Instructional Snapshots, and 2-3 minute informal walkthroughs. The absence of administrative instructional guidance led to lack of PLC accountability: no guided agendas, unfocused conversations, missed professional development opportunities for our staff, and missed opportunities to review data relating to student college readiness including, but not limited to: student performance on AP Exams, PSAT and SAT, and ACT scores.

Industry Certifications

- Jefferson High School currently offers CTE courses in their full coherent sequence which meets the endorsement requirements for graduation. They do not, however, lead to industry certifications. In the 2017-18 school year, only about 40 students earned a Security Level 2 career certification, with about 45 students on-track for the Security Level 2 certification for the current 2018-19 school year. No other career-related certifications have been attainable with our current offerings. We have not expanded our offerings and utilized the resources and partnerships available with various agencies, such as the Alamo Community College District.

School Overview

Mission and Goals

“The mission of Thomas Jefferson High School is to provide an inclusive, relevant, and comprehensive education with a principled and diverse community. We are committed to inspire in each Mustang a love of learning and an affinity for risk, empowering them to persevere as balanced and thoughtful global citizens.”

As a result of implementing our mission statement, Jefferson graduates will be equipped with the skills, knowledge and global views to persevere. We will measure the efficacy of our mission statement through the following goals:

	Campus Goals	As Measured by...
1 Year	Goal 1: Student achievement – Students at Thomas Jefferson High School will meet and/or master standards for all EOC assessments at an average of 5% increase from the 2017-2018 school year	-Common assessment -3/6/9 weeks -Student growth measure -EOC results -MAP test results (Eng./Math)
3 Years	Goal 2: Student Achievement - Students at Thomas Jefferson High School will meet and/or master standards for all EOC assessments at an average of 10% increase from the 2017-2018 school year	-Common assessment -3/6/9 weeks -Student growth measure - EOC results -MAP test results (Eng./Math)
3 Years	Goal 3: CTE – 40% of our students receiving a CTE endorsement will receive an industry-based certification at the end of the 2020-2021 school year. Currently there are 587 students on-target to receive an endorsement upon graduating this school year.	Analyze data- Track the number of students receiving industry-based certifications annually.
3 Years	Goal 4: 60% of TJHS students will demonstrate College Readiness in AP, SAT, DC, TSI or ACT by the end of their Junior year for the 2020-2021 school year. College and Career Readiness Graduates should increase to 80% and above by 2020-21 based on the campus rate of 71.3% in 2014-15 and 74% in 2015-16 from the TAPR 2016-17.	-AP performance/participation results / TSI, Dual Credit, and ACT, SAT results -% of students meeting masters on EOC
3 Years	Goal 5: TJHS Diploma Programme students will graduate from the IB Programme with 45% of students earning a minimum of one certificate and 60% earning the IB diploma. This will be measured by analyzing data from the IB results in based on the prior success rate of Burbank High School who has had the program for over 20 years in the district with a similar demographic.	Analyze data from the IB results.

Which goal will be the hardest to achieve? Why?

Goal 5: We are currently in the first year of the Diploma Programme. Our first year DP students will graduate in the Spring of 2020. We do not have campus data on which to base our goals. It is imperative that our MYP Programme set a solid foundation campus-wide in order to have a successful Diploma Programme.

Academic Model

All students will follow the Middle Years Programme (MYP) curriculum in the 9th and 10th grade. As upperclassmen, students will have the choice to pursue the IB Diploma Programme or the CTE/Fine Arts endorsement. The IB Diploma Programme spans the students' 11th and 12th grade years, and incorporates international mindedness with a college-level curriculum. The IB Diploma requirements are extremely challenging for all students, which is why it is such a credible program among the world's top universities. The IB Diploma is difficult to achieve for most students because of the advanced curriculum, rigor, and requirements of the programme, however, it is not unattainable. Most Jefferson students will enter the Diploma Programme in 11th grade with major learning and achievement gaps due to the unchallenging curriculum and lack of rigor and in the education that they received in their 9th and 10th grade years. The implementation of the IB Middle Years Programme in 9th and 10th grade levels will aim to close those gaps that are currently present.

Why IB?

The International Baccalaureate (IB) offers a comprehensive curriculum that focuses on the holistic development of the learner. The IB model is a skills-based curriculum that develops students through the Approaches to Learning, developing the students' critical thinking, communication, social, self-management, and research skills. Through successful and thorough implementation of these approaches, students will develop the skills necessary for success on all academic indicators, including but not limited to: EOC, SAT, PSAT, ACT, AP, IB Diploma acquisition, and attainment of career-certifications. The approaches to teaching and learning through the MYP curriculum at the ninth and tenth grade levels will build foundations for student success at the upper-class levels, regardless of the path chosen by the student. Furthermore, the IB curriculum and philosophy helps to create inquiring, balanced, global citizens that will be able to participate in today's ever-changing global economy. The IB is a perfect fit for the Jefferson student, as the IB assessment model fits the needs of our student in comparison to other assessment models. The Jefferson student embodies the characteristics of the IB Learner Profile, and is a natural fit for these programs. The IB curriculum will also provide a framework for teachers as they plan their courses that include increased rigor and skill development. This framework will be systematically included in the PLCs and other teacher professional development opportunities. As the IB curriculum models are implemented into courses and PLCs at Jefferson High School, this will raise the overall level of rigor and academic achievement among Jefferson High School students.

International Baccalaureate (IB)

At every grade level and across all content, teachers will use the IB model, infused with Texas TEKS, using AVID strategies. All teachers will continue to implement the Gradual Release of Responsibility model, which follows a teaching model summed up with "I do," "We do together," "you all do," "you do alone." In more detail, the teacher introduces and models the lesson or activity, the students then practice the lesson or activity together as a class, the students then practice the activity using peer collaboration, and finally releasing the students to practice and master the objective individually. The Gradual Release of Responsibility model is included on the Instructional Snapshot document used for classroom walkthroughs as seen in **Appendix A – Instructional Snapshot**.

All teachers will follow an inquiry-based approach to teaching and learning. Students are empowered to ask questions, either in class or in their focused note-taking, and then have the necessary skills to follow up and find the answer on their own. Teachers will serve as facilitators for learning and provide opportunities for students to express themselves. Assessments are directly tied to the teaching and learning that is happening through the IB planners at grades 9-10 and to the external assessments in grades 11-12.

All students, regardless of class, are also encouraged to demonstrate their learning through both service and action within the community. Service opportunities will be presented during the year for students and many of these opportunities will be directly tied into the curriculum and be an extension of what students are learning during the normal school day. Service learning is a key and integral part of the International Baccalaureate Programme, and is a requirement to earn an International Baccalaureate Diploma. Our students are currently active in multiple service learning endeavors, ranging from students volunteering time serving individuals in retirement communities, delivering Christmas cards to St. Francis Nursing Home, working on campus beautification projects, volunteering at the HEB Holiday Feast of Sharing, the Salvation Army Food Pantry, the Raul Jimenez Thanksgiving Dinner, and fundraising events such as the “Learning For Legs” sock drive, in which proceeds go to provide prosthetics for individuals in developing countries.

Students are also required to develop their own service learning projects and write reflections on the impact that the service has had on them individually as well as the community. Additionally, all students in grade 10 will be required to complete a Personal Project (PP). Some Personal Projects that have been completed by our students include: student paintings (artwork), a research paper on lesser known cultures, construction of a clock (to see how the inner workings are made), and fundraising donations for food to provide to Animal Care Services. A student example of a personal project summary is included in **Appendix D – Jefferson Student Personal Project**. This Personal Project will take the form of 25 hours of research and process, developing a product, and reporting on their work. Participating in the Personal Project will build the rigor, discipline, time management and knowledge of Jefferson students thereby addressing the challenges identified and raising academic achievement.

Both the Service Learning and Personal Project components of the IB Programs will help to address the challenges and needs of Jefferson High School. The Service Learning component of the IB requires students not only to be involved in service, but also to identify learner outcomes of the service. Students must write reflections on their service and the impact it has had on themselves and the community. The IB curriculum also embeds Service Learning into the subject curriculum. Every subject area incorporates Service Learning into its unit planner, thus tying curriculum directly to service. Students can then make relevant connections between service and education, thus creating balanced and well-rounded students.

The Personal Project allows students to take ownership of their own learning as they are tasked to complete a project of their choosing that is meaningful to them. The Personal Project is required of all tenth grade students, and will help address many of the challenges facing Jefferson High School. The Personal project teaches students a wide variety of skills, including organization, time management, planning, communication, critical thinking, self-management, and reflective skills. Students not only plan their projects, but also complete and communicate their projects while also writing reflections on the process. These skills developed through the Personal Project will help raise the overall level of achievement at Jefferson High School, giving our students the skills necessary to be successful on all academic indicators, including college and career readiness.

