

**APPLICATION**  
**for**  
**In-District Charter School**  
**2019-2020**



Woodlawn Hills Elementary School  
San Antonio Independent School District

Principal – Martha Leticia Martinez-Silva

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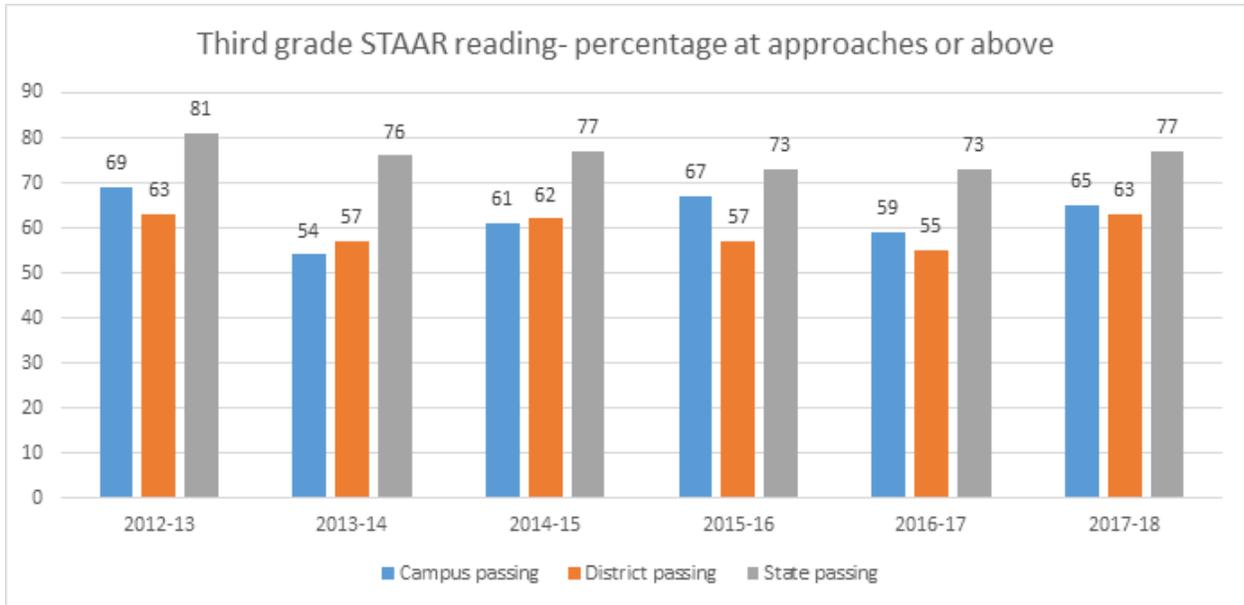
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## Data Reflection and Outcomes Analysis

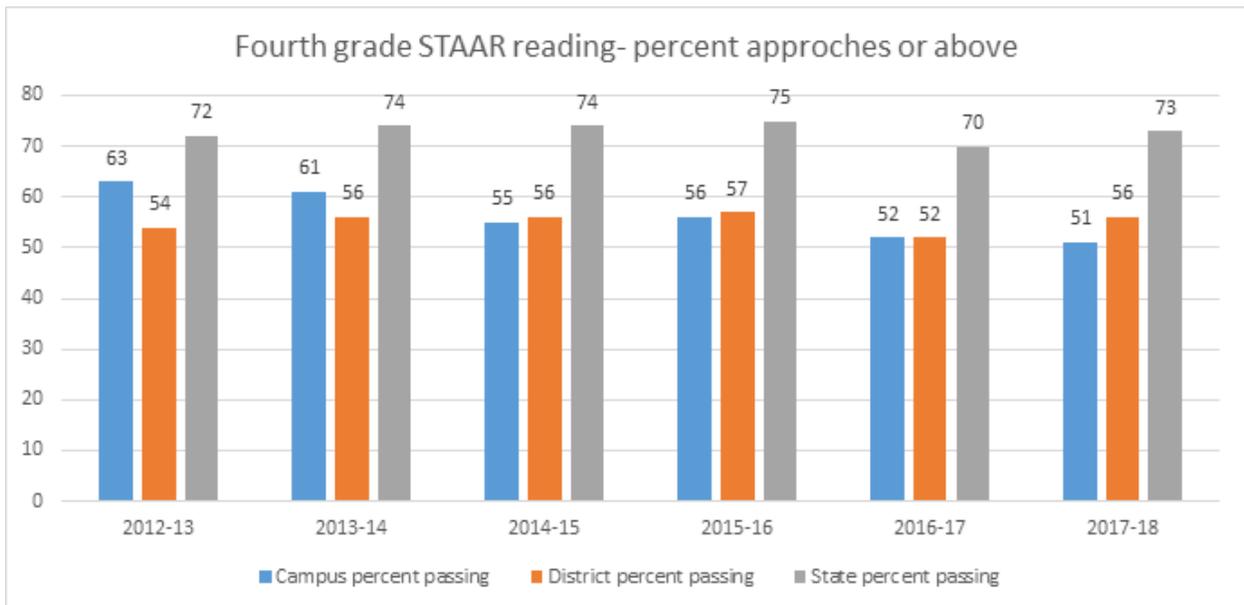
### Data Submission

Woodlawn Hills Elementary School Data Submission Table

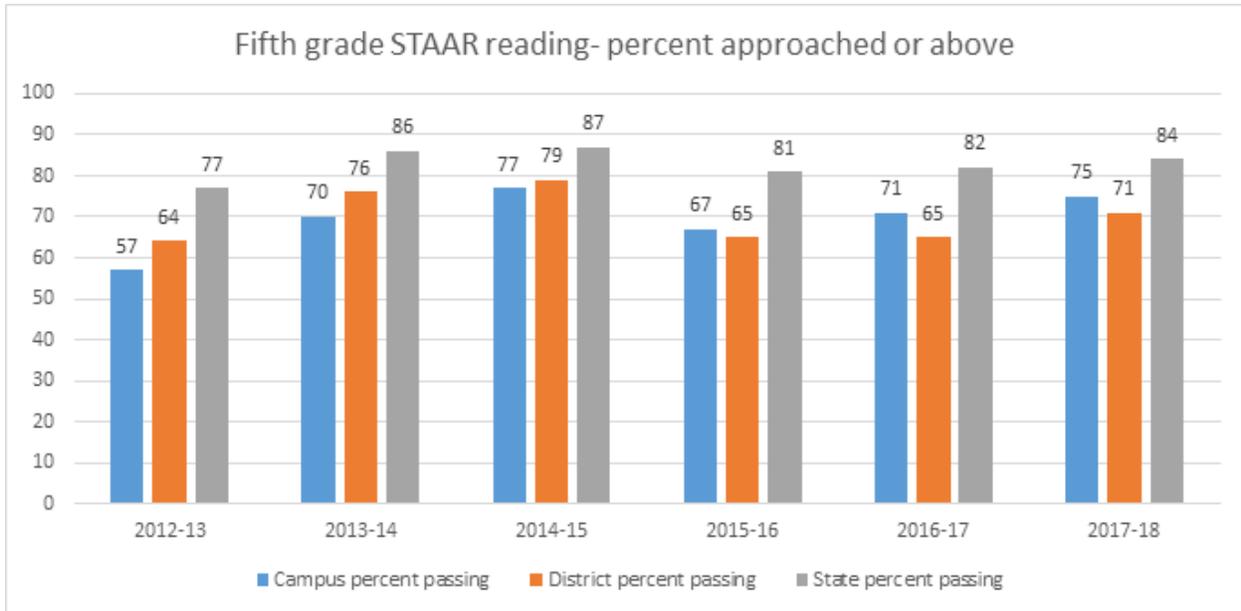
		Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
		2015-2016	2016-2017	2017-2018		
<i>← Please type the school year (e.g., 2016-2017) for each year</i>						
<b>PART 1: ENROLLMENT AND STUDENT PERSISTENCE</b>						
<b>A. General Information</b>						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	PK-5	PK-5	PK-5	N/A	N/A
2	Total Enrollment Count	574	528	416	-158	-28%
<b>B. Student Population</b>						
3	% African-American	2%	2%	1%	-1%	-57%
4	% Asian	1%	0%	0%	-1%	-100%
5	% Hispanic	96%	97%	97%	1%	1%
6	% White	1%	0%	1%	0%	0%
7	% Other Race/Ethnicity	0%	0%	0%	0%	-100%
8	% Economically Disadvantaged	92%	93%	94%	1%	1%
9	% English Language Learner	33%	36%	32%	-1%	-4%
10	% Special Education	9%	9%	8%	-1%	-13%
<b>C. Student Persistence</b>						
11	% of Students who Remain at School from Previous Year (Total Student Population)	75%	74%	74%	-1%	-1%
12	% of Students who Remain at School from Previous Year (Special Education Population)	83%	77%	77%	-6%	-7%
<b>PART 2: ACADEMIC OUTCOMES</b>						
<b>A. STAAR Grades 3-8 Outcomes (if applicable)</b>						
13	% of Students who Meet or Master Standards (Reading)	30%	34%	27%	-3%	-10%
14	% of Students who Meet or Master Standards (Math)	26%	38%	31%	5%	19%
15	% of Students who Meet or Master Standards (Writing)	23%	30%	24%	1%	4%
16	% of Students who Meet or Master Standards (Science)	16%	26%	25%	9%	56%
17	% of Students who Meet or Master Standards (Social Studies)	N/A	N/A	N/A	#VALUE!	N/A
<b>B. STAAR EOC Outcomes (if applicable)</b>						
18	% of Students who Meet or Master Standards (English I)	N/A	N/A	N/A	#VALUE!	N/A
19	% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
20	% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	N/A	#VALUE!	N/A
21	% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
22	% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
<b>C. Self-Selected Academic Outcomes (Select up to 3 data points to share)</b>						
23					0	N/A
24					0	N/A
25					0	N/A
<b>Part 3: STAFF EXPERIENCE AND PERSISTENCE</b>						
26	Average Years of Teacher Experience	10.8	11.9	11.8	N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	83%	97%	82%	-1%	-1%
28	Number of Master Teachers	N/A	N/A	2%	#VALUE!	N/A



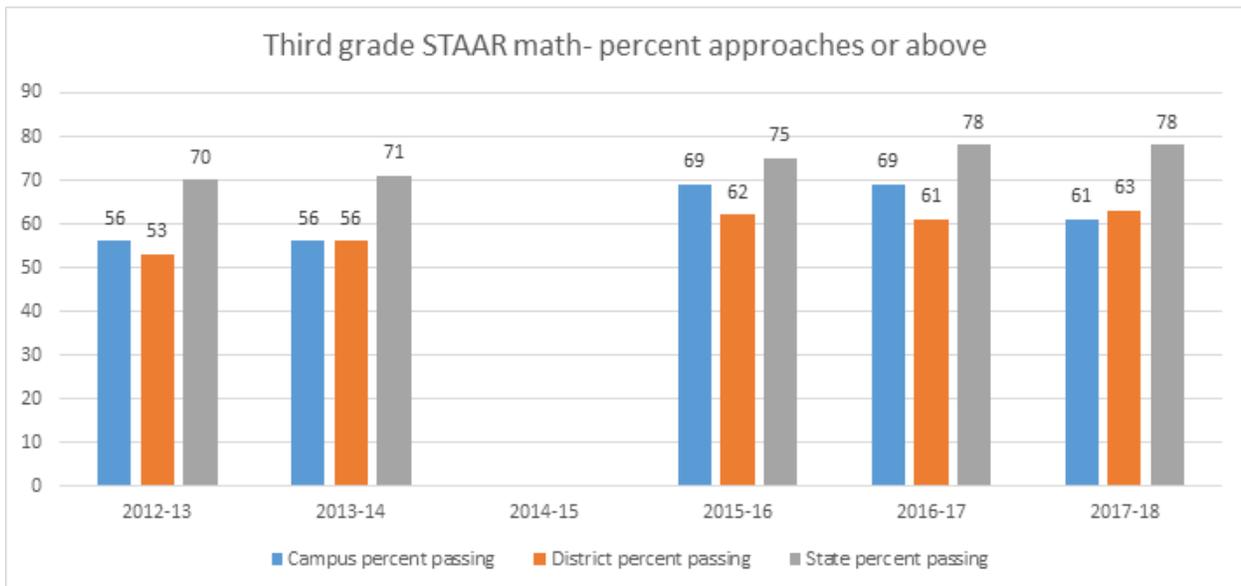
WHE third graders generally score near or above the district average in reading and have been very slowly narrowing the significant gap between our scores and the state average. Considering our lowest point of 54% passing in 2013-14, the slow pace of improvement is, while encouraging, not significant enough.



