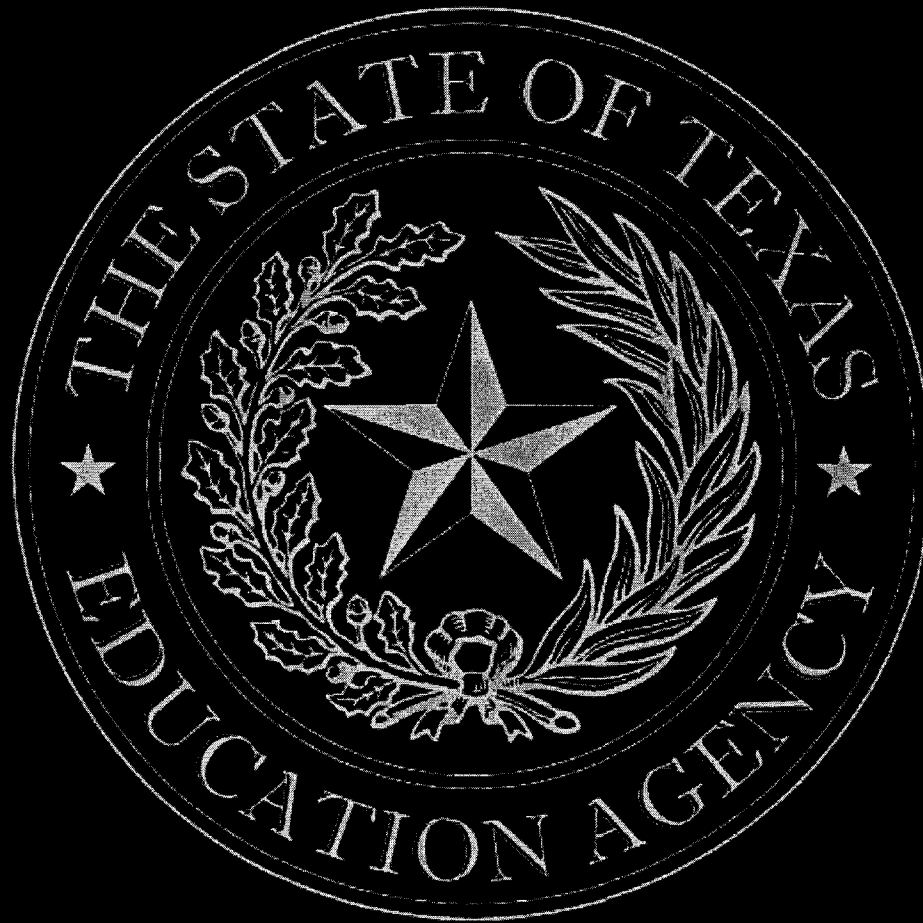


GENERATION 23

OPEN-ENROLLMENT CHARTER APPLICATION



NARRATIVE SECTION

RFA: 701-17-104

SAS: 558-18

NAME OF PROPOSED GENERATION TWENTY-THREE CHARTER SCHOOL

NAME OF SPONSORING ENTITY

The sponsoring entity is a: ☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University**I. CONTACT INFORMATION**

Contact Name:

Merinda K. Condra

Applicant Mailing Address (for correspondence regarding this application.):

PO Box 2468, Lubbock, TX 79408

Contact E-mail Address:

Contact Phone #:

806-741-1859

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested: 1

Number of Districts within GeoBoundary: 8

Address of Proposed Administrative Offices
(if different from above):

1306 16th Street, Lubbock, TX 79401

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Lubbock, Lubbock, Texas

III. GOVERNANCE/LEADERSHIP

Number of Board Members:

15

Chairperson of the Governing School Board

Merinda K. Condra, J.D.

Chief Executive Officer of the Sponsoring Entity:

Merinda K. Condra, J.D.

Superintendent of Proposed Charter School:

Superintendent/Principal to be determined

Board Member Who Attended an Applicant Conference:

Merinda K. Condra

IV. ENROLLMENT PROJECTIONS

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which assessments are administered must be offered.

Year 1: Estimated Enrollment: 270

☐ EE-3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 2: Estimated Enrollment: 360

☐ EE-3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 3: Estimated Enrollment: 450

☐ EE-3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 4: Estimated Enrollment: 540

☐ EE-3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 5: Estimated Enrollment: 540

☐ EE-3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

At Capacity: Maximum Enrollment: 540

☐ EE-3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC 12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Date

12-3-17

Printed Name

Merinda K. Condra

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Date

12/3/17

Printed Name

Gary Lee Frye

MEMBER PROFILES

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
Merinda K. Condra	Attorney/CEO Generation Covenant	Attorney/CEO/Compliance Officer
Gary Frye, Ed.D, GPC	District Grant Writer, Manor ISD	Grants/Special Populations
Frank Goode, Ed.D.	Assistant Professor, Special Ed, WTAMU	Board Member
Carolyn Simpson	Success by 6/Comm Impact United Way	Board Member
Julie Smit, Ph.D	Assistant Professor, Curriculum & Inst. TTU	Board Member
Becki Laurent	Owner of The Music Studio	Board Member
Brian Yearwood	Assist. Superintendent, Manor ISD	Superintendent Advisor
Sherrill Skibell	Dev. Dir. Texas Tech Public Media	Board Member
Yvonne Caldera, Ph.D	Prof. Human Develop. & Family Stud., TTU	Board Member and others

II. BOARD OF DIRECTORS

Include names of all board members.

Merinda K. Condra, J.D., Bret Lamkin,
Gary Frye, Ed.D, GPC; Julie Smit, Ph.D
Frank Goode, Ed.D., Michelle Hougland
Sheila Beam, Sherril Skibell; Brian Yearwood, Ed.D
Carolyn Simpson, Judy Rosted, M.Ed
Kacey Stevens, JD; Humberto Flores
Yvonne Caldera, Ph.D; Rebecca Laurent

III. APPLICATION PREPARATION/SUPPORT SERVICES

List any individual(s)/organizations(s)/firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

N/A

Were the above-mentioned paid?

Yes ☐ No ☒

IV. OUT OF STATE OPERATIONS

Does this applicant have charter school applications under consideration by any other authorizer(s)?

☐ Yes ☒ No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant have new schools/campuses scheduled to open in the 2018-19 or 2019-20 school years?

☐ Yes ☒ No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant have new schools/campuses approved, but scheduled to open in years beyond 2019-20 school year?

☐ Yes ☒ No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

GEOGRAPHIC BOUNDARIES

Elementary School for Education Innovation
Proposed Generation Twenty-Three Charter Name

Wire Hollow Education Innovation
Name of Sponsoring Entity

State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled. *19 Texas Administrative Code (TAC), §100.1207(f)*

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attendance Boundary

Lubbock ISD Lubbock Cooper ISD Frenship ISD Roosevelt ISD Idalou ISD New Deal ISD Slaton ISD Shallowater

Primary Attendance Boundary [if applicable]

Lubbock ISD

GLOSSARY OF TERMS AND RESOURCES

ASSESSMENT & ACCOUNTABILITY

[Academic Accountability Rating](#)
[Alternative Accountability Rating](#)
[Charter FIRST Rating](#)
[Charter School Performance Framework \[CSPF\]](#)
[English Language Proficiency Standards \[ELPS\]](#)
[State of Texas Assessments of Academic Readiness \[STAAR\]](#)

FEDERAL LAW

[Every Student Succeeds Act \[ESSA\]](#)
[Family Educational Rights and Privacy Act \[FERPA\]](#)
[Individuals with Disabilities Education Act \[IDEA\]](#)

FUNDING

[Average Daily Attendance \[ADA\]](#)
[Facilities Funding and Standards/Bonds Guarantees](#)
[Charter Start-Up Program \[CSP\]](#)
[Electronic Grants \[eGrants\]](#)
[Foundation School Program \[FSP\]](#)
[High Quality Prekindergarten Program Grant](#)
[Instructional Minutes for Purposes of Funding](#)
[Introduction to Charter School Funding](#)

GOVERNANCE

[Conflict\(s\) of Interest \[Nepotism\]](#)
[School Board Member Training](#)

INSTRUCTION and GRADUATION

[Bilingual Education](#)
[Career and Technical Education](#)
[Curriculum Standards](#)
[Graduation Requirements](#)
[Homeless Education](#)
[Promotion and Retention](#)
[Texas Essential Knowledge and Skills \[TEKS\]](#)

LEGISLATION

[TEC. Chapter 12, Subchapter D \[Open-Enrollment Charters\]](#)
[TEC. Chapter 12, Subchapter E \[College/University Charters\]](#)
[TEC. Chapter 25 \[Admission, Transfer, and Attendance\]](#)
[TEC. Chapter 29 \[Educational Programs\]](#)
[TEC. Chapter 31 \[Instructional Materials\]](#)
[TEC. Chapter 33 \[Service Programs/ Extracurricular Activities\]](#)

LEGISLATION cont.