At grades 9-10, the MYP model is used. 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 9-10, and all classes will meet for at least a semester. They must also meet state STAAR EOC, attendance and diploma requirements and IB requirements for language acquisition, so they should be taking the same language that they took in middle school.

International Baccalaureate MYP and DP courses incorporate international-mindedness and global context into the curriculum. This allows for students to gain multiple perspectives and differentiated styles of learning used internationally. Global context themes used in an MYP class include: identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability and • fairness and development.

All subjects for MYP will follow the MYP objectives and assessment criteria. These objectives are arranged in four different areas by IB, and are required to be reported on throughout the year by the school. For example, in Language and Literature (ELA), the four objectives include: Analyzing, Organizing, Producing Text, and Using Language as seen in **Appendix B – IB MYP Objectives**. The assessment criteria are set by the International Baccalaureate Organization using specific descriptors and mark bands that assess student work for each specific objective listed above. An example of an MYP rubric for Language and Literature using the assessment criteria can be seen in **Appendix C – IB MYP Assessment Rubric**. This reporting will require continued professional development on assessment and criterion-based assessment training and calibration.

All IB schools encourage students, parents, and staff members to be mindful of the IB Learner Profile. This profile names ten different attributes which the school believes all learners should demonstrate: caring, thinkers, risk-takers, open-minded, balanced, inquirers, knowledgeable, communicators, principled, and reflective. IB schools encourage these attributes through purposeful teaching, learning, and assessment in all attributes. It is the goal of all IB schools that students, parents, and staff members be continually reflective of these ten attributes and constantly look to better themselves through their work. Teachers currently use the Learner Profile traits with students to have them explore their own passions and traits. Students have created Learner Profile posters, artwork, and other media to display in classrooms and hallways. Learner Profiles have also been attached to classroom activities and curriculum. Furthermore, Jefferson High School highlights a “Learner Profile Trait of the Week” which gets students to think about that particular trait and how it fits into their lives.

Diploma Programme (DP)

At grades 11-12, students will have the option of taking the DP or taking a traditional track of regular HS courses, Advanced Placement courses, or Dual Credit courses. For the DP, students must include the following: Language and Literature, Biology, Mathematics, History of the Americas, and a Foreign Language. In addition, they will also take a critical thinking/philosophy class called Theory of Knowledge. Completion of community service hours through their Creativity, Action, and Service (CAS) responsibilities and a 4,000-word essay, in a subject of their choosing called Extended Essay are also required. Students are still required to meet state STAAR EOC, attendance and diploma requirements.

IB teachers will follow dedicated approaches to teaching and learning while allowing students to fit their understanding in global contexts with a focus on international mindedness. Approaches to Learning, used in both DP and MYP Programmes, provides the framework for students to develop skills that translate to success both in and beyond the classroom. Approaches to Learning include the development of: thinking skills (along the Bloom’s taxonomy model), communication skills (written, oral, listening, debating, reading, inferring), social skills (collaboration, social awareness, relationships), self-management skills (organization, affective), and research skills (information literacy, browsing, searching). Approaches to Teaching focuses on the teacher, and how they deliver skill-building activities and curriculum. The Approaches to Teaching are outlined as based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by assessment (formative and summative). International-mindedness relates to the MYP global contexts in providing multiple perspectives and cultural integration

into the curriculum. An example of international-mindedness being used in the classroom can be seen in a DP History class, where a teacher may have students read newspaper articles on a specific event, such as the Japanese invasion of China during World War 2, using newspaper articles written in China, Japan, the USA, and the UK and analyzing the similarities and differences in the wording and point of view surrounding the same event. Students are encouraged to find values and limitations in all four of these accounts. Teachers will also allow for both disciplinary and interdisciplinary understandings of their work while allowing students to connect their ideas to the larger world around them. Examples of interdisciplinary assignments include analyzing a nonfictional speech of Dr. Martin Luther King in a Language and Literature class, then taking that speech and applying it to the Civil Rights Movement in a History class. Another interdisciplinary lesson is done with the Chemistry and Spanish classes, where Chemistry students perform a chemical reaction using metals and nonmetals to create traditional Spanish artwork, which also ties in Fine Arts. All students and teachers will also focus on a time of reflection during lessons (students) and lesson planning (teachers). IB Instructional Coaches will function as IB Coordinators to assist with the fidelity of implementation of the IB MYP and Diploma Programme on our campus.

CTE/ Fine Arts

Jefferson students who choose to follow the CTE/ Fine Arts endorsement pathway will engage in the IB Design cycle as they advance to practicum levels in their chosen endorsement. The design-cycle model represents the MYP design methodology of how designers develop products. The process is divided into four stages: inquiring and analyzing; developing ideas; creating the solution; evaluating. This incremental process allows the designer to go from identifying a design opportunity to the testing and evaluation of a solution. This process leads to the creation of solutions that solve a problem. These students will have a range of AP/Dual Credit courses with industry-based certifications to prepare them for college and future careers. Jefferson will also expand its dual-credit offerings, allowing students to potentially obtain several college credit hours in advance of matriculation.

We will also seek to improve outcomes in college-level courses by improving selection processes (best-fit models for students seeking a particular career path or endorsement), increasing rigor of assessment in pre-AP courses, which includes using IB-style assessment and critical thinking, and making available supplemental aids. Students will have a wide array of career endorsements to choose from, including, but not limited to: law enforcement, political science, business management, agricultural science, health science, architecture, and audiovisual technology. We will continue to sustain our existing fine arts programs in the visual arts, theatre, dance, and music. We will also seek to expand our offerings by instituting film courses and partnering with local businesses to secure internships for students in their endorsement fields.

AVID

TJHS is an AVID National Demonstration Campus. As such, all instruction across all programs, disciplines and grade levels will be infused with AVID Strategies. We will maintain the AVID Site Team and provide opportunities for all teachers to attend AVID professional development in order to maintain and grow our AVID school-wide program.

AVID school wide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st Century tools to ensure college readiness for AVID Elective students and increased academic performance for all students.

AVID school-wide instruction incorporates AVID foundation 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.

Grade Reporting

Jefferson will consider implementing an alternative grading period in order to give students more opportunities to be successful and raise semester scores. This will also enhance teachers' abilities to track student progress and adjust instruction, as needed.

Lesson Plans

Using the IB model, Unit Plans for MYP (grades 9 & 10) and Course Outlines (grades 11 & 12) for DP will be utilized. All teachers will submit Lesson Plans via the Planbook software program which will promote teacher planning and reflection on instruction, as well as provide easy access for administrators when performing learning walks, walkthroughs and observations.

Vertical Alignment

Jefferson will ensure students fully develop their skills throughout middle school and high school by vertically aligning curriculum in all content areas. We will affect these changes by working closely with our feeder schools on shared professional development days. We will provide professional development for core content teachers to collaborate across grade levels. Jefferson will also foster the interdisciplinary learning that is a tenant of the IB program by creating systems to facilitate cross-curricular planning. Examples would include allotting time for all teachers to engage in both vertical and horizontal collaboration amongst all disciplines on a systematic and regular basis.

Special Populations (Special Education, GT, ELL)

Jefferson's academic model will be inclusive to ensure that all student groups (Special Education, GT, ELL) have an opportunity to be successful during their MYP years (9th/10th). Teachers will collaborate weekly during PLC's to analyze data and adjust/differentiate instruction if needed. Teachers will utilize the IB assessment rubric as an instrument to determine whether students are being successful (Appendix C). If the model does not produce the desired outcomes for special population students, we will research successful IB schools with similar demographics and adapt our model accordingly.

At Jefferson High School, inclusion is an ongoing process designed to increase access and engagement in learning for all students by identifying and removing barriers in a culture of collaboration, respect, and support. We believe that every student comes to us with unique needs; therefore, our Inclusion Policy celebrates the diversity of our student body. For example, some students may display difficulties or live with conditions that are barriers to learning. Others may come to us with higher than average aptitudes in one or more subjects that require equal, but more rigorous, support. Still others may have learning difficulties due to language barriers.

Regardless of the student's situation, this partnership endeavors to equip ALL students with high quality, rigorous instruction and support services to become internationally minded thinkers while developing the skills necessary to be successful and independent upon entering higher education and the workforce. Through inclusion, we honor the IB Learner Profile attributes, creating caring, open-minded students who balance the different aspects of their own lives and needs as well as support the needs of our diverse community. In summary, Jefferson High School looks to include all students and special populations into the IB framework.

