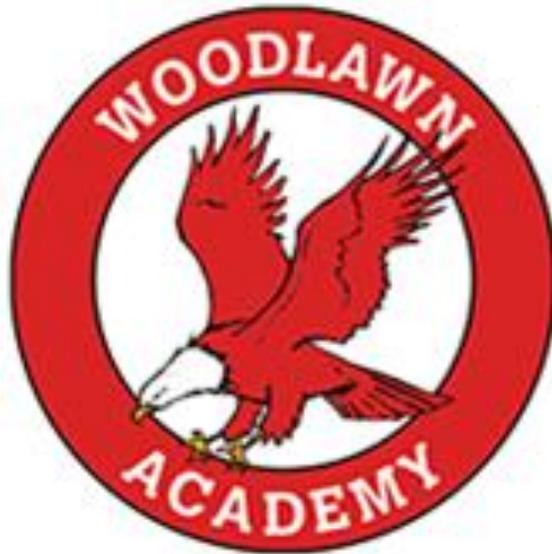


APPLICATION
For
In-District Charter School
2019-2020 School Year



Woodlawn Academy
San Antonio Independent School District

Principal – Karen Rose

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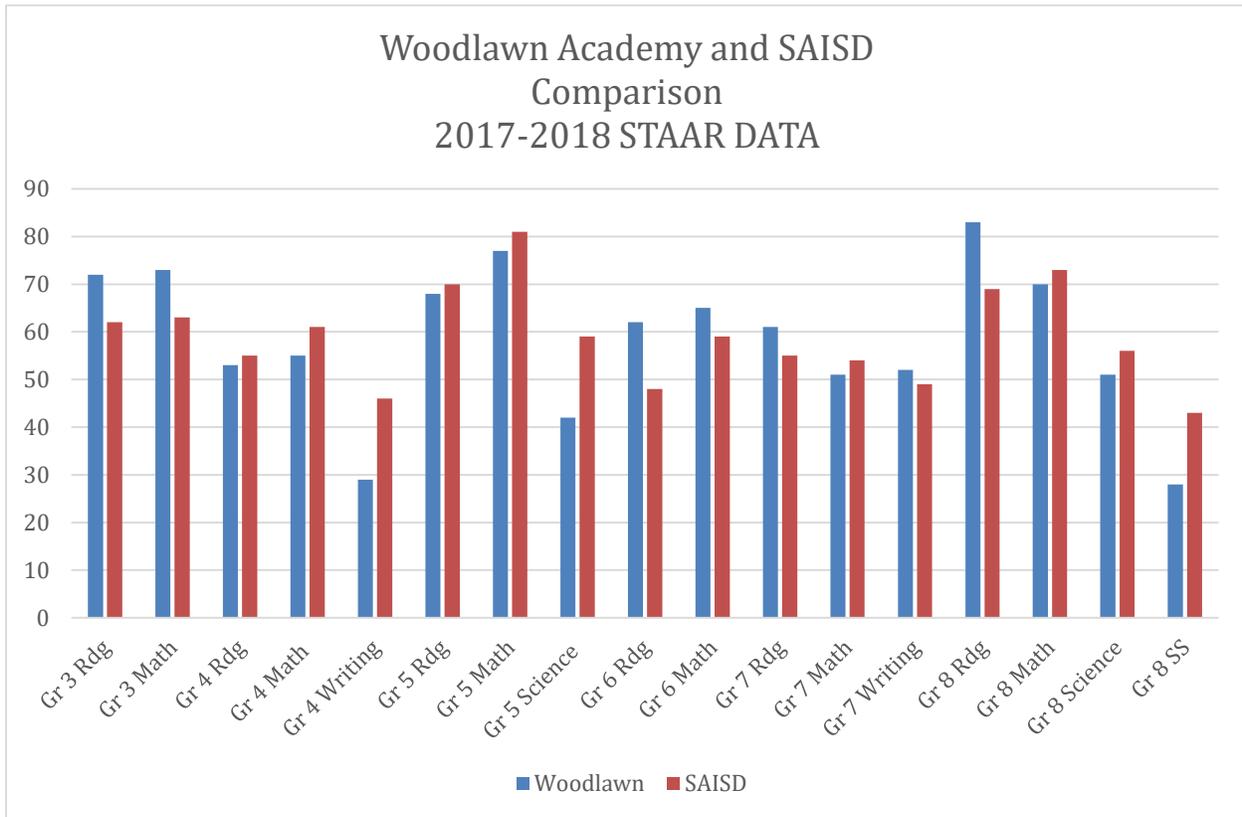
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Data Reflection and Outcomes Analysis

Data Submission

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3	
	2015-2016	2016-2017	2017-2018			
<i><-- Please type the school year (e.g., 2016-2017) for each year</i>						
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	PK-7	K-8	K-8	N/A	N/A
2	Total Enrollment Count	654	691	607	-47	-7%
B. Student Population						
3	% African-American	1%	0%	1%	0%	11%
4	% Asian	0%	0%	0%	0%	-100%
5	% Hispanic	98%	98%	97%	-1%	-1%
6	% White	1%	1%	2%	2%	300%
7	% Other Race/Ethnicity	0%	0%	0%	0%	-100%
8	% Economically Disadvantaged	87%	87%	87%	0%	0%
9	% English Language Learner	21%	19%	19%	-2%	-10%
0	% Special Education	10%	10%	8%	-2%	-18%
C. Student Persistence						
1	% of Students who Remain at School from Previous Year (Total Student Population)	69%	73%	72%	3%	4%
2	% of Students who Remain at School from Previous Year (Special Education Population)	72%	58%	61%	-11%	-15%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
3	% of Students who Meet or Master Standards (Reading)	28%	34%	30%	2%	7%
4	% of Students who Meet or Master Standards (Math)	19%	27%	27%	8%	42%
5	% of Students who Meet or Master Standards (Writing)	24%	23%	25%	1%	4%
6	% of Students who Meet or Master Standards (Science)	25%	25%	12%	-13%	-52%
7	% of Students who Meet or Master Standards (Social Studies)	N/A	10%	2%	#VALUE!	N/A
B. STAAR EOC Outcomes (if applicable)						
8	% of Students who Meet or Master Standards (English I)	N/A	N/A	78%	#VALUE!	N/A
9	% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
0	% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	56%	#VALUE!	N/A
1	% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
2	% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
3	Increase Academic Achievement Domain on STAAR	57	59	57	0	0%
4	Increase STAAR Writing Results	24%	23%	25%	0.01	4%
5	Increase Teacher Retention	82%	59%	63%	-0.19	-23%
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
6	Average Years of Teacher Experience	10.1	7.7	9.2	N/A	N/A
7	% of Teachers who Remain at School from Preceding Year	82%	59%	63%	-19%	-23%
8	Number of Master Teachers	N/A	N/A	5%	#VALUE!	N/A

A brief comparison of our data to San Antonio ISD's data can be found on the graph below:



In the 2017-18 school year Woodlawn Academy outperformed SAISD in the State of Texas STAAR Performance Ratings in 3rd grade Reading (10 percentage points), 3rd grade Math (10 percentage points), 6th grade Reading (14 percentage points), 6th grade Math (6 percentage points), 7th grade Reading (6 percentage points), 7th Grade Writing (3 percentage points) and 8th grade Reading (14 percentage points). Woodlawn Academy performed below the district averages in 4th grade Reading (2 percentage points), 4th grade Math (6 percentage points), 4th grade Writing (17 percentage points), 5th grade Reading (2 percentage points), 5th grade Math (4 percentage points), 5th grade Science (17 percentage points), 7th grade Math (3 percentage points), 8th grade Math (3 percentage points), 8th grade Science (5 percentage points), and 8th grade Social Studies (15 percentage points). The trend of Woodlawn Academy for the 2017-2018 school year is that we are seeing success with our third-grade students STAAR performance. This is the first group of students exposed to the IB curriculum.

In the 2017-28 school year Woodlawn Academy was below the State of Texas STAAR Performance Ratings in Reading (5 percentage points), Math (16 percentage points), Writing (27 percentage points), Science (35 percentage points) and Social Studies (50 percentage points).