[TEC. Chapter 37 \[Discipline Law and Order\]](#)
[TEC. Chapter 38 \[Health and Safety\]](#)
[TEC. Chapter 39 \[Public School System Accountability\]](#)
[TEC. Chapter 44 \[Fiscal Management\]](#)
[TEC. Chapter 45 \[School District Funds\]](#)

OPERATIONS

[Admission and Enrollment](#)
[Amendments and Expansions](#)
[Annual Review and Dismissal \[ARD\]](#)
[Ask Texas Education Directory \[AskTED\]](#)
[Depository Contracts](#)
[Disciplinary Policies](#)
[Educator Certification](#)
[Educational Materials Web Application \[EMAT\]](#)
[Fingerprinting](#)
[Manifestation and Determination Review](#)
[Meals](#)
[Renewal of Charter/Denial of Renewal/Expiration](#)
[School Nurse](#)
[Student Teacher Ratio/Class Size](#)
[Teacher Appraisal](#)
[Texas Education Agency Security Environment \[TEASE\]](#)
[Texas Education Agency Login \[TEAL\]](#)
[Transportation](#)
[Tuition and Fees](#)

RECORDS and REPORTING REQUIREMENTS

[Academic Achievement Records \[AAR\]](#)
[Alternative Compensatory Education Reporting System](#)
[Annual Charter School Board Governance Reporting](#)
[Federal Fiscal Compliance and Reporting](#)
[Public Education Information Management System \[PEIMS\]](#)
[Texas Academic Performance Report \[TAPR\]](#)
[Texas Records Exchange \[TREx\]](#)

SPECIAL POPULATIONS

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[Gifted and Talented](#)
[Limited English Proficient \[LEP\]](#)
[Special Education](#)

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Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

I. Applicant is a:

☒ In-State Organization

☐ Out-of-State Organization



THIS PAGE IS ONLY TO BE COMPLETED BY ... board member(s) of the Sponsoring Entity. If this proposal is invited to participate in a capacity interview; authors of this section should be available to discuss the information provided.

II. Authoring Board Member(s): Goode, Simpson, Condra, Caldera, Rostad, Yearwood, Frye, Skibell, and others



The purposes of Charter Schools (in the state of Texas) are to (1) *improve student learning*; (2) *increase the choice of learning opportunities within the public school system*; (3) *create professional opportunities that will attract new teachers to the public school system*; (4) *establish a new form of accountability for public schools*; and to (5) *encourage different and innovative learning methods*.
TEC§12.001

NARRATIVE (1) - State the mission and vision of the proposed charter school.

NARRATIVE (2) - Describe the process by which the mission and vision was established. *Identify all stakeholders, specific board members, and other individuals that contributed to the creation of the mission and vision.*

NARRATIVE (3) - Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. *Include any innovative attributes to the proposed mission and vision.*



This application measures **Innovation** across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Masterfully articulate the mission and vision.
- Demonstrates five attributes of innovation.
- Outline a clear decision making process for the creation of the mission and vision – identifying a significant contribution and buy-in from board members.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

NARRATIVE (1) – State the mission and vision of the proposed charter school.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Mission:

The mission of the Elementary School for Education Innovation (ESEI) is to make certain each student achieves his or her potential in life by removing roadblocks to academic achievement, increasing self-esteem and encouraging the development of character and social-emotional skills. In particular, ESEI's goal is to address language-based learning differences, specifically dyslexia and ADHD (Attention-Deficit/Hyperactivity Disorder), with the intensity needed to permit each child to move forward with the tools necessary for academic success and the confidence that he or she has worth. ESEI's ultimate purpose is to provide students with academic and life skills that allow them to excel in a traditional public-education setting.

Vision:

It is our Vision to:

- Provide intensive and highly specialized individualized instruction to all students based on their strengths and creative abilities;
- Meet the needs of every child through appropriate instruction, modification; accommodations, and other services;
- Provide multisensory instruction for all children;
- Be vigilant in conducting the assessments necessary to provide the appropriate services to each child;
- Maintain a supportive environment that celebrates each child's strengths while addressing each child's challenges;
- Close reading gaps resulting from learning differences, economic disadvantage and/or other issues;
- Forge partnerships and other relationships in the community to provide opportunities for our students and educate the community to dispel myths about learning differences. Encourage community involvement in our school;
- Maximize student performance, teacher productivity, and parent satisfaction through effective use of assessments, technology, and distribution of relevant data;
- Empower each child to advocate for his or her own educational needs;
- Prepare students to transition to traditional public schools with success and confidence;
- Provide an atmosphere wherein all children, parents, and teachers show each other love and respect;
- ESEI's ultimate purpose is to provide students with academic and life skills that allow them to excel in a traditional public-education setting by providing a clear pathway for their individual academic success.

Picture this - a way to envision our charter with the researched base for the services:

To state ESEI's Mission and Vision in other words picture this - there is a school that has a graduation requirement that student clap their hands together to show support for fellow students. Something that isn't hard, something everyone can do, something that is almost second nature to every student, something that supports social emotional positive culture.... Then Johnny enrolls at the school - he is missing his left arm. Clapping his hands together is not possible; but the school makes allowances for him to make the clapping sound in another manner.

This "allowance" is what our school is designed to do - to give students with English Language Arts needs (learning to read) and related skills (ADHD) a setting where they can have the support and different teaching methods that allows them to overcome their "lacks" in a manner that will allow them to be as effective academically and socially as the "typical" student with two arms. The goal of our charter is to give our student the extra skill sets where like Johnny they can make the clapping sound even missing an arm. We give this visual because in many respects it would be easier for our students if they were missing an arm because everyone could see what was making it hard for them to meet this requirement. But when a student can't read or behave well and seem to be "smart" they are label trouble-maker, lazy, not trying hard enough, etc. By granting our charter, you will help these "Johnny" have the chance to learn how to make the clapping sound and have success in traditional public school setting once our charter gives them the missing skills to overcome their 'missing an arm'.

But is there a need for a K-5 campus focused on English Language Arts (ELA) and ADHD in the Lubbock area? The facts are:

- Children who do not read well by the end of third grade are 400% more likely to drop out of school (Hernandez, 2011)

- 90% of welfare recipients are high school dropouts (National Assessment of Adult Literacy (NAAL) - <https://nces.ed.gov/naal/>)
 - 67% of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare (NAAL)
 - 75% of food stamp recipients perform on the lowest two literacy levels (NAAL)
 - In Texas 36% of Texas fourth-graders have "below basic" reading skills (National Assessment of Educational Progress - <https://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008TX4.pdf>)
 - In Lubbock 30% of 4th graders in Lubbock ISD do not perform satisfactorily in reading and 39% do not perform satisfactorily in writing on STAAR tests (TEA TAPR report 2015/16 - http://raa.lubbockisd.org/files/_KTKRJ_/fa7f1884fe6afcd33745a49013852ec4/Lubbock_ISD_-_2015_TAPR_Report.pdf)
 - Research indicates that up to 20% of children have a language based learning difference –most commonly dyslexia (Shaywitz, 1996, Lovett, 2012, The Dyslexia Foundation <http://dyslexiafoundation.org/>)
- Lubbock Independent school district has identified less than 1.7% of its children.

However, 95% of children who have trouble learning to read can reach grade level if they receive specialized help early on (<https://www.nichd.nih.gov/research/supported/Pages/nrp.aspx>). The granting of our charter will allow public school students a free location to receive these special services. Sharp Academy has similar services but is a private school that charges almost \$12,000 per year and therefore is not an option for the families that we will be targeting. The fact that this tuition-based school exist in Lubbock does show the great need for this type of program that is free and aligned to the public school system. Our goal of returning students to their home campus in 6th grade will allow a link to be created among the ISDs and our charter that will give a unique solution to the ELA / ADHD needs of students in the Lubbock area. We will have afterschool and summer programs for the higher grade levels so that students in the area who are older can have access to services to increase their academic and social-emotional skills sets.

The overview of how we will provide solutions to our students is:

- The Elementary School for Education Innovation (ESEI) recognizes that each child is special and learns differently. Our goal is to treat children as individuals with particular focus on developing excellent reading and critical thinking skills –and expanding creativity. Additionally, this school will have services tailored to students who struggle with language based learning differences such as Dyslexia, and with ADHD, and with Executive Functioning (student's ability to control their own actions).
- The school will provide instruction designed to expand working memory, multisensory instruction, project based learning, intensive reading instruction, and small group instruction. There will be very little instruction through lecture and the children will engage in more unstructured play throughout the day.
- Every child will receive intensive reading instruction based on Orton Gillingham and Scottish Rite developed methods. Every child will benefit from this multisensory method of teaching.
- The school will be a free charter school open to every child in Lubbock County area. Admission, if required, is through a lottery system.
- The Elementary School for Education Innovation will collaborate with Texas Tech University and West Texas A&M University to create a living laboratory to help children nationwide.
- The charter will become a center for parental support and provide extend day learning program for students with these needs even if they are not enrolled.