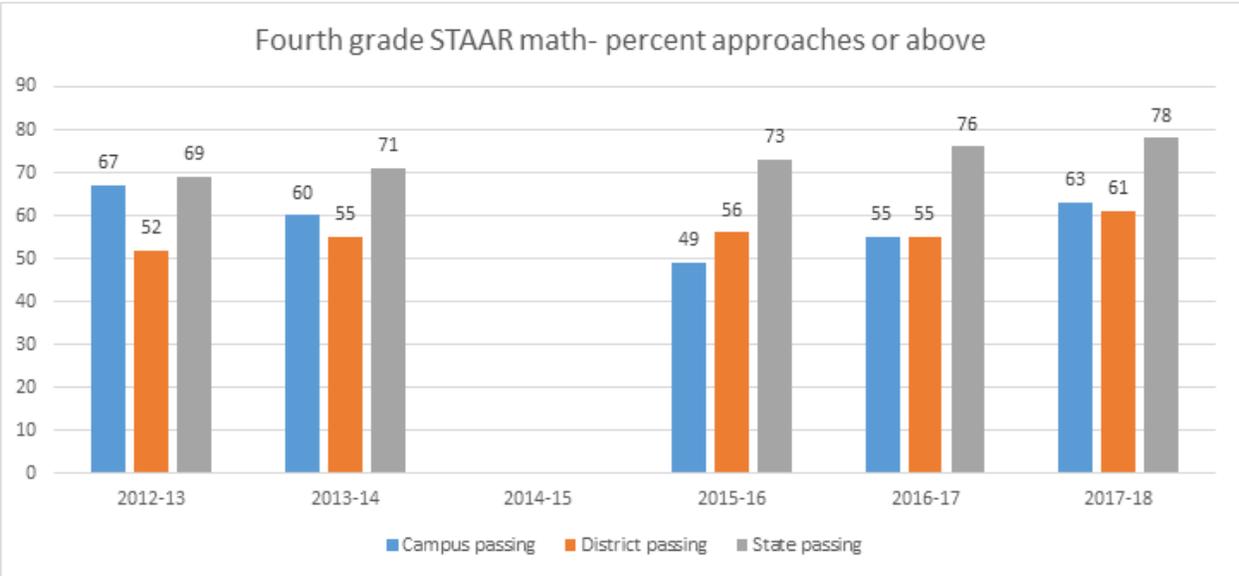
Fourth graders at WHE show a slow, but steady downward trend in reading in comparison to both the state and the district. At 51%, this is a significant problem.



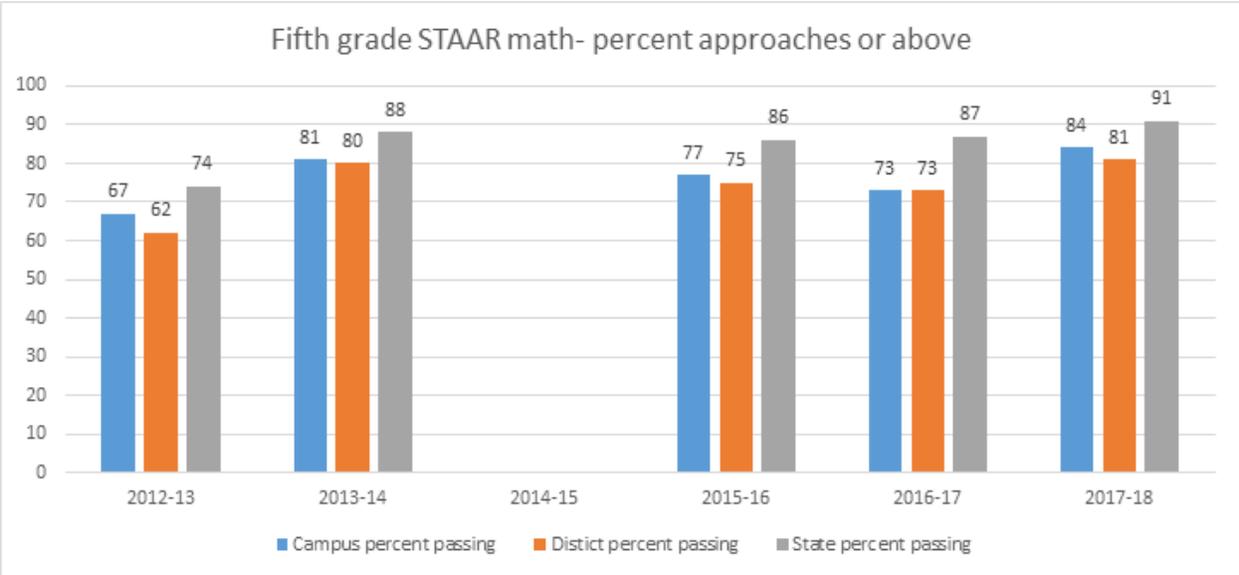
The fifth graders at WHE have slowly narrowed the gap between our reading performance and the state's and we have surpassed the district average. If one looks at the data graphic on page 8, one can see that much of this growth rests on the performance of our ELL population.



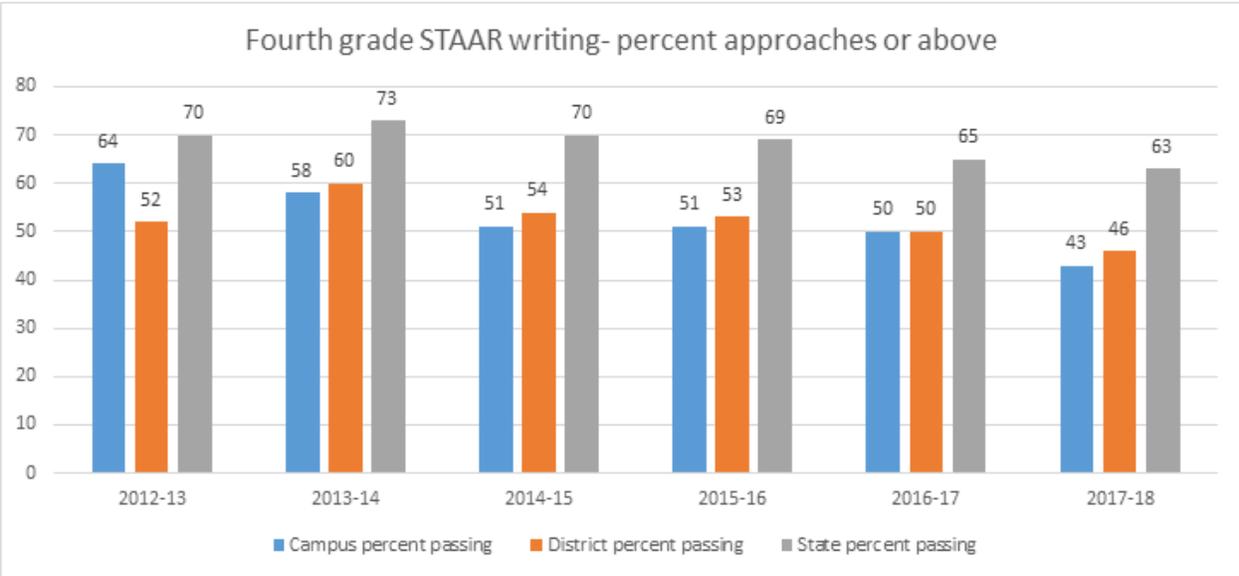
Since the math TEKS change during the 2014-15 school year, the third graders at WHE have fallen 8 percentage points and while we started stronger than the district, in 2018 we performed 2 percentage points lower.



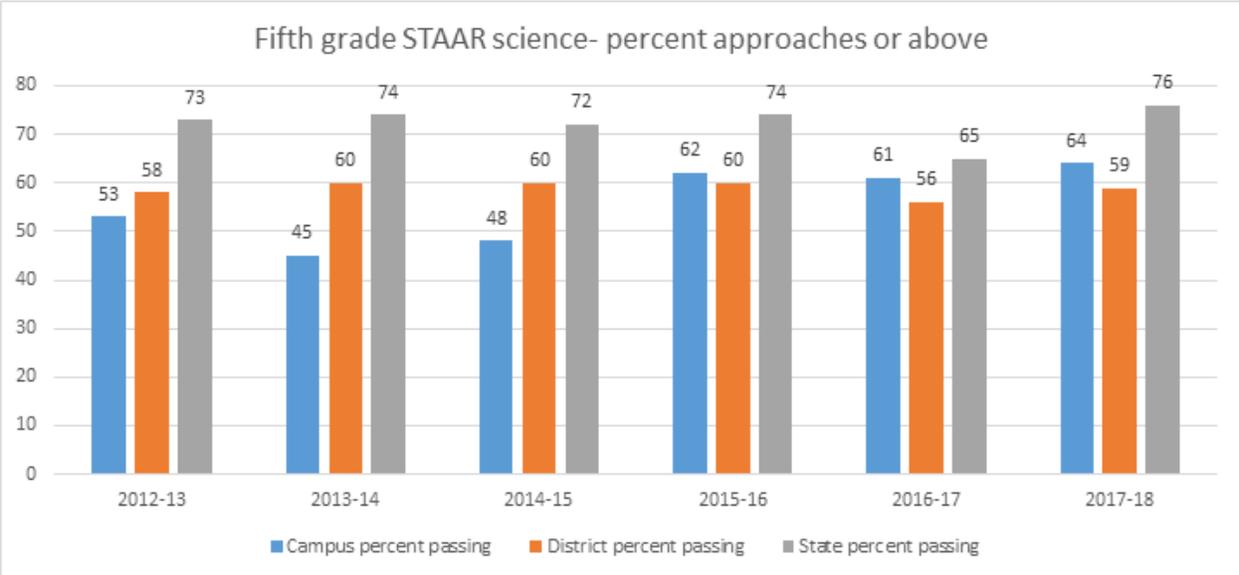
In fourth grade, there has been a slow rise in percentage passing in math since the TEKS change in 2014-15. The problem is that considering the low point at which we started, 49% in 2015-16, the rise is not enough. However, if the pace of improvement continues (6 points in 2016-17 to a total of 8 points in 2017-18) we will be in a much healthier place.



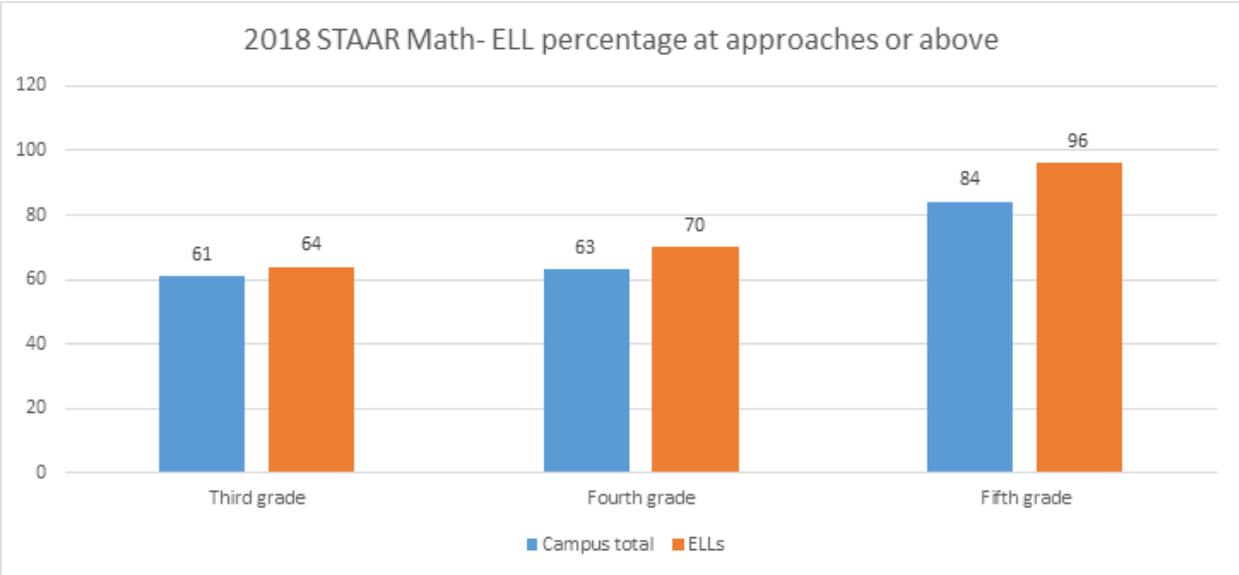
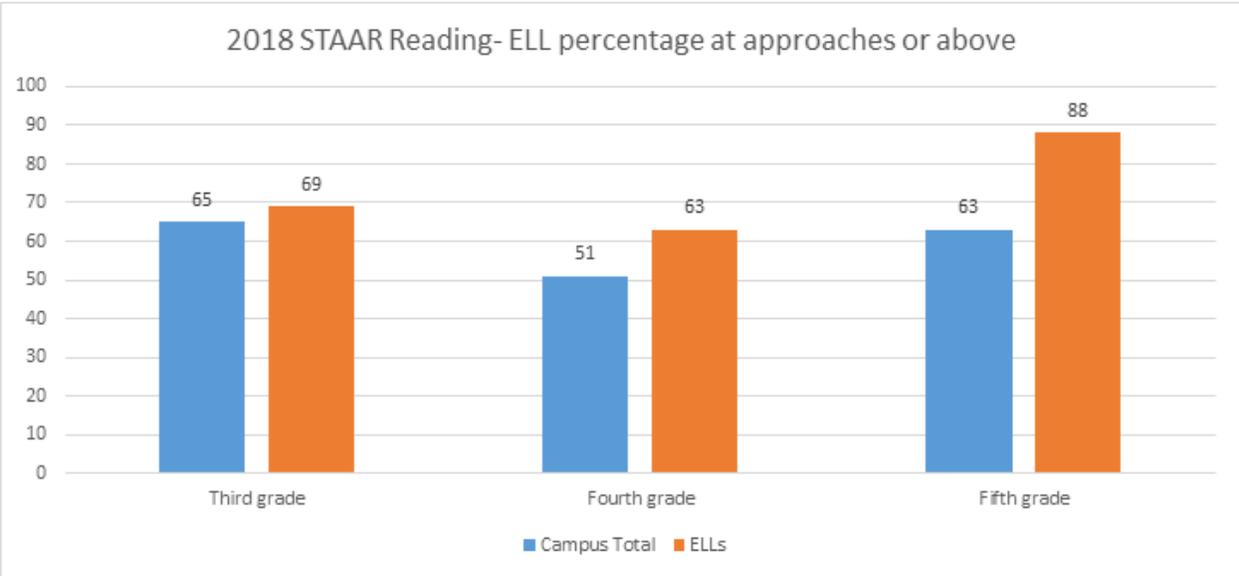
Fifth grade math scores have surpassed the district’s scores since 2012-13 except in 2016-17 where our scores were the same. They are one of WHE’s strongest areas at 84% passing. However, much of this is attributed to our ELLs (see graph on page 8).