History of STAAR Performance: In the 2015-16 school year, Woodlawn Academy earned the state accountability rating of "Improvement Required." Woodlawn scored a 57 in Student Achievement (Index 1) and a 31 in Student Progress (Index 2). Our scores in Index 1 and Index 2 both failed to meet the minimum targets set by the State. In the 2016-17 school year Woodlawn Academy engaged in the Texas Accountability Intervention System (TAIS) process which helped the campus identify the root causes of why we received an improvement required rating. The TAIS process also allowed the teachers and staff

to generate an action plan for continuous improvement. In 2016-2017 Woodlawn Academy targeted three areas of need including English Language Learners, Prior Year Failures, and the content area of Math. Our efforts in targeting these three areas were successful, and Woodlawn Academy was able to get out of Improvement Required (IR) status and meet the state standard in the 2016-17 school year. 2017-2018 the teachers and staff engaged in the TAIS process again and identified 3 areas of need: English Language Learners, Special Education and the content area of Reading. Woodlawn Academy continued to meet standard in the 2017-18 school year.

Challenges for Our School

2018-2019 we identified three challenges at Woodlawn Academy using the TAIS (Texas Assessment Intervention System) process. The process included district personnel, teachers, and administration. The members of the TAIS process examined campus, district and state data to outline strengths and challenges for our campus. The members came to a consensus on our top three challenges.

1. **Student Achievement on STAAR:** A review of the STAAR data for the last 3 years indicates Woodlawn continues to have borderline scores between Improvement Needed and Met Standards. The stakeholders in the TAIS process specifically identified the areas of Reading and Math as focus areas. All students (3rd through 8th grades) will participate in both the Reading and Math STAAR. Woodlawn will have approximately 450 students taking the Reading and Math STAAR. Reading and Math are the core content areas that can impact all other tested areas. These areas include the most students and can yield the highest impact on testing.

Root Cause: Using performance data, walk-through data and IB Unit Planners, the lack of connecting the TEKS (Texas Essential Knowledge and Skills) to the IB Unit Planners has directly contributed to not always fully matching the TEK and the level of rigor needed for success on STAAR.

2. **STAAR Poor Performance in the content area of Writing:** A review of STAAR data in 4th and 7th grades indicate Writing as a critical challenge with scores from the last three years (2016 56%, 2017 47%, 2018 39%). The decline Woodlawn is experiencing is significant.

Root Cause: Using performance data, walk-through data and IB Unit Planners, the lack of vertical alignment from Kinder through 8th grade has contributed to poor writing scores in 4th and 7th grades. The primary teachers have focused instruction on Reading, vocabulary and Math. Third grade is worried about the students passing Reading and Math STAAR for the first time, fifth grade is preparing students for Science, sixth grade is focused on the new TEKS in order to pass Reading and Math. It has created a domino effect where Writing has been “left up to the 4th and 7th grade teachers to worry about.”

3. **Woodlawn Academy is an IB authorized campus for PYP and MYP.** We are the only PYP and MYP school in Bexar County. The teachers and staff at Woodlawn are committed to implementing IB with fidelity. In addition to the academic challenges explained above, Woodlawn must analyze our strengths and challenges within the IB Programme. International mindedness is central to the mission of IB schools. To be internationally minded is to be open-minded about the common humanity of all people regarding culture, beliefs and values.

Root Cause: Using walk-through data and IB Planners, the data shows Woodlawn students are not being provided with opportunities to learn and practice being internationally-minded at a high level of rigor. We examined the PYP and MYP IB Unit Planners and found that international-mindedness is usually represented with low level activities involving the food, flags and festivals of different parts of the world.

School Overview

Mission and Goals

The mission of Woodlawn Academy is to serve our community by developing inquiring, knowledgeable, life-long learners by providing a rigorous environment for learning. We will diversify the curriculum to foster caring, compassionate, globally-minded students who have an awareness of their impact on others. We will help our students collaborate to create a better, more peaceful world and culture through understanding and respect.

This mission combines both the missions of the San Antonio Independent School District and the International Baccalaureate Programme. IB schools share a mission of building a better world by cultivating caring, young people who are globally-minded in their approach to learning, both inside of the classroom and outside in the broader community. IB students are encouraged to become inquisitive in their approach to learning by asking questions and developing the necessary skills to research, collaborate, and communicate their findings to both school stakeholders and the community. Students who attend IB schools become well-rounded, better learners, and can adapt to various situations that they will encounter in their future.

Goal Timeframe (1, 3, or 5- year)	What is the goal? <i>(Please type each goal below)</i>	How will you measure the goal? <i>(Please detail the data you will use to measure progress towards each goal)</i>
Goal #1	<p>Academic Achievement: Woodlawn Academy has set a goal to improve overall student achievement so that by 2022-2023 75% of students are performing on grade level and 25% are performing above grade level at the Masters/Advances level. The areas of critical improvement are in Reading and Math.</p> <p>Reading scores over the past 3 years (2016 62%, 2017 59%, 2018 59% Approaches)</p> <p>Reading Goal: To increase STAAR scores by 16% over the next 5 years so that by 2022-2023 75% of our students are performing on grade level and 25% are performing at Meets/Masters level.</p> <p>Math scores over the past 3 years (2016 52%, 2017 59%, 2018 65%)</p> <p>Math Goal: To increase STAAR scores by 10% over the next 5 years so that by 2022-2023 75% of our students are performing on grade level and 25% are performing at the Masters/Advanced level.</p>	<p>The Academic Achievement goal will be measured by student performance on Texas State Assessments. Progress will be measured using STAAR benchmarks and MAP testing from BOY, MOY and EOY. Progress will also be measured by increments using the 2019, 2020, 2021 and 2022 results so that Goal #1 can be met by 2023.</p>
Goal #2	<p>Vertical Alignment in Writing from Kinder through 8th Grade: Woodlawn Academy will create a Vertical Alignment tool and implement a school-wide writing process from kinder to eighth grades to improve student achievement in Writing (4th and 7th STAAR.) Our students will achieve a 10% point gain over the next year (35%), and additional 10% point gain over the next 3 years (45%) and another additional 10% point gain over the next 5 years (55%) at the Approaches, Meets and Masters levels in Writing (4th and 7th) on STAAR.</p>	<p>The goal will be monitored with the Vertical Alignment tool. The tool will include incremental assessments through the year to assess grade level expectations. The teachers along with the TEA Alignment Guide will assist in creating the Vertical Alignment Tool. Ultimately 4th and 7th Grade STAAR scores will be the deciding factor for attaining this goal.</p>

Goal #3	5 Years	<p>The students and staff will increase their understanding of International-mindedness (IM). Woodlawn will include Internationally-minded activities into the IB Unit Planner. These activities will include but are not limited to guest speakers, books, research, pen pals, and virtual field trips through Skype. 100% of students K-8 will attend a field trip focused on International-mindedness at least twice per school year. The Pedagogical Leadership Team will create a reflection outline and rubric to measure the level of growth surrounding beliefs. Students will reflect on their own beliefs as they complete the reflection. The reflection will be completed after each IM activity or experience. Students will be measured on growth of their understanding international mindedness.</p>	<p>Monitor through a reflection outline to measure the level of growth surrounding beliefs. The reflection will be completed after each experience. Students will be measured on growth of their understanding of International Mindedness.</p>
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Goal Self Reflection

Of the three goals listed, the hardest to achieve will be the Academic Achievement Goal. Woodlawn Academy has not met the Academic Achievement Index for the past 3 years. We understand that this goal will be hard to achieve, but we believe our IB curriculum, the focus on Math and Reading curriculum and instruction, the vertical alignment of Writing and the focus on International-minded we put into place will help us achieve our goal over the next 5 years.

The obstacles to overall success include aligning the TEKS to the IB unit planners and ensuring all teachers understand to level of rigor of the TEKS. There will be on-going IB training on campus as well as opportunities in other cities. Woodlawn will continue to provide 90-minute PLC's for PYP teachers, and half day pull out PLCs for MYP teachers. During the extended PLC time, teachers along with Instructional Coaches and Administration will use data to drive our decision-making process.

