

The Regular Meeting of the Board of Trustees will begin immediately following the conclusion of the Board of Trustees Workshop but not prior to the posted start time.



WESTLAKE ACADEMY

Mission / Vision Statement

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who become well-balanced, responsible global citizens.

BOARD OF TRUSTEES MEETING

AGENDA

March 1, 2010

**WESTLAKE TOWN HALL
3 VILLAGE CIRCLE – 2ND FLOOR
COUNCIL CHAMBERS/MUNICIPAL COURT ROOM**

**Workshop Session 4:30 p.m.
Regular Meeting 6:00 p.m.**

Workshop Session

- 1. CALL TO ORDER**
- 2. REVIEW OF CONSENT AGENDA ITEMS FROM MARCH 1, 2010, TRUSTEES REGULAR MEETING AGENDA.**

Is everything occurring appropriately?

(ensuring that operationally inappropriate things are not occurring)

3. **DISCUSSION AND CONSIDERATION OF THE NEW PRIMARY REPORT, WHICH WAS DESIGNED IN ACCORDANCE WITH THE PROPOSED PRIMARY ASSESSMENT AND REPORTING POLICY.**
4. **FOLLOW-UP DISCUSSION OF BLOCK SCHEDULE FROM THE FEBRUARY 1, 2010 WORKSHOP.**
5. **DISCUSSION AND REPORT ON HEAD OF PRIMARY SELECTION PROCESS PER BOARD POLICY.**
6. **PRESENTATION AND DISCUSSION OF A DRAFT BOARD OF TRUSTEES POLICY RELATIVE TO THE USE OF ACADEMY FACILITIES FOR NON-SCHOOL AFFILIATE GROUPS.**

How well are the Students doing?

(concepts and principles that underlie good governance)

7. **DISCUSSION AND REVIEW OF THE WESTLAKE ACADEMY PRIMARY STRINGS PROGRAM (G2-5).**

Board Assessment and Development

(concepts and principles that underlie good governance)

8. **DISCUSSION OF BOARD OF TRUSTEE GOVERNANCE AS ILLUSTRATED IN DR. BRIAN CARPENTER'S *AN INTRODUCTION TO EFFECTIVE CHARTER SCHOOL GOVERNANCE*, CHAPTERS 1-2.**
9. **ADJOURNMENT**

Regular Session

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**

3. **CITIZENS' PRESENTATIONS AND RECOGNITIONS:** This is an opportunity for citizens to address the Board on any matter whether or not it is posted on the agenda. The Board cannot by law take action nor have any discussion or deliberations on any presentation made to the Board at this time concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action.

**Presentation of a Proclamation recognizing the State Champion
Varsity Girls Basketball Team and the Cross Country Boys & Girls
Teams**

4. **CONSENT AGENDA:** All items listed below are considered routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consider approval of the Board of Trustees meeting held on January 4, 2010.
- b. Consider approval of the Board of Trustees meeting held on February 1, 2010.

5. **FUTURE AGENDA ITEMS:** Any Board member may request at a workshop and / or Board meeting, under "Future Agenda Item Requests", an agenda item for a future Board meeting. The Board member making the request will contact the CEO with the requested item and the CEO will list it on the agenda. At the meeting, the requesting Board member will explain the item, the need for Board discussion of the item, the item's relationship to the Board's strategic priorities, and the amount of estimated staff time necessary to prepare for Board discussion. If the requesting Board member receives a second, the CEO will place the item on the Board agenda calendar allowing for adequate time for staff preparation on the agenda item.

6. **BOARD CALENDAR**

- Spring Break
March 15-19, 2010
- Bandana Bonanza
May 1, 2010
- Texas Charter Schools Association Conference
May 12-14, 2010
- Westlake Academy Graduation
May 23, 2010
- Decoration Day
May 31, 2010

7. ADJOURNMENT

ANY ITEM ON THIS POSTED AGENDA COULD BE DISCUSSED IN EXECUTIVE SESSION AS LONG AS IT IS WITHIN ONE OF THE PERMITTED CATEGORIES UNDER SECTIONS 551.071 THROUGH 551.076 AND SECTION 551.087 OF THE TEXAS GOVERNMENT CODE.

CERTIFICATION

I certify that the above notice was posted at the Town Hall of the Town of Westlake, 3 Village Circle, on February 25, 2010, by 5:00 p.m. under the Open Meetings Act, Chapter 551 of the Texas Government Code.

Kelly Edwards, Town Secretary

If you plan to attend this public meeting and have a disability that requires special needs, please advise the Town Secretary 48 hours in advance at 817-490-5710 and reasonable accommodations will be made to assist you.