The purpose of this school is to create a safe place - to nurture, protect, and educate the children who are different, who are smart, who have the power to change the world. The mission Elementary School for Education Innovation (ESEI) is to make certain that each child can achieve his or her potential in life through removing roadblocks to academic achievement thereby increasing self-esteem and encouraging character development. In particular, it is our goal to address language based learning differences, particularly Dyslexia and ADHD, with the intensity necessary to permit each child to move forward into middle school with the tools necessary for academic success and the certainty that he or she has worth. ESEI will be a living laboratory evolving designed to incorporate the latest research to provide the best education possible to children with learning differences and/or socio-economic barriers to learning. In collaboration with Texas Tech University, not only will ESEI serve our children - it will provide an opportunity for future educators to gain valuable experience identifying and addressing the needs of these children. ESEI will combine project-based instruction, multisensory instruction, and modified station rotation blended learning. The instruction will be informed by the TEKS and tailored based on teacher observation, data from frequent screenings and empirical data from ongoing assessment through computer based applications. ESEI will be a school tailor made for children with language based learning differences and those children who are "at risk" readers.

Accordingly, ESEI will actively recruit children who have already been identified as having a language based learning differences or who have been identified as being at risk for such learning differences and or at risk readers. In addition, and in compliance with Child Find, ESEI will strive to identify all of its students with any

disabilities, regardless of the severity of their disability, and who are in need of special education and related services – 34 CFR Parts 300 and 301. ESEI will go a step further to conduct learning style and interest surveys to tailor educational experiences to the needs of each child. At ESEI, we believe that a child's ability or inability to read and/or communicate is key to that child's academic and life outcomes. Our school motto will be "Be Brave, Be Kind, Question Everything, Change the World." We will help our students and their families understand what is possible and give their children the tools to "make their own clapping sound!"

Major challenge for our charter achieving its mission / vision:

We are a "mom & pop" start-up charter that is in the classic 'Catch 22' situation of needing a charter from the state to be able to raise the additional funding and resource beyond tradition ADA (Average Daily Attendance) but cannot get the charter still we show that we have the fiscal resources to run the school without any ADA. Unlike the major charter school systems who have the fiscal resources, we will not be just another ISD - we already have a great system for that! ESEI will be a partner to our area ISDs providing specialized services to a sub-set of students that can be effective in traditional public school setting once they receive the intense specialized instruction that is designed to allow them to overcome their academic and social/emotional challenges. To assure that ESEI can function while non-traditional resources are being obtained; the budget for the school is only based on the ADA funds that our projected number of students will provide. At the fall Creative Learner Reading Fair we had 1,100 people (at least 500 potential students and 128 families asked about when the school would open). This was the second year of the Creative Learner Reading Fair with community attendance increasing from the first year by almost 50%. This is another metric that we have used to show the need in the Lubbock area for a charter that is not just another ISD but provides these Dyslexia/ADHD services. From our first attempt to obtain a charter we used the reviewer input to link with two current ISD staff members who are on our board - Gary Lee Frye, EdD, GPC and Harold Brian Yearwood, EdD both currently at Manor ISD. Dr. Yearwood has been an assistant superintendent for curriculum and finance. When we was principal at Isle Elementary (preK-5 campus in East Lubbock) it was the only Exemplary elementary in that Lubbock ISD (LISD) quadrant. Dr. Yearwood's role will be to work to assure that fiscal reasonability is met while developing the overall policies for effectively integrating Dyslexia/ADHD services across the content areas. Dr. Frye is recognized nationally as being a person who can generate non-traditional resources and because of his certifications (14 teaching and 4 professional) in the 90's established Lubbock-Cooper ISD dyslexia program that is still in use today. He holds preK-12 certifications that allow him to teach all the required classes along with Special Education, English and a Second Language, High School Reading, and Psychology. This will allow him to work with Dr. Yearwood and ESEI instruction staff in unique manner. His professional certifications in counseling and educational diagnostician will allow him to provide the initial testing to place students into more specialized programs. Our support letters show the range of organizations and people that feel the need for this type of program. The pilot study that we did at Wright Elementary in LISD shows the positive effects that a very shorten form of the teaching system that will be done at ESEI can do to improve student outcomes. All of this establishes that we are beyond the "good intentions" phase but have a viable plan that needs one thing to move forward in meeting these needs of the targeted students - your granting a state charter.

Efforts to overcome the major challenge:

We have began the process of obtaining access to various fiscal resources that will provide the working capital to allow the initial costs of the charter to be met. These ongoing efforts will be continuing while waiting for determination of the charter. Several of the parties have provided letters that are attached. A summary of these efforts is as follows:

- Working with Alliance Credit Union to establish \$200,000 line of Credit which should be finalized by the time of interviews;
- Commitment of another nonprofit, Generation Covenant, to permit ESEI to utilize \$550,000 in real property as collateral for any loans needed along with access to approximately \$50,000 in computers, iPads, and furnishings for the school classrooms;
- Commitment of an individual to loan of up to \$200,000 for start-up;
- Exploring federal research funding opportunities with Texas Tech University and West Texas A&M University;
- Reached Second Phase of New School Invent grant review process. Pre-Start Up usual amount around 100,000. Startup 200-300,000. Will know by May interviews;
- Applying to other foundations with some decisions available at the time of interviews;
- Developing online presentations to allow information about the new charter and methods of donation to be done;
- Applying to other foundations with board members (Dr. Frye pro bono lead) working with us to develop grant proposals for Federal, State, and Foundation submission with some decisions available before the time of interviews;
- Developing a staff plan / general operational costs based on ADA with 90 day delay in receiving funds

from TEA (Texas Education Agency);

These various efforts will allow ESEI to develop the infrastructure for the charter before students are served. We will be able to have systems in place that will allow for the effective operations of the charter while we will use the Campus / District Improvement Plan (CIP/DIP) process to build a sustainable school system culture that provides these additional specific educational services to the targeted students. The CIP/DIP goal will be to have the procedures where ESEI maintains strong connection of our students to the campus of origin so that returning to the traditional public school setting is a factor in each child's IEP. The initial budgeting will be based on only the ADA with 85% attendance rate along with developing a fund balance from the first five years for approximately a 30% of yearly operating costs as a fund balance without any resources beyond this level of ADA Texas State funding. The additional grant/foundation funding and/or ADA received beyond the 85% attendance level will provide any additional instructional and/or SEL (social emotional learning) needs of the students, families, or staff. This combination of funding sources with conservative budgeting of only the standard ADA based state and federal funds will assure that the charter will be able to be maintained beyond the five years becoming a part of the area's way to better meet the targeted students educational needs.

ESEI will have an effect on Texas education beyond being just another charter. ESEI will become a model to show groups of ISDs how they can use this type of system to provide effective Dyslexia/ADHD services for students while being cost effective. The Economy of Scale that ESEI will bring to the Lubbock area by providing of Dyslexia/ADHD services at a central location can be used as a model for how groups of ISDs can create coops to serve these students. Much as the ESC (regional education service centers) provide regional services that are accessible, the data from and research of ESEI's program will increase the knowledge base on how to effectively serve this population of students. This will allow TEA to have a charter that will be research the overall Dyslexia/ADHD issues that have increased over the last several years.

With a CEO who is a licensed attorney with experience in School Law, Nonprofit Management, and representing children, ESEI will be in a position to assure every children a FAPE in the least restrictive environment in compliance with IDEA while maintaining compliance with all other applicable state and federal law.

NARRATIVE (2) - Describe the process by which the mission and vision was established. Identify all stakeholders, specific board members, and other individuals that contributed to the creation of the mission and vision.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Our mission and vision have been developed over several years. The members of our board are intimately familiar with the needs and educational offerings of the Lubbock area and have participated in shaping that mission and vision. It is through sharing their expertise and experience that the mission and vision of ESEI was established. The following is just a bit of the expertise our board members bring to this endeavor:

Frank Goode, Ed.D., Is an assistant professor at West Texas A&M University. He teaches Special Education Teacher Preparation and Educational Diagnostician courses. His research includes program evaluation of teacher preparation programs, strength based assessment of and programs for students with disabilities, and self-determination. Dr. Goode has a B.A. in History from Texas Christian University in 1978, an M.Ed. in Special Education from North Texas State University, and an Ed. D. in Educational Leadership from Texas Tech University. Dr. Goode has served as a teacher and principal in Lubbock. <http://www.wtamu.edu/academics/frank-goode-bio.aspx>

Judy Rostad, M.Ed -- Ms. Rostad holds as master's degree in Early Childhood and Special Education. She has been involved in early childhood education in Lubbock since 1989. She served as an Early Intervention Specialist with Early Childhood Intervention. She was responsible for inter-agency coordination and, among other things, served as the Early Head Start Disability Coordinator. She was further one of the founding members of the West Texas Infant Mental Health Association which

is now SEW (Social Emotional Wellness) 0-8 which provides training to professionals, caregivers, and parents regarding meeting the social emotional needs of children 0-8 year old.