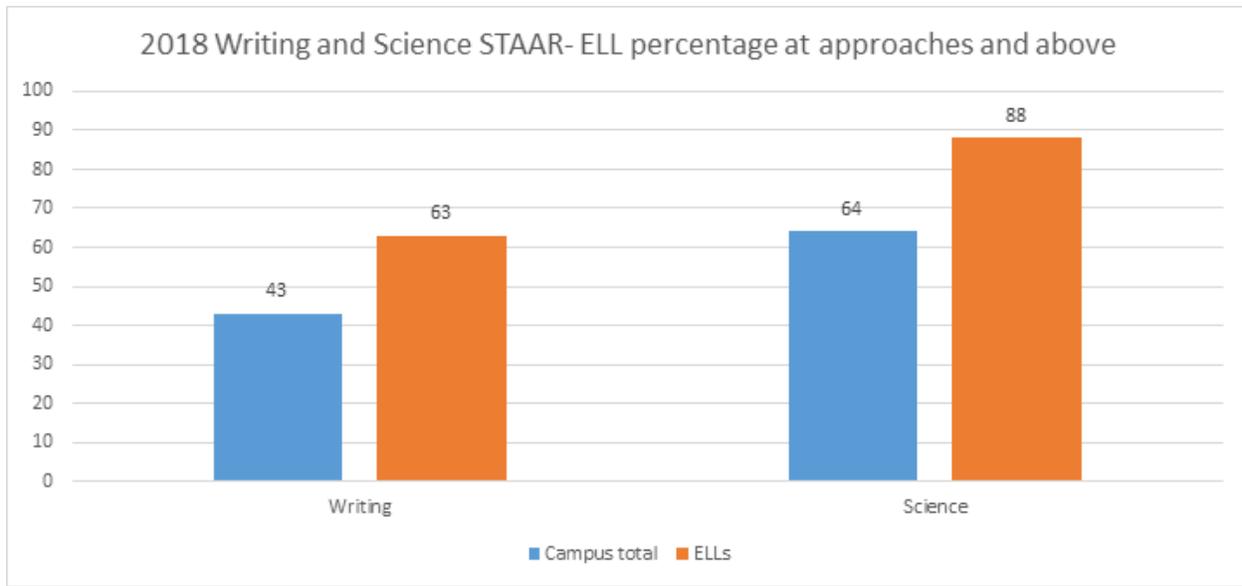


Writing is one of the areas where WHE shows the most need. In the 2012-13 school year, we scored above the district and only slightly below the state average but as the state and district averages have fallen, so have our writing scores. Our scores, however, have fallen, at a greater pace.



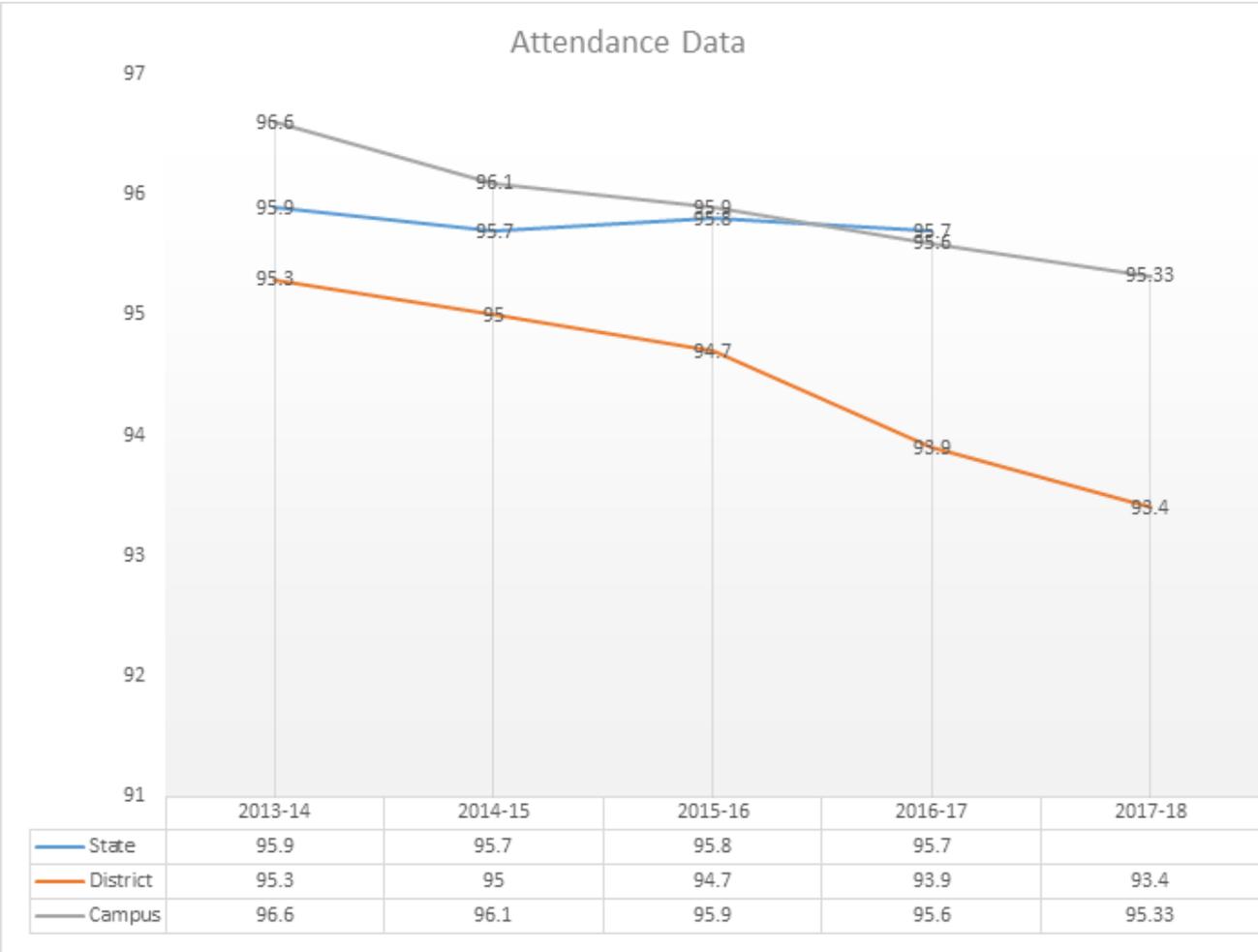
Fifth grade science scores at WHE have shown a steady increase since the 2013-14 school year, rising from 45% to 64% in 2017-18. While this growth is heartening, more is needed, particularly for our monolingual students (see graph on ELL learners on page 8).





Some of Woodlawn Hill’s strongest performances come from our bilingual/dual language students and ELLs who tend to score higher than the general population, in some cases, significantly higher. The 2018 scores show a snapshot that articulates this trend. Fifth grade ELLs, in particular, show strong test scores. We have capitalized on this by encouraging one of our strongest bilingual teachers to take on more responsibility and leadership as a master teacher.

In the 2016-17 and 2017-18 school years, the campus placed improvement efforts on TEKS analysis and work sample protocols during PLCs as well as MAP and CBA data analysis. Teachers also created intervention groups to address STAAR testing with particular emphasis on low performing and “bubble” students. These groups met for STAAR preparation before the fourth grade writing test and between the first and second administration of the fifth grade math and reading tests. The same practice of preparation was in place before 3rd and 4th grade students were assessed in both the reading and math STAAR and 5th grade students assessed in the science STAAR. In addition, teachers were trained in Depth of Knowledge questioning and participated in learning walks with a focus on DOK questions and responses. Fourth grade teachers received training with Gretchen Bernabei on writing instruction. While these efforts have been valuable and, in most cases, have improved instruction, they have not resulted in significant improvement in student achievement in reading, math, and science and have not been systemic enough to stem the downward progression of writing scores.



Woodlawn Hills Elementary School’s attendance rate has followed the downward trend of the district, though our average is at least a full percentage point higher. In the 2013-14 school year WHE had a rate that was higher than the state’s fairly steady rate but has fallen steadily to a low of 95.33 in 2017-18.

Efforts toward improving WHE’s attendance rate have centered on attendance incentives such as weekly raffles (backpacks with school supplies), class and individual prizes (bicycles) and the scheduling of school events on historically low attendance days (day after Halloween, day before and after winter break, day after Easter) in order to encourage participation. Such events include Crazy Hair Day, breakfast with Santa Clause, Pajama Day and Crazy Sock Day, to name a few. A daily attendance practice at WHE is set for all classroom teachers to send absent students’ attendance cards to the office before 8:30 so our office staff and our Parent Family Liaison (PFL) call the students’ home and find out why they are not at school yet. This practice has helped our attendance by, many times, waking up the family or assisting with other family issues. The staff placing the phone calls, document the phone calls made on the students’ attendance cards. In addition, the attendance committee meets every week to discuss students that are chronically absent, tardy or are picked up early. The committee reviews the weekly attendance report where students are categorized in 3 different tiers: Tier 3 (most severe; steady patterns of absenteeism), Tier 2 (needs assistance) and Tier 1 (monitored). The committee, moreover, sets action plans for each student by filling out an Attendance Intervention Plan, where our District

Attendance Auditor reviews and provides the team with ideas for reaching out. The AIPs are, in turn, discussed with parents/guardians and signed by them as well. Furthermore, the attendance clerk, the PFL, the principal and the assistant principal conduct home visits in many cases. While these interventions may have shown limited success, they have not been enough to halt the downward trend and have not addressed some of the most significant reasons for absenteeism such as lack of engagement at school, disenfranchisement, and lack of commitment and sense of belonging at school.

## **Challenges for Our School**

### **1. Writing Scores**

#### **Root Causes-**

Lack of training and systems to teaching writing from Pre-Kindergarten to fifth grade; lack of experiences about which to write; majority of writing instruction only occurring in fourth grade

#### **How we identified and verified these root causes-**

To apply the problem of practice system, we started with the STAAR writing scores from the last seven years. In August we facilitated a interview protocol with the teachers to look at the most current data, and then discussed the instruction of writing at the campus and district level to identify some of the causes. We also spoke with teachers and surveyed them about writing instruction and training, looked at student work samples, and spent time observing writing lessons during instructional snapshot visits. As hard as it was face the stark difficulties we were having with writing instruction, it became imperative that we turn significant attention to the problem.

We identified a disconnect between what research supports as best practice in writing instruction and what was happening in our classrooms. We found that in the absence of campus or district training and systems, teachers used isolated grammar drills, worksheets, and limited participation in the writing process. For the most part, the only writing training provided was for fourth grade teachers which created a culture of leaving writing instruction for the grade level taking the STAAR writing test.

We also found that our students did not have the same kinds of experiences about which to write. When we looked at the essays the Texas Education Agency (TEA) released as examples receiving full marks, they were all about experiences which students in our school rarely have. Examples of such experiences include acting in a commercial, pet-sitting a parrot, and participating in martial arts.

We realized that the root of these problems could be traced back to two key challenges: teacher writing training and systems across all grade levels to support writing and a need for a wider variety of meaningful experiences for our students.

We created action plans around the goal of training teachers and implementing systems beginning in Pre-Kindergarten to fifth grade. We began introducing the data and plans to teachers during August professional development days and then worked to get the plans for the rest of the school year. In September, during PLC, Pre-Kindergarten - first grade teachers, with the guidance of our ELAR instructional coach, created a developmental writing rubric and data tracking sheet. Second thru fifth grade teachers, with the guidance of our ELAR instructional coach, created process writing opportunities for each IB unit and rubrics to assess. The data and plans were communicated to parents through presentations at Open House, during monthly parent meetings, and during parent conferences.

## 2. Attendance

### Root Causes:

Lack of student engagement in the learning; lack of inviting and engaging opportunities for parent involvement; negative school communication

### How we identified and verified these root causes:

The attendance committee and application team knew, from even a cursory view of attendance data, that there was a problem with falling attendance rates. As we delved further into the numbers, we saw that the in the 2013-14 school year had an attendance rate of 96.6 but that this rate fell steadily to 95.33 in 2017-18. We also used data from event parent sign-in sheets, documentation and parent communication in student success folders, and call logs to identify trends and problems.

When we spoke to teachers, students, and parents we heard some of the same issues: kids don't want to be in school, parents don't place enough importance on being in school, parents don't feel welcomed, we don't have enough ways for parents to get involved, and parents get too much negative feedback about their kids and not enough positive feedback. All this created a likelihood that kids will look for any excuse to be away from school and that parents will allow them to be absent.

What was worrisome, was that most of the issues that were identified were about "them" and not about "us". If parents don't feel welcome at school and don't want to be involved, what have WE done or not done to create that problem? If kids don't want to be in school, what have WE done or not done to help them be engaged in their education?

So the application team and attendance committee went back to the table and unpacked the issues to look for the real root, the root that grew from what we do or not do at or school. This led us to deeper conversations about engaging instruction and the family-school community.

In response we have looked at how we can maximize International Baccalaureate and inquiry, project based learning to create a more engaging learning experience and how we can create a school that welcomes families and engages them in the education of their children. We presented the data and began implementing the parent engagement plans during open house and other events with families.

### 3. Student Achievement (Meets and Masters STAAR)

#### Root Causes:

Students enter grade level performing below level (at *Approaches* and *Did Not Meet* levels rather than *Meets* or *Masters* in STAAR tested grades); instruction is not rigorous and does not engage learners; lack of vertical alignment

#### How we identified and verified root causes:

To apply the problem of practice system, we started with the STAAR scores from the last five years. In August we facilitated a interview protocol with the teachers to look at the most current data, and then discussed the instruction and training at the campus and district level to identify some of the causes. The instructional leadership team and application team also used data from instructional snapshot observations, lesson plan audits, student work samples, MAP test data, and Fountas and Pinnell reading inventory scores to help guide our analysis.

