

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



Huppertz Elementary School
San Antonio Independent School District

Principal – Ronnie Cantu

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Data Reflection and Outcomes Analysis

Data Submission

<-- Please type the school year (e.g., 2016-2017) for each year					
	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Change Y1 to Y3	% Change Y1 to Y3
PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
A. General Information					
Grade Levels Served (e.g., K-8; 9-12, etc.)	PK-5	PK-5	PK-5	N/A	N/A
Total Enrollment Count	411	429	352	-59	-14%
B. Student Population					
% African-American	1%	1%	1%	0%	43%
% Asian	0%	0%	0%	0%	-100%
% Hispanic	97%	97%	96%	-1%	-1%
% White	2%	2%	2%	0%	-9%
% Other Race/Ethnicity	0%	0%	1%	1%	400%
% Economically Disadvantaged	94%	92%	94%	0%	0%
% English Language Learner	3%	2%	1%	-2%	-63%
% Special Education	10%	11%	13%	3%	34%
C. Student Persistence					
% of Students who Remain at School from Previous Year (Total Student Population)	78%	76%	78%	0%	0%
% of Students who Remain at School from Previous Year (Special Education Population)	67%	73%	77%	10%	15%
PART 2: ACADEMIC OUTCOMES					
A. STAAR Grades 3-8 Outcomes (if applicable)					
% of Students who Meet or Master Standards (Reading)	29%	35%	25%	-4%	-14%
% of Students who Meet or Master Standards (Math)	44%	45%	32%	-12%	-27%
% of Students who Meet or Master Standards (Writing)	33%	21%	17%	-16%	-48%
% of Students who Meet or Master Standards (Science)	55%	42%	23%	-32%	-58%
% of Students who Meet or Master Standards (Social Studies)	N/A	N/A	N/A	#VALUE!	N/A
B. STAAR EOC Outcomes (if applicable)					
% of Students who Meet or Master Standards (English I)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)					
				0	N/A
				0	N/A
				0	N/A
PART 3: STAFF EXPERIENCE AND PERSISTENCE					
Average Years of Teacher Experience	12.1	13.5	10.5	N/A	N/A
% of Teachers who Remain at School from Preceding Year	85%	92%	61%	-24%	-28%
Number of Master Teachers	N/A	N/A	1%	#VALUE!	N/A

2016 Data			2017 Data			2018 Data		
Content (STAAR 2016)	% Meets (District)	% Meets (Huppertz)	Content (STAAR 2017)	% Meets (State)	% Meets (District)	% Meets (Huppertz)	Content (STAAR 2018)	% Meets (State)
Grades 3-5 Reading	26%	29%	Grades 3-5 Reading	46%	26%	35%	Grades 3-5 Reading	48%
Grades 3-5 Math	26%	44%	Grades 3-5 Math	49%	27%	45%	Grades 3-5 Math	51%
Writing	25%	33%	Writing	34%	19%	21%	Writing	39%
Science	21%	55%	Science	42%	21%	42%	Science	41%
								22%
								23%

In 2016 and 2017, Huppertz ES surpassed the district average in all content areas for grades 3rd-5th. In some areas, Huppertz surpassed the district by more than 10%. In 2018, Huppertz ES performed slightly lower than the district standards in Reading, Math, and Writing. Huppertz ES performed slightly higher in Science compared to the district average. In comparison to the state average, Huppertz ES performed lower in all content areas each year in the meets category.

In looking at the trends in data from the 2016-2018 school years, Huppertz ES performed as follows:

- Reading: slight increase from 2016 to 2017 and significant decrease from 2017 to 2018
- Math: slight increase from 2016 to 2017 and significant decrease from 2017 to 2018
- Writing: significant decrease from 2016 to 2017 and slight decrease from 2017 to 2018
- Science: significant decrease from 2016 to 2017 and significant decrease from 2017 to 2018

In order to address these significant decreases, Huppertz ES began adjusting the following:

- Establish a solid and cohesive Vertical Team (K-5) in math & literacy to close academic gaps
- Professional Learning Communities that focus on
 - Data analysis
 - Grade level TEKS alignment (depth & complexity)
 - Unit and lesson planning (plan learning experiences and instruction)
 - Determination on acceptable evidence of learning (common assessment)
 - Implications for
 - Adjusted instruction
 - Interventions & enrichment (MTSS)
 - Adjusted assessment
 - Action Planning/Goal Setting
- Narrowed down our campus initiatives with a focus on writing, balanced literacy, PBIS strategies, and vertical alignment (Math & Literacy)
- Work closely with a consultant, Jessica Acosta, from Region 20 (Reading Excellence Team)
- Established writing expectations from kindergarten to 5th grade
- Utilizing TEKS Resource System, Lead4ward and other common resources during PLCs and planning such as
 - Enhanced TEKS Verification
 - Vertical Alignment
 - TEKS Snapshot
 - Instructional Strategies
 - Evidence of Learning
 - The Writing Strategies Book by Jennifer Serravallo¹
 - The Reading Strategies Book by Jennifer Serravallo²
- Adopted IB and AVID to establish a structured framework for teaching and learning

¹ Serravallo, Jennifer. *The writing strategies book: your everything guide to developing skilled writers with 300 strategies*. Portsmouth, NH: Heinemann, 2017. Print.

² Serravallo, Jennifer. *The reading strategies book: your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann, 2015. Print.

Challenges for Our School

(Root Causes were identified by Campus Leadership Team & Members of our Application Team by using a **Campus Needs Assessment Protocol** provided by the district).

1. Decrease in campus enrollment

Root Cause: Students transferring to charter schools and/or out of district. An increase in the number of charter schools opening in our area and an increase in the number of students deciding to enroll in those schools, along with historical trend of families moving out of the district into outlying suburban areas. Neighboring charter schools have been recruiting and approaching our community & parents during dismissal when large number of parents are arriving on campus. Marketing strategies from charter schools have also attracted our families to transfer.

Huppertz Campus Enrollment – 2016-2019

School Year	Campus Enrollment	Increase / Decrease
2016	379	
2017	423	44 student increase over 2016
2018	410	13 student decrease from 2017, 31 student increase over 2016
2019	378	32 student decrease from 2018, 45 student decrease from 2017

2. Increase and retention of Special Education students with a reduction of support staff

Root Cause: Increase in newly identified students with special needs, transfer students coming identified as special needs and because we are feeder pattern school for BAC Unit and PPCD. Increase in newly identified students with special needs, along with an increase in students who transfer into the Huppertz Elementary boundary area, who are already identified as special needs students. In combination in losing a special education teacher allocation paired with an increase in SpEd enrollment, this has added more constraints our on SpEd teacher in regards to meeting the needs of our students with special needs.

Huppertz Elementary School is also part of the BSC classroom and PPCD classroom feeder pattern for our cluster.

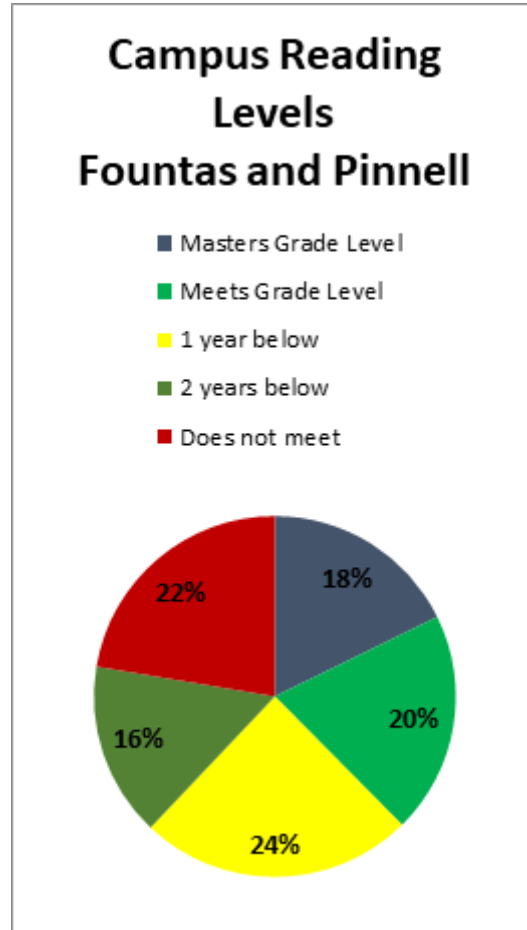
- Emotionally Disturbed (ED)
- Learning Disability (LD)

Huppertz Special Ed Pops – 2015-2019

SCHOOL YEAR	TOTAL SPED POP	+ / -	LD POP	+ / -	ED POP	+ / -
2015 – 2016	46		6		8	
2016 – 2017	61	+ 15	7	+ 1	8	NA
2017 – 2018	46	(15)	13	+ 6	4	(4)
2018 – 2019	66	+ 20	18	+ 5	7	+ 3

3. Low performance in literacy (reading & writing)

Root Cause: Absence of K-5 Literacy Vertical Alignment team, including training and support for documentation, data gathering, data analysis, action plan creation and execution, including student progress monitoring and implementation of effectiveness.



School Overview

Mission and Goals

To provide a rigorous learning community that fosters academic, personal and social growth for all where inquisitive students are prepared to take action, to think critically, and to be compassionate in order to be prepared for a globally connected workforce.

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

Huppertz believes that the IB framework will allow students to invoke social change through the focus on student agency and action in the PYP. Teachers are encouraged to find ways to promote student-centered action and student choice while examining different perspectives in a global society. For example, a lesson may address the water table and water cycle. However, Huppertz teachers would also examine how the environment in various parts of the world would cause the water cycle to move differently than in Texas. Students would then engage in a discussion about conservation methods that they can use to address water scarcity in their own neighborhoods or may be encouraged to educate others on ways that pollution can affect the water cycle. Students may even decide to take action by raising awareness or collecting resources for those who have water scarcity around the world.

Additionally, Huppertz students in 5th grade will participate in the PYP Exhibition. This is a capstone project where students choose an area that interests them related to intercultural understanding and global awareness and then take ownership over the writing of the unit as well as its intended outcomes. The Exhibition will then present their findings to community members and parents.

Goals


Huppertz ES desires to be a world class school within its neighborhood community. To this end, Huppertz ES believes that best teaching practices will improve student achievement in all aspects of its accountability. Huppertz has set a goal to improve in Reading by 5% for the 2018-2019 school year as judged in the TEA Accountability report. In 2 years, our goal is to be a “B” campus. In 5 years, our goal is to be an “A” campus. **(see School Goals Template below)**

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Huppertz ES will participate in the IB Learner Profile growth measure. This goal will address the IB programme model. Huppertz ES will also measure student beliefs about international mindedness and connections to the global world through the IB Learner Profile. A rubric to measure the level of growth surrounding beliefs will be established, and students will reflect on their own beliefs as they score

themselves on the rubric. The rubric will be scored at the end of each school year, and growth will be measured at the campus by the PYP teachers and students scoring of the Learner Profile Rubric (see Appendix).

SCHOOL GOALS TEMPLATE



DIRECTIONS: Please type responses into the YELLOW cells as directed. As a reminder, goals should prioritize student outcomes that are meaningful, measurable, and aspirational for the proposed student population. The goals should be quantitative, time-bound, realistic, and ambitious. If the school proposal is approved, the Office of Innovation will use these goals to inform the performance contract established between the District and the school (or network).