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, exit tickets, or character studies in various subjects such as English, Fine Arts, Individuals and Societies (History and Social Studies), Language Acquisition (Foreign Language), or any number of other courses. The IB LP is a combined list of traits that all teachers and students at the school should desire to reflect and, through its continued use, students will be able to demonstrate their understanding of being a well-rounded individual in their classes. The IB LP can also be combined with other district initiatives such as PBIS. An example of this would be to utilize the PBIS Mustang Bucks (PRIDE) with students who are demonstrating an Initiative to Succeed through their IB LP.

Challenges

The finances required for implementing and maintaining IB Programmes with fidelity are quite costly. Additional FTEs are required for the implementation and maintenance of the IB standards and practices with fidelity. This includes the requirement of Master Teachers for the DP Programme courses, and the creation of separate class sections to deliver pure DP curriculum without having to stack non-DP classes with DP classes. Furthermore, the professional development that is required for all IB teachers, both DP and MYP, is very costly. The IB Diploma Programme undergoes regular curriculum changes every five to seven years in each course which requires continual professional development and lifelong learning. The technology and resources required to run high-quality IB Programmes are also costly, including the purchase of new IB-aligned textbooks, one-to-one computers for the DP students to perform research, and school-wide implementation of the MYP Personal Project. This project requires campus-wide teacher supervision, storage and exhibition space, and software programs such as ManageBac to organize, record, and report the data. Furthermore, our students often enter Jefferson High School with major learning gaps, thus the rigor and challenging curriculum of the IB Programmes may be difficult for these students when transitioning to high school.

Data and Continuous Improvement

At Jefferson High School, our staff is expected to utilize the “backward design” model for analyzing data and seeking continuous school improvement. Our teachers will utilize the Backward Design format, which entails the following:

1. Identify desired results – What knowledge and skills do we want our students to master?
{Learning Objective(s)}
2. Determine acceptable evidence – Create assessments or performance tasks to determine whether or not students have mastered learning objective(s).
3. Plan Learning Experiences and Instruction – Develop engaging, relevant lesson plans that adhere to the TEKS and support our vision of student centered classrooms.

Action Plan:

- Addition of an Academic Dean to oversee data and instruction
- Utilization of the Plan4Learning model.
- Implementation of PLCs with fidelity with three-week assessment reviews embedded
- Creation of a Student and Parent Advisory Committee to meet on a regular basis in order to discuss data and continuous improvement
- Utilization of a data-tracking system called ManageBac for all IB MYP and DP students. ManageBac is used by both teachers and students to record, report and submit data. ManageBac also allows for student input and student self-reflection on their own progress, allowing for student ownership of their own progress. Furthermore, the Service Learning components are also incorporated into ManageBac.

Assessments:

- Formative
- Summative
- Common Based Assessments (CBAs)
- District Based Assessments (DBAs)
- Exemplars
- IB Diploma Assessments
- IB MYP Assessments
- Advanced Placement (AP) Benchmark Assessments

During their PLC they will discuss ways to adjust teaching by way of modeling or collaborative discussions with the department.

- Decide their way of monitoring the students’ progress through an excel spreadsheet, data tracking chart, or other means that has a direct link to data driven instruction.
- During their content PLC meetings, teachers will create a calendar detailing the scope and sequence and will adjust as needed if students are not reaching their achievement goals.
- Implement their own pacing guide to achieve the results of the school goals, utilizing best practices, reflection on the instructional process, and collaboration with other teachers.

The departments will have data PLC meetings to discuss results and their adjustments to achieve the school goal. The department will respond to student needs with appropriate intervention strategies and/or programs. Examples include: Lead4ward Instructional Strategies Playlist, professional development, mentoring, and other tools: Examples: Lead4ward, AVID, IB professional development training, new teacher mentoring, and instructional strategy tools implemented from professional development sessions.

As the instructional leaders on our campus, administrators will work with departments collectively and individually to implement teaching strategies and assessments that will address deficiencies in mastery of the subject matter. They will also work in concert with department chairs to devise professional development, mentoring, and other tools to assist teachers in ensuring all students are successful in the classroom. Such examples include the new teacher mentoring program, systematic IB professional development and training in PLCs, AVID training and strategies in PLCs, monthly teacher-administration meetings, subject-specific training, and immediate and relevant walkthrough feedback.

We will track enrollment using SchoolMint to verify whether enrollment is increasing or decreasing. We will also create an Enrollment Team in order to recruit and retain students, as well as record and report student enrollment trends.

School Community Communications

Staff Communication

Each week the principal will send a weekly memo to the staff highlighting recent accomplishments and accolades as well as information relevant to the upcoming week, such as: upcoming school activities, meetings, trainings, and tips for best practices of instructional strategies. This weekly memo will serve as a portable staff meeting and eliminate the need to use valuable time to meet about information that can be disseminated with a memo. Dialogue between staff also occurs during collaboration meetings, department meetings, and social events - Holiday luncheons, and email groups. In addition, the principal meets once a month with each department to deliver campus and district news as well as receive feedback from staff regarding any pertinent issues.

Managebac, a communication system affiliated with IB, will also be used to connect teachers, parents, and students. Managebac allows teachers, students, and parents to share messages, updates, calendars, lessons, grades, and documents; it is available as a web-page and as a mobile application.

Community Communication

Each month the principal will send a monthly newsletter to parents and interested community members via SAISD's SchoolMint and/or other email list servers that communicate information about the campus including: upcoming events, games, activities and notable student accomplishments. This newsletter will provide parents with friendly school reminders as well as keep families engaged with the "happenings" of the school. This newsletter will be archived on our school website and our school front office will have multiple paper copies for those who visit the campus.

The principal will also host a monthly coffee at Jefferson for parents, community members and its feeder schools. Agenda items at these meetings include but are not limited to meeting new staff, student achievement, IB, Superintendent Presentation, and Campus community stakeholders. The Jefferson Education Leadership Council will meet monthly to allow our parents and community an opportunity to be informed of the what is happening in Technology, Academic, Fine Arts, Athletic, Student Service awards and recognitions.

We have several events throughout the year to attract our community at Jefferson. We have events such as Ice Cream Social, Night at Ole Jeff, and Jefferson on Parade that showcase our athletic teams and other organizations. The tradition of showcasing our athletic teams, Fine Art programs and other campus activities spans 80+ years and draws the attention of our entire community, including news outlets, city leaders, state representatives and U.S. Congress members. We continue the momentum of

the community involvement with our campus website, which serves as our main conduit for up-to-date, relevant information about our school. The principal and administrators have social media such as Twitter to connect with the community. The campus website is updated weekly by the Campus Website Coordinator, where campus events, invitations to special events, and campus information is posted on the campus website as needed. The campus social media coordinator is responsible for posting to our social media accounts daily - highlighting our extracurricular activities, International Baccalaureate Programme, and community service projects. We also use our school marquee, occasional e-mail blasts, and phone call-outs to keep our families informed and engaged.

Students and faculty members also participate in community events throughout Bexar County to promote AVID and IB.

Student Recruitment and Retention

Recruitment

Jefferson High School will continue to recruit students from across the district and neighboring communities by visiting all 8th graders across SAISD to inform them of our campus and the International Baccalaureate Programme (IB). Currently, our counselors, along with other SAISD "CHOICE" school/program counselors have a choice/magnet showcase each spring for all rising freshmen who can select a magnet program at any choice high school in the district. Jefferson High School plans to continue to use this effective showcase to attract students to our dynamic school.

We will also host a school day titled *Mustang Showcase*, open to all feeder campuses, where we highlight all endorsements available at our campus. In addition, all campus student organizations will be invited to showcase their program while highlighting the unique student organizations at Thomas Jefferson High School such as the world-famous Lassos, our fraternal organizations – Senate and Hayne, and the Martha Jefferson Randolph (MJR) sorority.

We will increase parental involvement in the endorsement-selection process through the hosting of an evening showcase, *"A Night under the Dome"* during the fall semester where student organizations highlight the endorsements available at our campus. This showcase will be open to parents and students in our feeder pattern as well as the community at large.

Jefferson High School 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. In addition to the traditional communication sources - campus marquee, website, and flyer/mailer – communication of our showcase events will be delivered via a unified social media presence with a designated campus staff member being assigned as the coordinator. This coordinator will be the primary point of contact for all campus communication and will ensure the delivery of all information in both English and Spanish. Additional efforts with the promoting of these showcases will be sought through other media outlet sources. Additionally, representatives from various student organizations will conduct a block walk event to invite families and community members within the Jefferson HS boundaries to the showcase.

Retention

Many of the strategies mentioned above will continue to be employed each year as a new in-district charter. We plan 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). In addition to the IB program models being implemented campus wide, we will develop a *Mustang Learning Center* where students struggling in core subject courses can go for assistance from 12th grade student mentors. This learning center will contribute to ensuring that our students are provided with additional systems of support for academic success.