Westlake Academy

Item # 2 – Review of Consent Agenda Items

CONSENT AGENDA: All items listed below are considered routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consider approval of the Board of Trustees meeting held on January 4, 2010.
- b. Consider approval of the Board of Trustees meeting held on February 1, 2010.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Jamie Schmitz, Head of Primary

Subject: Workshop of March 1st, 2010

Date: February 19th, 2010

ITEM

Discussion and consideration of the new Primary Report, which was designed in accordance with the proposed Primary Assessment and Reporting Policy, led by Westlake Academy Head of Primary, Jamie Schmitz

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who become well-balanced, responsible citizens.

WESTLAKE ACADEMY VALUES

- X *Academic Achievement*
- X *PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- X *Communication/Transparency*
- X *Engaged Stakeholders*
- X *Maximizing Each Child's Potential*

BACKGROUND (policy implications)

The purpose of this report is to help all members of the school community understand and use educational assessment in a consistent and successful way. Our goal is to create a community that embraces assessment as a valuable and essential part of the learning cycle.

FUNDING

N/A

RECOMMENDATION

Recommend that the Board discuss and ask questions about the report and draft policy presented and determine if it wishes to add, modify, or delete any portion of it. Following that Board discussion and direction, recommend placing this Primary Assessment and Reporting Policy on a regular Board meeting for consideration for adoption.

ATTACHMENTS:

1. Westlake Academy Primary Assessment and Reporting Policy
2. Westlake Academy Primary Report mock-up



**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - :

Date Board Adopted:

Date Board Amended: N/A

Effective Date:

Policy Name: Primary (K-G6) Assessment and Grade Reporting Policy

Policy Category: Student Achievement

Policy Goal: Definition and Transparency in the Primary (K-G6) Student Assessment and Grading Policy

Policy Description:

The purpose of this assessment policy is to help all members of the school community understand and use educational assessment in a consistent and successful way. Our goal is to create a community that embraces assessment as a valuable and essential part of the learning cycle.

1) Our Purposes for Using Assessment

a) *For learners, assessment does the following:*

- i) Promotes efficient learning by focusing the student's attention on what is important
- ii) Promotes understanding and life-long learning
- iii) Promotes self-evaluation and self-monitoring by the use of well-defined expectations and criteria
- iv) Motivates learning by communicating progress concerning what a student knows and is able to do
- v) Helps understand how school learning relates to present world and future goals.

b) *For teachers, assessment does the following:*

- i) Provides formative and summative data about student learning
- ii) Provides diagnostic data to improve learning
- iii) Assists instructional planning by providing informed feedback
- iv) Helps to determine teaching effectiveness - what approaches and methods work



**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - (continued):

- v) Helps to determine whether the program is achieving desired goals (program accountability)
- vi) Is a tool for communicating to others
- c) For administrators, assessment does the following:
 - i) Assists in determining the effectiveness of programs
 - ii) Assists in determining school and grade-level learning goals
 - iii) Assists in allocation of resources, including professional development
 - iv) Monitors student achievement and supports student learning
- d) *For parents, assessment does the following:*
 - i) Provides formative and summative data about student learning and attainment.
 - ii) Provides information about the child’s learning experience in school.
 - iii) Provides information about future educational opportunities.
 - iv) Helps provide information of the strengths and weaknesses of both the instructional program and the individual learner.

In consideration of the need to establish relevant and comprehensive grade reporting and assessment policies for the student body of Westlake Academy, the following numerical grades will be utilized by the Staff to indicate academic performance with regard to critical concepts, content and skills on primary report cards.

Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

In addition to the abovementioned, the following descriptors and rubric will be utilized by the Staff to indicate academic performance with regard to higher order, conceptual understanding. These descriptors and rubric will be used to indicate the level of understanding for each of the six grade level units of inquiry that are implemented each academic year.



**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - (continued):

Primary Report Unit of Inquiry Descriptors for Understanding K-3

Accomplished:

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in a variety of contexts
- Applies formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in a variety of contexts
- Explains—accurately and thoroughly—possibly using multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complete solution that is well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are clear, coherent, and cohesive
- Reflects independently and thoughtfully by using supporting details and examples. Uses the reflective process to set goals and targets.
- Perceives and approaches problems in a number of different ways, often exhibiting clever, unique or unusual ideas.

Competent/Consolidating:

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes a solution, position, or perspective accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order
- Reflects thoughtfully by using some supporting details and examples. Uses the reflective process to set general goals.

Developing:

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies a simple solution or a perspective with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern

TOWN OF WESTLAKE



**WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - (continued):

- Reflects thoughtfully with some assistance.