	Goal Timeframe (1, 3, or 5-year)	What is the goal? (Please type each goal below)	How will you measure the goal? (Please detail the data you will use to measure progress towards each goal)
Goal #1	5 Years ▼	Reading Performance: Increase from App. 61% to 80%, Meets 35% to 50%, Masters 18% to 30%	STAAR performance (Year 1= C, Year 2= C, Year 3= B, Year 4= B, Year 5= A) / TEA Accountability Report
Goal #2	5 Years ▼	Reading growth: increase from 65% to 80%	STAAR progress / TEA Accountability Report
Goal #3	5 Years ▼	Writing Performance: Increase from App. 47% to 66%, Meets 17% to 32%, Masters 6% to 18%	TEA Accountability Report
Goal #4	5 Years ▼	Student growth in the IB Learner Profile	Rubric EOY (Year 1= Rubric score of 1, Year 2= Rubric score of 2, Year 3= Rubric score of 2, Year 4= Rubric score of 3, Year 5= Rubric score of 4)
Which goal will be the hardest to achieve? Why?			
Type response here -->	<p>The goal that will be the hardest to achieve is the Writing goal. Writing has always been a struggle campus, district, and statewide. Since Writing is only assessed in 4th grade by the state, at the elementary level, the mindset sometimes is that writing is only taught in 4th grade. To address this concern, Huppertz ES has had some conversations around the writing standards during vertical team meetings. End of the year expectations built off of the grade level TEKS have been given to each grade level teacher so they can get to know what writing standards should be taught to students at all grade levels. Each grade level will bring writing samples at the end of each 6 week period for further analysis. Another struggle that we will face is what good writing instruction looks like in the classroom. Teachers will need to receive professional development on high impact writing strategies and we will need to have further discussions about vertically aligning best practices in the classroom. Writing daily and across content areas will be a major focus in the upcoming years and the campus will need to develop expectations and standards for the implementation of these practices.</p>		

Academic Model

Primary Years Programme (PYP)

For its academic model, Huppertz will continue to implement the International Baccalaureate (IB) Primary Years Programme (PYP). The PYP is a transdisciplinary framework that focuses on the development of the whole child as an inquirer, both at school and beyond. The programme places a powerful emphasis on inquiry based learning and guides how students learn, educators teach, and the principles and practices of assessment. We believe that the PYP will address the core challenges of student retention, inclusion and differentiation, and writing by engaging students in relevant and rigorous coursework through a concept based approach. Students participate in four core classes (English, Math, Science, and Social Studies) in a self-contained classroom environment. These content

areas are taught through a transdisciplinary approach to teaching and learning so that teachers can link subjects together that align with one another.

The focus is on a learner-centered environment, so students really “take charge” of their learning through asking questions, researching problems to find answers, and putting their ideas into action through service to the school and community. The classroom would best be described as loud and fun but with authentic, real-world learning taking place on a daily basis. Students would be actively researching and finding out answers to their questions aligned with the curriculum and TEKS.

Teachers deliver the content in six transdisciplinary units which are linked together using a common theme provided by the IB (“Transdisciplinary Theme”) that lasts 4-6 weeks per unit. Some examples of Transdisciplinary Themes are “Who We Are” and “How the World Works.” Students study their TEKS through the lens of these themes in order to better understand their connection to one another and the wider world in a transdisciplinary manner. Students are also exposed to additional classes, commonly called “Specials,” through single subject teachers (such as Art, Library, Music, and PE). Huppertz also plans to offer Spanish as a foreign language for 1st -5th grades which aligns with its feeder pattern at Longfellow Middle School.

Huppertz Elementary encourages students, parents, and all staff members to be mindful of the IB Learner Profile. This profile names ten different attributes which the school believes that all learners should demonstrate: caring, thinkers, risk-takers, open-minded, balanced, inquirers, knowledgeable, communicators, principled, and reflective. Teachers use the Learner Profile through reflection with students- both to examine various content TEKS such as character development in reading/writing as well as through the social/emotional lens to ask students to be reflective in their own practices of communication, thinking, and organization. IB schools encourage these attributes through purposeful teaching, learning, and assessment. It is the goal of all IB schools that students, parents, and staff members would be continually reflective of these 10 attributes.

Huppertz Elementary will continue to implement the IB Primary Years Programme with fidelity. As a result, students will improve their own self efficacy by maintaining a portfolio of their learning and conduct self-assessments of their IB unit assessments. Attendance will increase and enrollment will rise as students will be excited to attend school here at Huppertz. Behavior concerns will also decrease due to increased student engagement. Through the inquiry based approach, students will be able to inquire and direct their learning about information they’re passionate to learn.

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

Advancement Via Individual Determination (AVID)

Huppertz ES will continue implementing AVID. AVID is a campus based program that changes student's lives by helping schools shift to a more equitable, student-centered approach. AVID educators are trained to close the opportunity gap, so they can prepare all students for college, careers, and life. AVID teachers teach and reinforce academic behaviors and higher-level thinking at a young age. They develop academic habits in students that they will need to be successful in middle school, high school, and college. AVID educators and students also strive to develop and maintain a growth mindset in everything they do. In an AVID classroom, students will learn about organization, communication, and self-advocacy. Teachers will use WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) throughout their daily lessons. Teachers WICORize their lessons by using organizational strategies such as AVID binders, focused note taking, two column notes, philosophical chairs, Socratic seminars, close reading strategies, and other expectations outlined in AVID. Each year of AVID implementation, we will focus on one component of WICOR to enhance the designated curriculum and framework of IB.

Social Emotional Learning

Using the IB Learner Profile (LP), 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 its continued use, students will be able to 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 Learner Profile. This may be done in the form of reflections, exit tickets, or character studies in various disciplines throughout the school. An example of this might 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 then 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, such as study skills, time management, and goal setting, as well during the classes. In order to monitor students' understanding and growth in the IB LP, students will conduct a self-assessment of each IB LP attribute. Students will score themselves on a scale from 1-Poor to 4-Excellent on each attribute descriptor. Teachers will also score the students on the rubric and conference with them about their score. During the conference, students will identify their areas of strength and their areas for growth and set goals for the next conference.

Huppertz ES will begin each morning with structured yoga/meditation and/or stretching/breathing exercises to support the mental, emotional, and spiritual well-being of students. The Head of School will decide which activity will be focused on that day and lead the school through the activity over the PA system. Teachers and students can provide feedback on the different activities and the effectiveness of them.

Special Populations

IB values the needs of all learners, especially the needs of the school's special populations. IB places emphasis on the inclusion of all students and their growth in the PYP program and all academics. For example, the school must design an IB language policy which does not supersede district or state guidelines but instead is used to codify beliefs about language at the school. The IB language policy will

be developed collaboratively by Huppertz teachers and administration in order to establish set beliefs on the campus' philosophy of language, the campus' expectations for promoting, evidencing, and teaching and learning the language of the host country (English), the campus' expectations for promoting, evidencing, and teaching and learning the language of an additional Language, the campus' processes for supporting students' acquisition of language by identifying their needs, providing differentiated instruction, and involving parents, and the campus' plans for ensuring language resources are available to parents and teachers for developing their understanding of language through information sessions and professional development, and opportunities for teachers to plan for language pathways. 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 how its inquiry-based approach to teaching and learning will meet the needs for both Gifted and Talented students as well as students with special needs. All students are required to be a part of the IB program, and the school will have to align expectations for rigor for all students through review of planning and student engagement. In two years, the school will also be required to write an inclusion policy for these students. Within this discussion, we will include an instructional playlist that will entail high-yield instructional strategies that support our subpopulations (English Learners/Special Education/504/GT).

To best examine whether the school is meeting the needs of its students, Huppertz 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 happening in the classroom, the school will re-align teacher expectations, rewrite the policy to best align with expectations, and then follow up with classroom walk-throughs and PLC conversations.

Huppertz ES will continue to offer instructional programs for special education/BAC, gifted and talented, dyslexia/504, and Head Start as the district and state permits. We will also continue to offer extracurricular opportunities such as, but not limited to, the After School Challenge Program.

We envision offering other after school enrichment programs that will vary depending on student interests. Some of the programs can be: choir, chess, robotics, UIL, student council, dependent in part on teacher sponsorship, PTA support and parent participation.

Genius Hour

Huppertz ES will provide a genius hour for all students to inquire and explore topics they are interested in. These topics will connect to the United Nations Sustainable Goals. At the onset of implementation, genius hour will be implemented once a month and gradually increase over time to once a week. The purpose of the genius hour is to allow for student-led learning. Students will apply the knowledge and skills they're learning in their IB units to take action in their local and global world.

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 (AVID 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 and they get to experience art, music and language first hand. We will demonstrate that the AVID components

support and enhance the IB model (which puts an emphasis on communicating and being internationally-minded) that we have already adopted.

Another challenge in teaching PYP is the amount of time and collaboration 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. Huppertz 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.

Some of the challenges Huppertz ES will face with this academic model is being able to balance the standards and practices required by IB and the TEKS required by the state. Another challenge may be finding the connection between the TEKS and IB concepts. Due to the implementation of a new program and the challenges described above, there may be an influence in state accountability performance at the onset of implementation. These challenges will be addressed through professional development, PLCs, and book studies.

Data and Continuous Improvement

Huppertz ES will maintain weekly Professional Learning Communities (PLCs) to analyze data and student artifacts to determine implications for assessments, instruction, enrichment and interventions (**see Appendix B – Sample Data Trackers**). A Common Assessment Protocol will be used to guide our discussions around data and student artifacts. (**See Appendix F – Common Assessment Protocol**) Rick DuFour's PLC Four Essential Questions will be the basis for this student-centered data analysis.

Rick DuFour's Four Essential Questions

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

We will use this data to monitor student performance and progress on formative and summative assessments. Assessments will be conducted at the end of each unit and throughout the unit. This data will be used to assess students' performance and progress on standards and used to adjust teacher instruction and planning. After conducting an item level analysis of student misconceptions, teachers will develop a Corrective Instruction Action Plan (CIAP) (see **Appendix D – Corrective Instruction Action Plan**) in order to provide individualized instruction to small groups of students or whole group class instruction. We will also use data gathered from the Attendance Committee on student absences and tardies to determine if a correlation exists between low academic performance and lack of educational opportunity.

Huppertz ES will continue to prioritize literacy as a focus for the campus and explore professional development opportunities with Region 20 and Reading Specialists. We will continue to utilize and reevaluate the use of supplemental resources such as the Leveled Literacy Intervention system by

Fountas and Pinnell³ and Phonemic Awareness Curriculum by Dr. Michael Heggerty⁴. We will also explore the use of TPRI and Istation as assessment and progress monitoring tools.

Huppertz ES will also continue to utilize Lead4ward resources to maintain focus on the standards and establish consistency and common language across the campus. Teachers will utilize the documents when analyzing assessment data to develop high impact intervention plans.

Huppertz ES will also follow the IB Assessment Policy that was established collaboratively by the school. IB requires each campus to define their view on assessment and their expectations for assessment on their campus. Included in the IB Assessment Policy is the campus' philosophy of assessment, the purpose of assessment, the campus' assessment practices, the campus' expectations for recording assessment data, and the campus' expectations for reporting on assessment data. Each year this document will be reevaluated to address current campus practices and expectations and modified and adjusted if necessary.

School Community Communications (Faculty & Family Engagement)

Staff Communication:

Each week the principal will send a weekly newsletter 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 newsletter will serve as an ongoing portal to help and assist with the necessary communication that needs to exist in order for the school to function effectively. We will know our methods are effective by viewing the tally of staff members that viewed the newsletter and by attendance during meetings. We will also depend on verbal and written feedback from teachers and staff.

In addition, PYP teachers will maintain a grade level website established through the current campus website to inform parents of what's happening in the classroom. Contents of the website should include campus calendar, IB unit planners, essential agreements, and commitment letters for parents and students. PYP teachers will receive necessary training to set up and navigate through their grade level website.

Community Communication:

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

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

⁴ Heggerty, Michael, Christine Hollmann, and Alisa VanHekken. Phonemic awareness: the skills that they need to help them succeed! (Pre-Kindergarten version): a 35-week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling. River Forest, Illinois: Literacy Resources, Inc., 2016. Print.

We will offer monthly Principal's Coffee to keep parents informed of what is going on at the school and an open forum for parents to share celebrations and/or questions they may have pertaining to the agenda. Our Parent Family Liaison will be a key constituent to ensure our parents have a 2-way communication platform (i.e. surveys, parent classes, Coffee with the Principal, etc.)

Huppertz ES will also seek to develop stronger partnerships with community entities such as local universities and organizations interested in providing support for, but not limited to, tutoring, school club co-sponsors, and student mentors.

We envision offering other enrichment programs that will vary year to year depending on parent and community interests. We will offer programs such as: parent information nights, IB nights, parent classes, content area nights, school tours, PTA support and parent participation.

Student Recruitment and Retention

Recruitment

Huppertz Elementary School welcomes and encourages all students to apply. We are able to serve all students from Pre-K to 5th grade at Huppertz. We meet all guidelines for Special Education students, 504 students, English Language Learners, Gifted and Talented and Bilingual students, such as staff personnel that speak English and Spanish, GATE Implementation Specialist, and BAC unit and special education staff.