In addition to the previous strategies, Jefferson High School will create an Enrollment Team that will focus on student retention. This team will contact parents at the beginning of the year; provide opportunities for students to participate in extracurricular activities; examine reasons students leave the campus (exit surveys); and finally, conduct exit interviews and to try convince families to stay.

Our goal is to increase student enrollment at Thomas Jefferson High School by 10% before the 2022-2023 school year. We recognize the value of a diverse student body and its reflection of the community at large; therefore, through our communication efforts we will ensure this message is reflected. This will occur through ensuring that we provide information about the resources available to students with disabilities and/or language barriers on our campus.

School Climate and Culture

According to the SAISD District Discipline Analysis for the 2016-2018 school years for Jefferson High School, our efforts in addressing school safety have produced positive results. This is demonstrated through a reduction in recorded offenses in “Fighting/Mutual Combat” which decreased by 79%. As a team, we believe that this has occurred due to a strong emphasis in engaging in proactive approaches – i.e., faculty/staff working collaboratively in the monitoring of campus hallways, providing student mediation opportunities, and administrative consistency in addressing concerns in this area.

This data also indicates that as a campus, we need to identify alternative and/or proactive approaches to the assigning of Out-of-School Suspensions. In 2016, the recorded campus out-of-school suspension rate at TJHS was 61% and increased to 80% during the 2017-2018 school year. After reflection, we have devised an action plan to address these data:

Adherence to the district and campus code of conduct will continue to be an expectation. However, to address the concern regarding the increased use of out-of-school suspensions, the implementation of IB (Learner Profiles, ATL skills) and PBIS (Positive Behavior Interventions and Support) with fidelity is a priority. Some examples of incentives for positive behaviors exhibited by students are: Distribution of “Mustang Bucks” based on exceeding behavioral expectations which then can be redeemed for products from our Mustang Store; Award special dress day vouchers for students who meet campus and district expectations; and, Student celebrations.

Proposed modifications to existing disciplinary processes and procedures:

- Creation of a Discipline-Level System. Disciplinary actions range from a level one consequence which would result in lunch detention, level two resulting in after-school detention, level three resulting in OCI, level four resulting out-of-school suspension. The parents will be involved in every level of consequence.
- OCI (On-campus Intervention): Students would be provided an opportunity to engage in a reflective activity which would require them to reflect on the activity/behavior that resulted in their placement in OCI.
- Campus-based Community Service: A Campus Service List which includes a list of duties that can be assigned to students as community service would be established. Through the implementation of this

procedure, students would not only be held accountable for their actions but also engage in an activity that would help instill growth in school pride. The assignment of community service would be at the discretion of campus administration.

In order to sustain a positive school culture and provide opportunities for social-emotional learning, Thomas Jefferson will implement the IB Framework utilizing IB Learner Profile and Approach to Learning Skills which are outlined in the Academic Model portion of our application. Additional programs which will meet the individual needs of our students will be explored on an as needed basis. In addition, we will use the following activities to address the social-emotional needs of our students:

- “Lunch Bunch” – Small group counseling which will take place during our campus lunch period to address topics like anxiety, loss & grief, and basic social skills. Collaboratively, we will identify students who are ideal candidates for each group.
- “Adopt-a-Mustang” - Students identified as the most at-risk would be placed on a list to be assigned to a faculty/staff member for mentorship. The teacher would work closely with the student at identifying the challenges that are preventing them from achieving academic success and guide them in the development and implementation of a plan to assist them in addressing/overcoming those challenges.

2016-17 School Year (Discipline Consequences)	Incidents	Percentage
07 Placement in a DAEP	42	7.8%
05 Out of school suspension	383	71.1%
06 ISS/On-Campus Intervention	58	10.8%
2017-18 School Year (Discipline Consequences)	Incidents	Percentage
07 Placement in a DAEP	61	9.6%
05 Out of school suspension	498	78.5%
06 ISS/On-Campus Intervention	60	9.5%
2018-19 School Year (Discipline Consequences)	Incidents	Percentage
07 Placement in a DAEP	22	5.2%
05 Out of school suspension	187	44.2%
06 ISS/On-Campus Intervention	117	27.7%

Proposed Autonomies and Rationales

Student Recruitment

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. (Rationale: With the growth of IB, it is important to be able to retain one's students from year to year.)

Staffing /Personnel

Jefferson requests autonomy to create new staff positions and revise existing roles. A campus hiring committee is responsible for approving ideal candidates from within and outside SAISD to achieve TJHS's vision for student achievement. The campus will decide if there is a need for core area curriculum specialist(s) to promote student achievement and assist teachers with planning, reflection, data analysis, and organization. Due to the specialized nature of the in-district charter, any displaced teachers must pass the same rigorous hiring process for all applicants and will not be accepted if they don't meet Jefferson's standard for hiring.

Jefferson requests autonomy of talent selection in order to accommodate the current and growing demands accompanying the implementation of the IB and CTE programs. As new courses are offered, the number of class sections and the types of support students need will increase. New staff with credentials in our expanding programs will be required, as well as teachers in the core subjects to maintain class sizes conducive to learning in the IB model.

Possible additions to staff would include, but not be limited to:

- Counselor - Social/Emotional issues
- Teachers in content areas with large numbers
- Intervention teachers in the EOC areas
- Administrator over Special Programs (504, LEP, Special Education, etc.)
- MYP Coordinator - Full Time
- Curriculum Specialists

(Rationale: Creating additional teacher positions will facilitate creation of collaborative periods for teachers. Teacher collaboration will be used to maximize student learning opportunities. Consistent review of data, strategies, and best practices will be shared in order to optimize delivery of instruction and student achievement.

Professional Development

The campus will decide on targeted and individualized professional development to promote student achievement and high teacher capacity. This may include, but not be limited to, the addition of half-days to the school calendar in order to facilitate teacher collaboration, reflection, and specialized professional development tailored to meet all students' needs and promote student growth.

Possible PD opportunities:

- Annual AP Conferences
- CAST
- CAMT

- Content Specific in all areas
- MYP/DP

Some excellent professional development is listed in Part I, “Develop Teacher/Staff,” but other trainings include, but are not limited to: Staff Development for Educators (SDE), Advancing Improvement in Education (AIE), and workshops/conferences/seminars with other nationally recognized experts in instructional delivery, classroom management, lesson planning, implementation of data research to drive instruction, student engagement, staff collaboration, collegiality, et cetera. (Rationale: We currently do not have funds allocated for our teachers to attend content specific Professional Development (See above). This autonomy will allow for teachers to attend trainings that are exclusive to their subject area. The expectation on the Thomas Jefferson campus is that all teachers have the mindset to be lifelong learners in their field of expertise.)

Academic Program

A key element of the IB model is deliberate, coordinated interdisciplinary learning. To achieve this outcome, time must be allocated for interdisciplinary planning that defies what is possible during a normal school day. Thus, time must be created in the calendar to allow teachers to collaborate across content on unit planners. To create this designated time, TJHS would require autonomy over its calendar and master schedule.

Thomas Jefferson High School requests autonomy in selecting its academic program, curriculum, and instructional materials in order to implement the International Baccalaureate Program with fidelity. Through the IB program, students will be given opportunities to experience other world cultures.

Each discipline will have autonomy regarding curriculum and assessments for their content area that is rigorous, engaging, and leads students to be globally-minded. Content teams will consult with administration on the selection of curriculum and assessment to encourage alignment of strategies across the campus. Curriculum and assessments (Formative and Summative) will have an emphasis on IB curriculum, using AVID strategies that prepare all students to be college and career ready for their post-secondary endeavors.

Thomas Jefferson High School shall have the authority to select and implement or decline to use all assessments that are not required by the state of Texas. Provided that Jefferson will not be exempt from District wide MAP testing.

(Rationale: This autonomy will allow Thomas Jefferson:

- The flexibility to build time both within the Master Schedule and school calendar for teacher collaboration that is not currently in place.
- To implement a curriculum scope and sequence with fidelity that meets all the TEKS required by the state of Texas.
- The flexibility to implement a grading policy that reflects best practices.
- To increase the number of instructional days by decreasing the number of tests a student is required to take according to current district policy.)

Vendors

As programs expand, TJHS will need to partner with new vendors. Many nationally-known service learning organizations are not currently on the list of district-approved vendors, and the approval of a new vendor can take months, even at an expedited pace. These restrictions limit student choices when fulfilling the

service-learning requirements of the IB Programs. As CTE programs expand, new equipment will be required to support higher level course work and certification. These tools are often difficult to source through current vendors at competitive prices. To facilitate efficacy in these areas, TJHS requests autonomy over selection of vendors. (Rationale: This will give teachers/departments the flexibility to access instructional materials and supplies with a faster turnaround time to better serve our student population.)

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. (Rationale: The campus will benefit from increased autonomy to purchase without unnecessary restrictions.)