We found that while our teachers have a basic knowledge of different teaching strategies such as ways to differentiate, rigorous questioning, student centered and project based learning, inquiry learning, and Gradual Release of Responsibility (GRR), they have difficulty applying these strategies with fidelity and consistency. Teachers communicated, and we observed, that the time needed to learn more about and plan with these strategies was not available. We also determined that there was not nearly enough time for authentic vertical planning and collaboration to ensure a smooth flow of instruction from grade to grade as well as increasing rigor as students' progress.

When some of our students enter primary grades behind their peers in terms of reading readiness, phonemic awareness, oral language development, mathematical thinking, and vocabulary, if instruction is not engaging and rigorous, the gap only widens until the STAAR tested grade levels. By third, fourth, and fifth grade, some of our students are one, two, or even three grade levels behind the average.

STAAR data from the 2017-18 school year was studied and presented to our teachers using an interview protocol during professional development held in August before the school year began. The same data was presented to parents at the beginning of the school year's Open House. Parents also continue to receive information on academic nights by the use of the monthly newsletter/calendar provided by our Parent Family Liaison. Moreover, students'

MAP data was also reviewed by teachers and communicated to students during teacher/student conferences. Students' MAP data was also charted in growth charts where personal goals are set and maintained. Student Success folders are a way used for teachers to communicate with parents by sending out pertinent student data information. Students in the intermediate grade levels are encouraged to set and track their own assessment goals and progress in student folders.

This year teachers reflect and discuss ways to strengthen their practices by identifying strategies to use and improve upon. During our weekly PLCs the strategies identified, differentiation, inquiry based learning, gradual release of responsibility, transdisciplinary learning, goal setting, vertical teaming, and data analysis, among others, are reinforced. Next year, we strive to be in alignment with the PYP Standards and Practices and hold student led conferences so that they may reflect on their data and growth with their parents.

## School Overview

### Mission and Goals

*The mission of Woodlawn Hills Elementary is to provide a student-centered and safe learning environment where students are excited to inquire, collaborate, and problem-solve using higher order thinking skills while working free of judgement and taking ownership for their learning. We are committed to inspiring our students to become respectful, caring, and globally-minded, lifelong learners, who will help create a better and more peaceful world.*

Woodlawn Hills Elementary School has a mission that aligns with the IB mission statement and SAISD mission and vision. WHE shares 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. Our teachers and students are encouraged to become inquisitive in their approach to learning by asking questions and developing the necessary skills to research, collaborate, and communicate the findings to both school stakeholders and the broader community.

	Goal Time frame (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	5 Years	Attendance- At Woodlawn Hills we know that every minute at school matters and that being present in school is the most basic of conditions that must be met to reach student success. Our average attendance rate has fallen from a high of 96.6% in 2014 to last year's low of 95.33%. Our goal is to raise the daily attendance rate to 96% this year and 96.6% the following year. After that, we will strive to add an additional .2 percentage points each year until we reach and stay at 97%.	We will discuss the attendance rate at the weekly attendance committee meeting using data from the BI Platform. We will chart the weekly attendance rate, study trends, and identify tier 3 students with the lowest attendance. We will measure our goal using our school attendance rate at the end of each year.
Goal #2	3 Years	WHE desires to be a world class school within the neighborhood community. We believe that best teaching practices will improve student achievement in all aspects of its accountability. WHE has set a goal to improve its student achievement domain on the State of Texas Assessments of Academic Readiness (STAAR) tests. We will raise our percent passing average by 5% each year, in every area, resulting in a 15% gain by the 2020-2021 school year.	Teachers will use 9 week assessments, CBAs, MAP test, Fountas and Pinnell Reading Inventories, unit tests, and teacher created summative assessments to track student achievement. Grade level teams will use PLC time once a month to investigate these data points and set plans for individual students, reteach lessons, and intervention groups. This goal will be measured by the state student achievement domain provided by TEA.

<b>Goal #3</b>	3 Years	<p>WHE will improve the writing scores by at least 5% every year for the next three years. Our goal is to have a minimum of a 58% passing rate in the writing STAAR by 2021.</p> <p>2nd, 3rd, and 5th grade teachers will use student writing samples three times during the year to track student development on compositions and to look for class trends. PreK-1st grade teachers will use student writing journals to assess student progress using a writing development rubric and data tracking sheet three times during the school year. Grade level teams will use PLC time once a month to investigate these data points and set plans for individual student, reteach lessons, and intervention groups. This goal will be measured by the state's accountability report.</p>
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Which goal will be the hardest to achieve? Why?	
	<p>Raising the STAAR writing test passing average to 65% by 2021 will be our most challenging goal. Since the 2011-12 school year, our writing scores have fallen from 73% to 43%. That is a decrease of 30 percentage points in 7 years. We believe that this trend has occurred because we do not have vertical alignment in writing instruction and our campus lacks a systematic approach to writing. Our campus will have the challenge of shifting teacher mindset across the grade levels to reflect present research-based writing practices and supporting the shift with training and systems that will ensure continuity of instruction.</p>

**Academic Model**

*International Baccalaureate Primary Years Programme (PYP)*

The curriculum for International Baccalaureate elementary schools is the Primary Years Programme, or PYP. The PYP is a framework of transdisciplinary learning that focuses on developing the whole child as an inquirer, both in and out of the classroom, with an intense, research-supported focus on inquiry-based learning. Students take four core classes (English, Math, Science, and Social Studies). These content areas are taught through a transdisciplinary approach to teaching and learning, enabling

teachers to align subjects together. In addition to encouraging writing in every subject area, the project based and experiential learning of IB gives students a wide variety of experiences about which to write.

Teachers deliver the content in six IB units which are linked together using a common Transdisciplinary Theme such as “How the world works”, “Who we are”, and “How we organize ourselves”. Themes are developed as a team with support and guidance from the IB Coordinator and IB Consultant. Each unit lasts about 4-6 weeks per unit during which students are also exposed to additional classes, commonly called “specials,” through single subject teachers (such as art, music, and PE). Beginning in the 2019-2020 school year, Woodlawn Hills ES will also offer a foreign language which will align with its feeder pattern at Longfellow MS. This language has yet to be determined.

IB teachers will follow dedicated approaches to teaching and learning while allowing students to fit their understanding in global contexts and focus on international mindedness. 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. All students and teachers will participate in reflection time during lessons (students) and lesson planning (teachers) through journaling and other writing activities, surveys, and informal discussion.

Using the IB Learner Profile (LP), teachers will be able to teach Social Emotional Learning skills to students. The profile names ten different attributes which the school believes all learners should demonstrate while at the school. We believe that students should be caring, thinkers, risk-takers, open-minded, balanced, inquirers, knowledgeable, communicators, principled, and reflective. WHE encourages these attributes through purposeful teaching, learning, and assessment in all attributes. It is the goal of WHE that students, parents, and staff members be continually reflective of these 10 attributes and constantly look to better themselves through their work. This may be done in the form of reflections, exit tickets, character studies in various subjects at the school, etc. The IB Learner Profile is a combined list of traits that all teachers and students at the school should reflect and, through practice, students will demonstrate their understanding of being a well-rounded individual in their classes. The IB LP can also be combined with other district initiatives such as PBIS and/or Social Emotional Learning, by teaching the overlapping soft skills associated with all of these initiatives.

WHE believes that it is important to offer rigorous academics for all students. In line with the SAISD mission of becoming a national model urban school district, WHE believes that it is important for all teachers to provide sound pedagogy through inquiry-based teaching and learning, which guides students through conceptual understandings and frameworks and provides real-world problem-solving opportunities. By providing these opportunities, we help students to be successful in the increasingly-competitive world of business and commerce. WHE students will be well-rounded, better learners, and able to adapt to various situations that they will encounter in the wider world.

The IB PYP academic model aligns with the goal of Woodlawn Hills Elementary in that it ensures that teachers teach in transdisciplinary units while inspiring and allowing students to act on newly-learned concepts, ideas, and behaviors. The PYP program requires students to become risk-taking inquirers, leading them to ask bigger questions and to reflect on their subjects, resulting in becoming invested in their own learning. These invested students will then become more participatory, which will result in increased learning and attendance. The openness of the transdisciplinary units of inquiry allow for differentiated learning, allowing student and teachers to discover students’ best mode of learning and

communication of knowledge learned. We feel that this knowledge of how students learn and how they can best express their knowledge will result in greater achievement scores and writing scores.

Our campus understands that in order to implement the IB PYP philosophy and academic model, we must commit funds to the endeavor of improving our school and overcoming our challenges. Teachers will need professional development, educational resources will need to be purchased, and supplies for students, classes, and community engagement will need to be available. WHE will responsibly budget to ensure that all students are able to excel, are respected, and celebrated.

To this end, it is the goal of WHE to continuously improve in the implementation of the IB framework. By doing so, schools believe that teachers will become better at what they do, and student outcomes will improve. WHE desires to see continued growth in state accountability testing in all areas with specific emphasis on the student achievement area. WHE also believes that, with increased implementation of the IB Primary Years Programme (PYP), student attendance will increase (as a result of students wanting to be a part of the school) and student behavioral problems will decrease (as a result of teacher efficacy).

#### *Inquiry-Based Learning*

All teachers in all classes 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 and encouraging risk-taking and learning from failure as important parts of the discovery process.

#### *Learning Through Civic Action*

All students are also encouraged to demonstrate their learning through service and action within the community. As an IB World School, we are encouraged to “Think Globally, Act Locally”, as such WHE will provide service opportunities to the students throughout the school year. Many of these service opportunities will be directly be tied to the curriculum and be an extension of what students are discovering and learning during the school day. For example, this year, third-grade students have begun a regular trash pick-up in the playground area to help them understand the importance of human-environment interaction, while the pre-kindergarten students began a pet supplies collection to help them understand that pets and family members need care and love.

#### *Social Emotional Learning*

Using the IB Learner Profile (LP) and the IB Attitudes, teachers will be able to specifically teach Social Emotional Learning skills to all students in all classes including Specials. The IB LP is a specific list of traits that all teachers and students at the school should exhibit and, through practice, students will demonstrate their understanding of being a well-rounded-individual in their classes and in their daily lives. The IB LP has been combined with other district initiatives such as Positive Behavior Interventions and Strategies, PBIS, which our school has adopted to set campus-wide expectations. The school counselor provides counseling lessons once a week for grades K-5 that focus on the IB LP and IB Attitudes. This is done in the form of reflections, exit tickets, or character studies in various disciplines throughout the school. For example, this may include asking students to discuss a character’s motivation and development in a novel or story while identifying the various aspects of the Learner Profile that the character is demonstrating. They would be asked to reflect upon how this is demonstrated in their own lives. This supports what students are learning in the classroom and allows

students the opportunity to connect their learning with real world experiences. Through collaboration and communication with teachers, the counselor can address classroom needs during the classes.

### *Special Populations*

IB pays special attention to special populations of students. For example, the school must design a language policy which does not supersede district or state guidelines but instead is used to codify beliefs about language at the school. The school must be prepared to both answer questions and put into practice work around ESL and ELL students, transitions through language development classes, and how the school supports language development in all students- both English and their mother-tongue language.

Because of the nature of IB as an inclusive program, the school must also address its inquiry-based approach to teaching and learning for both Gifted and Talented students as well as SPED students. All students are required to be a part of the IB program. The school will align expectations for rigor through vertical planning, inclusive of all student populations, and through common expectations of student engagement. In two years, the school will also be required to write an inclusion policy for these students.

To best examine whether the school is meeting the needs of its students, Woodlawn Hills will review these policies and practices annually through staff and parent meetings. When it is evident that the policy is not aligned with the practice occurring in the classroom, the school will realign teacher expectations, rewrite the policy to best align with expectations, and then follow up with classroom walk-throughs and PLC conversations.

### *Potential Challenges and Mitigation Strategy*

There are some potential downfalls associated with our chosen Academic Model. One possible issue is that parents and students may be confused by how all of the different facets (Fine Arts, Dual Language and IB) fit together. In order to address that potential confusion, we will have informational sessions and parent engagement events that explain and demonstrate to our families how these facets fit together as they get to experience art, music and language first hand. We will demonstrate that the Fine Arts and Language components both support and enhance the IB model (which puts an emphasis on communicating and being internationally-minded) that we have already adopted. Fine Arts and Dual Language both allow students to communicate ideas and make global connections.

Another challenge in teaching PYP is the amount of time and collaboration needed to develop solid and well thought out Units of Inquiry with transdisciplinary lessons for each grade level and for teachers to internalize all the different aspects of the PYP in order to smoothly present the material in an appropriate fashion with ease and fluidity. Woodlawn Hills will mitigate this challenge with intensive training in the beginning of the school year, additional sessions throughout the year, and ongoing feedback from campus leadership and fellow teachers to ensure that staff understand the expectations for cross-disciplinary teaching and are implementing it with fidelity.

### **Data and Continuous Improvement**

Woodlawn Hills will use the Plan, Do, Study, Act model for improvement to address learning deficits and progress toward our student achievement domain goals. Plan, Do, Study, Act is a cycle of data collection, review, analysis, and reflection. During the “Plan” stage, teachers, leadership team, and students will

use data to plan courses of action on a campus-wide classroom, and individual student level. The “Do” stage is when the plans are implemented. In the “Study” cycle, we collect further data, both formative and summative, from the implementation stage and reflect on what changes have taken place and what needs to be done next. In the final “Act” stage we will use our reflections and conclusions to formulate the next steps to reach our larger goals. After this, the cycle of Plan, Do, Study, Act continues.