We will continue to work with the Office of Enrollment for district events such as the mini-magnet fair and Experience SAISD. Huppertz 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. We will promote our campus at neighborhood events and local businesses to increase enrollment. We will also offer in-person school tours and information sessions to inform potential students and families about our campus and the International Baccalaureate Programme (IB). We will market our campus through social media platforms and discussion panels with administrators, PYP teachers, parents, and community members. Currently, our campus offers IB showcase nights where students can promote their school through the work they're doing in their IB units. These nights will be advertised to parents and families across the district and outside the district so they can learn more about what Huppertz has to offer. We plan to continue to use our marquee, block walks, neighborhood events, website, and develop a flyer/mailer to be distributed to students who live within SAISD boundaries but no longer attend SAISD schools. Lastly, we will develop a campus enrollment plan that includes developing an enrollment team to revamp existing processes and develop new systems. We will have family's complete intent to return forms during the 2nd semester to secure returning Pre-K through 4th graders. The enrollment team will also develop a school pitch to be used while recruiting new families and will train all staff to be able to use the school pitch efficiently and effectively at all times. Many of the strategies mentioned above will continue to be employed each year as a new in-district charter.

The principal shall recruit incoming pre-kindergarteners and kindergarteners on an annual basis beginning in 2018, until the school has grown to serve approximately 500 Pre-K through 5th graders in 2020. Recruitment and outreach should extend beyond the boundaries of SAISD with a goal of 20% of the students coming from Bexar County, outside of SAISD.

Retention

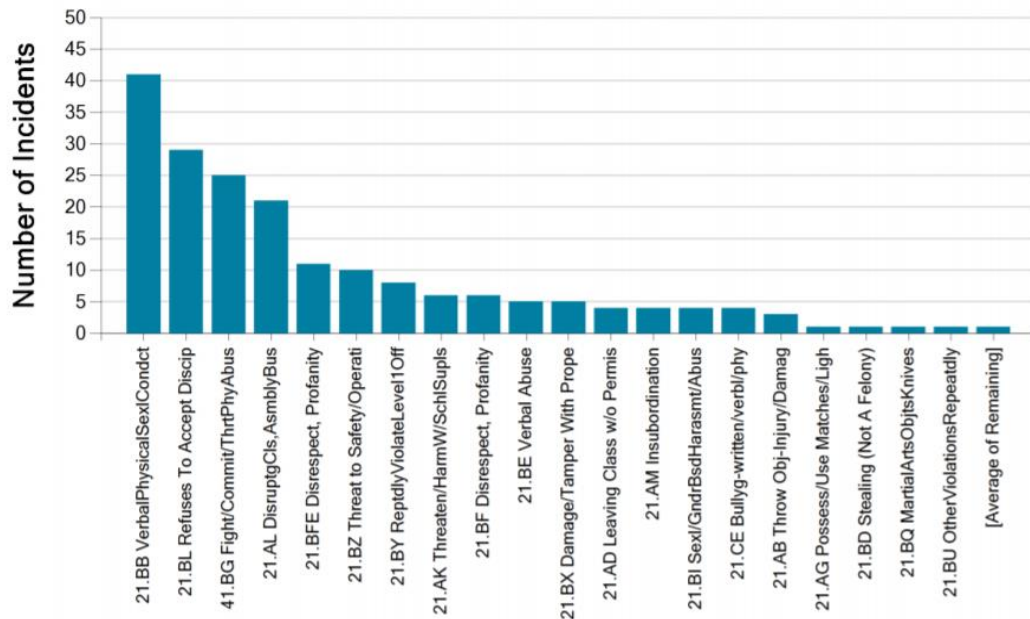
Our retention plan includes multiple aspects to retain students at Huppertz. When students withdraw from Huppertz we provide an exit conference to determine the reason for leaving. Based on the reason for leaving, we encourage them to remain at Huppertz. If that is not feasible we ask them to complete an exit survey to determine the reason for leaving. We contact parents and families at the beginning of the year if they have not completed the appropriate paperwork and at that time we are able to discuss any concerns or reasons for not completing registration or returning to Huppertz.

*Current data indicates that the number one reason why families withdraw is due to domestic issues and has no correlation with any part of the daily operations within the school. To help address this issue, the PFL will assist in helping the families with resources that may allow the student to remain at Huppertz ES. Resources can include but not limited to: referrals to CPS, parenting classes, therapists, VIA services, financial advisors, food pantries, etc.

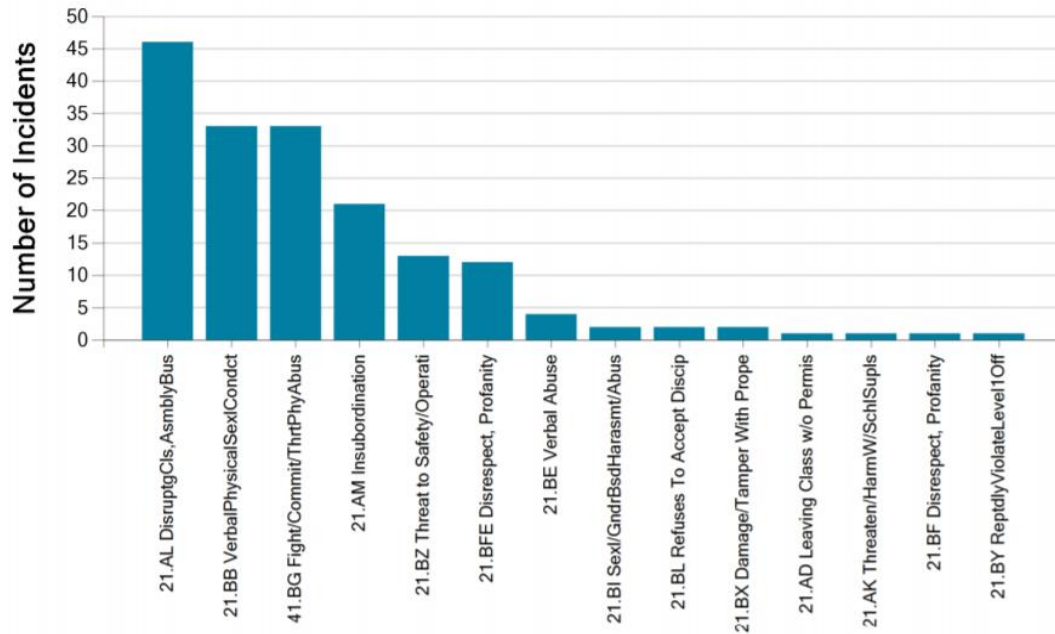
In addition, Huppertz ES will conduct two full-day showcases (one in the Fall and one in the Spring) that will serve in two capacities. One, to showcase student work and activity to parents, community members, and other constituents. Two, to serve as a form of “Open House” so interested families can view and inquire about what Huppertz ES has to offer. These showcases will show what students have learned in their IB units, specific content areas, musical performances, artwork, and projects completed. All members of the faculty and staff will be involved.

School Climate and Culture

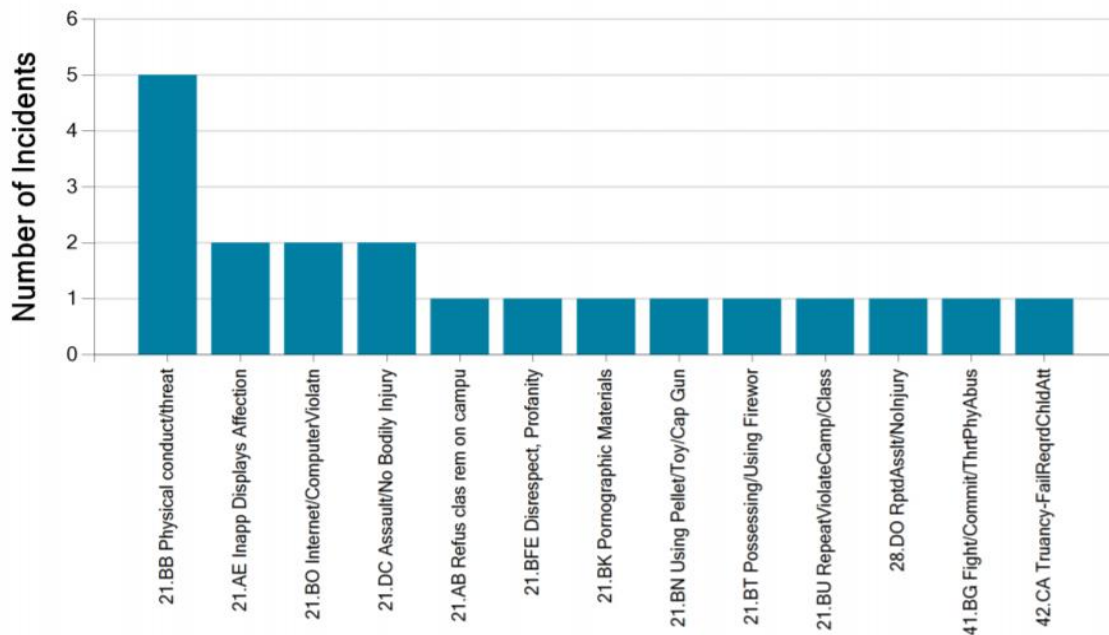
Incidents By Behavior Academic Year, 2016–2017



Incidents By Behavior Academic Year, 2017-2018



Incidents By Behavior Academic Year, 2018-2019



In review of the discipline referrals from the 2016 – 2017, 2017 – 2018, 2018 – 2019 school years, here are some observations of the data that was reviewed. From 2016 to 2019, Huppertz ES has seen a steady decline in Discipline Referrals. In response to the data, Huppertz ES prepared action steps to proactively implement a more refined structure pertaining to student transition through the common areas and time spent out of the classroom in other areas of the campus, typically speaking, recess, P.E, Library, Computer Lab, Music, Restrooms and Cafeteria.

Huppertz ES redesigned their PBIS posters in the hallways and other areas of the campus needing improvement. The posters send positive, direct messages to the students about campus expectations (see **Appendix A – Campus Expectations** and **Appendix C – Campus Expectations Posters**) regarding safety, orderliness, always being school ready, the right to learn and the responsibility to teach, to name a few. Campus administrators, faculty, and staff met collaboratively to establish a standard of ‘Collective Effort’ in order to deliver a consistent message and bring about positive change and bolster instructional time through improved student behavior and relationships with peers and staff. Huppertz ES has been working together, using the updated Student Code of Conduct as a means to improve communication between teachers, administration, students and parents and to send the important message that a safe environment equates to improved teaching and learning outcomes.

As we continue to develop and model the climate and culture at Huppertz Elementary School, our current paradigm is to centralize the integrity of our decision making by following the Student Code of Conduct, guiding us to fair decision making, implementing our knowledge of Board Policy. Our practices are then piloted by PBIS (POSITIVE BEHAVIOR INTERVENTION SYSTEM), through which we have designed a curriculum to teach and encourage positive social – emotional character traits, relationship building and decision making in our students and positive universal approaches for staff members to use when communicating with students. Moving forward, teaching with the IB Protocols in mind, we are integrating the IB Learner Profiles with the PBIS structure of planned and purposeful positive student – teacher interchanges, as noted in the samples that follow.

Learner Profile Attributes connection with PBIS

- Inquirers—their natural curiosity has been nurtured and they actively enjoy learning. Sample Interchange – “Your desire to inquire into different themes of study, are leading you to uncover new areas of interest. Keep pursuing new wonders that pique your imagination”.
- Thinkers—they exercise initiative in applying thinking skills critically and creatively to solving complex problems. Sample Interchange – “Your resourcefulness as a scholar is evident in the work that you are producing. How you solve complex problems with critical and creative thinking skills, is a valuable competency to carry with you and build upon, as you continue on with your academic and career selections”.
- Communicators—they receive and express ideas and information confidently in more than one language. Sample Interchange – “A person’s ability to genuinely interconnect with others, exchanging ideas and information, is a marketable skill that you can use to establish win – win relationships over your lifetime”.
- Risk-takers—they approach unfamiliar situations without anxiety and have the confidence to explore new ideas. Sample Interchange – “Continue challenging yourself to self-assuredly investigate and pursue new ideas in uncharted territories without fear of failure or mistakes’.
- Knowledgeable—they have explored themes that have global significance and have acquired a critical mass of knowledge.

- Principled—they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice.
- Caring—they show sensitivity towards the needs and feelings of others and have a sense of personal commitment to helping others.
- Open-minded—they respect the values of other individuals and cultures and seek to consider a range of points of view.
- Well-balanced—they understand the importance of physical and mental balance and personal well-being.
- Reflective—they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

We will continue to build these communication exemplars, promoting positive interaction and encouragement through the pursuit of personal and academic excellence.

Huppertz ES continues to implement Multitiered System of Support (MTSS) with fidelity across all of the grade levels. MTSS is a framework that fosters a problem-solving culture integrating assessment, data-based decision-making, and intervention in a continuous cycle designed to maximize the educational opportunities of all students. The campus continues to use ‘building relationships’ to intervene with students who need additional communication, through the use of ‘Check In, Check Out’, ‘DBRCS - Daily Behavioral Report Cards’ and by calling for support from district staff as we implement PBIS on campus. The Head of School or Assistant Principal also discusses the importance of all these points in daily announcements and throughout the day as faculty and staff work with students. Huppertz ES has hosted events with keynote speakers to help foster the relationship between parent and child. Attendance has been successful at these events and the campus will continue to provide opportunities for our families to be successful.