Budget

TJHS will have the autonomy to develop our own school budget and allocate our school’s funds however we see appropriate to increase student achievement and growth. (Rationale: Faculty and staff will be empowered to allocate funds for their departments and students.)

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. (Rationale: 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.)

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. (Rationale: 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.)

To make consolidated purchases, such as technology, marquees and furniture, with other IB schools in the SAISD IB network. (Rationale: 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.)

Calendar

To have complete autonomy over the school calendar. The campus will submit a proposed calendar for the upcoming school year by May 1 of each year. (Rationale: This is important because the campus may wish to include extra professional development days not in the normal SAISD calendar.)

Capacity of Applicant Leadership Team

Jefferson High School Application Team

Team Member Name (First and Last)	Current Role	Current Work Organization	Proposed Role at School
Ralf Halderman	Principal	Jefferson High School	Principal
Monica Rodriguez	Teacher	Jefferson High School	Teacher
Esperanza Garza	Counselor	Jefferson High School	Counselor
Kim Grauer	Teacher	Jefferson High School	Teacher

The Thomas Jefferson Applicant Leadership Team is made up of educators that exhibit all the qualities of servant leadership. Each one is committed to putting the needs and interests of the students and colleagues before their own. Three of the five members of the team (Kim Grauer, Monica Rodriguez, and Hope Garza) have each been with the district for over fifteen years. Although Mr. Mock has only been here three years, he has a voice on this campus that the faculty will listen to and follow. During their tenure, they have earned respect and are looked upon as school leaders both on the campus and in the community. Collectively, the team loves the district and community and wants what is best for the students of the San Antonio ISD. Mr. Halderman comes to us with a wealth of experience in the area of school leadership on successful campuses. His leadership style lends itself to building relationships with all stakeholders. He is an innovative campus principal that is willing to make the tough decisions in the best interest of all.

Principal – Ralf Halderman: Mr. Halderman has been an educator for over thirty years in six school districts. He brings with him a wealth of experience in educational leadership to the San Antonio Independent School District. Mr. Halderman received his BS in Education from Southwest Texas State University in San Marcos and his MS in Educational Leadership from the University of Mary-Hardin Baylor in Belton. He contributes his success as a campus leader to his eighteen years as a classroom teacher. Mr. Halderman understands that the effectiveness of the classroom teacher has the greatest impact on student achievement. One of his greatest attributes is his ability to develop relationships with his faculty that allows him to implement innovative initiatives that lead to quality instruction and a school culture and climate that is conducive to learning for all students. During his tenure at Fredericksburg High School, the campus showed improvement in the areas of student achievement each year. In his last year at the campus, F.H.S. received six distinctions and received an 86 on the new accountability system. Three years ago, F.H.S. implemented Capturing Kids Hearts. Under Mr. Halderman’s leadership, F.H.S. became a Flip Flippen Capturing Kids Hearts Model School.⁶ Mr. Halderman is committed to transforming Thomas Jefferson High School into a model urban campus where every student receives an education that will allow them to pursue their post-secondary endeavors.

Teacher – Monica Rodriguez: Ms. Rodriguez is a product of the SAISD system, attending Collins Garden Elementary and Lowell Middle School, and is a proud graduate of Luther Burbank High School. She received both her Bachelor’s (Political Science) and Master’s (Educational Leadership) Degrees from St. Mary’s University in San Antonio, TX. Ms. Rodriguez is starting her 14th year in education, with 9 years served at Edgewood ISD and with her last 5 years in her home district of SAISD. Ms. Rodriguez’s teacher certification is in the following areas: Government (9-12); Composite Social Studies (4-8), and Composite Social Studies (6-12). At her previous district, Ms. Rodriguez served on the District Educational Improvement Committee (DEIC), was part of the Campus Leadership Team (CLT) and was Department Chair for Social Studies. In addition, she was part of the grant-writing team that helped secure a \$5 million TTIPS grant for her campus to improve overall academic performance, community engagement, and school culture. Ms. Rodriguez currently serves at Thomas Jefferson High School as Department Chair for Social Studies, and as a

member of the Campus Leadership Team (CLT). In addition, Ms. Rodriguez is an AVID Trainer-of-Trainers, and has held workshops regarding implementation of AVID strategies in the classroom for both Edgewood and San Antonio ISDs. Lastly, this past summer, Ms. Rodriguez was selected as a participant in the Humanities Texas Institute, "America in the 1920s and 1930s." Ms. Rodriguez is very excited about the opportunity to serve on the In-District Charter Application Team and for the possibilities that will become available to Thomas Jefferson High School with its participation. She is dedicated to doing her part to ensure that SAISD becomes a premier urban school district and is confident that Thomas Jefferson High School can lead the way toward that goal.

Teacher – Kim Grauer: After graduating from Shawnee Mission South High School in 1976, Kim Grauer left the wheat and corn fields of Kansas to pursue her dreams of becoming a first-generation college graduate at Trinity University in San Antonio, Texas. In 1980 she received her Bachelor of Science Degree from Trinity in Health, Physical Education, and English. After graduation, she began her teaching journey at Fox Tech High School (1980-1995). In 1990 Kim earned a Master of Arts degree in English and Physical Education from Southwest Texas State University in San Marcos. In the fall of 1995 her teaching career took her to Thomas Jefferson High School. Along with the teaching assignment at Jefferson, she was a varsity coach at Fox Tech and continued as an assistant coach at Thomas Jefferson, eventually switching to "just a teacher" after twenty years of coaching. Ms. Grauer became the department chair of the ELAR department at Jefferson High School in 2008 and presently continues in that capacity. She has served on many leadership teams throughout her career and is currently a member of the Campus Leadership Team. She has been chosen to attend several workshops while at Jefferson High School, including last year's Solution Tree workshop. This year she begins her thirty-ninth year of teaching, all of which have been in the San Antonio Independent School District. Kim has a passion for teaching and for the students in SAISD. She has made a conscious effort to stay true and loyal to the district and plans on finishing her career in the district in which she started. Ms. Grauer is excited about the possibility of enhancing Jefferson students' opportunities through this new endeavor and is honored to have been asked to serve on the In-District Charter Application Team. Kim is known for her hard work, her dedication to pursuing opportunities that benefit all students, and for doing the right thing. She knows that an education is not only about academics, but also about life lessons. The life lesson she has learned is that it is true that you will never work a day in your life if you love what you do.

Counselor – Esperanza Garza: Mrs. Garza is a product of the San Antonio Independent School District. As a result of growing up in poverty, her path to becoming an educator was a non-traditional one. After graduating from Sidney Lanier High School in the top 10 of her class, rather than attending college on a full-time basis, she had to enter the workforce to help her parents provide for her four younger siblings. Mrs. Garza returned to SAISD a couple of years after graduating from high school but this time as an employee. She began her career with the SAISD in 1997 at Rhodes Middle School as a Counselor's Clerk and substitute teacher. Through this experience, her passion for education and making a difference in the lives of children from her old neighborhood grew. While at Rhodes, she worked diligently at helping the campus PTA grow and was successful at achieving this goal. She felt it her mission to help all parents, especially Spanish speaking parents, feel as though they were welcomed at the campus. Mrs. Garza continued to grow professionally, eventually becoming the Principal's Secretary at Thomas Jefferson High School in 2005. While working in this capacity, Mrs. Garza served on the Campus Leadership Team and through the work within this team realized that becoming an educator was the role she truly belonged in, so she returned to college and began working on her degree. She graduated with her Bachelor of Arts in Human Resources from the University of the Incarnate Word in 2012, becoming the first in her family to earn a college degree, and enrolled in the Texas Teachers Alternative Certification program immediately. In 2013, after earning a certification in Special Education EC-12 and ELAR 8-12, Mrs. Garza began her career in education as a Special Education teacher at Thomas Jefferson High School and was honored to be named Campus Teacher of the

Year in 2015. Then in 2016, she earned her Master of Arts in Counseling degree from Wayland Baptist University and joined the TJHS counseling team. Mrs. Garza's experiences have helped her truly connect with her students. She wholeheartedly believes in the SAISD and its commitment to always doing what is in the best interest of children. She demonstrates this by having both of her children enrolled in SAISD schools. As a parent and educator in the SAISD, Mrs. Garza continues to play a supportive role in our district's mission and works relentlessly at upholding our core beliefs.

Human Capital

Recruit Teachers/Staff

The administration of Jefferson HS will attend local teacher job fairs and promote all job openings on the Texas IB Schools (TIBS) website to attract experienced IB teachers to TJHS. A major part of our recruitment plan is to share the history and legacy of TJHS and promote the vision for the future of TJHS, which includes being a premier IB World School, with teachers who are trained in the best pedagogical practices, including specific IB training in "Approaches to Teaching" and "Approaches to Learning." In addition, we intend on working closely with TIBS and its network of teachers across the state and nation to attract, recruit and retain the best educators to fit the mission of our school. Our application/interview/hiring process will include members of the community and Campus Leadership Team to ensure input is received from all stakeholders in the hiring process.