Academic Model

Woodlawn Academy will use the International Baccalaureate (IB) Program as the academic model for instructional services in all grade levels and classrooms.



Primary Years Programme (PYP)

The PYP (Primary Years Programme) is used at the Elementary School level for grades K-5. Students participate in four core classes (English, Math, Science, and Social Studies) in a self-contained classroom environment. These content areas are taught through a transdisciplinary approach to teaching and learning so that teachers can link subjects together that align with one another. The focus is on a learner-centered environment taught through inquiry, so students “take charge” of their learning through asking questions, researching problems to find answers, and putting their ideas into action through service to the school and community. Rigor is increased as student co-construct knowledge with

the teacher, rather than the instructor being the sole facilitator. The classroom environment could best be described as student led, with authentic, real-world learning taking place on a daily basis; for instance, students actively research and find answers to their questions. Additionally, in the PYP unit planners, authentic writing is included in at least one of the six-unit assessments to help address our concern with lack of writing; with time and planning, authentic writing will be included in every unit assessment.

The TEKS (Texas Essential Knowledge and Skills) are taught through six transdisciplinary units using a common Transdisciplinary Theme that lasts 4-6 weeks per unit.

Transdisciplinary Themes

- Who We Are
- Where We Are in Place and Time
- How the World Works
- How We Express Ourselves
- How We Organize Ourselves
- Sharing the Planet

Students study their TEKS through the lens of the Themes in order to better understand their connection to one another and the wider world. Students are also exposed to additional classes, commonly called “specials,” through single subject teachers. These “specials” include Art, Language, Counseling, Library, Music, and PE. At Woodlawn Academy our teachers are very proud of the units they have written. Every year we review them and reflect upon them to make revisions. Our kinder classes begin their school year with a Sharing the Plant Unit with the Central Idea “Problem solving can create peace.” They can look deeply into what is peace in a classroom and what does problem solving look like. This is how our kindergarten teachers create essential agreements (class rules) with their students. Everything happens organically and is meaningful to our students.

Agency



One of fundamental elements of the Primary Years Programme is agency. Agency is seen as recognizing our student’s voices and giving them opportunities to share their ideas and passions. At Woodlawn we give our students the opportunity to drive their own instruction by incorporating their interests into our lessons. In 3rd grade our students studied the Central Idea “Social responsibility is built on the beliefs and values of a community” and they were asked about their beliefs and values. The 3rd grade team introduced the idea of social responsibility by taking their students to the San Antonio Food Bank to complete service. This experience got our students thinking about what things they value and believe, and each classroom continued on the path of their Central Idea in a different way. One classroom valued pets and believed that people should take care of their pets. The 3rd grade teacher reached out

to Animal Care Services and they sent a representative to speak to our students. Students were able to learn their TEKS and practice communication, while learning more about their passion. We have seen our learning at Woodlawn Academy to become student driven. Woodlawn Academy has been fortunate to have parents and community members support the agency of our students. Earlier this school year one of our students was able to present his passion to our San Antonio City Council. He learned through his IB Unit that our local leaders can affect change beyond our city. Our student, Myzael, was passionate about saving wolves and asked our city leaders to use their voice to stand up for wolves and end the hunting of them. We are excited to see our students growing in agency and confidence.

IB Learner Profile

Woodlawn Academy encourages students, parents, and all 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. Teachers use the Learner Profile through reflection with students, both to examine various content TEKS, such as character development in reading/writing, as well as through a social/emotional lens to ask students to be reflective in their own practices of communication, thinking, and organization. IB schools encourage these attributes through purposeful teaching, learning, and assessment. It is the goal of all IB schools that students, parents, and staff members be continually reflective of these 10 attributes. The IB Learner Profile is the common language of our campus. You hear the language of the Learner Profile used by teachers, students, and parents.



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

- *Risk-Takers:* We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- *Balanced:* We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- *Reflective:* We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Middle Years Programme (MYP)

At grades 6-8, the MYP (Middle Years Programme) is used. Students are offered eight different course options: language and literature, language acquisition, individuals and societies, mathematics, science, physical and health education, design, and fine arts. Students are required to take all eight classes during each of the grade levels, and all classes will meet for at least one semester during a school year. Further, students meet IB requirements for language acquisition, as they take the same language for two consecutive years.

Unit Planning

In regard to curriculum writing, unit planners are implemented at all years of the MYP, which, in detail, establish the purpose of the unit, provide an explanation of the learning process, and allow for teachers to reflect upon the teaching process. Each unit that is taught directly aligns with the Texas Essential Knowledge and Skills (TEKS). This sets the focus for their unit and allows teachers to generate their Statement of Inquiry (SOI); the SOI is “the big picture” for what students will be learning and also allows teachers to generate their summative assessment. In essence, they backwards plan using Wiggins and McTighe’s, *Understanding By Design*¹ model—to think with the end in mind prior to planning their day-to-day activities. The daily activities, side-by-side in their units, teachers note their TEKS, learning experiences, formative assessments, how they will differentiate, and the resources they will need. This allows the teacher a bird’s eye view to provide opportunities to increase rigor by allowing students to take ownership and co-construct knowledge with their peers and instructor(s). In addition, they generate questions that range in rigor, as well as identify an IB Global Context to be explored. The IB Global Contexts are points of entry for inquiry that guide teachers and set the framework for students to identify what it means to be internationally minded or to think and consider things from multiple perspectives. Our teachers also identify various Approaches to Learning Skills (ATLS) to develop students’ interpersonal and research capabilities. The ATL skills are foundational skills that are explicitly taught to help students develop independent learning by applying social, thinking, research, communication and self-management skills. Furthermore, to address writing concerns, in each unit assessment, authentic writing is incorporated in at least one of the four units, along with a reflection component, to address how they performed. At Woodlawn Academy our units allow us to really engage

¹ Wiggins, Grant P, Jay McTighe, Leslie J. Kiernan, and Frank Frost. *Understanding by Design*. Alexandria, Va: Association for Supervision and Curriculum Development, 1998.

our students in their learning. Our teachers plan for students to make real-world connections to their learning throughout the units. For example, a recent 6th grade science unit under the global context of orientation in space and time focused on the rock cycle. One of the learning experiences planned about the rock cycle allowed the students to write a short fictional story where the rocks were the main characters. One student chose to relate the rock cycle to a relationship where marriage allowed the rocks to fuse together, while the stress and pressure of marriage ultimately caused the rocks to break apart, or divorce. It was great to see that this student understood the rock cycle well enough to use the analogy of a marriage.

MYP Assessment

All subjects for MYP follow the MYP Objectives and Assessment Criteria. These objectives are set out in four different areas by IB and are reported to parents at least once during a school year. Coordinators gather the data to report so parents are informed of how their child is performing through an IB lens. To this end, we provide our staff with yearly, criterion-based assessment training and calibration to support the quality of our assessment grading.

Community Service

Students are encouraged to demonstrate their learning through both service and action within the community. Service opportunities, which are tied to the curriculum and an extension of the school day, will be presented during the year for students to participate. For instance, we have an annual school beautification, and this past year, we had a student-led food distribution. Additionally, all students in grade 8 will be required to complete a Community Project (CP). This CP will take the form of 15 hours of research and process, developing a product, and reporting on their work. An example of a past community project is a recycling initiative that students started to help preserve the environment, or organizing a community walk to promote health and wellness. Woodlawn Academy has dedicated training the time to promoting community service. In 2017 our 7th grade teacher, Mrs. Acevedo, attended official IB training on Learning Through Service. In the 2018-19 school year we dedicated an extra conference period to our 8th grade teacher, Mrs. Shapiro, so she could research potential service-learning opportunities and support our 8th grade community projects.

Transdisciplinary Learning

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. Accordingly, during each year of the MYP, an interdisciplinary unit is taught to allow for the further synthesis of ideas across two disciplines. In addition to this, students and teachers will also focus on a time of reflection during lessons (students) and lesson planning (teachers). The purpose of student reflection is for students to monitor their own learning and growth. This promotes ownership of learning and focuses students' attention on specific areas of need. Reflection is structured through the use of process journals and daily time for reflection. Sometimes teachers give the students prompts or sentence stems to help aid their reflection.