Beginning/Novice:

- Copies information (data, ideas, or concepts)
- Labels formulas, procedures, principles, or themes
- Names a single solution, position, or perspective
- Attempts a conclusion or solution that is consistent with evidence presented
- Lists ideas or expresses solutions in a fragmentary/random manner
- Reflects with support and assistance

Primary Report Unit of Inquiry Descriptors for Understanding Grades 4-6

Accomplished:

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in a variety of contexts
- Applies formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in a variety of contexts
- Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive
- Reflects independently and thoughtfully by using supporting details and examples. Uses the reflective process to set goals and targets.
- Perceives and approaches problems in a number of different ways, often exhibiting clever, unique or unusual ideas.
-

Competent/Consolidating:

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes two or more solutions, positions, or perspectives accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order
- Reflects thoughtfully by using some supporting details and examples. Uses the reflective process to set general goal

TOWN OF WESTLAKE



**WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - (continued):

Developing:

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern
- Reflects thoughtfully with some assistance

Beginning/Novice:

- Copies information (data, ideas, or concepts)
- Labels formulas, procedures, principles, or themes
- Names a single solution, position, or perspective
- Attempts a conclusion or solution that is consistent with evidence presented
- Lists ideas or expresses solutions in a fragmentary/random manner
- Reflects with support and assistance

Staff will administer a variety of authentic assessments to measure student understanding and progress throughout the year

IBPYP Attitudes – Students, in collaboration with teachers, will assign a letter indicator to at least six (6) IBPYP Attitudes per quarter to communicate the following:

C = I practice consistently the following attitudes
W = I am working on the following attitudes

The IBPYP Attitudes are as follows:

- Appreciation: appreciating the wonder and beauty of the world and its people
- Commitment: being committed to their learning, preserving and showing self-discipline and responsibility



**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - (continued):

- Confidence: feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions
- Cooperation: cooperating, collaborating and leading or following as the situation demands
- Creativity: being creative and imaginative in their thinking and in their approach to problems and dilemmas
- Curiosity: being curious about the nature of learning and the world, its people and cultures
- Empathy: imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions
- Enthusiasm: enjoying learning
- Independence: thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments
- Integrity: having integrity and a firm sense of fairness and honesty
- Respect: respecting themselves, others and the world around them
- Tolerance: feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others



**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. - (continued):

Specialist Grades – Specialist Teachers (Art, Strings, P.E., Music, and Spanish) will grade according to the following categories:

- Concepts and Knowledge
- Skills
- Attitude
- Works with Commitment and Enthusiasm
- Cooperates in Groups
- Works Independently

Each of the aforementioned categories will be graded utilizing the following indicators:

Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

Report Cards - Westlake Academy will send home four (4) primary report cards each year. The report cards will be sent home at the end of each nine (9) week grading period.

Parent Teacher Meetings – Staff will conduct two (2) parent/teacher conferences per year – one (1) each semester, and one (1) student-led conference - in semester two (2). This will allow parents to meet with teachers to briefly discuss their child's progress, and, in the case of student-led conferences, witness the demonstration of understanding firsthand. Additional concerns will be addressed at individually scheduled conferences available at any time during the school year.



Primary Report Card 2009-2010



Name:

Home Room:

Report Period:

Primary Years Program Units of Inquiry for Grade:

**Please refer to 'Levels of Understanding' descriptors on the following page*

Transdisciplinary Theme/Name/Central Idea	Level of Understanding/Narrative
Trans. Theme- Name- Central Idea- Dates-	Level of Understanding- Comments (teamwork, questioning skills etc.)-
Trans. Theme- Name- Central Idea- Dates-	Level of Understanding- Comments (teamwork, questioning skills etc.)-
Trans. Theme- Name- Central Idea- Dates-	Level of Understanding- Comments (teamwork, questioning skills etc.)-
Trans. Theme- Name- Central Idea- Dates-	Level of Understanding- Comments (teamwork, questioning skills etc.)-
Trans. Theme- Name- Central Idea- Dates-	Level of Understanding- Comments (teamwork, questioning skills etc.)-
Trans. Theme- Name- Central Idea- Dates-	Level of Understanding- Comments (teamwork, questioning skills etc.)-

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Critical Concepts, Content and Skills

Key	
*The following section reports directly on achievement relating to <i>discipline specific critical concepts, content and skills</i>	
Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

Language Arts

Reading Grade:

Strengths	Areas in Need of Strengthening

Writing Grade:

Strengths	Areas in Need of Strengthening

Listening and Speaking Grade:

Strengths	Areas in Need of Strengthening

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Critical Concepts, Content and Skills

Key	
*The following section reports directly on achievement relating to <i>discipline specific critical concepts, content and skills</i>	
Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

Language Arts

Viewing and Presenting Grade:

Strengths	Areas in Need of Strengthening

Language Arts Comments:

--

Mathematics

Number Grade:

Strengths	Areas in Need of Strengthening

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Critical Concepts, Content and Skills

Key	
*The following section reports directly on achievement relating to <i>discipline specific critical concepts, content and skills</i>	
Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

Mathematics

Measurement Grade:

Strengths	Areas in Need of Strengthening

Shape and Space Grade:

Strengths	Areas in Need of Strengthening

Data Handling Grade:

Strengths	Areas in Need of Strengthening

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Critical Concepts, Content and Skills

Key	
*The following section reports directly on achievement relating to <i>discipline specific critical concepts, content and skills</i>	
Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

Mathematics

Pattern and Function Grade:

Strengths	Areas in Need of Strengthening

Mathematics Comments:

--

Science

Science Grade:

Strengths	Areas in Need of Strengthening

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Critical Concepts, Content and Skills

Key	
*The following section reports directly on achievement relating to <i>discipline specific critical concepts, content and skills</i>	
Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

Science

Science Comments:

--

Social Studies

Social Studies Grade:

Strengths	Areas in Need of Strengthening

Social Studies Comments:

--

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Student Attitudes

Key	
<p>*The following section is focused on the PYP Student Attitudes and is a result of collaboration between the class teacher and the student.</p> <p><i>At least six (6) IBPYP Attitudes will be Graded Every Quarter</i></p>	
C	I practice consistently the following attitudes
W	I am working on the following attitudes

PYP Student Attitudes

PYP Attitude	Description	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Appreciation	Appreciating the wonder and beauty of the world and its people				
Commitment	Being committed to their learning, preserving and showing self-discipline and responsibility				
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions				
Cooperation	Cooperating, collaborating and leading or following as the situation demands				
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas				
Curiosity	Being curious about the nature of learning and the world, its people and cultures				
Empathy	Imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions				
Enthusiasm	Enjoying learning				
Independence	Thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments				
Integrity	Having integrity and a firm sense of fairness and honesty				
Respect	Respecting themselves, others and the world around them				
Tolerance	Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others				

Teacher:

Student:

Grade:

Year/Semester:

Primary Years Program Specialist Grades

Key	
Grade 4	Meets with Excellence
Grade 3	Meets with Proficiency
Grade 2	Developing Proficiency Independently
Grade 1	Requires Support to Meet Proficiency

<u>Academics</u>	
Discipline	Grade
Concepts and Knowledge	
Physical Education	
Spanish	
Art	
Music	
Strings	
Skills	
Physical Education	
Spanish	
Art	
Music	
Strings	

<u>Attitude</u>	
Discipline	Grade
Works with Commitment and Enthusiasm	
Physical Education	
Spanish	
Art	
Music	
Strings	
Cooperates in Groups	
Physical Education	
Spanish	
Art	
Music	
Strings	
Works Independently	
Physical Education	
Spanish	
Art	
Music	
Strings	

Teacher:

Student:

Grade:

Year/Semester:

PYP Levels of Understanding Grades K-3

****Please Note: These levels relate to the Units of Inquiry only***

Accomplished:

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in a variety of contexts
- Applies formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in a variety of contexts
- Explains—accurately and thoroughly—possibly using multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complete solution that is well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are clear, coherent, and cohesive
- Reflects independently and thoughtfully by using supporting details and examples. Uses the reflective process to set goals and targets.
- Perceives and approaches problems in a number of different ways, often exhibiting clever, unique or unusual ideas.

Competent/Consolidating:

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes a solution, position, or perspective accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order
- Reflects thoughtfully by using some supporting details and examples. Uses the reflective process to set general goals.

Developing:

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies a simple solution or a perspective with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern
- Reflects thoughtfully with some assistance.

Beginning/Novice:

- Copies information (data, ideas, or concepts)
- Labels formulas, procedures, principles, or themes
- Names a single solution, position, or perspective
- Attempts a conclusion or solution that is consistent with evidence presented
- Lists ideas or expresses solutions in a fragmentary/random manner
- Reflects with support and assistance

PYP Levels of Understanding Grades 4-6

****Please Note: These levels relate to the Units of Inquiry only***

Accomplished:

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in a variety of contexts
- Applies formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in a variety of contexts
- Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive
- Reflects independently and thoughtfully by using supporting details and examples. Uses the reflective process to set goals and targets.
- Perceives and approaches problems in a number of different ways, often exhibiting clever, unique or unusual ideas.

Competent/Consolidating:

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes two or more solutions, positions, or perspectives accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order
- Reflects thoughtfully by using some supporting details and examples. Uses the reflective process to set general goals

Developing:

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern
- Reflects thoughtfully with some assistance

Beginning/Novice:

- Copies information (data, ideas, or concepts)
- Labels formulas, procedures, principles, or themes
- Names a single solution, position, or perspective
- Attempts a conclusion or solution that is consistent with evidence presented
- Lists ideas or expresses solutions in a fragmentary/random manner
- Reflects with support and assistance

Town of Westlake

Memo

To: Honorable President and Members of the Board of Trustees
From: Ben Nibarger, Administrative Coordinator
Subject: Workshop Meeting of March 1, 2010
Date: February 24, 2010

ITEM

Follow-up discussion of Block Schedule From the February 1, 2010 workshop.