Huppertz ES will establish and maintain a safe and welcoming environment for all individuals that walk through our doors. We will ensure this by developing strong working relationships through constant communication and feedback between administrators, PYP teachers, parents, students, and community members. Essential agreements, commonly known as rules and norms, will be established in classrooms for students to commit to, in PLCs for teachers and administrators to commit to, in parent meetings/sessions for parents to commit to, in advisory board/governing board meetings for members to commit to, and in meetings with community/business partnerships for members to commit to. Commitment letters which will be used to remind families of the core values of the school will be signed by all stakeholders to ensure commitment to the school’s mission and IB philosophy.

In addition, parents and students will sign a commitment letter that outlines expectations of each individual. Students that do not follow the District’s SCOC will adhere to the consequences determined by the school. Parents/Guardians of students that do not follow the District’s SCOC may be asked to attend a meeting with the PYP teacher and administrator and PFL, attend parent training at the school, and/or shadow their child(ren). Parents/Guardians of students that commit level 3 offenses will be *required* to attend a meeting with the PYP teacher and administrator and PFL, attend parent training at the school, and/or shadow their child(ren) before their child may return to school.

Huppertz ES is also committed to establishing a safe and engaging environment for all individuals in the school. We will do this by placing emphasis on the Learner Profile, Approaches to Learning, and Social Emotional Learning. Each day the Head of School will announce the IB component for the day and

provide teachers with a reflection or discussion prompt to facilitate conversation with their students. PYP teachers will focus on teaching these components through daily class meetings. The counselor will also focus on a Learner Profile attribute each month during her guidance lessons. The librarian will also focus on these aspects of IB during her “read-alouds” and lessons. Teachers will also include these components in their unit plans during the collaborative planning process. In addition, incentives will be offered for students that maintain positive behavior.

Huppertz ES will also establish and maintain a collaborative approach in all aspects of the school to ensure all stakeholders feel valued as a member of the school. This collaboration will happen with PYP teachers and students in the classroom, administrators and PYP teachers in meetings such as PLCs, CLT, and ACT, parents and school staff in parent meetings/sessions, and advisory board/governing board and Head of School in advising meetings. Some of the ways that we maintain this collaborative approach is by seeking written and verbal feedback and input from teachers and parents regularly, allow teachers and parents to provide input on the topics covered during PLCs (for teachers) and Principal’s Coffees (for parents), and asking teachers to lead professional development and PLCs on campus. This will ensure that all voices of the school community will be represented as a contributing member of the campus.

Huppertz ES will maintain parent involvement at the campus. Parent involvement can include but not limited to: PTA, school events and showcases, parent classes, classroom volunteers, etc. Parent volunteers will continue to follow district policy when registering to become a volunteer.

Proposed Autonomies and Rationales

Type of Autonomy	Description
Curriculum and Assessment	<ul style="list-style-type: none"> To select all curriculum, textbooks, instructional technology, and instructional materials to be used by Huppertz students. (<u>Rationale</u>: To create purposeful and relevant learning opportunities to increase student achievement.) To select all assessment materials to be used by Huppertz Elementary that are not already required by the State of Texas and SAISD. To select and implement its academic model- IB’s PYP, AVID, (subject to state standards) including but not limited to, curriculum. (<u>Rationale</u>: To increase enrollment and authentically engage surrounding stakeholders due to the relevant and rigorous coursework of each of these models.) Huppertz ES is requesting this autonomy as a means to attain our goal of achieving a state accountability campus performance rating of an “A” by the end of the 5th school year as an in-district charter. In addition, this will also address the challenge Huppertz ES faces in the area of writing and vertical alignment. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to develop our own scope and sequence and assessments that will better align with our 6 week IB units. Currently, we are following the district scope and sequence and Curriculum Based Assessments which don’t currently allow us to meet all of the necessary components of our units. With the autonomy, we will be able to create our own that will meet our unique needs. In addition, this autonomy will allow us to purchase schoolwide intervention programs, specifically for literacy, that will remain consistent over the years and meet the needs of our students. Currently, we are using district</p>

	<p>adopted resources which change as leadership changes and sometimes have to return program resources that were beneficial to student growth. Tier 3 students need consistency with the intervention they're receiving so this will allow us to decide on an intervention program and develop it over time.</p>
Grade Reporting and Placement	<ul style="list-style-type: none"> To determine the type of grade reporting and standards for grade promotion. PYP teachers must submit 12 grades per subject for each six-week grading period. Huppertz ES will follow the assessment policy collaboratively developed by the school, which may differ from those in other SAISD schools. (<u>Rationale</u>: To align with IB requirements for 6 week units and to allow campus to utilize standards-based grading and incorporate Learning Profile Attributes.) <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet the IB standards and our goal related to the Learner Profile measure. Having this autonomy will allow us to align our progress reports and report cards to our 6 week IB units. Currently, we are following the district's 9 week grading period and our 6 week IB units. These different timelines cause confusion for teachers and staff and parents. Aligning everything to a 6 week grading period will allow for greater fidelity to IB. It will also allow us to add additional IB components to our report card, such as the Learner Profile attributes, Approaches to Learning, and IB summative assessment scores.</p>
Lesson Plans	<ul style="list-style-type: none"> To determine the format of lesson plans and frequency of submitting lesson plans. (<u>Rationale</u>: To ensure that all teachers submit lesson plans for all content areas on a regular basis.) To require that all teachers be expected to write, revise, and reflect on all Unit Planners. (<u>Rationale</u>: This is an International Baccalaureate requirement.) Huppertz ES is requesting this autonomy as a means to attain our goal of achieving a state accountability campus performance rating of an "A" by the end of the 5th school year as an in-district charter. In addition, this will also address the challenge Huppertz ES faces in the area of writing and vertical alignment. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Quality lesson planning is crucial to enhancing student performance and progress and we want the autonomy to develop our own format that meets the detailed demands of IB and our students. Currently, we are following the minimum requirements provided by the district but that is not a robust enough plan to implement IB effectively and instruction effectively. Having this autonomy will allow us to design a format that will allow us to meet our goals, especially in literacy, because we will be able to add criteria and components not currently allowed by district.</p>
Schedule and Calendar	<ul style="list-style-type: none"> To set the Huppertz Elementary school calendar, the length of the school day, and the beginning and ending dates of its school year, 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. To set it's work day and lunch periods. We reserve the right to adjust the start and end times of the work day. (<u>Rationale</u>: To support the planning and collaboration of activities with other IB schools and Huppertz stakeholders and community partners.)

	<ul style="list-style-type: none"> Huppertz ES is requesting this autonomy as a means to align our state standards to the IB academic model which is currently 6 week units. In addition, this would also help us address our challenge of decreasing enrollment by establishing a calendar and schedule that meets the needs to the community. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. IB standards require that teachers collaborate on all aspects of instruction. Having this autonomy will allow teachers to meet with administration every week during 90 minute PLCs to collaboratively plan their units and reflection on their teaching practices and student learning. This autonomy will also allow us to engage in data analysis discussions over standards and student interventions, especially around literacy and our special populations. With this time, we can ensure that adequate accommodations, modifications, and differentiated learning opportunities are being planned to meet the various needs of our students.</p>
Teacher Conference Periods	<ul style="list-style-type: none"> To set expectations for teacher conferences periods to ensure that the time is utilized most effectively for teacher support, staff collaboration, and student learning, provided that teacher will always receive a minimum of 45 minutes daily for instructional purposes. (<u>Rationale:</u> To support the campus needs and ensure that staff are collaborating to meet the schools' goals and IB expectations.) Huppertz ES is requesting this autonomy as a means to attain our goal of achieving a state accountability campus performance rating of an "A" by the end of the 5th school year as an in-district charter. In addition, this will also address the challenge Huppertz ES faces in the area of writing and vertical alignment.
Budget	<ul style="list-style-type: none"> To develop Huppertz' own school budget and allocate school funds however we see appropriate (<u>Rationale:</u> In accordance with state and district comparability requirements). 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.) Huppertz ES is requesting this autonomy as a means to address our challenge of the ratio of special education staff to special education students. In addition, budget autonomy will allow Huppertz ES to hire specialist positions that will focus on the decrease in performance on state assessments and accountability. 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.) To be able to purchase professional memberships (such as: 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.)

	<ul style="list-style-type: none"> To make consolidated purchases, such as technology, marquees and furniture, with other IB schools in the SAISD IB network. (Rationale: If a single vendor is able to offer a discount to the network of schools, then the campus wishes to take advantage of this right in order to spend its funds in the most fiscally responsible manner possible.) <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to purchase much needed literacy resources, special education resources, and intervention programs that are specific to our campus needs. It will also give us the autonomy to allocate funds for needed positions such as a reading specialist, special education assistant, behavior specialist, etc. Currently, we follow the district's allocations given to us but this autonomy will allow us to tailor our budget decisions for allocations that will best meet our campus needs. With these much needed positions, we will have the support we needed in our to meet our goals in literacy and special education.</p>
District and Vendor Services	<ul style="list-style-type: none"> To opt out of district services and receive dollars to the Huppertz Elementary budget instead, provided that we will not opt of District transportation and food services. (Rationale: To better meet the needs of the campus.) To select our own service vendors that may or may not be approved by the district. Including but not limited to: Amazon, Walmart, Home Depot, Costco, Sam's, Dollar Tree, Target. (Rationale: Fiscally, this could be cost effective for Huppertz. Also, the timeliness in which we receive instructional materials and services would also improve.) To use funds to purchase materials, resources, and memberships through international vendors. Because of the nature of IB, many of the resources and materials are only available through what are typically considered "sole source" vendors—many of whom reside overseas. (Rationale: To be able to support Huppertz Elementary School's implementation of the IB Framework the Primary Years Programme.) Huppertz ES is requesting this autonomy as a means to attain their goal of fostering international mindedness in students per the IB academic model. This will allow the campus to purchase resources needed to meet this expectation. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to purchase much needed resources from vendors of our choosing that may not be approved by the district. Currently, we can only purchase materials that are on the approved vendor list. This prevents us from purchasing resources that are much needed on campus and have proven to be effective because they are not on the approved list. With this autonomy, we will be able to get quality resources that will help us meet our goals in literacy and special education. It will also allow us to meet the demands of IB as many resources that support the program and international mindedness are not currently on the vendor list. Being able to purchase materials from international vendors will allow us to maintain the rigor of the program and allow us to engage in the international resources.</p>
Site-Based Decision-Making	<ul style="list-style-type: none"> To select a site-based decision-making committee that is different than the structure required by the District. (Rationale: With the new charter and new expectations from the IB program, Huppertz 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.)