Each grade level participates in a weekly PLC. The first week is focused on Data Review where administration reviews data (MAP, CBA, weekly tests, teacher observation data, etc.) with each teacher. Teachers can share their students’ growth with each other and share ideas that are demonstrating positive results. The second week’s focus is ELAR with the focus on writing. Our instructional coach leads the meeting in teaching grade-level writing ideas that benefit the writing process. The third week’s focus is International Baccalaureate. Our IB coordinator leads the meeting with the focus on unit preparation and unit writing. Teachers share ideas for their grade level and as a group decide on the best activities and strategies for unit teaching and learning. During the fourth week, administration leads the meeting with MTSS, and student interventions/enrichment strategies and attendance as the focus. Teachers are encouraged to share strategies for students that are presently struggling, progressing or in need of enrichment.

- The attendance committee meets every Thursday to study and review the weekly attendance report. They identify and review tier three student attendance data. They also discuss action plans for each student, plan home visits, and discuss attendance incentives.
- 2nd-5th grade level teams will conduct a writing-sample protocol once per six weeks using the TEA writing rubric to calibrate scores, track student progress and individualize writing instruction
- PK-1st grade level teams will conduct a journal assessment three times per year using a developmental writing rubric to track student progress and individualize writing instruction
- Grade level teams will create or use district created 9-week assessments, and CBAs covering editing and revising, reading, science, and math TEKS addressed
- Grade level teams will use these assessments as well as MAP, Fountas and Pinnell Reading Inventory, and IB unit assessments and reflections to create small group, whole group, and individual plans for reteach and extension lessons
- Vertical and grade level teams will use data from the assessments to evaluate progress by student, class, and grade
- Grade level teams will hold monthly data review sessions during PLC to set goals, reflect on progress, and create action points and plans
- Dual Language and Bilingual teachers meet a minimum of twice per semester to collaborate on best practices, strategies, and engaging activities that are geared toward ELLs.

### **School Community Communications**

#### **Staff Communication**

Each week the principal sends a weekly memo to the staff highlighting recent accomplishments and accolades as well as information relevant to the upcoming week, such as: Upcoming school activities, meetings, trainings, and tips for best practices of instructional strategies. This weekly memo will serve

as a portable staff meeting and eliminate the need to use valuable time to meet about information that can be disseminated with a memo.

Part of the faculty meeting rotation are vertical team meetings with the emphasis on writing where teachers share their students' writing progress as well as the areas in need of growth. Teachers from other grade levels participate in providing feedback and acquire ideas from other teachers. Other faculty meetings are devoted to communicating and taking feedback concerning the budget, charter application, Campus Improvement Plan, International Baccalaureate policies, and other matters of campus-wide concern.

Prior to Academic Coordinating Teacher (ACT) meetings, each grade level leader (ACT) gathers concerns and questions from his or her team to bring to the meeting and discuss. Grade level meetings and PLCs are also structured to be collaborative in order to allow all voices to be heard.

The administrative team follows an "open-door" policy and strives to be available for teachers. Teachers also have the opportunity to give feedback to the Instructional Coach following ELAR and instruction professional development through google surveys and the instructional leadership team (principal, assistant principal, IB coordinator, and Instructional Coach) offer feedback from instructional snapshot class-visits by written notes, emails, or in person discussion.

#### Community Communication

WHE also communicates with stakeholders via biweekly parent meetings during which parent feedback is encouraged. In addition, WHE uses monthly calendars, Parent Family Liaison Outreach, Class Dojo/Remind (Texting) communication, IB Family Nights, Academic Nights, and Campus Open Houses to welcome and communicate with families. The Principal uses the School Messenger computer program to send out courtesy reminders about upcoming events and the WHE Parent Family Liaison hand delivers campus calendars and information flyers to community agencies within the school area.

Teachers use parent conferences as ideal times to discuss concerns that parents may have. Woodlawn Hills and its teachers also use the Remind App to send out notices and news and it is an ideal platform from which to have two-way communication with parents.

Administration at WHE has set a policy of responding to parent calls and visits immediately whenever possible and within 24 hours if the administrator is not available at the time of the call or visit.

In the future, WHE will improve two-way communication and increase opportunities to receive feedback by holding a minimum of once a semester meeting with the express purpose of keeping the community up to date with what is happening on campus, to answer questions, and to find out what the community needs and wants from the school. We will also provide a survey to parents and community members to get input on customer service at the end of each semester.

#### **Student Recruitment and Retention**

##### Prior to Launch

Woodlawn Hills ES will continue to work with the Office of Enrollment for district events such as the mini-magnet fair and Experience SAISD. Woodlawn Hills ES will also work with Texas IB Schools to

market our campus at Texas IB events such as the IB College Fair that attracts thousands of IB students from across the state. Lastly, we plan to continue to use our marquee, website, and develop a flyer/mailer to be distributed to students who live within SAISD boundaries but no longer attend SAISD schools.

Woodlawn Hills is currently providing:

- Attendance incentives for students with good attendance
- Attendance incentives for parents of students with good attendance
- Attendance incentives for teachers with class of 100% attendance
- Attendance incentive days for the campus, like crazy sock day.
- Breakfast in the classroom program, supper program
- Clubs: Robotics, Cheerleading, Choir, I Play, Running Club, Young Pegasus, Bluebonnet Readers, Patrols, CHEF Program
- Fine Arts classes
- Welcomed parent involvement
- Students engaged in global learning
- Family oriented activities
- 2 family events a month
- Communication with parents through letters, apps, phone calls, and calendars
- Student recognition for exemplifying the attributes of the Learner Profile
- Counseling

Ongoing Basis

Many of the strategies mentioned above will continue to be employed each year as a new in-district charter. These programs and opportunities are some of the ways that we currently engage our students and families in the school community in order to help students become more invested and interested in their own educations. We will utilize our non-profit partner, Texas Council for International Studies (TCIS), 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). We also plan to have more opportunities for parent involvement through parent meetings, community events, community classes, and parent organizations. We believe that if we make parents feel welcome, they will be more invested in their children's education and want them to remain part of the Woodlawn Hills family.

Woodlawn Hills students will:

- experience more engaging lessons,
- be recognized for their action in response to learning,
- expand the quality and types of family events,
- be offered another language,
- have global resources,
- have more technology to enhance learning and engagement,
- participate in PYP showcases to honor student work,
- hold student led parent conferences to give ownership of goals, progress, and successes to students and parents, and
- have opportunities to showcase their culture, language, and customs.

These opportunities, as well as the ones already offered allow our students and families ways to be engaged in and proud of their school.

Research has shown that using a student-centered, inquiry-based approach to learning increases student engagement and personal investment in school. In short, students want to go to school when the learning is relevant and engaging and when each student feels like a valuable member of the school community. This is the kind of educational environment created at WHE.

WHE plans to conduct annual community block walks to solicit families for new students and to re-engage our existing families. WHE plans to continue to host campus information sessions and have a presence at local community events such as JELC meetings, Fiesta, San Antonio Rodeo, and our neighborhood association meetings.

Woodlawn Hills Elementary School welcomes and encourages all students to apply. We are able to serve all students from Pre-K to 5<sup>th</sup> grade at Woodlawn Hills, since we meet all guidelines for Special Education students, 504 students, Dual Language Learners, Gifted and Talented and Bilingual students. We put children first in all aspects of their educational experience.

In addition, data has shown that there is an attraction to IB PYP schools all over the world. Below you will see that the number of PYP schools internationally, and in the Americas have increased since 2013. \* This data reflects the prestige of IB schools and the recognition that IB provides a world-class education. This reputation for excellence will help to attract students from other areas of the city.

One of our strongest attractions is that by being a part of the SAISD IB feeder pattern, families interested in pursuing the International Baccalaureate Diploma Programme at Jefferson can begin their IB educational experience at Woodlawn Hills.

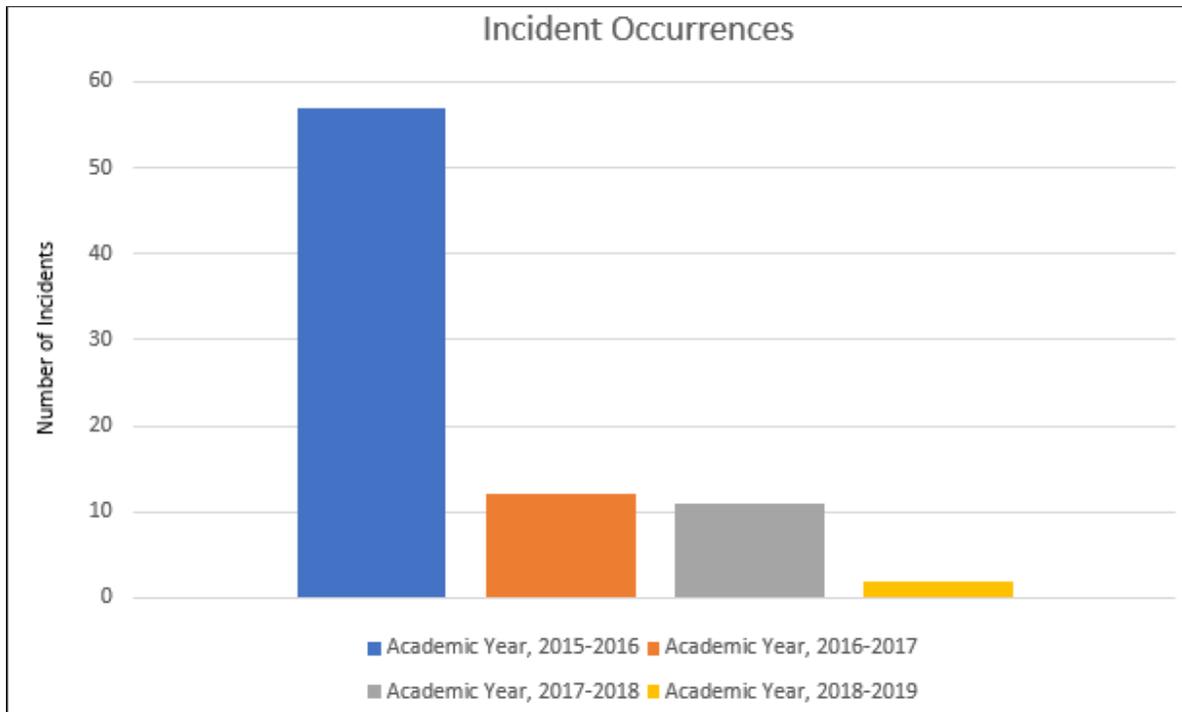
Number of IB PYP authorized programs since 2013

Year	2013	2014	2015	2016	2017
IB Americas	587	651	705	739	746
IB Worldwide	1116	1226	1329	1442	1496

\*(IB Organization. "IB Annual Review." *International Baccalaureate*®. September 24, 2018. [www.ibo.org/about-the-ib/facts-and-figures/ib-annual-review/](http://www.ibo.org/about-the-ib/facts-and-figures/ib-annual-review/)

## School Climate and Culture

### Discipline Data



(Woodlawn Hills Review 360 Behavior Matters Data)

#### School's Current Disciplinary Process and Procedures

In order to circumvent discipline issues WHE has adopted PBIS (Positive Behavior Interventions & Supports) and uses CHAMPS posters (Communication, Help, Activity, Movement, Participation, Success) throughout the campus. The goal of the PBIS and CHAMPS system is to use positive reinforcement of good behaviors and to set behavioral expectations for students in different situations. Teachers also integrate the ten IB Learner Profile Attributes (caring, thinkers, risk-takers, open-minded, balanced, inquirers, knowledgeable, communicators, principled, and reflective) into their transdisciplinary units which makes character education a seamless part of the day. These lessons are reinforced by the Campus Counselor who provides weekly lesson plans involving the Attributes.

WHE's Trojan Bucks are given to students exhibiting positive behaviors, attitudes, and actions. Each Trojan Buck has the ten IB Learner Profile Attributes on the back and the teacher or staff member circles the attribute that the student was exhibiting and honors the student using specific praise. The Trojan Buck is used for raffles and a PBIS store that is open on Fridays during lunchtime. Teachers also use Success Folders to communicate with parents daily about behaviors, grades, announcements, and data. The folders also provide a way to receive feedback from the parent or guardian.

Woodlawn Hills Elementary follows the SAISD Code of Conduct. Teachers have a set of classroom rules or classroom essential agreements. Violations of these rules or agreements are documented in the student Success Folder and addressed by the teacher. The process for repeated violations will require the teacher to 1) conference with the student, 2) conference with the parent, 3) have the counselor

meet with the student, and 4) document on the Review 360 Behavior Management System for administrative intervention. Violations of the student code of conduct must be documented in Review 360 and followed with the corresponding consequence.

#### Pros of Current Disciplinary Protocol

Our current disciplinary process and procedures have decreased the number of office/administrative referrals and suspensions. Teachers solve disciplinary issues within the classroom and document incidents on Review 360. Parents are more informed of their child's successes through use of our Success Folders and apps like Remind. Our system of reward using Trojan Bucks has created an environment of success and praise where students earn rewards for their conduct. PBIS and CHAMPS posters are located throughout the campus to remind students of school, classroom, hallway and cafeteria expectations.

#### Cons of Current Disciplinary Protocol

A con of our current disciplinary protocol is the inconsistency of teacher management of student behaviors. A small violation of the classroom essential agreement is often handled differently by different teachers. One teacher may manage it by conferencing with the student or parent, while someone else may immediately request administrative assistance. Another instance of occurs in rewarding positive behavior; one teacher may be intentional about rewarding or acknowledging a student's positive behavior, while another will not. Failing to reinforce positive behavior will often lead to increased misbehavior, particularly if a teacher is not making use of teachable moments. Training is needed for teachers to promote positive behavior. The campus will also need to calibrate expectations and to help teachers feel confident in execution of these campus wide policies.