WESTLAKE ACADEMY MISSION/VISION STATEMENT

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who well balanced, responsible citizens.

WESTLAKE ACADEMY VALUES

- Academic Achievement
- PYP, MYP, DP (IB Continuum)
- Caring Environment
- Fiscal Stewardship
- Communication/Transparency
- Engaged Stakeholders
- Maximizing Each Child's Potential

BACKGROUND: In the February 1, 2010 workshop, Staff presented several scheduling options that would allow for more efficient use of facilities and teacher contact hours. The Board directed the staff to continue researching the impacts of implementing the scheduling options and come back with additional information regarding the new course offerings.

Staff has completed a mock schedule and identified a list of proposed courses to add into the upcoming year's curriculum, pending the adoption of the new schedule.

FUNDING: To be presented at the meeting.

RECOMMENDATION: Following Staff presentation of major issues and decision points for 2010-11 academic school year, the Staff welcomes Board feedback and direction.

ATTACHMENTS: To be presented at the meeting.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees
From: Tom Brymer, CEO
Subject: Workshop Meeting of March 1, 2010
Date: February 24, 2010

ITEM

Discussion and Report on Head of Primary Selection Process per Board Policy.

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who become well-balanced, responsible citizens.

WESTLAKE ACADEMY VALUES

- Academic Achievement*
- PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- Communication/Transparency*
- Engaged Stakeholders*
- Maximizing Each Child's Potential*

BACKGROUND (including policy implications and options):

Board Policy No. 09-21 (Faculty Attraction and Retention- Responsibility for Personnel Decisions and Setting Parameters for CEO Regarding Establishment of Managerial Reporting and Organizational Structure) states: *Section d.) "The Board shall have input into the process utilized by the selection of section head positions."* The purpose of this agenda will be to carry out this policy with the Board, by informing them on work done to date with regard to the process being used to fill the Head of Primary vacancy created by the upcoming resignation of Jamie Schmitz.

FUNDING: N/A at this time.

RECOMMENDATION: Hear and discuss the staff report on the progress of this process to date and provide staff any input the Board wishes give.

ATTACHMENTS:

None.

Town of Westlake

Memo

To: Honorable President and Members of the Board of Trustees

From: Tom Brymer, Town Manager/CEO of Westlake Academy
Amanda DeGan, Municipal Court Director/Special Projects Coordinator

Subject: Workshop Meeting of March 1, 2010

Date: February 24, 2010

ITEM

Presentation and discussion of a Draft Board of Trustees Policy relative to the use of Academy facilities for non-school affiliate groups.

WESTLAKE ACADEMY MISSION/VISION STATEMENT

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who well balanced, responsible citizens.

WESTLAKE ACADEMY VALUES

- Academic Achievement
- PYP, MYP, DP (IB Continuum)
- Caring Environment
- Fiscal Stewardship
- Communication/Transparency
- Engaged Stakeholders
- Maximizing Each Child's Potential

BACKGROUND

As the Academy has evolved and the interests and opportunities for student involvement have expanded, the need has arisen to develop a structured Board policy for the use of Academy facilities by non-school related groups. These groups would enrich the school experience of the students and offer them the opportunity to participate in additional philanthropic based events and organized club meetings, which while beneficial, are not directly involved in the daily educational curriculum of the students.

The opportunity to meet will be determined on a first-come first-served basis according to the availability of classroom/meeting space. Staff will develop a process to allow the groups to submit written requests and receive approved room assignments and meeting times. The approved groups will be required to hold meetings which are strictly voluntary in participation, occur during non-instructional time, and do not require any direct staff intervention. Also, availability of use of these facilities will be determined after giving first priority for usage to official Academy groups and activities and official WA affiliate groups (i.e. the HOC, WAF, and the WAAC).

This policy will be a component of the facility use policy for Westlake Academy.

FUNDING

Not applicable at this time.

RECOMMENDATION

For the Board to review and discuss the Draft policy regarding the use of Academy facilities for non-school affiliate groups and provide Staff with feedback concerning the content of the policy and consideration for approval at a future meeting.

ATTACHMENTS:

- DRAFT – Policy concerning use of Academy facilities for non-school affiliated groups



**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. 10- :

Date Board Adopted:

Date Board Amended: N/A

Effective Date:

Policy Name: Use of Academy Facilities by Non-school Related Groups

Policy Category: Governance

Policy Goal: Establishment of a policy as it relates to the use of Westlake Academy campus facilities by auxiliary groups not directly involved in the educational curriculum of the students.

Policy Description:

As the interests and opportunities for student involvement have expanded, the Board has identified the need to develop a structured policy for the use of Academy facilities by non-school related groups. These groups should enrich the school experience of the students and offer them the opportunity to participate in additional philanthropic based events and organized club meetings which are not directly involved in the daily educational curriculum of the students.