Inquiry-Based Learning

Regardless of the class and IB Programme, 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 serve as facilitators for learning- guiding students and providing opportunities for students to express themselves and their knowledge. Assessments are directly tied to the teaching and learning that is happening through the IB planners at grades 6-8. The PYP Programme at Woodlawn Academy has taken an active

approach in preparing our teachers to create opportunities for inquiry throughout their units. In the 2017-18 school year we sent 8 teachers to IB Inquiry training where they learned about the different stages of inquiry and ways to incorporate inquiry into our classrooms. In the 2018-19 school year we sent two 4th grade teachers to IB training on Inquiry and Writing. We selected this training because Writing is a challenge for our campus. Our school has been historically low in 4th grade writing and we believe incorporating inquiry into writing with increase engagement and authenticity. Currently our teachers incorporate three opportunities for inquiry into each of their six units. We hope that as we grow in our academic model with IB that opportunities for inquiry will increase.

Instructional Tools

Instructional tools, one being the TEKS (Texas Essential Knowledge and Skills) Resource System², is utilized by our teachers to align their subject matter to state standards. This TEK alignment further supports teachers when generating formative and summative assessments, as well as when grade levels are vertically aligning their curriculum. In regard to monitoring data to adjust our curriculum, which is one of our challenges, Lead4ward, a program linked with Eduphoria, has allowed for our teachers to review data on an individual, campus, and district basis. Through such a program, teachers can review the specific areas where their students are performing low, which allows them to reteach as needed. Additionally, the software Branching Minds has been implemented to allow us to tier our students according to the intervention support they need based on exam data and observation feedback from past and current teachers.

Special Populations

Special populations will continue to be serviced through our academic model. Woodlawn Academy GT students will be serviced through the push-in model conducted by their classroom teacher and the GT instructional coach. The push-in model allows the GT teacher to plan with the classroom teacher to bring supports and instructional strategies into the classroom. This allows for the GT student to receive the benefits of a GT education without being pulled out of their classroom. Woodlawn Academy has an established Inclusion policy that addresses how students included the special education program experience an IB education. The Inclusion Policy was written by the Woodlawn Academy staff to ensure that all students would have access to an IB education while still receiving the supports outlined in their Individualized Education Program or IEP. Woodlawn Academy will continue to service Spanish speaking students in our community through targeted instruction in Spanish and English. Woodlawn Academy currently offers the Dual Language model of instruction for kindergarten and first grade and the bilingual model for grades two through five. Middle School uses the ESL model to support our English Language Learners.

School-wide Processes

Woodlawn Academy will implement school-wide processes for writing and math. These processes will span kinder through 8th grade and will be developmentally appropriate for each grade level. We will continue to implement the UPSCRCC (Understand, Plan, Solve, Check, Reflect, Connect, Communicate) for Math. For Writing we will create a vertically aligned writing process that includes pre-writing, drafting, revising, editing, and publishing.

² <https://www.teksresourcesystem.net>

Social and Emotional Learning (SEL)

Using the IB Learner Profile (LP), teachers will be able to specifically teach SEL (Social and Emotional Learning) skills to students. This may be done in the form of reflections, exit tickets, or character studies in various subjects at the school such as English, Fine Arts, Individuals and Societies (History and Social Studies), Language Acquisition (Foreign Language), or any number of other courses. The IB Learner Profile is a combined list of traits that all teachers and students at the school should desire to reflect and, through practice, 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 (Positive Behavior Intervention Support). Another way we teach social and emotional learning is through our approaches to learning (ATL) skills. These skills include soft skills such as collaboration, group decision making, time management, and accepting responsibility. These skills are explicitly taught throughout our IB Units and practiced throughout the school year. Both our PYP and MYP teachers are in the process of vertically aligning when these skills are taught so that are students develop these skills at the appropriate time. One social and emotional learning component that is specific to the PYP are IB Attitudes. The IB Attitudes include characteristics that should be explicitly taught by teachers and demonstrated by students and staff. They include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance. These fall in line with our IB Learner Profile. Our PYP students receive biweekly counseling lessons created by our campus counselor. These lessons focus on social and emotional learning.

International Mindedness

The concept of international mindedness is a foundation of both the PYP and MYP IB Programmes. International Mindedness can be seen as being aware of other cultures and peoples. When Woodlawn Academy first started working in the IB Programmes we relied on food, flags, and fashion to define our idea of what it means to be internationally minded. We had an International Night in 2016 where each classroom presented on a different county and dressed in the traditional dress of that country. As we have grown in IB we have also grown in our understanding of International Mindedness. We now recognize that the concept of being internationally minded included looking deeper into common human experiences. For example, our kindergarten How We Express Ourselves unit with the Central Idea *cultural understanding can help make connections*. In this unit the students reflect on their own culture of celebrations and they begin to make the connection that everyone celebrates things. They compare their celebrations to other students' celebrations to notice similarities and differences. This is a great example of International Mindedness because our students first start to see that they have common experiences with other students and other families. We want to foster a culture of understanding and connection amongst our students and believe that teaching international mindedness is important to our children and staff.

Outcomes

Woodlawn will strive to continuously improve in the implementation of the IB framework. Through purposeful and targeted professional development, teachers will enhance their craft to improve student outcomes and address the whole child through the Arts, language and cultural expression. Woodlawn Academy desires to see continued growth in state accountability testing, in all areas, with specific emphasis on the student achievement area.

Data and Continuous Improvement

Data will be collected on a continuous basis. MAP and Fountas and Pinnell³ will be administered three times a year (beginning, middle, and end). Content based assessments (CBAs) will be administered at the end of every 9-week period. STAAR will be administered once a year. Teacher Created Assessment data will be collected weekly. The data collected from these formative and summative assessments are documented in individual data student folders. Each folder allows students monitor their progress, set goals, reflect on their progress and conduct student-led conferences.

For PYP, data will be reviewed at our bimonthly PLC meetings and once a month for MYP. Teachers will critically analyze data and determine a plan to address weak areas. (Data folders, student led conferences, goal setting, STAAR benchmarks, STAAR action plan, STAAR community night, CBA, Follow Lead4ward Data Analysis and Action Plan and Lead4ward strategies.)

Data will be reviewed during PLCs on a regular basis. The grade level committees for PYP will adjust classroom practices during bi-weekly collaborative PLCs. MYP will meet with vertical content areas to make instructional adjustments through collaborative PLCs. PYP and MYP adjustments might include: implementing Lead4ward strategies; flexible grouping of students; after school tutoring; parent conferences; community information events; and additional professional development for the teachers.

Data will be collected and monitored regularly (every 9 weeks for CBAs and three times a year for MAP testing) by the campus administration.

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 disseminate with a memo. Staff communication is also available via our school-wide email distribution account. This allows our principal or any administrator to send a message school-wide. PYP teachers have a bi-weekly planning meeting to support teacher-to-teacher communication. Teacher to administration communication is supported by monthly Campus Leadership Team meetings and by our administration's open-door policy.

Community Communication

Each week the principal will send a weekly 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 in the "happenings" of the school. This newsletter will be archived on our school Facebook page and our school front office will have multiple paper copies for those who visit the campus. In addition to our Woodlawn Academy

³ Fountas, I. C. & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth: Heinemann.

parent newsletter, many teachers have their own communication system (Remind, BLOOMS, class dojo, etc...) to communicate with parents and students.

Woodlawn Academy also has a Parent and Family Liaison who creates monthly calendars for families, translates flyers to Spanish, and works with families on a daily basis. We will continue to host our monthly Coffees with the Principal where we invite families to come meet with our principal and learn about different aspects of our school and community while enjoying coffee and treats. Woodlawn Academy will implement an IB Progress Report to inform parents of progress in the IB curriculum. This progress report will be sent with district report cards multiple times per year. We will continue to participate in the monthly JELC, Jefferson Education Leadership Council, which are meetings with the Jefferson High School feeder schools. We will also continue to update our campus marquee with current and future events.

We will know our staff and community communication is working when we see an increase in staff and parent participation in campus events and parental involvement in the IB Programme.