#### Modification to current plan

We plan on integrating the IB Learner Profile Attributes and the IB Approaches to Learning Skills to our current disciplinary process. The IB Learner Profile aims to develop students into "internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world." We believe that by integrating the IB Learner Profile Attributes with the PBIS system, teachers will be more inclined to be positive and conference with the student about the desired attribute. The IB Learner Profile attributes are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers/Courageous, Balanced, and Reflective. Teachers will integrate the Learner Profile Attributes into their lessons and the success folder communication log. These attributes do not have a negative connotation to them and lead to positive statements and recognition by the teacher. The IB Approaches to Learning (ATL) teach the students skills that can be used in many different situations. The Approaches to Learning enhance "the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise." The Approaches to Learning skills include, Thinking, Social, Communication, Self-Management, and Research Skills. Teachers will incorporate teaching the ATL in their units of inquiry. Some of the specific strategies and language they will use are accepting responsibility, respecting others, cooperating, resolving conflict, etc. Students will reflect on their acquiring the Learner Profile Attributes as well as their success on learning the Approaches to Learning.

#### Justification to modifications

Being accepted into the IB PYP program would offer a consistency of school wide language that reflects the LP attributes and ATL throughout our disciplinary process and procedures.

### Positive School Culture

At Woodlawn Hills, we will continue our disciplinary system which includes embracing the IB LP attributes by incorporating the language into our Trojan Bucks reward system. In the classroom, hallways and cafeteria, students are rewarded and praised for exhibiting positive Learner Profile behaviors or encouraged to adhere to appropriate attributes that represent our IB community. As part of positive LP behaviors, students are encouraged to be risk takers during their learning and practice independent thinking skills. Teachers have begun explicitly teaching the ATL to their students allowing for the students and their peers to problem solve and find solutions to disciplinary situations. Teachers are prompting students to make connections to the Learner Profiles Attributes and the Approaches to Learning through meaningful lessons, peer talks, and reflective writing. Our current system, when fully incorporated with IB Learner Profiles attributes and the Approaches to Learning, will be a truly sustainable and will result in a positive school culture.

## Proposed Autonomies and Rationale

Type of Autonomy	Description
Curriculum and Assessment	<ul style="list-style-type: none"> <li>● To select all curriculum, textbooks, instructional technology, and instructional materials to be used by Woodlawn Hills students. (<u>Rationale</u>: To cater to the needs of its specific student body and to the nature and needs of an IB curriculum and create purposeful and relevant learning opportunities to increase student achievement.)</li> <li>● To select and implement its academic model- IB, Arts and Language, (subject to state standards) including but not limited to, curriculum. (<u>Rationale</u>: To increase enrollment and authentically engage surrounding stakeholders.)</li> <li>● To select and implement or decline to use all assessments that are not required by the State of Texas, except for District-wide mandated testing. Other assessments may be used as per the metrics for benchmarks and objectives as agreed-to by the District and Woodlawn Hills Elementary. (<u>Rationale</u>: To select or create assessments that provide the most accurate and appropriate data as we work to achieve our goals and implement the IB PYP through the practice of data analysis and the cycle of continuing reflection, adjustment, implementation, and improvement.)</li> </ul>
Grade Reporting and Placement	<ul style="list-style-type: none"> <li>● To determine the type of grade reporting and standards for grade promotion. (<u>Rationale</u>: To support the IB PYP unit planners and the freedom to, if needed, adjust cycles and grading policies to align with the IB structure and to allow campus to utilize standards-based grading and incorporate Learning Profile Attributes.)</li> </ul>
Lesson Plans	<ul style="list-style-type: none"> <li>● To determine the format of lesson plans and frequency of submitting lesson plans. (<u>Rationale</u>: To encourage and set systems for collaborative lesson planning as an expectation in order to maximize the expertise of our teachers and opportunities for integrated plans and to ensure that all teachers submit lesson plans for all content areas on a regular basis.)</li> <li>● To require that all teachers be expected to revise and reflect on all Unit Planners. (<u>Rationale</u>: This is an IB requirement and builds expertise from year to year as teachers develop plans further, reflect on what worked, and change what didn't in order to increase student engagement and achievement.)</li> </ul>
Schedule and Calendar	<ul style="list-style-type: none"> <li>● To set the Woodlawn Hills Elementary school calendar, the length of the school day, and the beginning and ending dates of its school year, and its daily bell schedule, work day, and lunches which may differ from those in other SAISD schools, subject to any legal limitations. We will work in conjunction with the other IB Elementary Schools to ensure that our school calendars coincide. (<u>Rationale</u>: To allow for special events unique to our curriculum and programs as well as to allow additional time for full data analysis cycles, continuous improvement as we move towards achieving our goals, and planning time for teachers to develop vertically aligned, transdisciplinary, inquiry-based learning as required by. Also to support the planning and collaboration of activities with other IB schools, Woodlawn Hills stakeholders and community partners.)</li> </ul>

<p>Teacher Conference Periods</p>	<ul style="list-style-type: none"> <li>● To set expectations for teacher conference periods to ensure that the time is utilized most effectively for teacher support, staff collaboration, and student learning, provided that teacher will always receive a minimum of 45 minutes daily for instructional purposes. (<u>Rationale</u>: WHE to best utilize time resources to focus both the achievement of our goals and the implementation of the IB PYP to the highest fidelity.)</li> </ul>
<p>Budget</p>	<ul style="list-style-type: none"> <li>● To develop Woodlawn Hills’s own school budget and allocate school funds however we deem appropriate (<u>Rationale</u>: To more efficiently allocate money in areas where it is most needed unique to our curriculum, the implementation of IB, and the achievement of our goals and in accordance with state and district comparability requirements).</li> <li>● To convert staff positions to dollars for your campus if such positions are not needed. (<u>Rationale</u>: To better align resources to the needs of our campus.)</li> <li>● 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.)</li> <li>● 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. (<u>Rationale</u>: This will also help campus administrators to stay engaged with matters related to school leadership and best practices on the implementation of IB and other school programs.)</li> <li>● To make consolidated purchases, such as technology, marquees and furniture, with other IB schools in the SAISD IB network. (<u>Rationale</u>: If a single vendor is able to offer a discount to the network of schools, then the campus wishes to take advantage of this right in order to spend its funds in the most fiscally responsible manner possible.)</li> </ul>
<p>District and Vendor Services</p>	<ul style="list-style-type: none"> <li>● To opt out of district services and instead receive dollars to the Woodlawn Hills Elementary budget, provided that we will not opt of District transportation and food services. (<u>Rationale</u>: To better meet the needs of the campus.)</li> <li>● 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. (<u>Rationale</u>: Fiscally, this could be cost effective for Woodlawn Hills. Also, the timeliness in which we receive instructional materials and services would also improve. There are some IB supplemental materials that international vendors are the sole source for and having those materials would enhance our curriculum.)</li> <li>● To seek out and utilize funding from outside donors and sources. (<u>Rationale</u>: To engage community members and others directly in order to secure donations of time, funds, and resources from those who support our mission and the welfare of our students.)</li> </ul>

	<ul style="list-style-type: none"> <li>To use funds to purchase materials, resources, and memberships through international vendors. Because of the nature of IB, many of the resources and materials are only available through what are typically considered “sole source” vendors—many of whom reside overseas. (<u>Rationale</u>: To be able to support Woodlawn Hills Elementary School’s implementation of the IB Framework the Primary Years Programme.)</li> </ul>
School and Culture	<ul style="list-style-type: none"> <li>To institute restorative practices or another research-based student discipline and utilize funding from outside donors and sources. (<u>Rationale</u>: to seek out and implement such research-based programs and/or practices that, while different from what the district may choose to support, best meets the needs of our students and best aligns with the values of an IB education.)</li> </ul>
Site-Based Decision-Making	<ul style="list-style-type: none"> <li>To select a site-based decision-making committee that is different than the structure required by the District. (<u>Rationale</u>: With the new charter and new expectations from the IB program, Woodlawn Hills wants to create a site-based decision-making committee that brings in more external expertise and resources in addition to retaining a strong teacher and administrative voice.)</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>To select and implement all professional development for teachers and administrators. The Principal shall also determine how much time to dedicate to professional development and how staff use their professional development time. (<u>Rationale</u>: To meet the individual needs of the campus, grade levels and content areas of focus and to support IB.)</li> <li>To opt out of district professional development offerings. (<u>Rationale</u>: Campus specific professional development to enhance the IB Framework).</li> <li>To select our own professional development vendors. (<u>Rationale</u>: To have a greater selection of vendors to support teacher growth and to increase student achievement.)</li> </ul>
Staffing Plans	<ul style="list-style-type: none"> <li>To revise existing roles and/or create new roles, for example: specials teachers, IB Coordinator. We reserve the right to create teaching positions, which includes Master Teachers, specialist, and interventionist to support the needs of our students. (<u>Rationale</u>: to be flexible in staffing. As our needs grow, change, and develop we will be able to shift positions, in a timely manner, to meet the needs of our campus. Woodlawn Hills currently does not have the full-time positions to support the Fine Arts and foreign language model to reach our goal within the timeline set to be in alignment with the PYP Programme Standards and Practices.)</li> </ul>
Recruitment and Hiring	<ul style="list-style-type: none"> <li>To recruit, interview, and hire candidates from inside and outside of the district and create our own interview process, including our own job descriptions, interview questions and selection criteria, provided that all candidates must complete legally required background checks through the district. (<u>Rationale</u>: to seek out, vet, and hire applicants who will best support our needs, in a timely manner, and using a criterion that will evaluate potential staff members as a fit for our individual campus and to support our mission statement and goals. For example, we may seek to hire teachers with IB experience or with experience in teaching inquiry-based instruction.)</li> <li>To approve the assignment of all SAISD employees or contractors assigned to work at Woodlawn Hills Elementary. The Principal will be responsible for hiring, directing and supervising any collegiate staff or student assigned to work at</li> </ul>

	<p>Woodlawn Hills Elementary. (<u>Rationale</u>: to ensure the quality and fit of all faculty, staff, contractors and others working with our students and certify that everyone is prepared and able to help us implement IB and accomplish our goals.)</p> <ul style="list-style-type: none"> <li>● To reserve the right to not accept displaced teachers. Displaced teachers who are accepted will need to meet the same high-quality standards as other teachers hired at Woodlawn Hills. (<u>Rationale</u>: To hire highly qualified teachers that support Woodlawn Hills’ Mission and to contribute to the collective teacher efficacy.)</li> <li>● To be exempt from other SAISD campuses from recruiting students from our campus. The campus will still participate in district-wide recruitment events such as Experience SAISD; however, the campus wishes to be able to refuse to allow other SAISD schools, not in our normal feeder pattern, the opportunity to recruit from our campus. (Rationale: With the growth of IB, it is important to be able to retain one’s students from year to year.)</li> <li>● 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. (Rationale: 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.)</li> </ul>
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## Capacity of Applicant Leadership Team

### *Application Leadership Team*

Team Member Name (First and Last)	Current Role	Current Work Organization	Proposed Role at School
Martha L. Martinez- Silva	Principal	Woodlawn Hills ES	Principal
Javier Everett	2 <sup>nd</sup> Grade Teacher	Woodlawn Hills ES	Teacher
Cynthia Zamilpa	5 <sup>th</sup> Grade (Bilingual) Teacher	Woodlawn Hills ES	Teacher
Sharon Franco	IB Coordinator	Woodlawn Hills ES	IB Coordinator
Catherine Horn	ELAR Instructional Coach	Woodlawn Hills ES	ELAR Instructional Coach

#### Principal – Martha L. Martinez-Silva

Martha Leticia began her educational career as a Kindergarten and 1<sup>st</sup> grade bilingual teacher at Japhet Elementary. She then worked in the capacity of Reading Recovery teacher, Title I Reading Teacher and Dyslexia Lead Teacher. She was then appointed as the Master Reading Teacher, Dyslexia Evaluator and Dyslexia Lead Teacher. With Martha Leticia’s assistance in reading, dyslexia interventions and small group instruction, students’ reading scores improved so the position of Master Reading Teacher was no longer needed. In 2006, she transferred to Riverside Park Academy and worked as the Master Reading Teacher, Dyslexia Evaluator and Dyslexia Lead Teacher. In 2008, she was promoted to Administrative Assistant. In 2010, she was promoted to Assistant Principal and served at Highland Hills Elementary, Hillcrest Elementary, and at Young Men’s Leadership Academy. At Hillcrest Elementary school, she played a vital role in ensuring instruction was aligned with the students’ needs using coaching methods for teachers. The campus was able to regain Met Standards status from Improvement Required status. In 2017, Martha Leticia was appointed as Relay principal at YMLA then appointed to Foster Academy. At Foster Academy, Martha Leticia served for three months as Relay principal where the school’s status was improved from Improvement Required to Met Standard.

In July 2018, she entered her first year as principal at Woodlawn Hills Elementary school. Her vision is to cultivate a school where students learn from each other with the use of technology and skyping with students from around the world. Additionally, teachers would be provided with needed professional development and resources to ensure the school’s goals are attained. This vision would work hand in hand with students learning different languages (i.e. Mandarin, French, American Sign Language, Spanish). Also, since her experience includes working in a single-gender school, her vision also includes leading a single-gender elementary school or the first elementary school with single-gender classes, in 4<sup>th</sup> and 5<sup>th</sup> grades.