Brian Yearwood, Ed.D, Dr. Yearwood has 25 years of experience in public education. He is currently Assistant Superintendent of Academics and Accountability at Manor ISD. Dr. Yearwood has served as a remarkably successful turnaround principal in two different schools in Lubbock. As Assistant Superintendent at Lamesa ISD he has (among other things), implemented tiered Response to Intervention (RTI); served on the committee to develop a balanced budget for the first time in 5 years; and implemented the Early Literacy Framework for K-5 campuses to promote literacy skills, and had the only East Lubbock elementary school that held the Exemplary rating. Dr. Yearwood has a bachelor's degree in geology, a masters in educational administration, and a doctorate in educational leadership from Texas Tech University. http://www.manorisd.net/apps/pages/index.jsp?uREC_ID=601436&type=u&pREC_ID=1294566

Carolyn Simpson – Community Impact Associate/Success By 6 Director; Ms. Simpson's background is in education. She has a Master's degree in all reading levels. She has been a classroom teacher and supervised student teachers from Texas Tech University. Ms. Simpson has extensive experience serving on local, state, and national boards. She the Community Impact Associates with United Way and works with community partners to enhance the United Way's educational initiatives. In 2014, Ms. Simpson won the YWCA Woman of Excellence Award.

Merinda K. Condra – Attorney and CEO of The Institute for Creative Learners. Ms. Condra graduated with honors from Texas Texas University Law School and was an Assistant Attorney General for the State of Texas. Ms. Condra started Adoption Covenant (a non-profit licensed child placing agency) in 2003. Adoption Covenant won the 2012 Congressional Angel in Adoption Award. Ms. Condra won the 2012 YWCA Woman of Excellence Award. In 2012, the non-profit expanded its advocacy for children to include education, specifically helping children with learning differences under the d/b/a Institute for Creative Learners. As a result, Ms. Condra received the 2013 Get Involved Award from the Lubbock Volunteer Center. In 2015, Early Learning Centers of Lubbock awarded Ms. Condra the Robbie McGrew Memorial Award for Child Advocacy. In 2017, she was awarded the Daniel H. Benson Public Service Award by the Texas Tech University School of Law Alumni Association. Ms. Condra is a member of the School Law Section of the State Bar of Texas and has experience representing families related to special education proceedings. [REDACTED]

Gary Lee Frye, Ed.D, GPC – District Grant Writer for Manor ISD and executive director of the Llano Estacado Foundation. He has extensive experience in the Lubbock area and managed over \$60,000,000 in grants at Lubbock-Cooper ISD, Manor ISD, and other ISDs /Charter Schools. Additionally, these are just a few of his many certifications: Generic Special Education (preK-12); Elementary Self-Contained (1-8); English As A Second Language (preK-12); Early Childhood Education (preK-K); Counselor (preK-12); Mid-Management (preK-12); Special Education Counselor (preK-12); and Educational Diagnostician (preK-12). Dr. Frye has published several books and articles on creating foundations and development efforts [REDACTED]

Becki Laurent – Owner and founder of "The Music Studio" in Lubbock Texas since 1993. She has extensive experience teaching children with learning differences. She has ADHD and has a [REDACTED]

Michelle Hougland – Assistant Managing Director of the Office of Communications and Marketing for Texas Tech University. Ms. Hougland has a Master's Degree in Communication. Her expertise is in communicating educational information to the general public. Ms. Hougland has a child with learning differences.

Yvonne Caldera -- Professor in Human Development and Family Studies at Texas Tech University. Dr.

Caldera has over thirty publications and over one hundred presentations on child development. She serves as the chair of the Graduate Curriculum Assessment Committee and as a member of the governing board of the Lubbock Early Head Start Program. Dr. Caldera was appointed by Governor Perry to the Early Childhood Intervention Advisory Board for the State of Texas from 2008-2011. Dr. Caldera was named the 2003 Hispanic Woman of the Year by the Hispanic Women's Association of Lubbock and received the 2007 Excellence in Diversity and Equity Award from the College of Human Sciences at Texas Tech University. [REDACTED]

Sherril Skibell – Director of Development. Ms. Skibell is a former elementary school teacher. She has served as the director of development for Texas Tech Public Radio for over 15 years. In that position she oversees fundraising, grant writing, event planning, donor relations, donor development, and marketing. Ms. Skibell is very active in the Lubbock community. [REDACTED]

Kacey Stevens, J.D. – Attorney and Grant Administrator for the J.T. and Margaret Talkington Foundation, Board member for the Talkington School for Young Women Leaders, an LISD Campus Charter School.

Bret Lamkin – Owner of Bledsoe Insurance. Mr. Lamkin is extremely active in the Lubbock Community helping disadvantaged children. As someone with learning differences in his family, he is committed to helping the children in the area have every possible opportunity.

Sheila Beam – Senior Director, Business Operations. Ms. Beam has worked for her current employer for 18 years. She is skilled at audience development, advertising and sales. Ms. Beam has a son with learning differences.

Humberto Flores – Owner of Security Mortgage. Mr. Flores has a child and a grandchild with learning differences. In his over thirty years as mortgage banker, he has seen what happens to people who do not have the educational foundation for success.

Julie Smit, Ph.D – Assistant Professor of Language, Diversity, and Literary Studies. Dr. Smit is knowledgeable of early literacy acquisition and pedagogy. She has experience in developing professional development to help teachers become responsive teachers, coaches, and literacy leaders. Dr. Smith is committed to helping the charter obtain federally funded grant opportunities that can provide instructional materials, technology, professional development, and opportunities to disseminate research to state and national stakeholders.

NARRATIVE (3) - Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. *Include any innovative attributes to the proposed mission and vision.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Elementary School for Education Innovation (ESEI) will be a school tailor made for children with language based learning differences and those children who are "at risk" readers. We envision a school where differentiation is the rule, rather than the exception. We envision a school where there are no "special needs" – just needs – that are met every single day. In other words we will use the Madeline Hunter's Lesson Plan Format to drive instruction at ESEI with alignment of the content areas vertically (course progression from lower to higher grades) and horizontal (cross the grade level content areas). This will allow the instructional staff to meet each student's IEP while using

each student's measured performance (both in-class and STAAR testing) to enhance instruction.

The Hunter system (Hunter 1982) is as follows: Getting students set to learn (setting the daily classroom goals for learning) Step 1: Review – Typically at the beginning of the lesson, review previous material that is relevant to this lesson. Step 2: Anticipatory Set – Getting students to focus their attention on the material to be presented – getting them interested or prepared for what they are about to learn. Step 3: Objective – State the objective for the lesson. Each teacher will have this material on the board so that the student can 'see' what each day's lesson will be. Instruction is the 'teaching' that occurs to meet that day's TEKS. Step 4: Input and Modeling – Presenting new information to students, modeling where appropriate as one form of instruction, small group read aloud, individual and small group use of technology, etc. (IEPs will drive the specific form of the lessons in the various content areas). Checking for understanding of the instruction in meeting the goal of the students acquiring the specific TEKS at a level that they can integrate and use the information to understand real world problems and demonstrate their gaining of knowledge aligned to the Scope & Sequence developed for the subject area, grade level, and time within the instructional year. Step 5: Checking Understanding – Determining whether or not students are making sense of the material as the material is being presented. At this 'check point' if students have not gained knowledge of the TEKS at the desired level re-teaching is done in a different manner - repeating Step 3 & 4 using different manners and materials to teach the same TEKS. Step 6: Guided Practice – Immediately after instruction students are given the opportunity to apply or practice what they have just learned and receive immediate feedback. This is part of the checking for understanding and re-teach if needed. How are checking understanding and guided practice different? Checking understanding occurs in the process of instruction. Guided practice takes place just after instruction has occurred. Checking for understanding is often a whole-class process by observing body language or asking a simple question to the whole class. Guided practice may be done individually. Both involve quickly assessing whether students understand what has just been presented. Steps 5 & 6 assure that the students have correct knowledge before moving to the next phase of the lesson cycle. Independent practice is done after the instructional staff are reasonably assured that the group of students has increase their knowledge of the TEKS. Step 7: Independent Practice – After students appear to understand the new material they are given the opportunity to further apply or practice using the new information. This may occur in class or the next day, but there should be a short period of time between instruction and practice and between practice and feedback. This system will integrate ELA and ADHD needs into the overall system of instruction with the goal that each student increases their abilities to function effectively in more traditional public school setting.