Staff is directed to create an application process to accommodate said groups and consider the requests according to the order of submittal and available meeting space and times. The meetings shall be strictly voluntary in their participation requirements, occur during non-instructional time during the students' day and shall not require official staff intervention or facilitation. All requests by these groups shall be evaluated after first giving priority for campus facility use to official Academy groups and activities as well as officially recognized Westlake Academy affiliate organizations (i.e. the Westlake Academy Foundation, the House of Commons, and the Westlake Academy Athletic Council).

This policy shall function in tandem with the Facility Use policy and shall abide by all procedural requirements as set forth in the related Board directives. Any fees



required through the Facility Use policy shall be assessed or waived at the discretion of the Academy's CEO and/or his or her designee.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Jamie Schmitz, Head of Primary

Subject: Workshop of March 1st, 2010

Date: February 19th, 2010

ITEM

Discussion and review of the Westlake Academy Primary Strings Program (G2-5), led by Head of Primary, Jamie Schmitz, and Primary Strings Teacher, Lisa Redding.

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who become well-balanced, responsible citizens.

WESTLAKE ACADEMY VALUES

- X *Academic Achievement*
- X *PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- Communication/Transparency*
- Engaged Stakeholders*
- X *Maximizing Each Child's Potential*

BACKGROUND (policy implications)

The primary goal of the Strings Program at Westlake Academy is to develop musical literacy in our students, using a string instrument as the foundation of learning. Acquiring proficiency on a string instrument helps us to understand and enjoy the music we hear in everyday life, as well as providing a vehicle for creative self-expression.

The elementary strings program emphasizes the building of technique within a meaningful context (left/right brain combination learning). The sequence of repertoire is carefully selected to introduce and develop specific skills.

FUNDING

N/A

RECOMMENDATION

N/A

ATTACHMENTS:

None.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees
From: Tom Brymer, CEO
Subject: Workshop Meeting of March 1, 2010
Date: February 24, 2010

ITEM

Discussion of Board of Trustee Governance as illustrated in Dr. Brian Carpenter's *An Introduction to Effective Charter School Governance*, Chapters 1-2.

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School, whose mission is to achieve academic excellence and to develop life-long learners who become well-balanced, responsible citizens.

WESTLAKE ACADEMY VALUES

- Academic Achievement
- PYP, MYP, DP (IB Continuum)
- Caring Environment
- Fiscal Stewardship
- Communication/Transparency
- Engaged Stakeholders
- Maximizing Each Child's Potential

BACKGROUND (including policy implications and options):

On December 7th 2010, the Board agreed to place on its future workshop agendas, as agenda workload permits, the discussion of chapters from Dr. Brian Carpenter's book, *An Introduction to Effective Charter School Governance*. The Board consensus was that each Board member would take a turn leading the discussion on the topics in Dr. Carpenter's book. Board President Wheat agreed to lead the first discussion session under this format, which will be on Chapters 1 (*How We Got Here*), and 2 (*Accountability Times Two: Part 1- Market Accountability*).

FUNDING

N/A

RECOMMENDATION: The purpose of this agenda item is pursuit of continuous improvement of the Board's governance role, in this case utilizing in-house learning methods and resources. It is recommended that all Board members read Chapters 1 and 2 from Dr. Carpenter's book. Further, come prepared to discuss them in the context of how this information and material relates to the Board's governance role for Westlake Academy.

ATTACHMENTS: None.

Westlake Academy

Item # 9 –
Workshop
Adjournment

Back up material has not
been provided for this item.

Westlake Academy

Item # 2 – Pledge of Allegiance

Texas Pledge:

*"Honor the Texas
flag; I pledge
allegiance to thee,
Texas, one state under
God, one and
indivisible."*

Westlake Academy

Item # 3 – Citizens' Presentations and recognitions

This is an opportunity for citizens to address the Board on any matter whether or not it is posted on the agenda. The Board cannot by law take action nor have any discussion or deliberations on any presentation made to the Board at this time concerning an item not listed on the agenda. The Board will receive the information, ask staff to review the matter, or an item may be noticed on a future agenda for deliberation or action.

Presentation of a Proclamation recognizing the State Champion Varsity Girls Basketball Team and the Cross Country Boys & Girls Teams

Westlake Academy

Item # 4 - Consent Agenda Items

CONSENT AGENDA: All items listed below are considered routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consider approval of the Board of Trustees meeting held on January 4, 2010.
- b. Consider approval of the Board of Trustees meeting held on February 1, 2010.



**WESTLAKE ACADEMY
BOARD OF TRUSTEES WORKSHOP & REGULAR MEETINGS**

January 4, 2010

PRESENT: President Laura Wheat and Trustees Tim Brittan, Carol Langdon, Rick Rennhack and Rebecca Rollins. Trustee Larry Corson arrived at 4:47 p.m.