	<ul style="list-style-type: none"> Huppertz ES is requesting this autonomy as a means to maintain communication that will support achievement of our goal to be an “A” rated campus and premier IB World School. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to consult with external expertise and perspectives in order to provide the best quality education to our students. Currently, our perspective is limited to teachers and staff. While there is much value in the voice and perspectives of teachers and staff, this autonomy will allow us to add diversity and additional voices and perspectives to our own. With this autonomy, we will be able to develop stronger and more strategic plans for addressing our various challenges and goals.</p>
Student Discipline	<ul style="list-style-type: none"> To adopt student discipline procedures that meet the needs of the campus. Huppertz ES is requesting this autonomy as a means to address the challenge of decreasing enrollment. The campus will promote a safe learning environment for all students. <p>Rationale: Huppertz ES is requesting this autonomy as a means to explore different approaches to student discipline, especially with our special education students. Many of our behavior issues come from our special education population. Having this autonomy will allow us to adopt differentiated approaches in dealing with chronic student behaviors that are unable to be addressed by PBIS. Currently, we follow the districtwide PBIS model and will continue to use that approach campus wide. However, we want to also be able to support those students that are not responding well to this approach. We understand that a one size fits all model does not work well for every student. With this autonomy, we can find methods that best fit our students’ needs, especially our special education students. With stronger behavior supports for these students, we can not only address their behavior but also support them academically in the classroom.</p>
Professional Development	<ul style="list-style-type: none"> 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.) To opt out of district professional development offerings. (<u>Rationale:</u> Campus specific professional development to enhance the Fine Arts and Language Model and the IB Framework). 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.) Huppertz ES is requesting this autonomy as a means to attain our goal of achieving a state accountability campus performance rating of an “A” by the end of the 5th school year as an in-district charter. In addition, this will also address the challenge Huppertz ES faces in the area of writing and vertical alignment. This autonomy will also meet the needs of the IB standards and practices. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to contract with external vendors that may not</p>

	<p>be approved by the district. IB requires that teachers and staff at IB schools maintain professional development yearly so this autonomy will allow us to hire trainers or send teachers to official IB training. With this autonomy, we will be able to provide trainings that meet our campus needs that may not be offered by the district, such as specific literacy based trainings and special education trainings. While our teachers will still have the option of participating in district provided trainings, we will be able to offer better training opportunities for our teachers that are specific and tailored to our needs.</p>
Staffing Plans	<ul style="list-style-type: none"> • To revise existing roles and/or create new roles, for example: IB Coordinator and specials teachers. 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 align roles and responsibilities to more closely align with IB expectations and campus needs.) • Huppertz ES is requesting this autonomy as a means to sustain the implementation of the IB program and to attain our goal of achieving a state accountability campus performance rating of an “A” by the end of the 5th school year as an in-district charter. In addition, this will also address the challenge Huppertz ES faces in the area of writing and vertical alignment. This autonomy will also meet the needs of the IB standards and practices and allow the campus to hire necessary personnel. <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to create and add positions that are necessary for our campus to address our challenges and meet our goals. IB requires that IB schools have a designated IB Coordinator. This autonomy will allow us to meet that demand and remain in compliance with IB standards. This autonomy will also allow us to create positions such as a Reading Specialist, Behavior Specialist, Special Education Assistant, and/or School Psychologist, and/or any position we determine will meet the needs of the campus. Currently, the district sets our number of allocations and positions which does not always meet the needs of our campus. With this autonomy, we can develop positions that meet our needs without the confines of the district.</p>
Recruitment and Hiring	<ul style="list-style-type: none"> • To recruit, interview, and hire candidates from inside and outside of the district and create our own interview process, 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 recommend for hire highly qualified teachers that support Huppertz’ Mission and to contribute to the collective teacher efficacy.) • Huppertz ES reserves the right to not accept displaced teachers or personnel from the district. If Huppertz ES chooses to accept displaced teachers or personnel, hires will need to meet the same high quality standards as other teachers at Huppertz. (<u>Rationale:</u> To hire highly qualified teachers that support our Mission and to contribute to the collective teacher efficacy.) • Huppertz ES is requesting this autonomy as a means to attain our goal of achieving a state accountability campus performance rating of an “A” by the end of the 5th school year as an in-district charter. In addition, this will also address the challenge Huppertz ES faces in the area of writing and vertical alignment. This autonomy will also meet the

	<p>needs of the IB standards and practices and allow the campus to hire necessary personnel.</p> <ul style="list-style-type: none"> ● 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.) ● 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.) <p>Rationale: Huppertz ES is requesting this autonomy as a means to meet our goals and IB standards. Having this autonomy will allow us to be more selective with the personnel that we hire to ensure that their philosophy and practices align with our mission and IB expectations. The autonomy will also allow us to select candidates that meet our campus needs such as a strong literacy background and special education background. Currently, we have to follow district protocol and interview questions when interviewing and hiring candidates and we have to accept displaced personnel that may not fit or accept our IB philosophy. With this autonomy, we will be able to develop a more rigorous interview process that will allow us to hire candidates that are highly qualified, have proven success in the classroom, and have a mindset and belief that aligns with ours. Hiring candidates that fit well with our beliefs and campus culture will allow us to better address our challenges and meet our campus goals.</p>
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Capacity of Applicant Leadership Team

Team Member Name (First and Last)	Current Role	Current Work Organization	Proposed Role at School
Ronnie Cantu	Principal	Huppertz ES	Principal/Head of School
Paul Laurel	Assistant Principal	Huppertz ES	Assistant Principal
Marcelina Avery	Teacher	Huppertz ES	Teacher
Brenda Sanchez	Teacher	Huppertz ES	Teacher
Patricia Luna	Counselor	Huppertz ES	Counselor
Veronika Gutierrez	IB Instructional Coach	Huppertz ES	IB Coordinator

Principal – Mr. Ronnie Cantu

Mr. Cantu has been in numerous roles that have built his leadership skills, knowledge and wisdom that are pertinent when leading a campus through key initiatives and change. As a 3rd and 5th grade teacher for 10 years, he has a keen sense to accountability and setting goals to reach campus shared vision and campus improvement plans. In regards to curriculum and instruction, he has served as both an instructional coach and content vertical team leader during his teaching career. He also served as a district instructional specialists, assistant principal and Director of Multilingual Services. As a director, he has transitioned the district's bilingual program from Early Exit to Dual Language Enrichment program. From meeting with key constituents such as the Superintendent of Schools, international consultants, senior leadership teams and principals, he has changed the mindset as to how we view the untapped potential of our English Learners while honoring their native languages as a medium to learn English. Currently, he has been the principal at Huppertz Elementary where he has established professional learning communities, backwards design planning (Understanding by Design), and Instructional Rounds. Huppertz Elementary is currently an IB candidate school.

Assistant Principal – Mr. Paul Laurel

Mr. Laurel has been an Assistant Principal in SAISD for ten years, including four years at Huppertz Elementary School. Mr. Laurel was also an elementary school bilingual teacher for four years in SAISD. Mr. Laurel earned his Bachelor's Degree from Texas State University and earned his Master's Degree from UTSA. Mr. Laurel worked for twenty years in sales and management prior to launching his current career in education. Mr. Laurel is a military brat and he graduated from a DoD High School in Kaiserslautern, Germany. Mr. Laurel relies on building quality working relationships with students, parents and staff, to help foster a safe and positive school environment.

Counselor – Mrs. Patricia Luna

Mrs. Luna has been working with SAISD for 22 years. Prior to SAISD, she worked in Edgewood ISD. She graduated with a Bachelor's Degree in Criminal Justice and a Master's Degree in Counseling. She has taught 5th grade for 7 years and has been a counselor at Huppertz Elementary for 17 years. Her passion is in helping children reach their full potential. She is part of our Campus Leadership Team and is a key constituent of our administration team as we plan, implement, monitor, reflect and adjust campus-wide initiatives.

IB Instructional Coach – Ms. Veronika Gutierrez

Veronika Gutierrez is the IB Coordinator/Instructional Coach at Huppertz Elementary. She is also our New Teacher Support System coordinator and works closely with our Region 20 specialist on balanced

literacy implementation. Veronika is currently taking classes for her Masters of Science in Reading with a reading specialist certification to better support literacy across the campus. She previously was the MYP Coordinator at Woodlawn Academy for half of the school year and prior to that was the Balanced Literacy Implementation Specialist for a year and half. Veronika has her Master's in Educational Leadership with a principal's certification and participated in the Emerging Leaders Program last year. Prior to that she was a middle school ELAR classroom teacher at Mission Academy. As a classroom teacher, she took on leadership roles such as ELAR department chair, CLT member, ACT, UIL coordinator, middle school team coordinator, Run4Education campus coordinator, instructional leadership team member, and new teacher mentor.

Teacher – Mrs. Marcelina Avery

Marcelina Avery is a versatile candidate that can execute the numerous and varied responsibilities associated with the role and influence of an applicant team member. She is a diligent professional that collaborates well with co-workers and management. Throughout the course of a 16-year career as a teacher, she has developed the skill set that is necessary to fulfill the teacher advocate for the campus. She has gained extensive knowledge and experience of the TEKS and the TEKS Resource system needed to support her role as a campus instructional leader. Additionally, she has participated in the Texas Lesson Study program and for the 2018-2019 year, she will engage in the program as a facilitator. This job entails working collaboratively with her colleagues and performing extensive research into best practices to better close educational gaps.

Teacher – Ms. Brenda Sanchez

Ms. Sanchez is a first-grade teacher who is committed to educating students, colleagues, families, and the community through establishing strong relationships. She has presented at our districts Super Saturday (Dr. Jean for ECE/ Science), gave professional development to colleagues on our campus, and lead an after-school club to serve the GT students on our campus. She has been on our campus leadership team, have served as the Campus Technology Facilitator where I presented to our faculty and parents, and have served as grade level chair. Most recently she has participated in the Texas Lesson Study through Region 20. In addition, she has been nominated for teacher of the year for the past 5 years and feel humbled to have been chosen as Huppertz Elementary teacher of the year for the 2017 – 2018 school year.

Human Capital

Recruit Teachers/Staff

The administration of Huppertz ES will attend local teacher job fairs and promote all job openings on the Texas IB Schools website and at TIBS IB workshops to attract experienced IB teachers to Huppertz Elementary School. A major part of our recruitment plan is to share the history and legacy of Huppertz Elementary School and then promote the vision for the future of Huppertz Elementary School, 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. We will also work with local colleges to create a pipeline of newly certified teachers that are beginning their journey into teaching with a concept based approach.

Huppertz 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 desired position, interview candidates and help orientate new hires.

We want Huppertz Elementary Teachers to demonstrate the IB Learner Profile Attributes listed below. These attributes will be a key factor in hiring teachers that foster the same philosophy to teaching and learning established by the IB programme. Current faculty and staff also reflect on their understanding and development of the LP throughout the year.

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

Huppertz Elementary School will be approaching 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 teachers in the process and utilizing PLCs to review data and analyze areas of need.

Develop Teachers/Staff:

Huppertz Elementary School teachers will receive many of the same training opportunities as other SAISD teachers, except that Huppertz teachers will always put what is learned into the context of our IB program. An example of this is lesson planning. Teachers are taught how to develop effective lesson plans to promote high engagement and high cognition. An IB teacher will take that same training and

incorporate it into IB Unit Planners and be sure to infuse tenets of the IB Learner Profile and International Mindedness. Huppertz Elementary School teachers will also attend official IB training workshops throughout the implementation of the program. Teachers will participate in weekly PLCs, campus and IB cluster instructional rounds, and book studies which will enhance their professional learning experience.

Our leadership philosophy is to grow leaders from within. One way we encourage teachers is to become ACT's, 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 way to improve student engagement and rigor within the classroom. Teachers are also evaluated on TTESS, 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:

Huppertz Elementary School plans to continue to engage our staff in excellent professional development opportunities such TIBS Level IB Training, Region 20 training sessions, EPIC Saturdays, IB PYP Roundtable, teacher requested training, provide opportunities for our 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 monthly with our teacher of the month recognition. We partner with our PTA to host staff luncheons and dinners. We highlight teacher accomplishments each week in our "Cougar Post" and we seek to always empower our teachers to be meaningful contributors to our campus culture by inviting them to serve on campus committees, seeking their input on major campus decisions and exposing them to contemporary best practices in their content area.

Staff Expectations

Administrators and PYP teachers will be required to attend after school events such as, but not limited to events discussed by the Huppertz Advisory Board, Meet the Teacher night, Open House, and IB Showcases.

In addition, administrators and PYP teachers may be asked to attend IB trainings out of town during the school year and/or during the summer.