#### Teacher - Javier Everett

Javier’s passion for science and the arts led him into the field of education. He graduated from the University of Texas at San Antonio in 2012 and began his teaching career at Woodlawn Hills Elementary School. During his second year of teaching, he decided to begin volunteering for the WHE Robotics Club. The following year, Javier was nominated to lead the Robotics Club. Despite little or no experience in the competitive realm of robotics, Javier led his team to earn an Innovative Project Award within the school’s region. Along with robotics, Javier has also become a mentor in the Mayor’s Fitness Council. In 2018, Javier was able to complete the previous year’s project of having a water bottle filling station installed in the WHE cafeteria. He also continued a tradition of health awareness through an after-

school walking program now called “Raise the Pace.” Javier is currently applying to bring the CHEF Program (a culinary health education program) to the campus, which will educate students and families about nutrition and the culinary arts. Javier Everett is a visionary creating positive change at Woodlawn Hills and in the community.

#### Teacher – Cynthia Zamilpa

Cynthia Zamilpa earned her Bachelor of Arts in Interdisciplinary Studies with a Specialization in Early Childhood from Texas A&M International University in Laredo, Texas. She began her career as a bilingual kindergarten teacher at H.B. Zachry Elementary School, and she joined the SAISD family in 2001 where she has taught for the past seventeen years at Woodlawn Hills Elementary. She has received the Office Max Make a Difference Day Award, as well as Teacher of the Year Award. During her twenty-four years as an educator, she has embraced her students, parents, and her community to strive for excellence by setting high expectations and attaining them.

#### IB Coordinator – Sharon Franco

Sharon Franco has been teaching in the San Antonio Independent School District for fifteen years. She grew up in San Antonio, Texas and graduated from Our Lady of the Lake University in 2003 with a Bachelor of Arts in Mathematics and a Secondary Teaching Certificate in Mathematics grades 6 thru 12. She began her journey as an educator at Connell Middle School, teaching Mathematics to grades 6 thru 8 for 10 years. She then moved to Thomas Jefferson High School where she taught Algebra I and Algebra II for five years. It was during her time at Thomas Jefferson High School when she became an International Baccalaureate Middle Years Programme teacher. She was trained for both the Middle Years Programme and the Diploma Programme in hopes that she would also become an IB Diploma Programme teacher. While developing the curriculums for both the MYP Algebra I course and the DP Mathematical Studies course, Sharon was asked to take on a leadership role as an International Baccalaureate Implementation Specialist. During this time, she coached all teachers of 9<sup>th</sup> and 10<sup>th</sup> grade students at Jefferson to incorporate the MYP philosophy and practices into their curriculum, and successfully assisted in the authorization of Thomas Jefferson High School in becoming an Authorized International Baccalaureate School through the Diploma Programme. Sharon’s passion for the International Baccalaureate program causing positive changes for student education was substantiated when Jefferson High School gained TEA distinctions in Math, Science, and English while implementing the IB Middle Years Programme. Sharon is currently at Woodlawn Hills Elementary School as an IB Instructional Coach and Primary Years Programme Coordinator. She believes that after seeing and experiencing positive change in student achievement, through International Baccalaureate, she can assist in bringing this cultural and educational shift to Woodlawn Hills Elementary. She is excited to be working with an extremely eager faculty that wants a cultural shift, growth in student success, and to see their students become “respectful, caring, globally minded lifelong learners, who will help create a better more peaceful world.”

#### ELAR Instructional Coach – Catherine Peñaloza Horn

Catherine Horn has seventeen years of experience in education, thirteen as a classroom teacher and four years as an Instructional Coach. As a fourth-year teacher she became a trainer for Abydos Literacy and Learning, one of the original and most widely respected writing workshop models in Texas. Through Abydos she discovered a passion for coaching and teaching other educators. Shortly after beginning to train teachers from PK-12<sup>th</sup> grade in writing workshop, Catherine began learning about, implementing, and then training others in reading workshop as well. She was part of the team writing curriculum and training teachers to implement reading workshop as the district-wide model for 3<sup>rd</sup> through 8<sup>th</sup> graders

in Judson ISD. In addition, she spent three years at a single gender middle school in Judson ISD where she trained staff in the learning differences between boys' and girls' brains. Today, Catherine is an Instructional Coach at Woodlawn Hills Elementary school in San Antonio ISD. She develops and delivers workshop presentations at the campus and district level, as well as in other districts and at national conferences. She is currently pursuing a master's degree at Trinity University in San Antonio, Texas and will recertify as a diamond level trainer with Abydos Writing.

## **Human Capital**

### **Recruit Teachers/Staff**

The administration of Woodlawn Hills Elementary School will attend local teacher job fairs and promote all job openings on the Texas IB Schools website to attract experienced IB teachers to Woodlawn Hills Elementary School. We also can recruit from the UTSA partnership that brings student teachers to conduct observations and tutoring at our school. A major part of our recruitment plan is to share the history and legacy of Woodlawn Hills Elementary School and 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 Hills 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.

We want Woodlawn Hills Elementary Teachers to be:

- **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 viewpoints, 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.

Woodlawn Hills Elementary School approaches human capital in two ways: developing 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 while utilizing PLCs to review data and analyze areas of need.

#### Develop Teachers/Staff

Woodlawn Hills Elementary School teachers will receive many of the same training opportunities as other SAISD teachers, except that Woodlawn Hills Elementary School teachers will always put what is learned into the context of our IB program. For example, 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 while infusing tenets of the IB Learner Profile and International Mindedness.

The leadership philosophy is to grow leaders from within. A few ways we encourage teachers are to become an ACT, enroll in Master Education Classes to pursue a Master’s in Education; provide opportunities to present professional development to peers and share successes from their own classroom; and, encourage high performing teachers to apply for Master Teacher positions. In addition, the leadership team uses the Get Better Faster model to coach teachers in ways to improve student engagement and rigor within the classroom. Teachers are also evaluated on T-TESS, through a formal observation, goal setting process and walkthroughs. Areas of reinforcement (strength) and refinement (growth) are identified in the formal observation as well. Areas of refinement are linked to corresponding trajectory in Get Better Faster. We also provide mentors for all new teachers to provide support, guidance and opportunities for reflection of their practice. Mentors are required to have regular check-ins with mentees. In the beginning of the year, all teachers have to complete a beginning of the year professional goal. Through goal conferencing with teachers we are able to discuss and clarify goals for teachers and provide guidance and assistance how to reach the goal throughout the year.

#### Retain Teachers/Staff:

Woodlawn Hills Elementary School plans to continue to engage our staff in excellent professional development opportunities such as TIBS Level IB Training, teacher-requested training, opportunities for staff to teach each other and collaborate with other IB campuses to develop teachers. We like to celebrate the efforts of our teachers by acknowledging their hard work and student success with teacher incentives, such as random prizes and accolades. We celebrate teachers weekly with our Staff Member of the Week recognition. We also highlight during morning announcements teachers, their degrees and relevant information about them. We partner with our community partners to host staff luncheons throughout the year that celebrate their hard work and thank them for their daily efforts.

#### **School Network Development Plan**

N/A

**Constituent Map & Stakeholder Engagement**

**Knowing Your Constituents**

Constituent Category	Specific Group	Completed Engagement	Planned Engagement
<p><b>Students</b></p>	<p><b>PK 3 – 5<sup>th</sup> grade</b></p> <p><b>Needs met:</b>            Vocabulary development            Math skills development            Oral language development            Reading fluency            Their work honored            To feel safe            To feel respected</p> <p><b>Needs not met:</b>            Academic growth in            -Writing development            -Critical thinking skills in reading and math            -Problem solving using math skills            Experiences in the community            Technology skills            Up-to-date Technology            Global Mindedness            Availability of Fine Arts classes            Foreign Language Class            Honor work in showcases            Engaging lessons</p>	<p>-IB education            -Inquiry-based approach            T support/pullout (90 sec film)            -interventions            -SPED support/pullout            -Patrols            -Choir            -Robotics            -Cheer            -Running Club            -PBIS            -Dual Language            -YMCA afterschool program            -Attendance Committee            -MTSS            -Dyslexia            -Section 504            -Showcase student work            -Music class            -Art class            -Go Kids            -Veteran’s day            -CHEF Program</p>	<p>resources for differentiated instruction            -Updated technology            -Increase of attendance support            -An additional language class for all students in grades 1st through 5th to participate in            -More time in Fine Arts classes            -More opportunities to showcase student work.            -Experience more explicit teaching of social and emotional skills (Learner Profile Attributes and the Approaches to Learning)            -More prescriptive interventions</p>
<p><b>Parents and Families</b></p>	<p><b>Parents and Families</b></p> <p><b>Needs met:</b>            Awareness of state accountability            Communication with teacher            Feel that their children are safe and are respected            They are respected</p>	<p>-Biweekly parent meeting            -Monthly calendars            -PFL outreach            -Class Dojo/Remind communication            -IB Nights            -Academic Nights            -Open Houses</p>	<p>-Parent classes            -Parent resources and support on helping kids at home            -PTA</p>

	<p><b>Needs not met:</b> Education classes on helping their students to extend their learning from school. How to teach their students in real life situations</p>		
<b>Staff</b>	<p><b>Teachers</b></p> <p><b>Needs met:</b> Professional Development: -Reading, writing, math, science -PYP Programme strategies -PBIS -Meet student's individual needs. Analyzing data to inform instruction To feel safe To be respected To be heard To receive assistance when called upon</p> <p><b>Needs not met:</b> Professional Development -Differentiation -Different ways to use technology Updated technology More time to analyze and collaborate data to inform instruction More meaningful opportunities to meet with parents. More time to plan engaging lessons</p>	<ul style="list-style-type: none"> <li>-Professional development</li> <li>-IB instructional coaching</li> <li>-Balanced Literacy instructional coaching</li> <li>-PLCs (Professional Learning Committees)</li> <li>-IB collaborative schools</li> <li>-Staff voice in PLCs</li> <li>-One to one communication</li> <li>-CLT (Campus Leadership Team)</li> <li>-ACT (Academic Coordinating Teacher)</li> <li>-Math Specialist support</li> <li>-Behavior Specialist support</li> </ul>	<ul style="list-style-type: none"> <li>-Up to date computers for teachers (presently have 0-1 computers)</li> <li>-Updated technological teaching resources (i.e. Smartboard, Document cameras)</li> <li>-behavior guidance (i.e. PBIS student behavior techniques)</li> <li>-One additional Friday a month will be used for teacher professional development, collaboration, student/parent conferences, parent education sessions, and planning</li> </ul>

<p><b>School Support Organizations</b></p>	<p>Parent Volunteers Parent Family Liaison Community Volunteers Parent Organization</p> <p><b>Needs met:</b> Systems and structure To be respected To be of assistance</p> <p><b>Needs not met:</b> A Parent Organization A leader for the organization</p>	<p>-Fundraising opportunities -Involvement in campus sales -Volunteer in front office -Volunteer in library -Volunteer creating teacher materials -Volunteer in cafeteria</p>	<p>-Structure expectations -Deeper partnerships -Greater involvement -PTA</p>
<p><b>Neighborhood Groups</b></p>	<p>Neighborhood Associations Adult ESL classes</p> <p><b>Needs met:</b> Space to hold meetings and classes To be heard To be part of the school community</p> <p><b>Needs not met:</b> Outreach support</p>	<p>-Invited to school functions for participation purposes -Adult ESL classes are held on campus</p>	<p>-Increase partnership participation -Provide more adult classes for students' parents</p>
<p><b>Business Community</b></p>	<p>Sun Loans Galaxy Dental</p> <p><b>Needs met:</b> Communication about how they can help our students and their families Community Exposure (free advertising)</p> <p><b>Needs not met:</b> Invite to more events Invite to teach students about how their business works and their impact on the community</p>	<p>-Provided backpacks -School Supplies for students -Invited to parent events.</p>	<p>-Partnerships -Fundraising opportunities</p>

<b>Nonprofits, Institutions of Higher Education, or other Partners</b>	Aspiring teachers/student teachers (UTSA & Trinity) SAYL (San Antonio Youth Literacy) San Antonio Fire Department Go Kids  <b>Needs met:</b> Support future education leaders Opportunities to work with our students  <b>Needs not met:</b>	-Opening up classrooms and PD opportunities for aspiring teachers to observe  -Open up classroom to case studies and research  -Fire department reads to the students.	-Deeper partnerships -Governing board -Junior Achievement
<b>Other</b>	-SAISD Foundation  <b>Needs met:</b> Applicants Donors  <b>Needs not met:</b> Invite to attend and represent at parent events.	-Applying for grants -Using money for robotics clubs -Promoting the foundation -ACE classroom equipment	-Innovation grants

### Completed Engagement

In the past, we have found that our families are involved but not always necessarily engaged. While we may struggle to bring families to parent conferences and academic nights, we have high participation in events that are more cultural in nature, involve student performances, or engage students in fun activities. For example, we have had excellent attendance in our annual Fall Festival, high numbers at choir concerts, and significant involvement in student projects and sharing of food at Noche de Familia. Our plan moving forward will need to find ways to blend these two types of activities so that fun and academics go together in order to create a sense of belonging. We also need to expand the variety of services with which we can assist so that the neighborhood begins to see us as a hub of the community.

Currently, we have monthly parent meetings with our families and share ways to support students at home and in the classroom. Our attendance for the year has been somewhat higher and more

consistent for these meetings, now that we have hands-on activities for parents and provide multiple opportunities for engagement. We regularly share information about our academic model, core content areas and strategies, the PYP, and social emotional aspects of students. Through these interactions we have noticed that parents want the very best education for their child and support the school to provide the best learning possible. Parents want to learn ways to support and help their child, however many of our parents feel unequipped to assist their child with homework and rely solely on the school for educating their child.

Through planned performances such as holiday celebrations, parent conferences, and family academic events, we have engaged and informed parents throughout the year. The principal prepared several presentations in November and December to share information with parents and families about the charter and to facilitate signing of the petitions. We also offer additional parent meetings prior to school events to inform parents of information or campus needs.