Student Recruitment and Retention

Prior to Launch

Woodlawn Academy will work closely with the Office of Enrollment to ensure that all applicable deadlines and recruiting strategies are used. Woodlawn Academy staff will visit the SAISD Pre-K centers to promote our PYP programme and recruit interested families. Staff will also participate in a neighborhood block walk to attract neighborhood families to visit our school. Woodlawn Academy attended a district wide event "Experience SAISD" on December 1, 2018. Our table showcased IB through a tri-fold brochure for parents to take home. We will work closely with their parent HS, Jefferson HS, to make sure that students in the IB program are able to matriculate and continue their IB education. Woodlawn Academy will also work with Texas IB Schools to market our campus at Texas IB events from across the state. Lastly, we plan to continue promoting our IB open-enrollment program within and out-of-district students/families by utilizing our marquee, school website, PYP/MYP informational sessions, and develop an IB flyer/mailer to be distributed to students who live within SAISD boundaries, but no longer attend SAISD schools. Our front office staff will continue to be trained on how to answer questions about Woodlawn Academy and the IB Programmes we offer. All flyers will be created in both English and Spanish to meet the needs of our community. Flyers for the PYP programme will include information about the Dual Language and bilingual programs offered at Woodlawn Academy. All flyers will include information about the special programs and services offered here including supports for English Language Learners, Gifted and Talented, Special Education, and Leadership and Visual Arts (LAVA). Currently our website displays our Inclusion Policy which highlights how all students will have access to an IB education. When Woodlawn Academy becomes an in-district charter we will adhere to the district procedure for enrolling in-district and out of district students.

Ongoing Basis

Many of the strategies mentioned above will continue each year as a new in-district charter. We will be sure to utilize our non-profit partner to broaden our circle of influence and attract new families to our community by having a stellar IB program that is managed by Texas Council for International Studies (TCIS). To retain students on an ongoing basis, we will communicate to families through our Rose reflection that is send out weekly. We will also retain students by offering a variety of community events for our families and extra-curricular clubs for our students.

Retention

The goal of Woodlawn Academy is to increase student enrollment and keep students enrolled through 8th grade. The advertisement strategies listed above will be ongoing and modified as needed to address different stakeholder groups (e.g. new parents vs. established parents). The IB program will be continually presented at each event/meeting where parents are in attendance. In addition, the campus will provide IB training specifically for parents to develop a deeper understanding of the IB vision. As students grow in IB, they will also be able to explain the program through student-led conferences, school programs, and student presentations. The campus will gather parent perceptions and satisfaction with the school through surveys, feedback forms, K-W-L type charts, and rating scales. We want to grow parents as advocates for the IB program and for Woodlawn, so that they can go out into the community and help with recruitment. Our success in retention will be measured by enrollment numbers from year to year and tracking reasons families leave the school.

To further retain students, we will look to more elective course offerings for the Middle School Programme. Currently we offer only band and art. We will also broaden the variety of extra-curricular activities offered for all students. We would like to partner with local organizations to bring more clubs and activities into our school to engage both students and parents.

School Climate and Culture

To track discipline data, we utilize a system titled Review360. With this system, we are able to view the number of referrals we have each year. This data led us to combine PBIS and IB social-emotional strategies to minimize discipline issues. Currently our most common incident is physical conduct / threat (24 incidents) followed by disrespect / profanity (8 incidents).

During the last three years, we have experienced a significant decrease in discipline referrals. The number of referrals in 2016-17 was 126; in 2017-2018, 77. This is a decrease of 49 discipline referrals in one year. Since September 2018, we have continued to see a decrease in discipline referrals for the 2018-2019 school year

We can attribute these changes at Woodlawn to the implementation of the Positive Behavior Intervention System (PBIS), which helps set the tone for a positive learning environment in the hallways and classrooms. With PBIS, we implement different processes for the elementary students and middle school students.

For elementary students, we utilize hand signals to redirect their attention and each teacher recognizes one student monthly that best exemplifies the Learner Profile attributes. In middle school, there is a house reward system. There are different houses and students from each house are given Eagle Bucks for what teachers deem to be exemplary behavior. Students are able to use their bucks during their lunch time to purchase something from the Eagle store. In addition, the houses have competitions to see who can receive the most points. Points are awarded according to the amount of bucks and/or points each house has earned.

Another way we encourage our positive school climate is with the use of SOAR, an acronym that relates to our Eagle mascot. SOAR stands for the following: Safety, Own my behavior, Always do my best, and Respect as seen in **Appendix A – SOAR Poster**. We also illustrate SOAR when we display students'

efforts through our annual IB Nights, our PYP Exhibition, and the MYP Community Project. Through these events and projects, students are able to display their school work and the service-learning projects. Within unit planners, we address social emotional learning. The ATL skills (Approaches to Learning) are utilized to help students communicate better, collaborate and self-manage with organizational skills, reflective skills and affective skills.

As evidenced by the Insight survey, teacher to teacher, teacher to student, and parent to teacher rapport is positive. In addition, our courtesy committee (formed this year) has increased the number of staff collaborative events such as luncheons and celebrations that take place on and off campus. This is a contributing factor to positive teacher to teacher rapport.

Proposed Autonomies and Rationales

Type of Autonomy	Description
Curriculum and Assessment	<ul style="list-style-type: none"> To select all curriculum, textbooks, instructional technologies, and instructional materials to be used by Woodlawn Academy PYP and MYP students. To select and implement its academic model (subject to state standards) within the IB framework and insure that inquiry is included in lesson planning. To select and implement or decline to use all assessments that are not required by the State of Texas. Woodlawn Academy will still utilize MAP and Fountas & Pinnell testing; however, if San Antonio ISD chooses to not continue the use of MAP or Fountas & Pinnell we reserve the right to forgo its replacement. <p>(Rationale: Woodlawn Academy wants to make sure our students are receiving authentic and engaging curriculum and assessments which require them to apply their knowledge and make connections to the world around them. We believe this autonomy falls in line with our academic model and will support high levels of academic achievement.)</p>
Grade Reporting and Placement	<ul style="list-style-type: none"> To determine the type of grade reporting and standards for grade promotion. <p>(Rationale: Woodlawn Academy PYP teachers teach in 6-week cycles which follows the IB unit duration. This allows for more frequent reporting of student progress which could lead to an increase in academic achievement. IB MYP Unit assessments differ from the SAISD Semester exams which count for 15 percent of a student's final semester grade. MYP unit assessments are written to assess not only the TEKS, but a student's conceptual understanding and international mindedness of the global context being taught.)</p>
Lesson Plans	<ul style="list-style-type: none"> To determine the type and format of lesson/unit plans and frequency of submitting plans. To require and follow aims of IB framework and insure that inquiry lessons embed global context (MYP) or transdisciplinary theme (PYP). To require that all teachers be expected to revise and reflect on all Unit Planners as is required by IB. <p>(Rationale: Woodlawn Academy IB Units are authentic, relevant and conceptual. This means that the units are revised yearly to meet the academic and conceptual needs of our students. Collaborative planning and reflection are a requirement of the IB Organization. Woodlawn Academy teachers also write lessons plans that are data driven focusing on challenging TEKS, addressing misconceptions, and targeting small groups.)</p>
Schedule and Calendar	<ul style="list-style-type: none"> To set the daily bell schedule, school calendar, the length of its school day, and the beginning and ending dates of its school calendar which may differ from those in other SAISD schools, subject to any legal limitations. <p>(Rationale: Woodlawn Academy adheres to the requirements of the IB Organization for MYP and PYP. All MYP students are required to take the following eight core classes: Mathematics, Sciences, Individuals and Societies, Language and Literature, Physical and Health Education, Language Acquisition, Design, and Arts. All subject areas must be taught with a minimum of 50 hours a year; the Arts must have a minimum of 50 hours of performing arts and 50 hours of visual Arts with a grand total of 150 hours over the course of</p>