School Network Development Plan

N/A

Constituent Map & Stakeholder Engagement

Constituent Category*	Knowing Your Constituents (Constituent Groups)	Completed Engagement (Strengths)	Planned Engagement (Opportunities for Growth)
Students	The students we serve range from grades PK-5 general education, Head Start, and specials populations.	<p>We are meeting the needs of our students by providing the foundation of the IB and AVID programs. We are also laying the foundation of utilizing an inquiry based approach through unit plans, lesson plans, and classroom instruction. Students are maintaining a portfolio of their learning and conduct self-assessments of their IB unit assessments.</p> <p>We are also meeting the needs of our special populations through GT support/pullout. Students are engaging in Genius Hour with the GT specialist. We are also providing resource and classroom support for our SPED students. Students receive instruction in accordance with their IEPs. Tier 3 students are also receiving MTSS interventions in the content area needed. Students receive these supports multiple times each week. Some students also receive support through reading buddies, external mentorships with St. Mary's University graduates, and tutoring from St. Mary's University graduates.</p> <p>Huppertz ES also provides enrichment and extracurricular activities for students such as student council, patrols, choir, robotics, and chess. These clubs allow students to expand the knowledge of their learning. It also allows them to have a balance of learning to develop a holistic learner.</p>	<p>Huppertz ES will continue to grow in their PBIS practices and strategies. These strategies include campus-wide norms and expectations, procedures and protocols for behavior, and a 3:1 positive to negative responses.</p> <p>Huppertz ES will continue growing in providing differentiation for all of their students from enrichment to intervention. The campus will align interventions and enrichment opportunities campus wide.</p> <p>Huppertz ES will continue expanding their technology resources such as ipads and smartboards for student use. This will allow students to engage in a 21st Century learning environment.</p>
Parents and Families	Parents	Huppertz ES is serving the needs of the community by hosting monthly Principal's Coffees. The Principal's Coffees have	Huppertz ES wants to develop a strong PTA that will help support with fundraising efforts

		<p>multiple focus areas but mainly focus on literacy and how parents can support their child at home in this area. The campus has had successful turnouts and continues to increase attendance at these events. Parents have provided the campus with positive verbal and written feedback in regards to these events.</p> <p>Huppertz ES has also hosted several evening events for family such as IB Night Showcase events, Poetry Jams, Christmas Around the World Choir Performance, Literacy Night, International Night, Math Night, and Science Night. The campus has had record breaking attendance at these events and participation keeps growing. These nights were in response to parent feedback and they have been pleased with the events.</p> <p>Huppertz ES Parent Family Liaison (PFL) also plays an integral part in reaching out to the parent community. The PFL greets parents every morning and afternoon upon arrival and dismissal. The PFL also reaches out to families in need to ensure that their students have uniforms for school, supplies and materials, community resources, etc. The PFL also works with parent volunteers to ensure that they are contributing to the learning and success of students.</p> <p>Classroom teachers at Huppertz ES also maintain daily communication with parents through apps such as Class Dojo and Remind. Teachers post happenings in the classroom and campus updates. Parents can also communicate with teachers through this app if they have questions and/or want to set up a parent meeting.</p>	<p>to support student learning in the classroom. The campus wants the PTA to take a more active role in campus events and serve as guest speakers and role models for our student council members.</p> <p>Huppertz ES also wants to develop a catalog of adult education classes that parents and community members can sign up. Classes can range from basic technology literacy skills to enrichment classes such as folklorico. Educating parents and the community about IB will also be a focus of many of these parent classes. Classes will be designed to support the parent as a learner and provide them with valuable information and resources that they can use to support their child at home. Classes will have various time frames such as during the day and evening. This will accommodate the various schedules of parents.</p> <p>Huppertz ES is also looking to add more campus events with the input of parents to continuously increase parent engagement and satisfaction. A specific event that the campus wants to offer to parents is a resource fair where various community partners develop connections with parents to service any needs their family may have.</p>
School Staff	Huppertz ES staff consists of teachers,	Huppertz ES is meeting the needs of their teachers by providing professional development opportunities centered	Huppertz ES wants to provide teachers with much needed resources such as complete

	<p>administrators, paraprofessionals, support staff such as custodians, cafeteria personnel), librarian, and IB Instructional Coach.</p>	<p>around IB, Balanced Literacy, Writing, and evidences of learning. Teachers receive initial training and follow-up support with administration and instructional coaches through PLCs, classroom observations, written and verbal feedback, and weekly after school meetings.</p> <p>Huppertz ES maintains communication with faculty and staff through the Smore online weekly newsletter. Communication consists of weekly updates, video and online resources, deadlines, and staff shoutouts. The campus keeps track of the number of views through the online tracking system included in the Smore. Administration also maintains one to one communication with all teachers to ensure that each teacher's professional needs are being met.</p> <p>Huppertz ES teachers also receive professional development and coaching support from an IB Instructional Coach, Math Implementation Specialist, and Region 20 Reading Specialist. Coaches meet with teachers during PLCs, half day and full day pull out sessions, conference times, and immediate feedback during observations. In addition to training sessions, teachers receive feedback on their unit plans, lessons plans, and assessments. A Google Team Drive stores all the resources and materials teachers need in order to be successful in the classroom. Instructional Coaches also attend professional development opportunities so that they can provide the most current research based practices to teachers. They do this through monthly Instructional Coaches Academies, Region 20 course offerings, and official IB workshops.</p> <p>Huppertz ES teachers are also provided with 90 minute PLCs every week.</p>	<p>phonics kits, updated technology for students and teachers to establish a 21st Century Learning environment, manipulatives, and flexible seating.</p> <p>Huppertz ES also wants to provide teachers with more professional development in regards to behavior and social emotional learning. We strive to develop the whole child but need more support in this area to ensure successful implementation in the classroom. We also want to provide teachers more professional development in IB to ensure they are implementing IB to fidelity in regards to the IB philosophy, IB standards and practices, IB unit planning, and IB expectation that students are learning through an inquiry based approach. The campus also wants to provide teachers with more professional development focused around the content areas, specifically Math, Reading, and Writing.</p> <p>As the campus continues to build upon the vertical team structures put into place, campus wide expectations will be rolled out so that all teachers are on the same page as to what their students should be able to do by the end of the school year.</p> <p>Huppertz ES would like to apply for other grants offered by the SAISD Foundation such as the</p>
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		<p>Teachers have a voice in the content covered during these PLCs and how PLCs are structured. Teachers provide verbal and written feedback to administration if they feel PLCs should be adjusted and administration is open to their insights. PLC topics include: the implementation of IB, data analysis and action plans, MTSS, student artifact analysis, mandatory training provided by the district, and planning. The goal is to have teachers leave with something produced whether it is an assessment, action plan, schedule, etc, and to engage in collaborative dialogue on best ways to meet the needs of the students.</p> <p>Huppertz ES teachers are also a part of a larger IB cluster within the school district and participate in collaborative sharing and planning with other grade level campus teachers. Teachers engage in conversations about their understanding of IB, implementation of IB, and acquisition to new knowledge in moving forward with IB.</p> <p>Huppertz ES also maintains a year at a glance so teachers are aware of any upcoming events and meetings with advanced notice. Each week consists of a different focus to meet the varying needs of staff and to ensure that teachers are not burdened with staying excessive amounts after school. Since Huppertz ES is a small campus, the teachers serve multiple roles and usually have other days they stay late on throughout the week. The campus has decided that each Monday will be designated for, on a rotation basis, CLT meetings, ACT meetings, Vertical Team Meetings, and Professional Development/Mandatory District Trainings. This allows the campus to still focus on the campus needs but</p>	<p>innovative grants. Ideas, such as a genius bar, outdoor classroom, garden, makerspace with 3D printers, virtual reality, are just some ways that the school would utilize the money to transform the campus to a 21st Century learning environment.</p>
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		<p>also allow teachers flexibility in their schedule.</p> <p>Huppertz ES also has the opportunity to apply for mini-grants with the SAISD Foundation to receive additional funds to support programs on campus. Mini-grant recipients have used grant money to fund projects such as: robotics club, art club, chess club, student council, book club, makerspace, and IB international mindedness. In addition, new teachers also have the opportunity to apply for a new teacher grant to offset start up costs it takes for a new teacher to prepare for their career as a classroom teacher.</p> <p>Teachers promote the grant opportunities provided by the SAISD Foundation to encourage others to acquire additional resources to provide enrichment opportunities for students.</p>	
School Support Organizations (e.g., Alumni, Booster, Etc.)	<p>Huppertz ES school support organizations consist of parent volunteers and the PTA.</p>	<p>Huppertz ES parent volunteers support student achievement by making resource materials that teachers and students can use in the classrooms, preparation, organization, and tearing down of family events, and participation in Principal's Coffees.</p> <p>Huppertz ES has also supported the campus through fundraising opportunities. The PTA has utilized funds to purchase resources for students in the classroom and pay for field trips organized by the grade level teachers.</p>	<p>Huppertz ES wants to increase the amount of parent volunteers that are supporting the campus. The PFL will make it a priority to reach the majority, if not all, parents in the community. The PFL will use a variety of recruitment efforts to gain more parent involvement on campus.</p> <p>Huppertz ES also wants to establish a strong PTA with solid structures in place to ensure the organization is functioning adequately and to its capacity.</p> <p>Communication with the PTA President and Head of School will be key in establishing a consistent partnership. The school wants to engage in a deeper partnership with the</p>

			<p>PTA in order to provide more opportunities for students. Huppertz ES will also establish essential agreements, or expectations, with parent volunteers and the PTA to ensure that they are upholding the values and needs of the campus.</p> <p>Huppertz ES wants to continue growing the involvement of the community by utilizing grandparents, family members, older siblings, and alumni as reading buddies, mentors, tutors, and volunteers. The campus also wants to establish a Father's in Action Watchdog organization where father's take an active role in the safety of the campus community during school dropoff and pickup times, vigilance during the day, and communication with administration about community happenings outside of school hours.</p>
Neighborhood Groups	<p>-neighborhood associations</p> <p>-Girl Scouts of America</p>	<p>Huppertz ES currently has a partnership with the Girl Scouts of America in the neighborhood. The girl scouts participate in weekly meetings throughout the school year and learn about a variety of topics.</p>	<p>Huppertz ES would like to expand the Girl Scouts of America by increasing the number of participants in the group. The campus would also like the members of the Girl Scouts to take a more active role in the school community such as raising awareness and educating others about what they're learning.</p> <p>Huppertz ES would also like to reach out to the local neighborhood association to develop a partnership with this group. Communication between these two groups will help the</p>

			campus better serve the needs of the students if they are aware of some of the challenges the local community is facing.
Business Community	Huppertz ES partners with local businesses in the community such as HEB, USAA, Food Bank.	<p>Huppertz ES has established a dual partnership with the HEB Mercado in the neighborhood to serve both the campus needs and community engagement needs of HEB. HEB has worked with the school in providing donations to the campus.</p> <p>The campus choir has also performed Christmas carols at HEB during the holidays. HEB has also serviced our students as presenters through Junior Achievement (JA). Through JA, HEB volunteers presented lessons on the community, business, and economics.</p>	<p>Huppertz ES wants to continue developing this partnership with HEB through other engagement opportunities.</p> <p>Huppertz ES would also like to expand their business community engagement with other partners such as USAA and the Food Bank. We wish to see some of these members serve on our advisory board and/or CLT member.</p>
Nonprofits, Institutions of Higher Ed., or other Partners	Huppertz ES also has partnerships with aspiring teachers, student teachers, and law students from St. Mary's University. They also host aspiring teachers and student teachers from UTSA. The school also works with the University of Texas in Austin's Strive Intervention program. The school also works with the San Antonio Youth Literacy program and Junior	<p>Huppertz ES has a dual partnership with St. Mary's University undergraduate and graduate students. Campus teachers open up their classrooms to aspiring educators for observations, practicum hours, and student teaching. St. Mary's University law students also serve as Student Council mentors, tutors in Reading, Math, and Science, UIL coaches, reading buddies, and Book Club sponsor.</p> <p>In addition to working with St. Mary's University students, Huppertz ES also works with UTSA aspiring teachers and student teachers. UTSA students work with individual students and groups of students to provide small group instruction, enrichment, and research and case studies.</p> <p>Huppertz ES also partners with UT Austin's Strive program to provide reading intervention to 4th grade students that did not pass STAAR. The program utilizes expository text about Texas History to align with 4th grade TEKS standards. Students are serviced for 45</p>	<p>Huppertz ES wants to develop a deeper partnership with St. Mary's University. The campus wants to reach out to other departments at St. Mary's to engage in further partnerships.</p> <p>Since Huppertz ES is implementing the IB program, they wish to seek a partnership with the International Relations department and Language department to become part time staff members serving as language teachers, volunteers to promote intercultural relations, members of the advisory board and/or CLT member to hold the school accountable to its in-district charter, and/or participate in the school's international nights in educating parents and community members about various cultures. We also want to increase our attendance with St. Mary's students as mentors</p>

	<p>Achievement. The campus has also worked with Epi Quiroga's Anti-Bullying Campaign and Joven.</p>	<p>minutes three times a week in small group pull out sessions. This partnership also serves a dual role in the fact that the students are getting quality intervention and UT is collecting research on the effects of the Strive program.</p> <p>Huppertz ES also works with the San Antonio Youth Literacy (SAYL) program. SAYL provides volunteers to serve as reading buddies for our 2nd grade students that are performing below grade level standard. Reading buddies service multiple students throughout the week with each student receiving support once a week. Volunteers range from a variety of ages and professions.</p> <p>Huppertz ES also partners with Junior Achievement (JA) every year. Each year, JA volunteers spend a day on campus educating students about the business community, economics, and the community. Students receive instruction in five lessons regarding these different aspects. JA partners with HEB to provide enough volunteers for each classroom in grade Kinder-5th.</p> <p>Huppertz ES also works with Epi Quiroga's Anti-Bullying Campaign to promote a safe and bully free environment on campus. Epi Quiroga conducts an annual rally for the students to raise awareness about bullying and the effects of bullying. Faculty and staff then follow up with students about bullying throughout the year.</p> <p>Huppertz ES also works with Joven. Joven provides small group lessons to promote positive behavior with our students on campus.</p>	<p>and tutors and plan on doing that by working with the Dean of Students to promote this partnership with undergraduates since all of to complete required service hours by the end of their school year.</p> <p>Huppertz ES also wants to reach out to nearby churches to potentially receive support for our families in most need. Some of their needs may be food, clothing, monetary, and spiritual.</p> <p>Huppertz ES would also like to establish a partnership with the Big Brother/Big Sister organization in order to connect their students in most need of role models with individual community members that will make an impact on their life. Huppertz ES wants to also establish a partnership with United Way in efforts to support our families in need.</p>
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Completed Engagement

At Huppertz Elementary, families are involved but not always necessarily engaged. Our parents and families typically participate in high numbers for school events such as Open House, IB Night, Fall Festival, and other school and Choir performances. We consider this involvement. Where we have struggled in the past is increasing parental engagement, such as parent conferences and participation with academic engagement. In order to increase engagement, we have held student-led Open House, student-led parent conferences, and encourage student directed PYP Showcase for students to share with their parents their learning within the PYP. We have had an increase in parental attendance and engagement. Parents and families are quick to come to school events that are fun and entertaining. They are less inclined to attend academic activities, however with our student leadership and opportunities parents are attending more often with their children.