According to the National Institutes of Health (NIH), 95 percent of children who have trouble learning to read can reach grade level if they receive specialized help early on. Kindergarten and first grade are deemed to be the "window of opportunity" to prevent long-term reading problems. Without that intervention, the gap between strong and struggling readers increases significantly as children progress through school. According to a study of 382 children by Canadian researchers, as students progressed from kindergarten to grade three, those in the lower ranks of reading achievement were likely to remain there. Moreover, at each subsequent data collection point over a four-year period, the struggling readers fell further behind their grade-level reading peers (McNamara, J.K., Scissons, M., and Gutknecht, N., September/October 2011). A longitudinal study of kindergarten children at risk for reading disabilities: The poor really are getting poorer (In Journal of Learning Disabilities, 44(5), 421-430). Conversely, "for 90% to 95% of poor readers, prevention and early intervention programs . . . can increase reading skills to average reading levels. However, we have also learned that if we delay early intervention until nine-years-of-age, (the time that most children with reading difficulties receive services), approximately 75% of the children will continue to have difficulties learning to read throughout high school". Moreover, intervention at the fourth grade, takes four time longer to reach the same results as intervention in late kindergarten (Lyon, 1997. Pg. 7). In fact, "a study of the Child-Parent Center program, an integrated pre-K-to-third-grade approach in Chicago, found that improvements in educational outcomes produced a

long-term return to society of \$8.24 for every dollar invested during the first four to six years of school." (Hernandez, 2012, p. 15, citing Reynolds, A.J., Temple, J.A., White, B.A.B., & Ou, S., 2011, January/February - Age 26 cost-benefit analysis of the Child-Parent Center Early Education Program. *Child Development*, 82(1), 370–404). Children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. (Hernandez, D., 2011, April; and Double jeopardy: How third-grade reading skills and poverty influence high school graduation. Baltimore: The Annie E. Casey Foundation, p. 3).

If just half of Texas dropouts graduated, they would likely have provided the following economic benefits to our state:

- \$1.3 billion in increased home sales and \$73 million in increased annual auto sales
- 5,900 new jobs and a \$1 billion increase in the gross state product
- \$61 million in increased annual state tax revenue

If Texas's high schools were to graduate all students ready for college, the state would likely save as much as \$462 million in college remediation costs and lost earnings. (<http://www.all4ed.org/files/Earnings.pdf>; Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts," 2011). With supporting research and documentation from the following - Alliance, "Education and the Economy," 2011 (for Class of 2010); Alliance, "Saving Now and Saving Later," 2011; Alliance analysis of 2008 data from U.S. Bureau of Labor Statistics; (For federal accountability reporting) Texas Education Agency, 2009; National Center for Education Statistics (NCES), "Trends in High School Dropout and Completion Rates in the United States: 1972–2009," 2011; Editorial Projects in Education Research Center, Diplomas Count: 2011; NCES Integrated Postsecondary Education Data System, 2011; NCES, Nation's Report Card: Reading 2011; NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2009–10, First Look," 2011; Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2011; Analysis of data from Everyone Graduates Center and NCES Common Core of Data; Data Quality Campaign, 2011).

Accordingly, ESEI will provide intense research based intervention to students. We envision a school where children attend for two to four years, receive the intervention and tools necessary to thrive in a more traditional school setting, and receive assistance transitioning into the traditional school district. This proposed charter school has developed out of interventions conducted by The Institute for Creative Learners, a 501(c)(3) organization in Lubbock, Texas. The Institute for Creative Learners is was established in 2012. It provides dyslexia intervention and conducted a reading intervention at Wright Elementary School in Lubbock, Texas. The following is the data analysis for this pilot study and its effects on student reading.

Wright Elementary School Pilot Study as beginning proof of concept for ESCI's instruction:

In 2014/15, the Institute provided services to 120 pre-k, kindergarten, and first grade students. The Institute provided 4-5 instructors each day to provide specialized multi-sensory reading instruction to the students. One of the Creative Learners Instructors was a dyslexia therapist. Other instructors included certified teachers and education students from local universities.

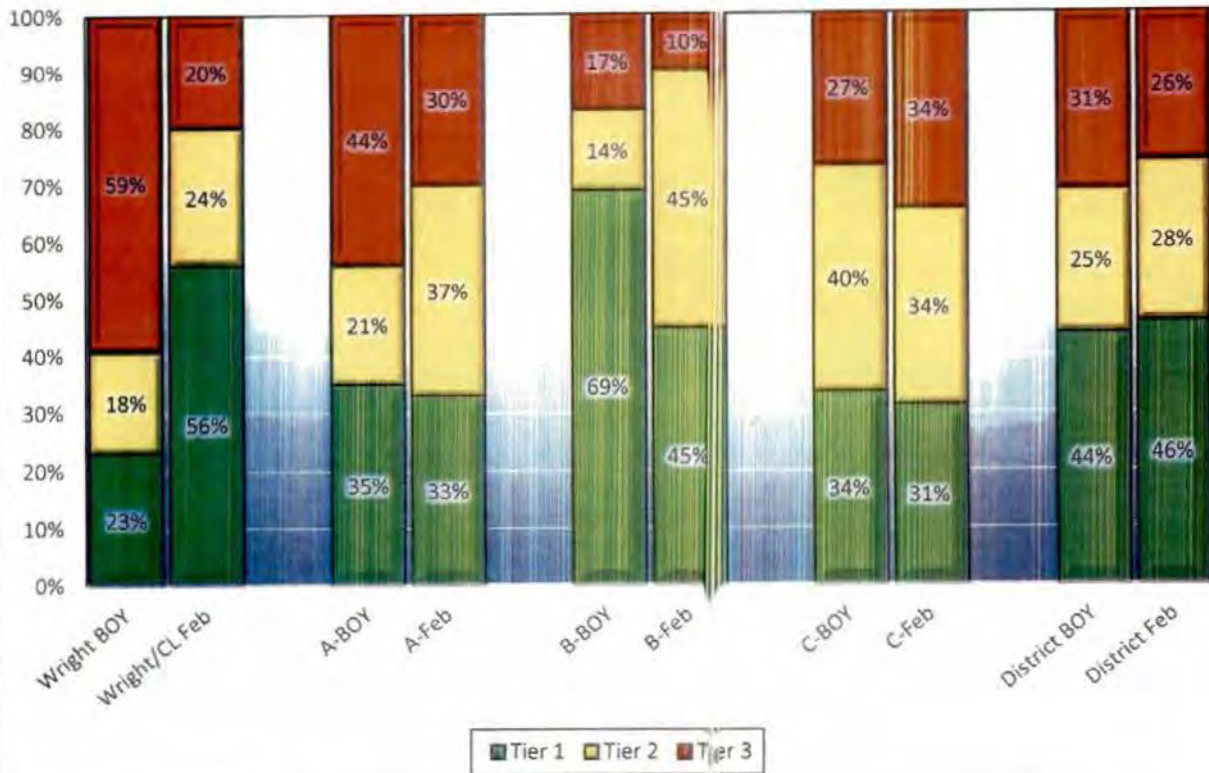
Almost 92% of the students enrolled at Wright Elementary School are economically disadvantaged. Almost 2% are English Language learners and almost 12% qualify for Special Education. During the time allotted to Creative Learners, the children participated in a Blended Station Rotation intervention alternating between three different stations that included: 1) multisensory instruction; 2) games specifically designed for the students to address areas of difficulty; and 3) guided iPad stations where students utilize the Lexia Core 5 and other applications designed to strengthen reading skills. Creative Learners worked with each student twice a week for 30-40 minutes. On alternating Fridays the children participated in an art or science project designed to exercise their imaginations, improve their self-esteem, and keep learning fun.

The results were extraordinary in terms of the improvement in these students reading ability give the short treatment times and the at-risk nature of the students in the program. The students at Wright Elementary when compared to three other campuses at LISD showed the following. From the Beginning of the Year (BOY) to February of the school year the number of student measured

performance on reading (ELA) at Tier 1 (at grade level) went from 23% to 56% - all three of the other campuses showed 2% to 24% drop in being on grade level with only the district average for all elementary campuses showing 2% increase (Wright's 23% increase was included in this average). Wright BOY for Tier 2 was 18% and Tier 3 was 59%. Tier 2 & 3 call for increasing specialized interventions that are more costly to LISD. Wright's total for Tier 2 & 3 was 77% of the students with the three other campuses being at 65%, 31%, and 67% with LISD average at 56%. In February Wright's Tier 2 was 24% but Tier 3 was 20% (a 39% lowering of the top tier) for a total of only 44% of the students of the campus not being on grade level. The other three campuses Tier 2 & 3 being at 67% (a 2% increase), 55% (a 24% increase), and 68% (a 1% increase) with the district average being at 54% (a 2% decrease but included Wright). The average for the district having 54% of the students needing ELA interventions and Wright's only having 44% - or 10% decreased ELA needs of the students - shows the effects that a limited program can have on measured student outcomes. Since at ESEI this program will be done daily and for all the content areas we predict that our charter when grants can have a great impact on the overall ELA skills of the our students that will allow them to return to traditional public school setting.