	<p>three years. This is to allow for opportunities for interdisciplinary learning and growth in the IB Global Contexts. Woodlawn Academy will work in conjunction with the other IB Schools to ensure that our school calendars coincide to allow for collaboration and professional development.)</p>
<p>Teacher Conference Periods</p>	<ul style="list-style-type: none"> To set expectations for teacher conferences periods to ensure that the time is utilized most effectively for teacher support, staff collaboration, and student learning. Teachers will receive 45 minutes of conference period time. (<u>Rationale:</u> Woodlawn Academy recognizes the importance of planning and reflection in the IB. We want to ensure that this conference period is used to support campus and staff needs including collaboration on unit planners, data analysis, action planning, and reflection of unit planners. This will support our schools’ goals and IB expectations.)
<p>Budget</p>	<ul style="list-style-type: none"> To develop Woodlawn Academy’s own school budget and allocate school funds as appropriate to campus needs in accordance with state and district comparability requirements. (<u>Rationale:</u> To meet the needs of our students’ development academically in the IB Programmes funds may be needed to provide staff, training, resources, materials and technology that might not be in a typical school allocated budget.) Reserve the right to provide stipends to teachers in IB roles (i.e. Community Project Coordinating Teacher, 5th Grade Exhibition Coordinating Teacher). (<u>Rationale:</u> Woodlawn Academy teachers oversee special projects such as the 5th grade Exhibition and 8th grade Community Projects. Both projects require the teachers to work beyond their school day to meet with students one-on-one or in small groups. These extra hours ensure that students are not only meeting the requirements of their projects but are developing in their respective TEKS.) The Principal will have autonomy to spend campus funds with maximum flexibility to support campus needs. (<u>Rationale:</u> Woodlawn Academy will follow the Campus Financial Summary and the needs of our campus.) Convert staff positions to dollars if such position is not needed. (<u>Rationale:</u> Due to the IB Programmes at Woodlawn Academy some staff positions are not needed or are different fro other schools in SAISD. Woodlawn would like the autonomy to have the position converted to campus funds in place of the person or position to afford items and experiences related to academic achievement and international mindedness.) <ul style="list-style-type: none"> 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. (<u>Rationale:</u> The use of a campus credit card will afford the campus the opportunity to purchase materials in a timely manner and ease the process of making necessary travel arrangements for required professional development.)

	<ul style="list-style-type: none"> To be able to purchase professional memberships (such as Texas Association of Secondary School Principals, TASSP, and Texas Elementary Principals Association, TEPSA) 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.)
District and Vendor Services	<ul style="list-style-type: none"> To reserve the right to opt out of district services and receive dollars to Woodlawn Academy's budget, provided that we will not opt of District transportation and food services. (Rationale: To support Woodlawn Academy's implementation of the PYP and MYP IB Programmes which include international mindedness, fine arts, and transdisciplinary learning.) To select our own service vendors that may or may not be approved by the district. Including but not limited to: Amazon, Walmart, Home Depot, Costco, Sam's, Dollar Tree, Target. (Rationale: To achieve Woodlawn Academy's goal of being more internationally minded we will select our own vendors to be more cost effective.) Work directly with International vendors (i.e. but not limited to travel, technology support, facilities maintenance, professional development). (Rationale: To be able to support implementation of Woodlawn Academy IB Programmes and work toward becoming more internationally minded.)
Campus Organization	<ul style="list-style-type: none"> At least one of the IB IC's will function in the capacity of IB coordinator and follow the job description outlined by IB. (Rationale: SAISD IB IC's take on a different role than the job description of the IB Coordinator as outlined by IB. Woodlawn Academy would utilize an IB Instruction Coach as an IB Coordinator to meet the requirements of both IB Programmes including pedagogical leadership and programme implementation.)
Professional Development	<ul style="list-style-type: none"> To select and implement all professional development for teachers and administrators in all subject areas to include pedagogy, academic and elective coursework to support the IB framework. To select and implement training for all paraprofessional support staff.

	<p>(<u>Rationale:</u> Woodlawn Academy teachers are on a three-year training cycle for the IB Programmes. This is to ensure that our campus and teacher needs are being met while adhering to IB requirements for training. Selection of professional development would support student academic achievement.)</p>
Staffing Plans	<ul style="list-style-type: none"> • To have full and complete authority over staffing decisions at Woodlawn Academy. • Revise existing roles and/or create new roles (i.e. hybrid teacher/administrative positions, specialists in specific programs, or new teaching positions). <p>(<u>Rationale:</u> Woodlawn Academy will make sure that the IB framework is followed and staffing patterns allow for requirements of both the PYP and MYP IB Programmes including fine and performing arts, language in the PYP and design in the MYP. Woodlawn Academy also wants to ensure that our staffing meets the needs of our students academically in MYP reading, math, social studies and science.)</p>
Recruiting and Hiring	<ul style="list-style-type: none"> • To recruit, interview, and hire candidates from inside and outside of the district and create our own interview process, interview questions and selection criteria, provided that all candidates must complete legally required background checks and criteria through the district. • To hire teachers willing to sign and implement requirements as outlined in IB agreement. • 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. <p>(<u>Rationale:</u> With the growth of IB, it is important to be able to retain one’s students from year to year.)</p> <ul style="list-style-type: none"> • Displaced teachers must meet the same high quality standards as other teachers hired at our campus, as determined by the principal, advisory board and governing board. <p>(<u>Rationale:</u> Because of the specialized nature of IB, cost associated with training, and shared vision for the school, it is important that the campus be able to properly identify and screen our teachers.)</p>

Capacity of Applicant Leadership Team

Team Member Name (First and Last)	Current Role	Current Work Organization	Proposed Role at School
Karen Rose	Principal	Woodlawn Academy	Principal
Juanita Sanchez (K)	Teacher	Woodlawn Academy	Teacher
Norma Gonzalez (6)	Teacher	Woodlawn Academy	Teacher

Karen Rose is currently the Principal at Woodlawn Academy. She has 29 years of experience, all in San Antonio ISD. As a teacher, Campus Instructional Coach, Assistant Principal and Principal, she has been a leader in many different positions and has successfully led campuses to academic success. Prior to joining Woodlawn Academy, Ms. Rose served as the principal of Baskin Academy where multiple distinctions were earned for Academic Achievement in Reading, Math, and Science, Top 25 Percent Progress, Top 25 Percent Closing Performance Gaps, and Post-Secondary Readiness. Ms. Rose is also an advocate for the IB Programme and learning through inquiry.

Juanita Sanchez is currently a kindergarten teacher and has been a teacher at Woodlawn Academy. Mrs. Sanchez received a bachelor from the University of the Incarnate Word and a Master's in Education from Texas A&M University- Kingsville. She is a friendly, dedicated, enthusiastic and respectful educator with a genuine commitment to the social and academic development and success of every student. Mrs. Sanchez is committed to creating a cooperative classroom community that is stimulating and encouraging while consistently implementing inquiry-based learning. Mrs. Sanchez also strives to build and maintain a strong rapport and long-lasting relationships with parents, students, and staff by continually participating in various school-wide functions. Mrs. Sanchez has demonstrated success with kindergarten students in reading by working with small groups and implementing guided reading. In the 2017-18 school year over 90% of her students ended the year reading on or above grade level. Mrs. Sanchez has knowledge of the Woodlawn Academy community and the community needs. Ms. Sanchez is trained in IB Inquiry and has been a model teacher for learning through inquiry.

Norma Gonzalez is currently a 6th grade Science teacher; her strengths revolve around science and technology. She has taught for 4 years at Woodlawn Academy where her science scores have averaged higher in comparison with teachers that teach the same grade. As a new teacher, she brings a fresh creativity to the team. Ms. Gonzalez recently completed a Master of Education program and aspires to become an administrator. She established the courtesy committee at Woodlawn Academy that focuses on bringing the teachers and staff together for food and fun. She has been nominated by her peers more than any other of her colleagues for the "World Leader" award given each week to a teacher or staff member who has gone above and beyond teaching duties. Ms. Gonzalez has been training in IB MYP Science and Design. She has promoted a culture of collaboration through her design class by working with our primary teachers in inquiry.

Human Capital

Woodlawn Academy will approach human capital in two ways: develop processes and strategies to recruit, place, develop, and retain top talent; and by determining the instructional effectiveness and

student performance of teachers, while coaching them in the process and utilizing PLCs to review data and analyze areas of need.