The principal has planned a presentation for the PYP Showcase in November to share with parents and families about the charter and facilitate signing of the petitions. The showcase was very successful in parent attendance and parents were receptive to becoming an in-district charter. A little less than half of the required petitions were collected this night in favor of becoming an in-district charter.

We have monthly Principal Coffee's and share ways to support students at home and in the classroom with families. Our attendance for the year has been high and consistent for these meetings. 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 are limited to assist their child with homework and rely on the school for educating their child.

District Support Personnel such as IB Instructional Coach, 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 areas of ELAR and 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. Since presenting the "State of the Campus," District Personnel have reached out to assist in meeting our campus needs. By doing this, we can ensure that the appropriate resources and materials are being provided to meet the needs of our students and their families.

Planned Engagement

Huppertz will be working collaboratively with our Middle School and High School feeder to communicate the idea of chartering with our families. Since we share families, we will be using similar strategies to get parents on board. Parents are willing to share and get other families to support the voting. During parent student-led conferences, teachers will share the talking points and FAQ's with parents as well as answer questions they may have regarding chartering.

Through planned performances such as holiday celebrations, parent conferences and PYP Showcases we will engage and inform parents throughout the year. We also offer additional parent meetings prior to school events to inform parents of information or campus needs.

Governance (Part 1)

Role of the Campus Governing Board

Texas Council for International Studies (TCIS)

Huppertz 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 Huppertz Elementary School.

It is the plan of this campus and charter to have TCIS' governing board serve as the governing board for Huppertz 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 Huppertz, 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 Huppertz, the campus advisory board will focus on supporting the AVID and IB programs, recruiting and training volunteers at the campus, helping to increase student enrollment and parent engagement, and supporting campus staff.

Membership and Capacity of the Campus Governing Board

TCIS Board

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

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

Campus Advisory Board

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

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

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

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

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

Campus Charter Petition

[Petitions Submitted to Office of Innovation]

Staff

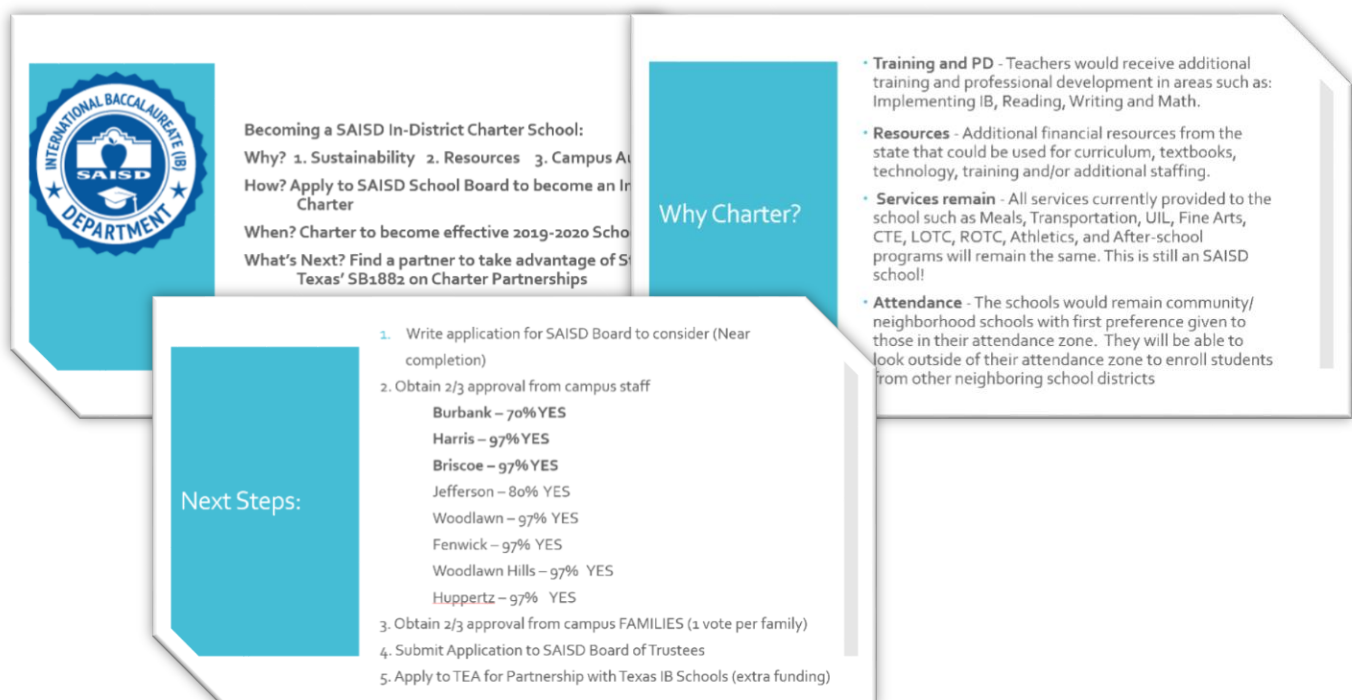
In order to engage our teachers, we held several different faculty meetings, information sessions and PLC conversations regarding the charter process. Teachers discussed concerns, were able to ask questions, shared input with the design team and application team, along with being informed of the process.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

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

Parents

Huppertz Elementary School developed a strategic plan to inform classroom teachers as well as families by using student-led and campus activities to reach out the majority of the stakeholders. With our families we utilized our student led Primary Years Programme (PYP) Showcase that allowed students to share with parents their work through the PYP. Students held discussions with their parents, showed their work for the unit and celebrated their achievements of the PYP to solidify the impact of this program with our students. We offered three additional information sessions to share the information with parents. One was after school in the Library. Parents were very supportive of the PYP at each of these events. Ballots were created in both English and Spanish for parents to read. Principals shared about the process in their weekly email announcements to parents, and teachers, principals, and administrators solicited votes via a ballot box in the office. Teachers and administrators also met students and parents during drop-off/pick-up to help answer questions and inform stakeholders as well.

Below please find the presentations slides used in stakeholder presentations:



Budget Exercise

To best meet the needs of our campus and to be more aligned to our Mission Statement, we will utilize a budget of \$500,000 within three categories: (1) technology, (2) building teacher capacity through professional development, (3) language-rich classroom/campus environment and (4) instructional resources. Resources will be aligned to our goals, shared vision/mission and Campus Improvement Plan.

(1) Technology will allow us to meet the IB standards and practices of being internationally minded. With technology, students will be able research local and global issues, network with students and classrooms around the world through online platforms, and allow students to maintain online portfolios of their IB units. We will allocate \$250,000 for technology integration to support our literacy efforts to increase in Reading and Writing. As compared to campuses from within our district and from around the state of Texas, our campus is extremely technology deficient and limited. Our classrooms do not have the adequate technology to best meet the needs of our students, let alone prepare them for a 21st century workforce. Currently, our campus is composed of two computer labs (23 computers in each). Kinder and first grade have tablets that they share as a grade level. It is important to note that not all are accessible due to hardware issues and age of technology. In addition, there are rooms that do not have functioning computers at all, therefore we will need broadband access due to the increased technology usage within our campus. It's imperative to have access to learning resources found online such as I-station and district purchased literacy and instructional software. I-station develops individual data-driven pathways specific to student needs in the field of literacy. Smart technology, such as interactive whiteboards, would replace our aged chalkboards and standard whiteboards to enhance instruction and student engagement. Funds within this budget will be reserved for sustainability purposes. For example, technology updates, replacements, renewing subscriptions, etc.

(2) We will allocate \$80,000 to build teachers' & leaderships' capacity in the world of literacy development, International Baccalaureate (IB) professional development and practice-based professional learning (I.e. Professional Learning Communities). This past year we partnered with a Reading Excellence consultant, Jessica Acosta, to build a solid balanced literacy vertical alignment (K-5). We would benefit from extending our partnership for the next few years as we continue to build and sustain a strong interdisciplinary Reading/Writing curriculum that is developmentally appropriate. We will also send select teacher to attend professional development to deepen our understanding of Professional Learning Communities (I.e. Solution Tree; PLC at Work). IB Training (Making the PYP Happen) will also be essential as we aim to become an authorized IB campus.

(3) In our mission to increase student agency in the learning environment, flexible seating will allow students voice and choice in their learning to decide on how best they learn. Flexible seating will also allow teachers to group students in individual seating, partner seating, and group seating that will best meet their differentiated needs. We will allocate \$120,000 to build a 21st century, language-rich interactive classroom that is conducive to authentic student discourse to promote language and literacy. This close attention to classroom renovations will strengthen Huppertz' mission for our students to promote collaborative learning to enhance critical thinking and literacy skills. Therefore, we would purchase student desks that are designed for flexible seating. Its space-saving desktop provides ample space for projects and allows the desk to create compact groups of up to six and offers the convenience of a built-in Bookbox for student materials (i.e. laptop, iPad, journals, etc.). Lastly, we

would maximize our classroom walls by painting with Idea Paint. Idea Paint can turn entire walls, regardless of their size or shape, into dry erase surfaces where students can engage in writing.

(4) We will allocate \$50,000 for instructional resource. As we work to define our balanced literacy program, we will need instructional resources to support our staff, students and parents. Our new technology will support the purchase of adaptive e-learning programs such as I-station and SmartSail. These data rich, computer-based programs provide individual pathways for student success in reading. While students are working through their individual pathways on I-station, teachers will be pulling small groups using Leveled Literacy Intervention kits. These kits are designed to provide targeted small group instruction that will enhance student performance in all literacy areas. While these efforts will assist our students in growing into confident, capable readers we will also purchase a phonics program to enhance our early literacy efforts.

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

Campus Governing Board Expertise and Development

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

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

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

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

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

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

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

Campus Governing Board Leader Personal Statement

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

- Karen Phillips
TCIS Board Member

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

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

- **Board meetings:** Quarterly board meetings will be open to the public and held on campus. The board will make every effort to allow public comment whenever members of the public attend.
- **Campus visits:** All board members will be encouraged to visit the campus regularly. This will be facilitated by board meetings scheduled on campus, and board members will arrive early or stay late from time to time so they can visit classrooms, and talk to teachers, students and parents.
- **Event attendance:** Board members will be encouraged to attend public events at the school (plays, competitions, sporting events, award ceremonies, etc.)
- **Staff interactions:** At least once a year, the Campus Advisory Board will host lunch for the staff and have the opportunity to informally interact with the staff and hear how things are going on campus, as well as answering questions from the staff about the board. The TCIS Board will be invited and encouraged to attend all staff lunches.

- Student interactions: In addition to attending events at the school, board members may engage students in short focus groups while they are on campus to hear about issues that are top of mind for students.
- Family interactions: Board members will have the opportunity to interact with family members who choose to attend board meetings. Periodically, members of the board will be invited to attend family meetings to create a formal channel for communication between families and the board.
- Community partner interactions: A key role for board members is making connections to the larger San Antonio community. Board members will be generous in identifying connections for the school and making introductions for the network principal and/or associate principal to local business leaders, community leaders and potential partner organizations. They will act as ambassadors for the campus as they go about their daily lives and will promote awareness and goodwill toward the campus.

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

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

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

Transition Plan

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

Structure for Project Management, Accountability and Communication

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

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


ADDENDUM - 2019-2020 Information

*This addendum includes information important to staff and students for the 2019-2020 school year.