These pilot data are our example of why our charter is needed and that we can provide the state with a model for services that will meet the goals of Dyslexia Law and ADHD 504 and Special Educational goals while providing effective services for the students of Texas.

The Institute for Creative Learners & Wright Elementary First Grade Beginning of Year (BOY) to February (2014-2015)



All data provided by the Lubbock Independent School District (LISD). All Schools of similar size. Wright, School A, and School B are all lower socio-economic schools, while School C is not. Tier 2 students are considered at risk readers needing targeted small group intervention while Tier 3 students are considered high-risk readers needing intensive individual intervention. At Wright Elementary, where the First Grade students received services from The Institute for Creative Learners, the number of Tier 1 Reading students more than doubled going from 23% to 56% - student who were able to function within the normal classroom setting. Every other school saw a drop in Tier 1 Reading students. School A dropped from 35% to 33%, School B dropped from 69% to 45%, and School C dropped from 34% to 31%. At Wright Elementary School, Tier 3 high-risk readers fell by more than half from 59% to 20% - these are the students who require the most intensive reading interventions at the highest cost per student to the district. School A and School B both reduced the number of Tier 3 students from 44% to 30% and 17% to 10% respectively. School C increased Tier 3 high-risk readers from 27% to 34%.

These pilot data are our example of why our charter is needed and that we can provide the state with a model for services that will meet the goals of Dyslexia Law while providing effective services for the students of Texas.

ESEI was established as a standalone 501(c)(3) to sponsor a charter school with particular focus on language based learning differences and ADHD. The Board of Directors has identified the following areas of focus and strategies to be included in the charter school:

Dyslexia and other Reading Issues - a background and related research used in the development of the overall mission of ESEI:

- "What Is Dyslexia? Reading is complex. It requires our brains to connect letters to sounds, put those sounds in the right order, and pull the words together into sentences and paragraphs we can read and comprehend.
- People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder.
- Dyslexic children and adults struggle to read fluently, spell words correctly and learn a second language, among other challenges. But these difficulties have no connection to their overall intelligence. In fact, dyslexia is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader. While people with dyslexia are slow readers, they often, paradoxically, are very fast and creative thinkers with strong reasoning abilities.
- Dyslexia is also very common, affecting 20 percent of the population and representing 80– 90 percent of all those with learning disabilities. Scientific research shows differences in brain connectivity between dyslexic and typical reading children, providing a neurological basis for why reading fluently is a struggle for those with dyslexia.
- Dyslexia can't be "cured" – it is lifelong. But with the right supports, dyslexic individuals can become highly successful students and adults." Shaywitz, 2017.
- According to the National Assessment of Educational Progress (NCES, 2003), in 2015 thirty-six percent of Texas fourth-graders have "below basic" reading skills. <http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008TX4.pdf>. Further, thirty percent of fourth graders in Lubbock ISD did not perform satisfactorily in reading and thirty-nine percent did not perform satisfactorily in writing on the 2015 STAAR Test. http://raa.lubbockisd.org/files/_KTKRJ_fa7f1884fe6afcd33745a49013852ec4/Lubbock_ISD_-_2015_TAPR_Report.pdf
- According to National Research Council the best way to prevent reading difficulties is for every child to receive appropriate high-quality reading instruction in grades K–3. (Snow et al., 1998); see also <https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf> (2000). "The critical components of early reading instruction included explicit teaching to build: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, reading comprehension strategies, oral language vocabulary, spelling, and writing skills." <http://www.aft.org/periodical/american-educator/fall-2004/avoiding-devastating-downward-spiral#sthash.MNvrcLSp.dpuf>. For children who enter first grade with less than average ability or reading readiness, explicit instruction in, and practice with, phonemic awareness and decoding skills are particularly important. Id. In fact, "explicit instruction and opportunities for extended practice with phonemically decodable texts are particularly beneficial for children at risk for reading failure." Foth Foorman et al. (1998) and Juel and Minden-Cupp (2000). Thus, ESEI will provide explicit multi-sensory instruction to all students. "PreFlight", "Take Flight", and "Rite Flight" will be provided not only to students who have been identified as dyslexic but also for those children who are at greatest risk for reading failure (Scottish Rite Dyslexia programs terms). Take Flight: A Comprehensive Intervention for Students with Dyslexia is a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. "Take Flight" addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive Tier III intervention for students with dyslexia.
- Phonemic Awareness - following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns
- Phonics - providing a systematic approach for single word decoding;
- Fluency - using research-proven directed practice in repeated reading of words, phrases and

passages to help students read newly encountered text more fluently;

- Vocabulary - featuring multiple word learning strategies (definitional, structural, contextual) and explicit teaching techniques with application in text;
- Reading Comprehension - teaching students to explicitly use and articulate multiple comprehension strategies (i.e., cooperative learning, story structure, question generation and answering, summarization and comprehension monitoring)."

<http://www.tsrhc.org/dyslexia-take-flight>. Take Flight is a resource based intervention designed to help children read. http://www.tsrhc.org/downloads/Take%20Flight%20Research%20rev09-2011_Nov012011.pdf

Along with language based learning differences, ESIS will focus on ADHD and Executive Functioning Skills. We will have the following supports for our students:

ADHD specific items:

There is a significant overlap between the children with reading disorders and those with Attention Deficit Hyperactivity Disorder and/or Executive Functioning Issues. (Etiology And Neuropsychology Of Comorbidity Between RD And ADHD: The Case For Multiple-Deficit Models, (McGrath et al., 2010); see also The Effects of ADHD (Beyond Decoding Accuracy) on Reading Fluency and Comprehension, Dr. E. Mark Mahone, Ph.D., ABPP (2011) See also Clinical Utility of the Vanderbilt ADHD Rating Scale for Ruling Out Comorbid Learning Disorders, Joshua M. Langberg, Aaron J. Vaughn, William B. Brinkman, Tanya Froehlich, Jeffery N. Epstein)

Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. Inattention means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; and these problems are not due to defiance or lack of comprehension. Hyperactivity means a person seems to move about constantly, including in situations in which it is not appropriate; or excessively fidgets, taps, or talks. In adults, it may be extreme restlessness or wearing others out with constant activity. Impulsivity means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm; or a desire for immediate rewards or inability to delay gratification. An impulsive person may be socially intrusive and excessively interrupt others or make important decisions without considering the long-term consequences. (<https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>)

Executive Functioning:

Executive Functioning is a necessary part of any discussion of dyslexia or ADHD. Executive functions are those involved in complex cognitions, such as solving novel problems, modifying behavior in the light of new information, generating strategies or sequencing complex actions. Executive function is 'a product of the coordinated operation of various processes to accomplish a particular goal in a flexible manner'. This flexible co-ordination of sub-processes to achieve a specific goal is the responsibility of executive control systems. When these systems break down, behavior becomes poorly controlled, disjointed and disinhibited. Co-ordination, control and goal-orientation are, therefore, at the heart of the concept of executive function. (<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/understanding-executive-functioning-issues> citing Elliott, Rebecca. "Executive Functions and Their Disorders." British Medical Bulletin 65.1 (2003): 49–59. Oxford Journals. <http://bmb.oxfordjournals.org/content/65/1/49.full>)

There are several strategies that are beneficial to most children, but particularly those with Dyslexia / ADHD. These are as follows.

ADHD and Executive Functioning issues:

Math Explicit Multisensory instruction:

Students with slower processing speeds or executive-function problems are often no different from

their peers in math proficiency in first and second grade; but as they confront multi-step computations in upper elementary school tests, their scores tumble because they lack the skills necessary to produce organized, efficient output. These students are not losing their earlier skill base. New tasks demand efficient processing in different domains. The mathematics problems they now encounter need organizational skills involving planning and sequencing, as well as skills like handwriting, copying text, note taking, and other outputs requiring accuracy and efficiency. These skills are often difficult for dyslexic students. (<http://dyslexia.yale.edu/resources/educators/instruction/math-processing-breakdowns/>)

An individual student can process auditory, visual information, and produce verbal and motor output with varying degrees of accuracy and at different rates. This lack of integration across modalities can result in frustration. Imagine how frustrating it must be for a highly verbal student whose pencil cannot keep pace with his racing thoughts or the less verbally gifted student who finds it difficult to explain his written solution to a math problem—he can see the problem, he knows how to solve it, but he can't present it orally. All these students benefit from teaching methods that provide organization and encourage the integration of information between visual images, language, and motor output. When students can process information across these three systems, they can access information across a variety of contexts. (Woodin 2016.)