Recruit Teachers/Staff:

The administration of Woodlawn Academy will attend local teacher job fairs and promote all job openings on the Texas IB Schools website to attract experienced IB teachers to Woodlawn Academy. A major part of our recruitment plan is to share the history and legacy of Woodlawn Academy and then promote the vision for the future, which includes being a premier IB World School, with teachers who are trained in the best practices in pedagogy, including specific IB training in “Approaches to Teaching” and “Approaches to Learning”. In addition, we will recruit from universities job fairs and organizations such as TASANET.org.

Woodlawn will utilize teachers and other staff to serve on a Teacher Hiring Committee. This committee will work with the principal to create the profile for a desired position, interview candidates and help orientate new hires.

Develop Teachers/Staff:

Woodlawn Academy teachers will receive many of the same training opportunities as other SAISD teachers, except that Woodlawn Academy teachers will always put what is learned into the context of our IB programs, MYP or PYP. An example of this is lesson planning. Teachers are taught how to develop effective lesson plans to promote high engagement and high cognition. An IB teacher will take that same training and incorporate it into IB Unit Planners and be sure to infuse tenets of the IB Learner Profile and International Mindedness. Woodlawn Academy teachers will have the opportunity to attend IB recognized trainings for their program. Teachers participate in a three-year training cycle so they are continuously growing as a teacher and in the IB Programme.

The T-TESS process used at Woodlawn Academy develops teachers through goal setting, observation, and conferences focused on planning, instruction and classroom environment. Woodlawn Academy has three campus-based Instructional Coaches who support teachers through planning, coaching, and modeling. In the MYP, all MYP teachers meet weekly in PLCs with the Middle Years Programme Coordinator, as well as monthly during half-day professional development sessions to further develop their unit writing and to provide professional support. PYP also meets bi-weekly with the PYP Coordinator to provide professional support and further develop their unit writing. During these meetings, the campus principal and other administrators, including the instructional specialist, are available to provide support.

Woodlawn Academy will continue to develop new teachers by pairing first and second year teachers with a campus mentor. Additionally, new teachers and their mentors meet together with the administration regularly. Additionally, Woodlawn Academy has eight Master Teachers that support all teachers through PLCs.

Retain Teachers/Staff:

To retain our current teachers and staff Woodlawn Academy will continue to engage our staff in International Baccalaureate/content professional development opportunities. We want to help our teachers grow in the International Baccalaureate Programme through IB trainings and opportunities to see IB in action at other campuses. This year we were able to provide transportation to our teachers

who attended the PYP Roundtable in Round Rock. We create professional development that supports the needs of our teachers. To show appreciation we recognize a teacher (or team) a week in what we call our “World Leader.” This recognition honors teachers and staff members who go above and beyond their regular duties. We collaborate with our PTO to host staff luncheons and dinners. Woodlawn Academy has an established Courtesy Committee that motivates our teachers and helps promote a positive climate and culture.

School Network Development Plan

N/A

Constituent Map & Stakeholder Engagement

Knowing Your Constituents

Constituent Category	Specific People, Groups, or Organizations	Ways School is currently meeting this Group's Needs	Ways School is Not Meeting this Group's Needs
Students	All Students	We are listening to things the students find of interest and adding clubs to accommodate all students.	<p>We have not currently helped make the connections from what the clubs and organizations are doing to the IB ATL skills and Framework.</p> <p>We need to seek out more guest speakers to better engage students in their units.</p>
	PYP Students	<p>Students are learning through an IB Program of Inquiry created by our teachers.</p> <p>PYP classrooms are provided classroom libraries to support reading development</p> <p>PYP students receive 45 minutes of Spanish instruction biweekly.</p>	<p>Students are not given enough opportunities for inquiry and hands on learning.</p> <p>The Approaches to Learning in the IB are not aligned to support the academic development of our students.</p> <p>PYP students only have choir and dance club as extra-curricular activities. They have expressed interest in other extra-curricular activities.</p>
	MYP Students	<p>Students are learning through the units written by our MYP Teachers.</p> <p>Students are offered a variety of athletic activities to participate in after school.</p>	<p>Students are not given enough opportunities to collaborate with each other while learning.</p> <p>Students only have two options of arts to choose from for their elective classes. Some students have shown an interest in other arts such as theatre arts.</p>

	English Language Learners	We currently offer a variety of program models for our ELLs. These programs include Dual Language, Bilingual, and ESL.	We currently do not have the same materials (books and teacher manuals) in Spanish.
Parents and Families	All Parents and Families	Parents are given multiple opportunities to learn about the latest and greatest things happening at our school. We make sure that our presentations are available in both English and Spanish.	Currently what we offer parents is a “sit and get” and we are working on changing the formatting so that parents are actively engaged in the learning. We want to provide them with a means to get their students excited about learning. Parents want to learn more about the IB Programmes offered at Woodlawn Academy. They want to know more about how an IB education is different than a traditional education.
	Bilingual Parents & Families	We create all flyers in both Spanish and English. We have adequate staff that speak both English and Spanish.	We need to create more opportunities for parents to learn about our models of instruction including Dual Language, Bilingual, and ESL.
School Staff	All Staff	The staff is informed of weekly schedules, agendas and school activities.	Helping them with their time management to assure all requirements are met. We plan to use Google Drive as our means of information and communication.
	Teachers	Teachers are given opportunities to attend professional development to grow as an IB Teacher.	Teachers would like time to plan vertically (with teachers outside of their grade level).

		<p>Teachers have the opportunity to collaboratively plan with their grade level or team.</p> <p>We have established a Courtesy Committee to improve morale and engagement.</p>	<p>Teachers have asked for whole-school team building because our two programs tend to function as two separate entities.</p>
	New Teachers	<p>New teachers are provided with a mentor and regular meetings to check in on their needs and address any concerns or questions.</p>	
Business Community	Local Businesses	<p>We invite our local businesses to speak at our Principal's Coffees.</p>	<p>We need to work on reaching out to additional local businesses to create new partnerships.</p> <p>We need to better inform our local businesses of the things we are doing well. One suggestion is to include them in our weekly Rose Reflection so they are aware of the great things going on at our school.</p>

Completed Engagement

Woodlawn Academy has hosted the following community engagement events during the 2018-2019 school year:

- Staff Morning of Service at the San Antonio Food Bank - August 6
- 3 PTO meetings, which include student performances (October 9th – 2nd Grade, November 13th – 4th grade, and December 11th – Choir)
- Meet the Teacher on August 10th
- IB Night on October 25th. This featured PYP and MYP IB projects.

- Open House on September 11th. This featured parent information about classroom procedures, routines, and expectations
- Fall Festival on November 8 was open to the community for a fun family night
- 5 Principal's Coffees (August 30th, September 20th, October 18th, November 15th, and December 20th). At these coffees the parents have direct access to the principal to ask questions and discuss current school events,
- Fine Arts Showcase on December 6th. The featured student performances and displays by our band, art students, and dance team
- Posada on December 11th
- Tamalada on December 14th where students and parents explored cultural traditions.

We learned a lot about our different constituent groups from these engagement events. We learned that:

- Families not involved in our Dual Language and Bilingual Programs want to be actively involved in cultural events such as our Posada and Tamalada.
- Both middle school parents and students want more Fine Art options for electives.
- Parents want to learn more about different components of the IB Programmes.
- There are a lot of local businesses and services that want to support the families in our school and are looking for opportunities to present to parents.
- Our staff wants opportunities to interact with other grade levels.

As we continue with the 2018-19 school year, we will host many more engagement events and reflect upon them.

Planned Engagement

Woodlawn Academy will continue with monthly PTO meetings February 10, April 16, and May 21. We also have planned our 5th grade IB Exhibition on February 21 and 8th grade IB Community Project on March 21. Additionally, we have scheduled IB Parent Academy on March 8th, IB Night Fine Arts Night on March 28, a campus wide Earth Day celebration at Woodlawn Lake on April 22, and a campus wide Talent Show on May 23. For the 2019-2020 school year the Woodlawn Academy Pedagogical Leadership Team will establish a Stakeholder Engagement Calendar that will show what events are happening and which stakeholders we are engaging through those events.