Develop Teachers/Staff

TJHS will tailor its professional development to meet our students' individual needs and challenges. TJHS will retain the ability to opt out of certain SAISD professional development sessions if the opportunity arises for a more tailored training to fit our specific needs. An example of this is lesson planning for the MYP and DP, whereby specialized professional development must take place in order to follow the IB Programme with fidelity. TJHS teachers need the kind of training only offered by IBO in order 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.

In addition, to service all our students, departments will select professional development that will suit the needs of the specific area of instruction -- for example Gretchen Bernabei Writing Workshop for ELA, Humanities Texas, for Social Studies, CAST for Science, CAMT for Math, etc.

1. TJHS will provide on campus mentoring program to all new staff each school year.
2. Teachers will be encouraged to seek leadership opportunities on the campus and within the district to promote professional growth.
3. Campus Administration will implement with fidelity the T-TESS as a true coaching model.
4. Beginning of the year teacher survey (Teacher Input): Needs, Wants, Concerns, Recommendations
5. Monthly Teacher/Principal meetings during PLC/Conference
6. Teacher collaboration period in all disciplines
7. End of the Year Survey- Reflection
8. Professional Development opportunities for teachers such as, but not limited to, Content Specific, MYP, DP, Classroom strategies

Retain Teachers/Staff

The culture of the campus is one of transparency with a vision of shared decision making (Teacher Empowerment). We will celebrate teachers through recognitions such as luncheons and dinners. We highlight teacher accomplishments each week in our "Mustang Messenger". We will empower our teachers

to be meaningful contributors to our campus culture by inviting them to serve on campus committees, where we will seek teacher input on major campus decisions. All of our teachers are driven to provide the best for our students daily. Many of them put in the extra effort and deserve recognition for going beyond campus expectations. This can be accomplished via stipends for those teachers who give their time to serve the students, campus, and community in areas not currently funded (i.e., UIL Coaches).

Campus Relationship Building Activities:

1. Beginning of the year Campus Social
2. Celebrate monthly staff birthdays on the first Friday of the month
3. Celebrate Teacher/Staff member of the Month
4. Thanksgiving/Christmas Luncheon
5. Christmas Party
6. Build-A-Burger Lunch
7. Big Red Floats
8. Celebrate National Teachers Week
9. Sausage Wrap Luncheon
10. Spring Break Hotdog Cookout
11. End of the Year Social

Constituent Map & Stakeholder Engagement

Knowing Your Constituents

Student Body

The students at Thomas Jefferson High School are our primary focus. Our current student demographic breakdown can be seen in the chart below:



**San Antonio Independent School District 2019
Demographics: 007 Jefferson High School**

Grade	Total		Female		Male		Enrollment by Sex and Ethnicity				Black		Hispanic		White		Two or More			
	N	%	N	%	N	%	Amer. Ind.	Asian	Pacific	N	%	N	%	N	%	N	%	N	%	
09	440		208	47%	232	53%	0	0%	0	0%	0	0%	7	2%	424	96%	8	2%	1	0%
10	432		208	48%	224	52%	0	0%	1	0%	0	0%	5	1%	416	96%	8	2%	2	0%
11	353		183	52%	170	48%	0	0%	0	0%	0	0%	4	1%	338	96%	11	3%	0	0%
12	368		177	48%	191	52%	0	0%	0	0%	0	0%	6	2%	352	96%	10	3%	0	0%
Campus Total:	1593		776	49%	817	51%	0	0%	1	0%	0	0%	22	1%	1530	96%	37	2%	3	0%

Enrollment by Subpopulation

Grade	Total		LEP		BE		ESL		At Risk		Eco Dis.		SPED		GT		Migrant		PEP		Homeless	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
09	440		71	16%	0	0%	60	14%	329	75%	383	87%	64	15%	18	4%	0	0%	0	0%	7	2%
10	432		70	16%	0	0%	56	13%	333	77%	356	82%	64	15%	29	7%	1	0%	4	1%	4	1%
11	353		43	12%	0	0%	37	10%	260	74%	284	80%	45	13%	21	6%	0	0%	5	1%	3	1%
12	368		52	14%	0	0%	36	10%	254	69%	289	79%	59	16%	21	6%	0	0%	3	1%	3	1%
Campus Total:	1593		236	15%	0	0%	189	12%	1176	74%	1312	82%	232	15%	89	6%	1	0%	12	1%	17	1%

The faculty and staff at TJHS are committed to ensuring our students receive a quality education that will prepare them for their post- secondary endeavors.

The majority of our students want to go to college, however, financial constraints, family obligations, and other obstacles often stand in their way. We believe that the addition of the IB Diploma Programme will bridge some of the barriers our students face when trying to advance their studies. In addition, TJHS has implemented several initiatives to assist students make the adjustment from high school to post-secondary education including:

- GO CENTER- We have two College Advisors on campus help our students navigate through the college admissions and financial aid processes.
- Parent and Student College Nights throughout the year help parents and students in the areas of Financial Aid, College Application Process, College Essays.
- Field Trip opportunities for our students to visit colleges and universities.

Participation in the above-listed events has proven to be very successful in raising awareness of educational opportunities outside of the San Antonio area, and has increased the number of students applying to and being accepted to 4-year and Tier-1 universities. Currently, 86% of our senior class has applied to a college or university, and 33% of our senior students have applied to a Tier-1 university.

Toward that end, we have been endorsed as an IB World Campus, currently offering the IB Diploma Programme, and looking forward to receiving authorization for the Middle Years Programme in the Spring.

We currently have 30 students enrolled in the Diploma Programme and 180 in the Middle Years Programme and plan to grow our participation in the program every year.

Some of our students have not been able to cross the threshold of performing satisfactorily on the state End-of-Course Exams. In order to address that problem, we have embedded Intervention Courses for Algebra I, English I & II, and U.S. History into our Master Schedule. In addition, our department chairs have coordinated pullouts for all other re- testers that provided intensive, targeted instruction to ensure success on all STAAR End of Course exams. Also, various teachers and staff have provided the opportunity for students to receive extra support for EOC Intervention, AP and ACT/SAT Prep with Saturday School Tutorial sessions.

Our Career and Technology department has provided pathways for student success in the areas of law enforcement, graphic and visual arts, and architecture. As previously stated with our challenges, our current pathways do not lead to a variety of industry certifications. We have not expanded our offerings and utilized the resources and partnerships available with various agencies, such as the Alamo Community College District.

Our students have the benefit of a rich tradition on our campus spanning many extracurricular areas, including, but not limited to: Band, JROTC, Fine Arts, Student Council, and Athletics. The students and the dedicated teachers currently participating in these activities have won numerous district titles, earned state rankings and national recognition for the talents and skills.

Current student participation in our various extracurricular groups is extensive, as can be seen with our current numbers in various extracurricular programs. Various programs and participation rates are approximately as follows:

- Athletics - 410 students
- ROTC - 140 students
- Theatre- 100 students
- Choir - 50 students
- Band - 236 students
- Lassos and Lariats (Dance/Drill Team) - 26 students
- Mariachi - 20 students
- Art Club - 20 students
- Academic Decathlon - 15 students
- Key Club - 30 students
- MJR (sorority) - 25 students
- Hayne (fraternity) - 20 students
- Senate - 20 students
- Cosmetology Club - 20 students
- Law Enforcement Explorers - 20 students

Based on the information provided above, we can see the strengths and challenges of our students at JHS.

Strengths:

- Our International Baccalaureate Program is starting off very strong. With 30 students currently enrolled in the DP, we have 90 students at the 10th grade level, 90 students at the 9th grade level, and 140 students currently applied from 8th grade. These students are inquiring, knowledgeable thinkers who will help raise the overall climate and culture at Jefferson High School.
- Our ROTC Program is very strong, with extensive participation and top achievement awards being earned. Our ROTC placed third in the entire nation last year at National Competition, and placing first place this year in local competition.
- Jefferson Fine Arts Programs are flourishing. We had several Visual Arts students place in this year's VASE competition. Our marching band and mariachi programs are among the best in the city. Our Lassos and Lariats (Dance and Drill Team) placed first in district DEAL, with also several awards in our most recent state competition.
- Our students are very actively engaged in service learning. Students from every club, organization, and program actively participate in service learning and volunteer opportunities that range from campus-based service, to local, to national, and even international service.
- Our current seniors are applying for colleges and universities. With the current Class of 2019, 86% of the seniors have applied to a college or university, with 33% of them having applied to a Tier-1 University.