ESEI will utilize the Woodin methods for instructing math to address, among other areas of concerns, Counting & Comparing, Memory Challenges, Naming Problems, Processing Breakdowns. Christopher Woodin is currently the mathematics department head at the Landmark Elementary/Middle School (for children with dyslexia). He has published several articles, including a recent one through the Yale Center for Dyslexia and Creativity. His latest book is entitled *Multiplication and Division Facts for the Whole-to-Part Visual Learner*. He presents internationally on topics involving multimodal math instruction and learning disabilities. Budget permitting, ESEI may be able to bring in person training to our teachers. (<https://www.landmarkoutreach.org/outreach-faculty/>). Professional development regarding these instructional methods is available online. <https://www.landmarkoutreach.org/online-learning/district-online-sections/>)

Unstructured Play

Kids are built to move, and having more time for unstructured, outdoor play is essentially like a reset button. It not only helps to break up the day, but it allows kids to blow off steam and apply what is taught in the classroom to a play environment where the mind-body connection can flourish. . . . When any human sits for longer than about 20 minutes, the physiology of the brain and body changes, robbing the brain of needed oxygen and glucose, or brain fuel. The brain essentially just falls asleep when we sit for too long. Movement and activity stimulate the neurons that fire in the brain. When we sit, those neurons are not firing.

Research at TCU's LiNk Project (Let's Inspire Innovation 'N Kids), shows that "adding extra recess can improve student discipline, focus and academic success without increasing the length of the school day or taking time away from classroom activities." (<https://www.washingtonpost.com/news/answer-sheet/wp/2015/08/21/why-young-kids-need-less-class-time-and-more-play-time-at-school/>)

Fidgets, Noodle Chairs, Standing Desks, Read and Ride

"[C]hildren with ADHD use movement to self-regulate alertness . . . hyperactivity serves a 'purposeful function' to compensate and acts to improve cognitive performance," (Hartanto, 2014) Excessive movement may increase attention, alertness among children with ADHD. (Hartanto TA, et al. *Child Neuropsychol.* 2015). Accordingly, ESEI will be full of accommodations to assist children to fully participate in the educational process. Those accommodations will include noodle chairs (which allow for more core movement), standing desks, and various fidgets - just to name a few. The school will also include a Read and Ride Room. That room will include stationary bicycles and the opportunity for children to ride while reading. Anecdotal information indicates that reading while riding can have a positive effect on reading fluency. Current research explores whether

cycling can be used as a tool to improve attention in children with ADHD. (<https://nirs.stanford.edu/nirs-cibsr>)

Computer Training to Expand Working Memory

Working memory (WM) involves the ability to focus on a task, keep information in mind and to do mental processing of that information. It is a fundamental brain function that underlies most of our conscious mental work. WM is required in order to understand the content while reading and it is the brain's workspace when solving a math problem. It is used when following instructions, reading a map or simply carrying on a conversation. It is limited in its capacity and sensitive to distractions. Impairments in WM are often seen in individuals with ADHD . . . resulting in difficulties with concentration and learning. (Söderqvist, S., Bergman Nutley, S., Peyrard-Janvid, M., Matsson, H., Humphreys, K., Kere, J., Klingberg, T., 2012). Dopamine, working memory, and training induced plasticity: Implications for developmental research (*Developmental Psychology* 48(3), 836-843. doi:10.1037/a0026179). This in turn may lead to behavior issues, feelings of low self-confidence and social problems. Until earlier this century, it was presumed that WM capacity was a trait that was rather static, so that once adult maturation of the brain was reached, the WM capacity would be fixed. Based on neuroscientific findings indicating plasticity of the areas of the brain that encompass WM capacity, an innovation from the Karolinska Institute in Sweden was born, demonstrating that WM could in fact be trained to enable more and better information processing." (Söderqvist, S., Bergman Nutley, S., Peyrard-Janvid, M., Matsson, H., Humphreys, K., Kere, J., Klingberg, T. (2012). Dopamine, working memory, and training induced plasticity: Implications for developmental research. *Developmental Psychology* 48(3), 836-843. doi:10.1037/a0026179)

- Working memory (WM) helps kids hold on to information long enough to use it.
- Working memory (WM) plays an important role in concentration and in following instructions.
- Weak working memory (WM) skills can affect learning in many different subject areas including reading and math.

(<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/5-ways-kids-use-working-memory-to-learn>)

According to research, there is a correlation between ADHD and deficits in working memory. (A Meta-Analysis of Working Memory Impairments in Children With Attention-Deficit/Hyperactivity Disorder RHONDA MARTINUSSEN, M.Ed, JILL HAYDEN, D.C., SHEILAH HOGG-JOHNSON, PH.D., ROSEMARY TANNOCK, PH.D. 2005). Research suggests that computer training can improve working memory in children (Computerized Training of Working Memory in Children With ADHD-A Randomized, Controlled Trial, Torkel Klingberg, M.D., Ph.D., Elisabeth Fernell, M.D., Ph.D., Pernille J. Olesen, M.Sc., Mats Johnson, M.D., Per Gustafsson, M.D., Ph.D., Kerstin Dahlström, M.D., Christopher G. Gillberg, M.D., Ph.D., Hans Forssberg, M.D., Ph.D., Helena Westerberg, L.P., Ph.D. 2005). At this time, ESEI is exploring the use one or both of the following computer based programs to help children with increasing working memory as well as potentially other computer application tools. Cogmed <http://www.cogmed.com/> Memory Booster <http://www.lucid-research.com/p/131/memory-booster>

ESEI is additionally planning to use Woodin math instruction strategies (discussed herein) which address WM deficits. This is a part of the vertical and horizontally alignment of the content areas' TEKS.

But these interventions are not static. In collaboration with Texas Tech University, West Texas A&M University and other community organizations along with other Institutions of Higher Education, ESEI will implement the latest evidence based research to tailor the educational experience to the needs of each child, while giving that child the tools to continue that success into middle school and beyond.

Innovation:

To assure that ESEI will address each of the five innovations that are required to have an

instructional system that goes beyond the traditionally ISDs Scope & Sequence we will use the follow.

(i) relative advantage(s) over what is currently used;

In reading and math, most of ESEI will operate similar to a Tier II intervention. All students will receive small group (5-10 students) instruction with specific students receiving a Tier III Interventions and/or Special Education services with a station rotations model. While most Lubbock Elementary Schools do not have a dedicated Diagnostician or even one dedicated Special Education Teacher, in year one, ESEI will have an Educational Diagnostician, four SPED Teachers/Dyslexia Therapists, and a Speech Therapist. Unlike other area schools, all children will receive multisensory instruction with students identified as having dyslexia receiving Scottish Rite developed Take Flight and related Interventions. While children in area schools are fortunate if they are able to receive dyslexia intervention 3 times a week, ESEI students will receive interventions 4-5 times a week. Students will have multiple opportunities to play and stretch and move during the day. Unlike other schools, all of the staff (not just teachers) will have training on ADHD and learning differences so accommodations and modifications can be seamless and students supported throughout the days.

(ii) compatibility with the impacted population;

As discussed herein above, the Scottish Rite Take Flight, Woodin math instruction methods, and related interventions are research based multi-sensory interventions which provide for the needs of students with dyslexia. Multi-sensory instruction benefits all students. ESEI's expanded training for all staff on learning differences will create an environment where all students will benefit further from staff who are trained in meeting their needs.

(iii) ideas/innovations that will be learnable among those who will implement the components;

All teaching staff will learn multisensory instructional techniques. They will learn more about differentiation in instruction. They will learn how to better identify and address learning differences. They will learn to teach individual students within a class, rather than teaching the class as a whole.

(iv) usability among those who will implement;

The most in-depth interventions will be conducted by teachers with extensive training. All teaching staff will receive ongoing professional development and training to support the supportive learning environment found in ESEI.

(v) observable.

ESEI's results will be readily observable in internal assessments scores, STARR test results, students attendance, and student retention.

Creative Learners Reading School submitted a Generation 22 application for a charter. Creative Learners Reading School changed its name to Wire Hollow Education Innovation d/b/a Elementary School for Education Innovation for this Generation 23 application. This application is based, in part, on that Generation 22 Application. Language from that application is contained through this application with permission of the author.



Beginning the first year they report fall enrollment, districts and charter operators are rated based on the aggregate results of students in their campuses. While determining the number of campuses requested, applicants should review the 2017 Accountability Manual to determine the 'Accountability System School Type' that would be applied to the proposed charter school.