Through our engagement events, we seek to increase parent involvement and student participation. Yet, for many of the student-centered engagement activities, being more student led, poses a challenge. If we identify student representatives per grade level to help organize the presentation, we could increase the students' enthusiasm and quality of projects. For instance, with the project showcases, IB Night and Talent shows, we can have more hands-on organization involvement from students.

Governance (Part 1)

Role of the Campus Governing Board

Texas Council for International Studies (TCIS)

Woodlawn Academy 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 Woodlawn Academy.

It is the plan of this campus and charter to have TCIS' governing board serve as the governing board for Woodlawn Academy.

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 Woodlawn Academy, 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 Woodlawn Academy, the campus advisory board will focus on supporting the IB program, recruiting and training volunteers at the campus, helping to increase student enrollment and parent engagement, and supporting campus staff.

Membership and Capacity of the Campus Governing Board

TCIS Board

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

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

Campus Advisory Board

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

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

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

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

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

Campus Charter Petition

[Petitions Submitted to Office of Innovation]

Staff

In order to engage our teachers, we held different faculty meetings, information sessions and PLCs to discuss the charter application. Teachers were able to ask questions and get clarifying information to better inform themselves and understand the application process. The charter application was shared with the staff electronically and at a faculty meeting to allow staff to ask questions and provide comments. The teachers provided information to parents during dismissal, drop-off and parent conferences. The information provided is listed below:

S- Services- Still be an SAISD school! All employees will be SAISD employees with the same certifications and contracts that they have now. All services currently provided to the school such as lunches, busing, UIL, fine arts, athletics and after-school programs will remain the same.

M- Management- Greater flexibility with teacher training, grade reporting, curriculum and hiring of teachers.

A Attendance- The schools will remain community/neighborhood schools with first preference given to those in their attendance zone. They will be able to look outside of their attendance zone to enroll students from other neighboring school districts.

R- Resources- Additional financial resources from the state can be used on curriculum, textbooks, furniture, technology, training and/or adding additional staffing and teacher.

T- Training and PD- Teachers will receive additional training and professional development in areas like implementing IB, reading and math.

Parents

Woodlawn Academy hosted the following community events to inform parents of in-district charter information and the application process: PTO meetings, Fine Arts Night, IB Night, Principals Coffees, Fall Festival, and parent conferences. We also invited parents to review the in-district charter application at a roundtable setting on December 6th. Petitions were created in both English and Spanish. Principal shared in-district charter information and updates of the progress with the parent petitions through the weekly "Rose Reflection."

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

Budget Exercise

As an in-district charter, if we were allocated \$500,000.00, we would focus on the budget categories of Technology, Personnel, and Furniture and Supplies.

Initially, we would focus on modernizing our classrooms to be more reflective of 21st century innovations. Currently, only the middle school classrooms have Smartboards. Starting with technology, each class would have an updated, interactive Smartboard. We would ask for 32 Smartboards at approximately \$2,500.00 each for a total of \$80,000.00. We feel that Smartboards are a good investment because they are interactive and allow for teachers to model strategies. Other technology upgrades would include iPads in the primary grades (Kinder through 3rdGrade, which is a total of 16 classrooms/ 10 iPads per class) @ \$450.00 each for a total of \$72,000.00 and Chromebooks for Intermediate grades and Middle School (16 classes/ 10 Chromebooks per class) @ \$250.00 each for a total of \$40,000. We feel that Chromebooks and iPads are a good investment because our students can use them to complete research, read books, take district assessments, and learn platforms that will set them up for success in college and future careers. Total technology updates would be approximately \$192,000.00. This will allow us to provide students with opportunities to learn and work in a 21st Century classroom which promotes collaboration and the use of technology. We would be able to maintain technology through campus budgets in the coming years.

The next budget category would be Personnel. At this time, we are allocated .6 of an Elementary Music Teacher; he is not a full-time staff member on our campus. We would ask for a full time Fine Arts teacher and pay the .4 (\$30,000.00) from in-district charter funds. The community input has been overwhelming to add a Theater Arts Program for our Middle School students. The current .6 teacher would continue providing instruction for elementary music, and we would be able to add 3 periods of Theater Arts to the Middle School schedule. Therefore, the teacher would remain full-time at Woodlawn Academy. We would also ask for a full-time Social Studies teacher to service middle school students (\$60,000.00). Last year, Woodlawn scored 29% Approaches on the Social Studies STAAR test. This is a critical area of need. At this time, Woodlawn's Language Arts teachers also teach Social Studies. This causes teachers to have double prep and have a higher number of students in the classroom. By adding a Middle School Social Studies teacher, the Language Arts teachers can focus on teaching Writing and focus on the Vertical Alignment. The third position would be a Reading Interventionist (\$60,000.00). This teacher would provide research-based interventions to students kinder through 8thgrade and track data for growth. Currently, teachers provide their own interventions to students. The interventions are not consistent and different grade levels use different resources and methods to provide interventions. The Reading Interventionist is directly related to the focus on Reading and Math for STAAR academic achievement. The total Personnel additions would be approximately \$150,000.00.

The last budget category is to provide Furniture and Supplies to update the classrooms. Approximately \$158,000.00 would be used to update classroom desks and chairs that follow the 21st Century Classroom model, which includes seating for collaborative work. At this time, the furniture is old and outdated. The desks do not fit together to make groups. The chairs are mismatched and currently we do not offer flexible seating to meet the needs of all our students. Creating an inviting, aesthetically pleasing classroom is important because this will lead to an increase in employee happiness and pride of their classrooms. We collaborate with other IB schools in Texas and have seen furniture that support inquiry and collaborative learning and we have seen how this furniture can lead to student engagement. The classroom environment is a vital component of the IB philosophy. Parents want to see how Woodlawn Academy stands out from other campuses and our furniture is one way we can stand out. The desks and chairs purchased would last many years and would not need to be replaced in the near future. Part of this money would also go toward classroom supplies to enhance IB projects, including the 5th grade exhibition and 8th grade community projects, throughout the school year.

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

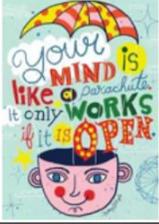
Appendix A – SOAR Poster



Woodlawn Academy

PBIS MATRIX



<h1>S</h1> <p>SAFETY</p>	<h1>O</h1> <p>OPEN-MINDED</p>	<h1>A</h1> <p>ACCOUNTABLE</p>	<h1>R</h1> <p>RESPECTFUL</p>
<p>*Know and follow policies and procedures</p> <p>*Always walk on the right</p> <p>*Honor Personal Space</p> <p>*See something... Say something....</p> 	<p>*CHALLENGE yourself</p> <p>*Be Active, Engaged and Prepared</p> <p>*Listen to/Talk with/ Help/ Accept others</p> 	<p>*Take ownership for self</p> <p>*Arrive to class on time</p> <p>*Ask for help when necessary</p> 	<p>*Represent yourself and school in a positive manner</p> <p>*Keep electronic devices put away unless advised by teachers</p> <p>*Use appropriate language</p> 
<p>Common Areas: Classroom, Cafeteria, Hallway, Stairway, Courtyard, Etc....</p>			
<p>When being SAFE at Woodlawn Academy you are being: Inquirers, Thinkers, Knowledgeable, and Reflective.</p> <p>(Cooperation, Commitment, Integrity, Appreciations)</p>	<p>When be OPEN-MINDED at Woodlawn Academy you are being: Risk-Takers, Communicators, and Reflective</p> <p>(Integrity, Empathy, Tolerance, Independence)</p>	<p>When being ACCOUNTABLE at Woodlawn Academy you are being: Open-Minded, Principled, and Reflective</p> <p>(Enthusiasm, Integrity, Curiosity, Confidence, Creativity, Commitment)</p>	<p>When you are RESPECTFUL at Woodlawn Academy you are being: Balanced, Caring, and Reflective</p> <p>(Integrity, Appreciation, Tolerance, Respect, Commitment)</p>

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.