Challenges:

Jefferson High School has performed below the state averages and district averages in the following areas:

- Attendance Rate
- EOC exam scores
- Advanced Placement (AP) exam scores
- SAT scores
- CTE certifications
- Percentage of students who are college-ready based on State standards

Parents, Families, Communities, and Business Partners

The school community of Thomas Jefferson High School has a rich tradition and history, with an active Alumni base. We offer many opportunities for families to interact with our administration and staff, including, but not limited to:

- Coffee with the Principal
- Campus Leadership Team Meetings
- Jefferson Educational Leadership Council Meetings
- Ice Cream Social / Open House / Night at Old Jefferson
- Parent Informational Meetings throughout the Year
- School Messenger and School Mint to inform parents of what is happening on our campus
- Parent and Family Liaison is very active and visible in the community
- Social media presences

We also have very active booster clubs that support our student organizations. Despite this, we still need to engage many more families in our school community in order for Thomas Jefferson High School to truly thrive because we know that the #1 indicator of student success is positive parent/family relations.

Our current parent, community, and business partnerships have given us the opportunity to include their needs and expectations into our school plan. It helps maintain the bonds between the school and the community, many of whom are Thomas Jefferson High School alumni.

Strengths:

- Parent/ Community support of our students and their extra-curricular activities.
- Parent/Community involvement in our “traditional events” such as Pep Rallies, Ice Cream Social, Night at Old Jeff, Chuckwagon, and Campus Beautification Days.
- Parent participation in school booster clubs
- Alumni Association
- Parent involvement on various committees such as Campus Leadership Committee and Coffee with the Principal.

Challenges:

- Business partnerships
- Parent involvement with respect to student achievement and at

Completed Engagement

Jefferson High School has hosted five Community/Family Engagement Nights (via Jefferson Educational Leadership Council, commonly known as JELC meetings) this School year. These meetings are led by our school board member and principal and engage our families and community with information about our charter as well as other pertinent information regarding academics and the upcoming bond renovation.

Staff was engaged through a variety of ways. We held multiple staff informational sessions where staff were given the opportunity to ask questions and share comments about their thoughts around the charter process. The school principal led these sessions; however, district personnel were also present to help to answer questions as well. Drafts of the charter application were shared with staff at various points in the process to gather feedback and edit as needed. Additionally, charter application writers made themselves available for one-on-one sessions for teachers as needed.

The school held parent information sessions specifically to address the charter process. Parents were notified about these sessions via flyers and posters at the school, phone calls, and text messages.

Students were notified about the charter process via the school P.A. system and encouraged to have their parents attend sessions. Additionally, schools shared the charter process and solicited feedback via sporting events, fine arts concerts, IB informational nights, and other large gatherings where parents were already at the campus.

Ballots were created in both English and Spanish. Principals shared about the process in their weekly email announcements to parents; and, 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.

Planned Engagement

To keep all of our constituents updated on the In-district Charter process at the time of the application and the opening of the 2019-2020 school year, we will put into place the following:

CONSTITUENT GROUP	PLANNED ACTIVITY	INTENDED OUTCOME
STUDENTS	FRESHMAN PONY CAMP	Introduce students to high school life, expectations and activities
	SOCIAL MEDIA UPDATES	Keep students informed of events occurring on campus
	STUDENT ADVISORY GROUP	Meeting with students to discuss and elicit feedback on upcoming school year.
PARENTS	SOCIAL MEDIA UPDATES	Keep parents informed of events occurring on campus
	PARENT/COMMUNITY MEETINGS	Keep parents informed and elicit feedback on upcoming school year
COMMUNITY	JELC	Community engagement
BUSINESS/GOVT OFFICIALS	CREATE PARTNERSHIPS WITH LEADERS IN INDUSTRY AND LOCAL STATE GOVERNMENT	Create opportunities for student internships, greater involvement in school activities.

Governance (Part 1)

Role of the Campus Governing Board

Texas Council for International Studies (TCIS)

Jefferson High 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 Jefferson High School.

It is the plan of this campus and charter to have TCIS' governing board serve as the governing board for Jefferson High 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 Jefferson, 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 Jefferson, the campus advisory board will focus on supporting the AVID 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]

INTERNATIONAL BACCALAUREATE (IB) SAISD DEPARTMENT

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

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, R programs will school!
- **Attendance** - neighborhood those in their look outside of from other ne

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)

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; however, district personnel were also present to help to answer questions as well. 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

Jefferson High School developed a strategic plan to inform parents and students. The administration, faculty, and staff met with parents at several events in the fall and used the slides below to provide information to all stakeholders, as well as flyers, letters, and email blasts.

Ballots were created in both English and Spanish for parents to read. Principals shared about the process in their weekly email announcements to parents, and 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.

Budget Exercise

First and foremost, every decision we make regarding the budget will be student driven. Decisions will be made with a mindset of: ***How will this positively impact student achievement and growth at Thomas Jefferson High School?*** The focus will be to upgrade the infrastructure in the area technology. The current technology we have in our classrooms is over five years old. On the 2016-2017 Community and Student Engagement rating our campus was exemplary in every category except for digital learning environment. The goal is to ensure that every classroom has a technology package (Interactive Board, Projector, Classroom Set of Laptops with a cart). An upgrade of our current band-width and Wi-Fi will have to also be a priority. The allocation of funds would also be in the area of professional development, and furniture. As far as sustainability goes, the campus would be sure to allocate a dedicated amount of funds annually in each of these areas.

ITEM	Description	Cost	Rational
Technology			
Laptop	chromebooks	156,000	3 carts per department 90 laptops per cart 6 departments
Laptop Cart	stand steady	8,082	18 carts to Line Leader Compact Mobile Charging and Storage Cart, Mobile Lab Holds 30 Tablet/Chromebook
Mobiel hotspot	Netgear	5,040	NETGEAR R6700 Nighthawk AC1750 Dual Band Smart WiFi Router, Gigabit Ethernet (R6700)
Printer	Brother	1,782	Compact Monochrome Laser Printer, HL-L2350DW,
Color Printer	HP	2,310	HP Laserjet Pro M281fdw All in One Wireless Color Laser Printer, Amazon Dash Replenishment Ready (T6B82A)
Professional Development			
PD	IB professional development	70,000	So all teacher are up to date with lateset standards and practices
AP conference CAST CAMT, content specific	PD	70,000	So all teacher are up to date with lateset standards and practices
Furniture			
desk	art cobell	270,000	Desk for classrooms
chairs	art cobell	97,500	
Total			
	Total	680,714	

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: Instructional Snapshot Walkthrough Form

Instructional Snapshot

1. **LEARNING/CONTENT OBJECTIVE:** Is learning objective evident to students?
 Yes No

2. **STATE STANDARD ALIGNMENT:** Is #1 aligned to the state standards at appropriate level?
 Aligned Not aligned

3. **DEPTH OF KNOWLEDGE:**

<input type="checkbox"/> Level One: Recall/Reproduction, recall a fact, information or procedure	<input type="checkbox"/> Level Three: Strategic Thinking, requires reasoning, developing a plan or sequence.
<input type="checkbox"/> Level Two: Skill/Concept, use information or conceptual knowledge (two or more steps)	<input type="checkbox"/> Level Four: Extended Thinking, requires an investigation, time to think and process multiple conditions

4. **ASSESSMENT:** What measurements are used to assess learning, if any?

<input type="checkbox"/> Selected Response	<input type="checkbox"/> Performance Assessment
<input type="checkbox"/> Extended Written Response	<input type="checkbox"/> Personal Communication

5. **ENGAGEMENT:** At what level of engagement are the majority of students working?

<input type="checkbox"/> Authentic Engagement	<input type="checkbox"/> Strategic Compliance	<input type="checkbox"/> <u>Retreatism</u>
<input type="checkbox"/>	<input type="checkbox"/> Ritual Compliance	<input type="checkbox"/> Rebellion

6. **INSTRUCTIONAL STRATEGIES:** Which research-based instructional strategies are evident?

****Bolded Items Are Student Directed****

<input type="checkbox"/> Identifying Similarities and Differences	<input type="checkbox"/> Checking for Understanding
<input type="checkbox"/> Summarizing	<input type="checkbox"/> Reinforcing Effort
<input type="checkbox"/> Focused Note Taking (Cornell Notes)	<input type="checkbox"/> Providing Recognition
<input type="checkbox"/> Nonlinguistic Representation	<input type="checkbox"/> Teacher to Student Feedback
<input type="checkbox"/> Student to Student Feedback	<input type="checkbox"/> No evidence of instruction
<input type="checkbox"/> Generating & Testing Hypotheses	<input type="checkbox"/> Relevance to objective
<input type="checkbox"/>	<input type="checkbox"/> Differentiated Strategies

7. **GRADUAL RELEASE OF RESPONSIBILITY**

<input type="checkbox"/> I do	<input type="checkbox"/> You all do
<input type="checkbox"/> We do together	<input type="checkbox"/> You do it alone

8. **LEARNING ENVIRONMENT:** What factors in the classroom appear to contribute to positive student learning?