1. Grade Reporting and Placement: Huppertz ES will follow a six-week report card to align with their six week IB units.
2. Schedule and Calendar: Student reporting times will be from 8:05 am – 3:20 pm with a minimum 30-minute lunch and minimum 15-minute recess.
3. Schedule and Calendar: PYP teacher reporting times will be from 7:45 am – 3:30 pm with a minimum 30-minute lunch.
4. Campus Wide Expectations

Appendix

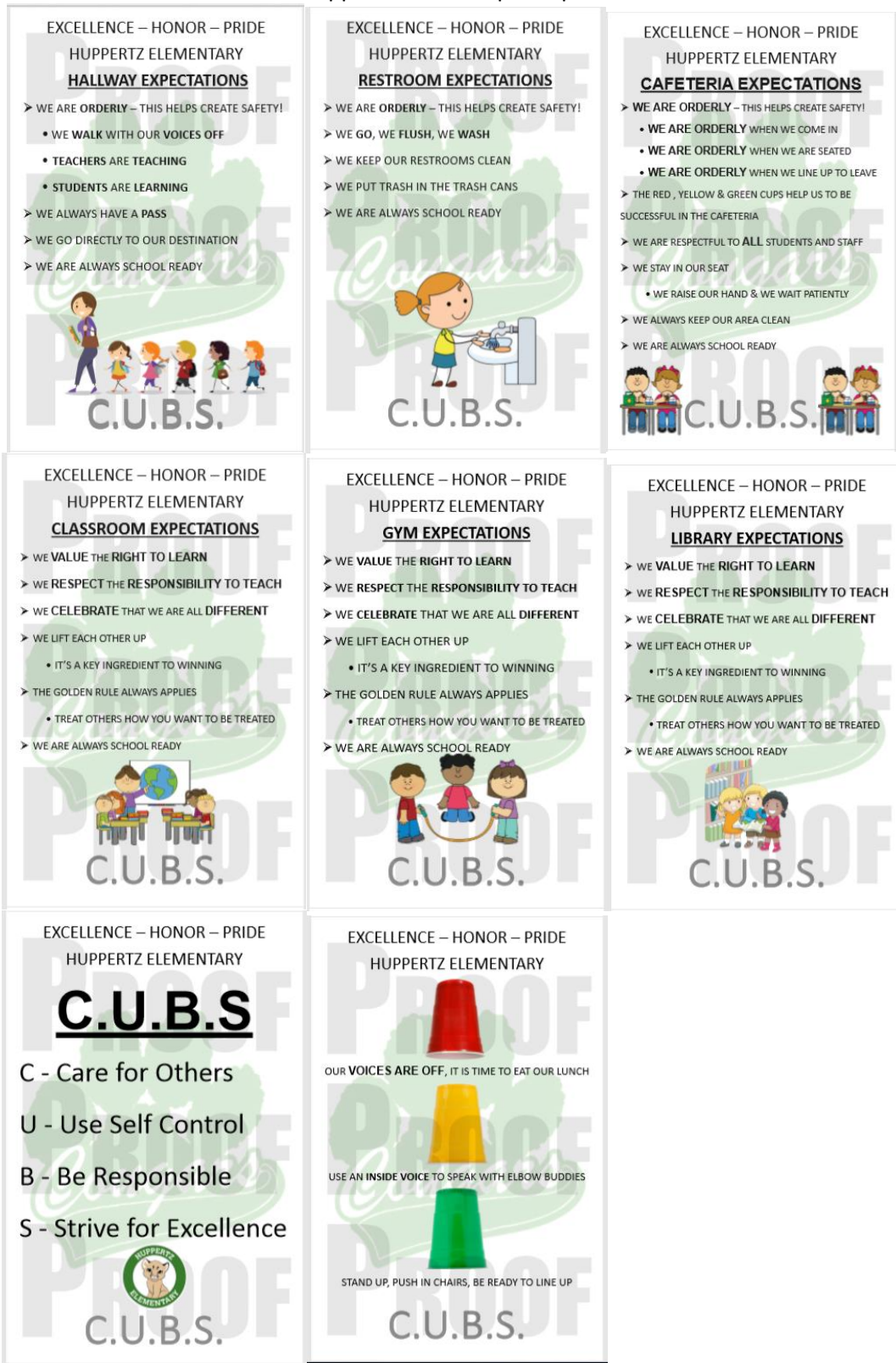
Appendix A – Campus Expectations

	C Care for Others	U Use Self Control	B Be Responsible	S Strive for Excellence
Cafeteria	<ul style="list-style-type: none"> ☞ Follow cafeteria routines ☞ Keep your place in line ☞ Eat your own food 	<ul style="list-style-type: none"> ☞ Hands and feet to yourself ☞ Inside voice ☞ Walk in all areas 	<ul style="list-style-type: none"> ☞ Know your lunch number ☞ Get all food and utensils before sitting ☞ Clean up your area 	<ul style="list-style-type: none"> ☞ Respect for staff and peers ☞ Say "please" and "thank you" ☞ Raise your hand for help
Hallways	<ul style="list-style-type: none"> ☞ Be respectful and helpful ☞ Be polite and wait your turn 	<ul style="list-style-type: none"> ☞ Keep hands, feet, and objects to self ☞ Walk quietly in a line on the right side 	<ul style="list-style-type: none"> ☞ Follow directions ☞ Walk on the green lines 	<ul style="list-style-type: none"> ☞ Set a good example for others ☞ Quiet: Learning Zone
Restrooms	<ul style="list-style-type: none"> ☞ Wait quietly in line for your turn ☞ No writing on walls ☞ Respect others 	<ul style="list-style-type: none"> ☞ No playing ☞ 1 squirt of soap ☞ 1 paper towel 	<ul style="list-style-type: none"> ☞ Go ☞ Flush ☞ Wash ☞ Leave 	<ul style="list-style-type: none"> ☞ Throw away trash ☞ Conserve <ul style="list-style-type: none"> ○ Toilet Paper ○ Water ○ Soap ○ Paper towels
Playground	<ul style="list-style-type: none"> ☞ Use only nice words ☞ Play Fair 	<ul style="list-style-type: none"> ☞ Keep hands, feet and objects to yourself ☞ Take turns 	<ul style="list-style-type: none"> ☞ Stay in assigned area ☞ Use equipment properly 	<ul style="list-style-type: none"> ☞ Follow directions ☞ Line up quietly and in 1 line

Appendix B - Sample Data Tracker

[illegible]

Appendix C – Campus Expectations Posters




Appendix D - Corrective Instruction Action Plan

CORRECTIVE-INSTRUCTION ACTION PLANNING		
DATA ANALYSIS/MISCONCEPTION TO ADDRESS		
Small Group 1: Which TEK did this group struggle with? What is their misconception? What data supports this?	Small Group 2: Which TEK did this group struggle with? What is their misconception? What data supports this?	Small Group 3: Which TEK did this group struggle with? What is their misconception? What data supports this?
SUMMARY OF PREVIOUS INSTRUCTIONAL APPROACH		
Is this a previously taught concept? (Please Select One) Yes _____ No _____ If yes, please provide a brief summary of the strategies previously used to teach the standard or skill in which students demonstrated the misconception in bulleted form below	Is this a previously taught concept? (Please Select One) Yes _____ No _____ If yes, please provide a brief summary of the strategies previously used to teach the standard or skill in which students demonstrated the misconception in bulleted form below	Is this a previously taught concept? (Please Select One) Yes _____ No _____ If yes, please provide a brief summary of the strategies previously used to teach the standard or skill in which students demonstrated the misconception in bulleted form below
NEW CORRECTIVE INSTRUCTIONAL APPROACH		
High Impact Instructional Strategies and Opportunities for Practice: List Students, Misconceptions(s), Specific, detailed, strategy		
Instructional Plan: Students: Common Formative Assessment Questions:	Instructional Plan: Students: Common Formative Assessment Questions:	Instructional Plan: Students: Common Formative Assessment Questions:
Assessment(End of Corrective Instruction Action Period): How will the skill/standard be reassessed to check for mastery?		
SUPPORTS FOR STUDENT EFFICACY		
How will the students be engaged so that they understand what standard/skill still needs to be learned?	How are students involved in setting goals or next steps? What strategies are you using to motivate students to reach certain goals? (Motivational language, written work/feedback, exit slips, etc.) How will they know when they've reached their goal? (opportunities for reflection)	How will we strengthen relationships for students?

Appendix D - Corrective Instruction Action Plan (Continued)

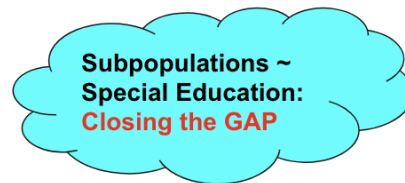
CORRECTIVE-INSTRUCTION ACTION PLANNING		
DATA ANALYSIS/MISCONCEPTION TO ADDRESS		
What is the misconception? (Identify standard or skill)		
What data supports this conclusion?		
SUMMARY OF PREVIOUS INSTRUCTIONAL APPROACH		
Is this a previously taught concept? (Please Select One) Yes ____ No ____		
If yes, please provide a brief summary of the strategies previously used to teach the standard or skill in which students demonstrated the misconception in bulleted form below:		
NEW CORRECTIVE INSTRUCTIONAL APPROACH		
High Impact Instructional Strategies and Opportunities for Practice: What high impact strategies will be used to ensure the misconception is addressed? Why? What opportunities will students be given for adequate practice of the standard/skill?		
Whole Group: If you choose whole group, what data supports the non-differentiation? Are you basing this off of one question or a concept that has 3-4 questions attached to it?	Small Group: Which students need a deeper level of support than whole-group?	Individual: Which students need an individual level of support to reach proficiency?

Appendix E – Learner Profile Rubric

AZIBS IB Learner Profile Rubric							Please Fax/Email/Mail your completed form directly to: AZIBS Scholarship Attn: Jacob Davis Westwood High School 945 W Rio Salado Parkway Mesa, AZ 85201 jadavis@mpsaz.org Fax (480) 472-4509
Student Name: _____ School: _____ Evaluator Name/Position: _____ / _____							
INQUIRERS		Poor 1	Fair 2	Good 3	Excellent 4	Notes	
	Ask relevant questions						
	Develop natural curiosity						
	Actively enjoy learning						
KNOWLEDGEABLE		Poor 1	Fair 2	Good 3	Excellent 4		
	Explore concepts, ideas, and issues of global importance						
	Acquire in-depth understanding						
	Make connections with new and old information						
	Learn important class concepts						
COMMUNICATORS		Poor 1	Fair 2	Good 3	Excellent 4		
	Communicate in modes of communication appropriate to course content						
	Work collaboratively with others						
	Listen to others						
	Express my ideas and knowledge in written form						
	Communicate my ideas orally						
	Ask for assistance as needed						
PRINCIPLED		Poor 1	Fair 2	Good 3	Excellent 4		
	Act with integrity and honesty						
	Develop a strong sense of fairness and respect for all others						
	Make certain my actions do not gain me unfair advantage over another student						
OPEN-MINDED		Poor 1	Fair 2	Good 3	Excellent 4		
	Seek out other points of view						
	Understand my own opinion and those of others						
CARING		Poor 1	Fair 2	Good 3	Excellent 4		
	Show empathy and respect for others						
	Display a personal commitment to community service and to helping others						
	Demonstrate sensitivity to the classroom community						
RISK-TAKERS		Poor 1	Fair 2	Good 3	Excellent 4		
	Approach unfamiliar course work with courage and consideration						
	Be ready to learn from mistakes						
	Consider new ways of solving problems						
BALANCED		Poor 1	Fair 2	Good 3	Excellent 4		
	Understand the need for emotional, physical and intellectual balance in my life and others' lives						
	Study for all classes						
	Use time-management skills wisely						
REFLECTIVE		Poor 1	Fair 2	Good 3	Excellent 4		
	Give thoughtful consideration to my learning experience						
	Learn from my successes and my mistakes						
	Understand and appropriately express my strengths and weaknesses in order to learn and to grow						
	I make changes in my behavior when necessary						

Protocol: Common Assessments

1. Review Standards (YAG, 3/6/9)
2. Organize Evidence
3. Score the Work



-
4. Look at patterns that emerge (group discussion)
 5. Discuss implications for adjusted instruction
 6. Discuss implications for interventions (Approaches & Below)/enrichment (Meets/Masters)
 7. Discuss implications for adjusted assessment
 8. **Make a Plan of Action (follow-up during next PLC)** → Corrective Instruction Action Planning



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.