ABSENT:

OTHERS PRESENT: Chief Executive Officer Thomas Brymer, School Board Attorney, Janet Bubert, Secretary Kelly Edwards, Finance Director Debbie Piper, Head of Secondary Mark Garcia, Head of Primary Jamie Schmitz, Administrative Services Coordinator Ben Nibarger, Municipal Court Administrator Amanda DeGan and Director of Parks and Recreation and Facilities Troy Meyer, Director of Human Resources and Administrative Services Todd Wood.

Workshop Session

1. TO ORDER

President Wheat called the workshop meeting to order at 4:39 p.m.

2. REVIEW OF CONSENT AGENDA ITEMS FROM JANUARY 4, 2010, TRUSTEES REGULAR MEETING AGENDA.

President Wheat asked if there were any comments or questions. – None

3. DISCUSSION AND CONSIDERATION OF A DRAFT FIVE (5) YEAR STRATEGIC PLAN FOR WESTLAKE ACADEMY AS WELL AS A 2010 ACADEMY PARENTS' SURVEY.

Chief Executive Officer Brymer introduced the draft plan and provided an overview of the process that involved both faculty and staff. He also provided a presentation of the definitions and explanation for desired outcomes.

Discussion ensued regarding the desired outcomes as presented. The Board members asked specific questions regarding each desired outcome.

The Board gave direction to the staff to provide more specific benchmarks for the number of students sitting for the exams, how they compare to other IB schools, other districts and breakdown the percentages further.

The Board asked staff to include Volunteers in their mandatory training before they are able to volunteer for any school activities.

President Wheat concluded due to time that discussion of this item would be continued at the next workshop.

4. ADJOURNMENT

There being no further business before the Board, President Wheat adjourned the workshop at 6:51 p.m.

Regular Session

1. CALL TO ORDER

President Wheat called the Regular meeting to order at 7:09 p.m. with all Trustees present.

2. PLEDGE OF ALLEGIANCE

President Wheat led the pledge of allegiance to the United States and Texas flags.

3. CITIZENS' PRESENTATIONS AND RECOGNITIONS:

- None

4. CONSENT AGENDA: All items listed below are considered routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consideration of the minutes from the December 7, 2009, meeting.
- b. Consideration of **Resolution 10-01**, Adopting a Policy Regarding International Faculty Recruitment and Retention.

MOTION: Trustee Rennhack made a motion to approve the consent agenda. Trustee Rollins seconded the motion. The motion carried by a vote of 5-0.

5. BOARD CALENDAR

- Spirit Week
February 8-12, 2010
- DFW Connector Groundbreaking Ceremony
February 17, 2010 at 11 a.m.
(DFW Connector field office, 440 W. State Highway 114,
Grapevine; Former Grapevine Suzuki dealership)
- Northwest Metroport and Westlake Academy
Social networking event and warm spiced cider!
Thursday – Jan 21st – 4:30 p.m.
- Admissions Lottery
February 24, 2010
- Westlake Academy Gallery Night event
February 26, 2010
- Board Meeting
March 1, 2010
- Spring Break
March 15-19, 2010
- Bandana Bonanza
May 8, 2010
- Texas Charter Schools Association Conference
May 12-14, 2010
- Westlake Academy Graduation
May 23, 2010

6. FUTURE AGENDA ITEMS:

Trustee Langdon provided an overview of each request.

Trustee Langdon Discussion of On-line grading.

MOTION: President Wheat agreed to place the item on a future agenda.

Trustee Langdon Discussion of incorporating the Communication / IT Plans into the Strategic Plan.

MOTION: President Wheat agreed to place the item on a future agenda.

7. EXECUTIVE SESSION

The Council will conduct a closed session under Texas Government Code Chapter 551 for the following:

a. Section 551.071(2) – Consultation with School Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter regarding the following: Westlake Academy Admissions Policy.

8. RECONVENE MEETING

9. TAKE ANY NECESSARY ACTION FROM EXECUTIVE SESSION, IF NECESSARY

- No Action Taken

10. ADJOURNMENT

There being no further business before the Board, President Wheat asked for a motion to adjourn.

MOTION: Trustee Langdon made a motion to adjourn the meeting. Trustee Corson seconded the motion. The motion carried by a vote of 5-0.

President Wheat adjourned the meeting at 8:04 p.m.

APPROVED BY THE BOARD OF TRUSTEES ON FEBRUARY 1, 2010.

Laura Wheat, Board President

ATTEST:

Kelly Edwards, Board Secretary



**WESTLAKE ACADEMY
BOARD OF TRUSTEES WORKSHOP & REGULAR MEETINGS**

February 1, 2010

PRESENT: President Laura Wheat and Trustees, Larry Corson, Carol Langdon.
Rebecca Rollins arrived at 3:17 p.m. and Rick Rennhack arrived at 3:19 p.m.