Student engagement at WHE is adequate but needs improvement, as evident from our attendance data and STAAR data. We are currently incorporating PYP strategies in our lessons to make learning relative, meaningful, and fun. Though reflections written on teacher unit planners, students are more engaged, asking relevant and open questions, exhibiting the Learner Profile Attributes, and are practicing approaches to learning skills. Students are communicating more openly amongst themselves and with their teachers.

The staff at Woodlawn Hills is currently supported by way of Instructional Coaching, Professional Learning Communities, faculty meetings, and are represented by a Campus Leadership Team member. During our PLCs and professional developments, we have found that more time needs to be allotted for these activities, and for collaboration. The time that is currently dedicated for professional learning is typically 45 minutes once a week, which is only enough time to cover information, and not enough time for in depth discussions, analysis, and synthesis. As an in-district charter, we plan on changing our schedule and calendar so that teachers may be allotted more time for meaningful professional development, collaboration with other teachers, parents, and planning.

Our campus also offers several electives, student performances/showcases, clubs, and interventions. Students actively participate in preparing for events like choir concerts, Literacy Night (Holidays Around the World), Science Night and Science fair. While, we've also held several informational meetings and open houses, we saw more student and family engagement when the students were actively involved in the event, when their work and skills were being showcased. We also found that students that participate in Running Club, Robotics, Cheer, Patrols, CHEF Program, Bluebonnet Readers have a higher attendance because they are involved in something that they are interested in.

WHE is currently in the first year of Candidacy with the Primary Years Program. This year we are writing and teaching units that require teachers to inspire students to inquire and act on their learning, while teaching state required standards, the Learner Profile Attributes, Approaches to Learning Skills, and building on international mindedness. This practice is prompting teachers to write more rigorous and engaging lessons. As a result, students are more actively involved in their learning, have better attendance, communicating their learning with their parents, and are acting on their learning by doing and sharing research that they have done on their own time. Student learning, action, improved attendance, and wonderment are all documented during unit reflections that take place at the end of

every unit. Teachers are required to take notice of student learning, inquiry, and action, with this, teachers are now honoring student response to learning.

WHE currently does not have strong school support organizations. While we do have a Parent Family Liaison and parent volunteers, we do not have a strong presence of community volunteers or a parent organization. In working with our parent volunteers we have seen a need for organization. Parents and community members would like to be more involved. With proper training, we feel we can have parents take a more active role in participating in the functioning of the school by supporting and planning more family events, classroom happenings, and fundraising. Neighborhood groups would also like to be more present on campus. We provide space for the local adult ESL classes, but we would also like to work with the local neighborhood associations and business. We believe that forming a bond with these entities we would be gaining more community support and opportunities for our students, not just through donations, but by way of learning experiences and field trips.

The University of Texas at San Antonio and Trinity University are currently partners with WHE. We house a UTSA classroom on campus, UTSA students tutor our students, we host student teachers, and we have an administrative intern from Trinity University. These partnerships have been helpful to our students but only affect a small population. We would like to further these partnerships and expand their reach of influence. We also cherish these relationships because, while working with these university students, we are able mold them, learn from them, and to observe their quality of work, which will give us an advantage in recruiting exceptional new talent to our campus.

Another constituent that Woodlawn Hills has worked with is the SAISD Foundation. Our staff has written and won grants from the SAISD Foundation for Robotics, a Makerspace, specialized equipment for our students in the ACE unit, and other technologies. In winning these grants, our staff also realizes the importance of supporting the SAISD Foundation. Our teachers donate, promote donating, and have entered fundraising opportunities with the SAISD Foundation.

Regarding the feeder pattern, we have been able to utilize information from the Parent Family Liaison (PFL) meetings to share with families and increase involvement and engagement with campus events at all campuses. In addition, with the formation of the IB Network of Principals, the feeder pattern principals can collaborate and communicate efficiently. We have learned that our families with students in the feeder pattern are supportive and attend events.

District Support Personnel such as Bilingual Implementation Specialist, GATE Instructional Specialist, and a Math Instructional Coach have provided coaching, modeling, support, and feedback to teachers and students. We have learned that the supports that are in place meet some of our campus needs however we are needing more support in the area of Science. Through events like "The State of the Campus," teachers and administration are able to articulate to District support personnel the needs of the campus and have reached out to assist in meeting our campus needs ensures that the appropriate resources materials are being provided to meet the needs of our students and families.

### **Planned Engagement**

In an effort to support the student needs of the Woodlawn Hills Elementary students we plan on updating and deepening several of the initiatives and systems already in place and create others where needed. We will use our new status as an in-district charter to change our schedule so that we have

more opportunity for professional development and professional learning communities. Our teachers will have the ability to meaningfully plan more engaging lessons for our students, differentiate for their needs, make and plan for prescriptive intervention groups, and plan to explicitly teach the Learner Profile Attributes and the Approaches to learning. We will also purchase updated technology, a full time foreign language teacher, and a full time music teacher. We believe that these initiatives will capture student interest and allow students to have another venue of communication of their learning. WHE would also like to honor student work by having more showcases of student learning to allow for families to have more opportunities to celebrate their student's learning. We believe that these activities will not only provide for a more academic atmosphere, but will also be a welcoming one for our students and will result in the improvement of our recruitment, retention, and attendance.

WHE plans on adding other opportunities for parent engagement. We would like to be more of a resource for our parents. We would like to have classes for our parents to learn about different things like developmental strategies to work on with their students or teaching parents how to help their students prepare for the STAAR. We plan on giving a parent survey at the beginning of the year and the middle of the year in order to determine the kinds of courses parents would like to attend. We'd also like to bring back a PTA to our campus. We would like for our parents to not just feel like they are part of the Woodlawn Hills family, but that they have a say in their child's education.

Woodlawn Hills plans to support our teachers in the area of writing instruction, technology instruction, and more time to plan authentic engaging lessons. We will have to first purchase up to date technological resources for teachers to use as a tool. Our academic calendar will be adjusted to allow for time for teachers to have more professional development, collaboration, planning time, and parent engagement. In order for our teachers to improve lessons and use technology we will provide professional development to support IB PYP strategies, Dual Language, PBIS, behavior management, differentiation, technology, and writing instruction.

To support our community constituents, we plan on partnering with community organizations facilitate staff volunteer opportunities for our students and staff. We will also expand opportunities for organizations and businesses to volunteer on our campus. We believe that it is important for us to model Global Mindedness to our community. We plan on inviting our parents and students to be involved in community service opportunities with us. We want our community to feel welcomed on our campus and part of our Woodlawn Hills family. We would also like to invite the local businesses to come in and talk to our students about their businesses and provide learning experiences for them. The SAISD Foundation has been integral in starting several programs on our campus. We plan to continue using the foundation to further meet the needs of our students by writing grants that will enhance our students' learning experiences.

## **Governance (Part 1)**

### **Role of the Campus Governing Board**

#### **Texas Council for International Studies (TCIS)**

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

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

To this end, TCIS works to:

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

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

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

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

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

As such, the governing board will have strong shared beliefs and values about what is possible for our students and their ability to learn, as well as our system's ability to teach all children at high levels using the International Baccalaureate (IB) Instructional Model. The governing board will meet quarterly. The agenda will be developed by the Principal in collaboration with the governing board's Executive Director

and formulated through campus improvement needs. The board will publish agendas prior to the meetings as well as publishing meeting minutes after meetings are held.

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

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

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

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

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

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

#### Campus Advisory Board

While the TCIS board will oversee and support individual IB World Schools, the main focus of TCIS will be to ensure the success of the schools as a network. Each individual IB World School, including Woodlawn

Hills ES, 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 Hills ES, 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.

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

## Campus Advisory Board

The advisory board will consist of staff, administrators, parents, and community members. The school may utilize the Campus Leadership Team (CLT) to serve as the campus advisory board, but the specific membership of the board will be at the discretion of the campus. Multiple community and business members will serve on the committee and each will bring a specific expertise that will support the school in achieving its goal and maintaining fidelity to the charter. Teacher representatives will be elected by teachers. The school reserves the right to adjust the committee size according to the needs of the campus.

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

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

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

## **Campus Charter Petition**

[Petitions Submitted to Office of Innovation]

### Staff

In order to engage our teachers, we held several different faculty meetings, information sessions and PLC conversations regarding the charter process. Teachers discussed concerns, were asked questions, and shared input with the design application teams. By educating our teachers, they were able to share

in the process and answer questions from parents. The school principal led these sessions; however, district personnel were also present to help to answer questions. Drafts of the charter application were shared with staff during various stages of the process and we gathered feedback and edited as needed. Additionally, charter application writers made themselves available for one-on-one sessions with teachers as needed.

#### Parents

Woodlawn Hills Elementary School developed a strategic plan to use campus activities as a way to inform families and the majority of the stakeholders. Our families were invited to open house and to parent meetings during which we introduced and explained the PYP Programme. Students and staff had an opportunity to showcase their PYP learning during the Holidays Around the World and Noche de Familia events. Information was shared in English and in Spanish at all events and in communications sent home.

Information regarding the chartering process was given at all events held in November and December. Votes for chartering were solicited at these events and ballots were sent home with students. Teachers and members of the application team also met with parents during drop-off/pick up to help answer questions and solicit votes.

#### **Budget Exercise**

As an in-district charter, we would use the allocated \$500,000 for the first years of operation to focus on improving several main areas. The budget categories we would utilize are technology, contracted services, teaching supplies, books, field trips, printing and media services, parent involvement, and furniture.

The technology on our campus is severely lacking and what exists needs to be updated. We would allocate \$250,000 for this technology. As of right now, we have no working computer carts. We would like to purchase computer carts for grades 3, 4, and 5 to share which will improve our students' access to information for research, inquiry, and other learning experiences. The student laptops we would like to purchase are spill proof and drop proof. They also have a collaborative structure with screens that swivel 180°, to allow for sharing of data and work. We currently have about 3 to 4 iPads in each kindergarten class. Adding more iPad carts would allow students in pre-kindergarten, kindergarten, and 1<sup>st</sup> and 2nd grades have access to technology for projects, research, and learning, as well as for online testing (such as MAP). iPads would help online testing be more accessible for primary students and therefore the results would be more accurate and give clearer and more useable data. We would also like to purchase Smart Screens to allow the students and teachers to interact with classroom visuals. Smart Screens have a longer life than a projector bulb, and in the long run would be more cost efficient. We believe that these advancements in technology will stay with us for several years. They are more current and more likely to prepare students for the technology they will need as they transition into secondary education.

We are requesting \$15,000 to update the libraries on campus. We would like to purchase books and other printed and audio resources to improve the availability of items in the library and classrooms. The library catalog currently underrepresents bilingual books, books written in other languages, and more current literary pieces. Our bilingual and dual language classes need updated classroom libraries, for

students to read at different levels in English, Spanish, and other languages. We plan on creating an inventory of classroom libraries to reinforce sustainability.

In order to improve the quality of instruction and transdisciplinary learning for our students, we are asking for \$33,000. We would like to purchase items for Art, Music, PE, and the core classes. As an IB school, our Art and Music courses should be funded as another language class. Students need art materials and musical equipment to express their learning and widen their cultural experiences. Our physical education department will need a wider variety of diverse equipment to participate in cultural learning.

We are also requesting \$15,000 for classroom supplies. The sciences have a great need for laboratory supplies, and consumables for experiments. In addition, teachers need STAAR materials, hands on manipulatives, student-writing journals, student supplies, visuals, centers, listening stations, and mentor texts. Teachers will need greater access to materials for hands-on activities for students of all needs. Next year we will be adding a language teacher to our campus and we will need to supply texts, audio-visual materials, and other supplies for this class to be successful. Inventories of supplies purchased will be kept to ensure equipment is maintained for subsequent years.

We also feel that our campus can improve student achievement with additional professional development. We are requesting \$21,000 for contracted services for a consultant to work with our teachers in the core subjects, classroom management, inquiry in the classroom, and differentiation. We feel these specialized professional developments would be meaningful to our teachers and would improve student engagement and learning. The teachers on our campus tend to stay on our campus for many years. In order to retain best practices, we plan on asking our teacher leaders to facilitate professional development in later years.

To improve student engagement, we would also like to purchase flexible, collaborative student seating and furniture. We would like to dedicate \$150,000 to update classroom furniture. We hope to offer flexible seating and learning areas conducive to student learning. Several teachers have seen classes that have this type of seating and have researched the increase in attention and focus on work that has resulted with such furniture. Our classrooms currently have traditional seating which is outdated and in need of repairs. Creating a learning environment that is comfortable, modern, and promotes collaboration for more inclusive learning. When students feel their environment is important and aesthetically pleasing, it creates a positive reaction and improves campus culture and student achievement. Modern furniture would not need to be replaced in the near future.

We would like to spend \$5,000 on different types of field trips. With PYP as our educational model, we have a responsibility to expose our students to different kinds of cultural experiences. These experiences will support transdisciplinary learning that is taking place in the classroom.

We would also like to invest funds in community involvement. We would like to use \$4,400 to hold various educational sessions, cultural events, and social activities. We strive to make parents feel welcome on our campus and to make their visits meaningful. We will focus on educational sessions in math, reading, writing, science, technology, the Learner Profile, Approaches to Learning, and social skills development. We believe investing in the development of these sessions now will allow us to adequately plan for sessions in the future by keeping budgeting and fundraising in mind.

The last category that we would like to allocate funds to is public relations. We would like to allocate \$6,600 to this budget line to purchase items to promote Woodlawn Hills Elementary and the student body. We would like to purchase promotional materials, such as bumper stickers, mail outs, a media wall, table cloths with the school emblem, and other similar items. We want for our students to feel proud of their school, for the community to see us represented at our best, and to increase positive exposure in order to attract new Trojans to be a part of our school family.

## **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

<b>Action Step</b>	<b>Owner</b>	<b>Deadline</b>
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.

## **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.