<input type="checkbox"/> Safe Environment: The room.	<input type="checkbox"/> Opportunity to learn and student time on task
<input type="checkbox"/> Climate of high expectations for success: The routines	<input type="checkbox"/> Student Work Displayed

9. **IB-related items:** Are these items evident in the classroom?
 Learner Profile
 International-mindedness
 Approaches to Learning

Appendix B. International Baccalaureate MYP Objectives – Language and Literature (ELA)

Objective A. **Analysing**

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of language and literature, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities/differences by connecting features across and within genres and texts.

Objective B. **Organizing**

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: **Producing text**

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of language and literature, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Objective D: **Using language**

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Appendix C: IB MYP Assessment Rubric -- Language & Literature (ELA)

Criterion A: Analysing

Maximum: 8

At the end of year 5, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	The student: <ol style="list-style-type: none"> i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.

Achievement level	Level descriptor
5-6	The student: <ol style="list-style-type: none"> i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	The student: <ol style="list-style-type: none"> i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

Criterion B: Organizing

Maximum: 8

At the end of year 5, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	The student: <ol style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student: <ol style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: <ol style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 5, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.



Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3-4	The student: <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5-6	The student: <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.



Criterion D: Using language

Maximum: 8

At the end of year 5, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: <ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
Achievement level	Level descriptor
5-6	The student: <ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: <ol style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.

Title of the project: Artistic ability and self-love exploration

Goal of the project: To heighten my artistic ability while simultaneously exploring self-love.

Length: 1744 words

INVESTIGATING

My goal was to create a stable structured sculpture of myself. Being stable was one thing, but before I even got a stable structure, my sculpture would either shatter to pieces while being fired in the kiln or my shoulder blades would completely break in half. Another problem that constantly occurred was my nose and lips. They were never consistent so balancing out my face was always difficult. My personal project was very personal to me because my project was literally a sculpture of my face.

My personal project global context is identities and relationships. I am exploring the ways in which I define my identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including a relationship with myself and the ways in which I reflect on what it means to be human. I wanted to expand and enjoy my creativity, as well as appreciating the aesthetics. I am exploring artistry, craft, creation, and beauty by creating a sculpture of myself. By doing this I am exploring myself and my physical beauty (which sounds conceded but isn't). Since this is a self-reflection, it is taking a lot of thought and self-assessment.

My purpose of doing a sculpture on myself is because I really wanted to explore who I am and how I feel about myself on a personal level. I feel that if you can consider yourself as art you truly love yourself (in a way that may be egotistical but still). My personal project mostly deals with my physical being which to me is quite an important role of society and life in general.

The only change I really made to my project was the design and the thickness of my sculpture. If my sculpture wasn't stable enough I would add clay. If my sculpture was crumbling over its own weight I would use less clay the second time around. Prior to this project, I did not have any knowledge of realistic clay sculptures of humans, so that made my goal especially challenging. I had only done one sculpture before, and it was very simple and rectangular. Moreover, there was only one skill that I had previously had prior to making my sculpture that was usable for my actual project. That skill was scoring and slipping. It is a technique that helps clay stick together without air bubbles and minimum blending.

PLANNING

The specifications that I created in my mind for my outcome was a realistic human form with blurred features. My plan of action was to gather my supplies such as clay, straws, water, plaster and petroleum. My process was to first start mixing the plaster and water together until I got frosting like consistency. While the plaster and water were being mixed, I had to apply petroleum all over my face and collar bones so the plaster wouldn't stick to my skin. Once I was finished with the plaster and petroleum steps of my process I needed to put the straws in my nose and have the plaster applied to my still body. Then the plaster had to dry for fifteen minutes while I laid still. After the plaster dried it was pulled from my body and set out to further dry.

I recorded my process on my process journal and stayed on track by booking my time with my art teacher for certain days after school. So that when I next came in, my sculpture would be ready to be perfected and fixed. The changes I made to my project from my beginning goal to my end goal were to stabilize my sculpture. In the beginning, I wanted a realistic full figure, but as I went through my project, I realized how much I needed to focus on stability. If my figure wasn't stabilized it would rock and fall to pieces, so I had to make sure it could stand on its own. To monitor my progress according to my timeline I set up do dates for myself. Not due dates but do dates, dates I would work on a certain part of my project.

I would keep myself accountable by keeping track of things I needed to get done and knowing when they needed to be done. I used printed and electronic resources. Most of the resources I used came from scholastic art and others came from my art teacher. The electronic resources I used didn't really come from any specific websites. For the most part, I used google images for inspiration to be completely honest. I didn't really get my resources online, none of the actual project required the internet. I chose scholastic art magazines as my resources because they were what I had available.

In my opinion, the scholastic art magazines were my best resource, the scholastic art issue featuring Betye and Alison Saar in particular was the most resourceful issue I came across. My resources were very easy to come across; the art teachers in my school had many informational books and magazines about art stored away in file cabinets. In my project personally, I didn't discard any information; however, based on what I was doing, I removed certain resources that I was going to use. The self-management skills I had when I started the project were time- management skills, independence, accountability, and self- integrity. The self- management skills I developed during the project were attention to time and detail. I also learned how to be careful with my hands in order to make sure certain goals were met at a certain time.

TAKING ACTION

The product I actually accomplished was a bit more rugged than the product I had planned. My actual product was not perfect of course, but I didn't exactly hate it. The nose and lips are not perfect, but they look creatively finished. My face is not completely smooth, but I don't detest how it came out textured. The texturedness makes me feel that my sculpture is more realistic than it is flawless, and I personally prefer that over what I had planned. The product relates to my goal by being completed, as well as being a stable sculpture of myself. My sculpture relates to my global context, which was identities and relationships, because I am exploring my identity and identity formations, which is quite literally what I did for my project.

I sculpted myself or shall I say my identity as a human being. My personal project relates to one of my newly found interests which is sculpture and ceramics. I did not generate my interest in sculpting while working on my personal project; however, I did construct an interest shortly before, say a couple of months before said personal project. A reoccurring problem that I had with my sculpture was that my shoulders would split down the middle. To solve this problem, I had to apply more clay to the shoulders and decrease the amount of clay used for my face and neck. I used my communication and social skills to have conversations with one of my school's art teachers, so I would be provided with the materials I needed for my sculpture.

I developed social and communicative skills by being in a class with students I didn't know and having to get to know them. I communicated with my supervisor, Ernest Sanchez, by meeting with him during and before school to tell him about the progress and challenges I faced while working on my sculpture. The thinking skills I had when I started my project were comprehension, remembering and organizing. The thinking skills I developed throughout the project were connecting, compiling,

analyzing, and generating. To accomplish my goal, I worked with people, such as my art teachers, my supervisor and even my friends. Each person contributed to my project in different ways. Some were resources, others assisted in the dirty work and some were just supportive but they all took part in helping me accomplish my goal.

REFLECTING

To meet the specifications I designed for my project, I made a sculpture of my own image and used a wet sponge to give the effect of a blurred but realistic human form. The strengths of my project were that my project is a sculpture, which is a tangible product. Also, a sculpture is something that I would be able to make due to the accessible materials required to make the sculpture and the living resources I had- art teachers. The weakness of my project was that it was very time sensitive and required a lot of attention to detail. My strengths in completing my project were that I was very persistent, I didn't give up despite all the setbacks I had. My weaknesses were that I was fairly new to the whole sculpting thing, so I didn't quite know how to use the tools to produce the best possible outcome.

I evaluate the quality of my sculpture based off of the criteria I created, which was the level of smoothness and look of professionalism it had. My personal evaluation was not good but maybe it is because I am a perfectionist. I feel that I could have improved my project by spending more time on my face and smoothing out some of my features as well as adding clay to my shoulders to give them a thicker base. Completing the project extended my knowledge and understanding of sculpting and my global context. I learned more things about sculpting that I never could have learned through a book or YouTube videos. I also learned that I am a hands on learner.

Furthermore, I expanded my understanding of my global context, identities and relationships by exploring my own identity through the use of clay and sculpture. I have developed as a thinker because making a stable sculpture requires large amounts of time devoted to generating creative ideas on how to make sure the sculpture can stand on its own. Completing my sculpture has changed me by teaching me that time does not equal results. Action equals results. If I can spend all this time trying to make something work and it doesn't work, time is not the problem- my actions are, and that will forever impact my way of life and my future learning.

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.