ABSENT: Tim Brittan

OTHERS PRESENT: Chief Executive Officer Thomas Brymer, Secretary Kelly Edwards, Finance Director Debbie Piper, Head of Secondary Mark Garcia, Head of Primary Jamie Schmitz, DP Coordinator, Stacy Stoyanoff, Administrative Services Coordinator Ben Nibarger, Municipal Court Administrator Amanda DeGan and Director of Parks and Recreation and Facilities Troy Meyer, Director of Human Resources and Administrative Services Todd Wood.

Workshop Session

1. CALL TO ORDER

President Wheat called the workshop meeting to order at 3:10 p.m.

2. DISCUSSION AND PRESENTATION BY WA FOUNDATION GALLERY NIGHT COMMITTEE REPRESENTATIVES REGARDING FUND RAISING PLANS FOR AN ACADEMY BUS PURCHASE.

April Gallagher and Shelly Myer provided an overview of the Gallery Night Fund-An-Item for the purchase of a bus for the Academy. Discussion ensued on the how committee will promote the item at Gallery Night, the types of buses, required licensing and insurance cost.

3. DISCUSSION AND CONSIDERATION OF A DRAFT FIVE (5) YEAR STRATEGIC PLAN FOR WESTLAKE ACADEMY.

Chief Executive Officer Brymer continued an overview of the process of creating the plan that involved both faculty and staff. He also provided a presentation of the definitions and explanation for desired outcomes.

Discussion ensued regarding the desired outcomes as presented. The Board members asked specific questions regarding each desired outcome and provided feedback for staff to incorporate into the plan.

President Wheat recessed the meeting at 5:49 p.m.

President Wheat reconvened the meeting at 6:10 p.m.

4. DISCUSSION OF THE WA PARENTS SURVEY FOR THE 2009-10 SCHOOL YEAR.

Chief Executive Officer Brymer asked the Board to continue to use the survey to gauge satisfaction levels.

The Board will prepare additional questions and suggestions and submit them to Chief Executive Office Brymer.

5. DISCUSSION AND PRESENTATION OF FY 2010-11 WESTLAKE ACADEMY BUDGET OVERVIEW.

This item was discussed prior to item 4 on the agenda.

Chief Executive Officer Brymer and Academy Staff provided a presentation of the five (5) year forecast, revenue and expenditure breakdowns, proposed equipment and personnel request, changing the class scheduling process to a block scheduling process potential new course offerings and financial impacts or the proposed class scheduling.

The Board asked staff to continue to explore these options.

6. DISCUSSION AND CONSIDERATION OF THE NEW PRIMARY ASSESSMENT AND REPORTING POLICY.

Head of Primary Schmitz provided a quick overview of the policy how the policy assess critical knowledge, depth of understanding, and mastering the skill level.

Chief Executive Officer Brymer asked Jamie convert this into a grading report to present at the next meeting.

7. BOARD CALENDAR

- Spirit Week
February 8-12, 2010
- VIP Sponsors Reception for Gallery Night
February 18, 2010 / 7:00 – 9:00 p.m.
- Admissions Lottery
February 25, 2010
- Westlake Academy Gallery Night event
February 26, 2010 at 6:00 pm
- Board Meeting
March 1, 2010
- Spring Break
March 15-19, 2010
- Bandana Bonanza
May 8, 2010
- Texas Charter Schools Association Conference
May 12-14, 2010
- Westlake Academy Graduation
May 23, 2010

8. ADJOURNMENT

There being no further business before the Board, President Wheat adjourned the workshop at 10:37 p.m.

APPROVED BY THE BOARD OF TRUSTEES ON MARCH 1, 2010.

Laura Wheat, Board President

ATTEST:

Kelly Edwards, Board Secretary

Westlake Academy

Item # 5 – Future Agenda Items

FUTURE AGENDA ITEMS: Any Board member may request at a workshop and / or Board meeting, under “Future Agenda Item Requests”, an agenda item for a future Board meeting. The Board member making the request will contact the CEO with the requested item and the CEO will list it on the agenda. At the meeting, the requesting Board member will explain the item, the need for Board discussion of the item, the item’s relationship to the Board’s strategic priorities, and the amount of estimated staff time necessary to prepare for Board discussion. If the requesting Board member receives a second, the CEO will place the item on the Board agenda calendar allowing for adequate time for staff preparation on the agenda item.

- **None**

Westlake Academy

Item #6 Board Calendar

BOARD CALENDAR

- Spring Break
March 15-19, 2010
- Bandana Bonanza
May 1, 2010
- o Texas Charter Schools Association Conference
May 12-14, 2010
- Westlake Academy Graduation
May 23, 2010
- o Decoration Day
May 31, 2010

Westlake Academy

Item # 7 – Adjournment

Back up material has not
been provided for this item.