I. Applicant proposes to open **ONE** campus by Year 5? Yes ☒ No ☐

II. Applicant proposes to open **MULTIPLE** campus by Year 5? Yes ☐ No ☒

III. Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications and/or requirements.*

Merinda K. Condra, J.D. Founder - 15 year as CEO of nonprofit advocating for the needs of children; Carolyn Simpson - Director of United Way Success by Six and former teacher; Frank Goode, Assistant Professor, Special Ed, WTAMU and former special education teacher and Lubbock principal; Judy Rostad, M.Ed. Former Early Intervention Specialist/Interagency Coordinator; Sheila Beam, Kacey Stephens and board which includes people with strong ties to Lubbock and experience in finance, education, technology, parenting dyslexic children, public relations, child development, and business.

IV. Person(s), position(s), and/or entities that will be responsible for costs/resource mobilization to open any proposed campuses after Year 1. *Include all qualifications and/or requirements.* NA ☒

NOT APPLICABLE



The term "**costs/resource mobilization**" refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term "**strategic choice area**" refers to factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Establish measurable need(s) for the number of campuses requested with supportive research, theory and/or experience.
- Illustrate clear processes for determining the number of campuses requested with supportive research, theory and/or experience.
- Demonstrate a thorough understanding of the proposed geographic area(s) and/or community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development- citing supportive research, theory and/or experience.

NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In determining the number and location of ESCI, we considered several factors. We considered the educational needs of the Lubbock area, the ability to recruit and train qualified professionals for the school, and the other charter/private schools in the area and whether they offered the innovative programming proposed by ESEI and were serving the needs of the community.

Needs of our Community

The K-5th enrollment in Lubbock ISD is approximately 14,000. The remaining school districts in Lubbock County have a K-5 enrollment of approximately 10,000.

Research indicates that up to 20% of children have a language based learning difference – most commonly dyslexia. Accordingly, approximately 4,800 children enrolled in K-5 public school in Lubbock County, have a language based learning differences. The severity of that learning difference is uncertain. It has been estimated that the percentage of students who qualify for special education services as a result of a language based learning difference is 13-14% which is approximately 3,250 students in Lubbock County.

Lubbock Independent school district has identified, as dyslexic, less than 1.7% of its children. Frenship school district has only identified, as dyslexic, 5.3% of its children, and Lubbock Cooper has only identified, as dyslexic, 5.7% of its children. 2015-2016 TEA Student Program Reports <https://rptsrv1.tea.texas.gov/adhocrpt/adspr.html>

ESEI's goal is to provide intensive intervention so upon return to the traditional school setting, each child will be successful.

Resources for Trained Teachers

The Scottish Rite Learning Center of West Texas, Inc. (the Center) is located in Lubbock, Texas. The Center trains teachers in Take Flight and associated interventions which have been developed by the Luke Waites Center for Dyslexia and Learning Disorders at the Texas Scottish Rite Hospital in Dallas. Thus ESEI will be able to obtain the necessary training for dyslexia therapists and work with the Scottish Rite Center to further develop other trainings as needed.

Lubbock is home to Texas Tech University, Lubbock Christian University, Wayland Baptist University and West Texas A&M University just 1.5 hours away in Amarillo. All four of those universities have robust colleges of education creating a significant pool of applicant for many positions. ESEI already has the support of Texas Tech University and West Texas A&M University and is in the process of reaching out to Lubbock Christian University and Wayland Baptist University. Not only will ESEI be in a position to serve children in the Lubbock area, ESEI will be able to assist with research which will serve children nationwide. ESEI will further be able to assist with the training of future teachers through the use of student teachers. Those student teachers will be better able to serve students with learning differences as they go forward in their teaching careers.

Other Resources in the Lubbock area

While the charter school sector has been growing throughout Texas, there has been no such growth in Lubbock. Lubbock has two very small charter schools that serve elementary school students. Only one of those charters, Rise Academy, is headquartered in Lubbock. It was established in 1999. The other, Harmony, was established in 2005 is part of Harmony El Paso. Neither of those charters have a focus

on serving children with learning differences. In the last 12 years, there have not been any new elementary charters or campuses established in the Lubbock area. The fact that there are very few charter schools in this area, weighs in favor of creating another charter school, but also weighs in favor of restricting the initial application to one campus, as many residents in the Lubbock area are still very unfamiliar with charter schools. Significant outreach will be required to educate the community about this charter to reach capacity for one campus. Once that campus is at capacity, the board can consider where and whether to seek to create additional campuses.

There are a number of private schools in the Lubbock area. However, none of those schools are secular. Except for one, none of those schools were established to serve children with learning disabilities. That one private school started in this area approximately five years ago to serve children with dyslexia, but has since changed to serve children with many different disabilities (learning and otherwise). That private school is not secular, serves 70 children, and costs over \$12,000 a year. That makes it the most expensive school in the Lubbock area and clearly not equipped to serve the estimated thousands of children in the Lubbock area with language based learning differences, those who struggle with reading in general, and those without \$12,000 a year in disposable income.

As a result of not having needs met elsewhere, the Lubbock area has a large homeschool population. The Lubbock Home School Network (LHSN) has almost 1400 members and grew by 300 this year alone. While some families choose homeschooling for religious or other reasons, ESEI has spoken with over 50 home school families who report that they chose homeschooling because their children had learning differences that they did not believe were being addressed by the local school districts. In fact, LHSN stated in its letter of support for this charter school application that, ESEI would "go a long way in reducing the educational and economic burden on our local families and reduce the number of families leaving the public-school system."

As reflected in their letter of support for this school, Literacy Lubbock receives "several calls a week asking for help with young students and [they] must turn them away. Lubbock and our residents would benefit greatly having a school that addresses the needs of students that struggle with learning differences."

Concluding there is a need, but acknowledging that the Lubbock area is still unfamiliar with charter schools and that this charter school is somewhat unusual, we concluded that focusing on the establishment on one campus for this Lubbock area will result in the best possible outcome.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In establishing the initial and primary campus, our strategic choices will focus on how to best serve the largest number of children in a sustainable manner.

Location: The school will be located in the Lubbock Independent School District. As a result of desegregation in the 1970's and general growth of Lubbock, two outlying school districts grew in the west and south-west parts of town, Frenship ISD and Lubbock-Cooper ISD. Those two districts are more affluent and are predominately Caucasian. This school, however, will be located within the Lubbock Independent School District attendance zone. In locating the school, we are looking for locations which are accessible all parts of town, but within areas are convenient to economically disadvantaged students. Those locations are the towards the middle or eastern part of town with access to Loop 289 and/or I27.

Leadership: Leadership is crucial to the success of this school. ESEI will follow the example of other successful schools and concentrate significant time/resources to recruiting the appropriate superintendent/principal who both embraces our vision, but also has the experience necessary to help build the infrastructure to make this school viable in the long term.

Infrastructure: Upon notification of charter award, ESEI must concentrate significant efforts on establishing infrastructure which is comprehensive but flexible enough to address unforeseen issues as they arise.

Community Partnerships/Relationships: ESEI has been working to establish community relationships for well over a year. Those include: Texas Tech University, West Texas A&M University, Boys and Girls Club, Caleb's Closet, Literacy Lubbock, various churches, Boy Scouts, Girls Scouts, Rainbow Girls, Lubbock Homeschool Network, Lubbock Science Spectrum, Lubbock Arts Alliance, Lubbock Community Theater, YWCA, SEW 0-8 (Social Emotional Wellness), the Junior League of Lubbock and many others. ESEI must continue to build these relationships to best serve the children of our community. These organizations can serve as a source of referral for new students, volunteers for our school, and expertise in various areas.

Funding: ESEI has progressed to the second phase of the New Schools Invest grant competition which may result in additional funding. ESEI must prepare to submit a grant application for the Federal Charter Start Up Grant. ESEI further must continually seek out supplemental funding to address possible slow enrollment, the ebb and flow of enrollment, or other possible expenses. It is imperative that ESEI have a solid financial foundation to be sustainable.

EDUCATION PLAN – Demographic Profile

I. STUDENT DEMOGRAPHIC DATA	First Campus	Occupied District	Contiguous District 2	Contiguous District 3
		Lubbock ISD	Lubb-Cooper	Frenship
African American	15	13.5	1.9	3.7
Hispanic	75	59.2	34.3	41.2
White	10	23.2	59.7	48.8
American Indian	0	0.3	0.4	0.3
Asian	0	1.8	1.5	2.9
Pacific Islander	0	0.1	0.1	0.1
Two or More Races	4	2	2.1	3.1
Economically Disadvantaged	85	66.8	32	40.8
ELL	2	4.5	2.4	3.8
At-Risk	65	45.8	30.8	30
Gifted & Talented	5	4.7	3.8	8.8
Special Education	45	10.3	7.9	8.3

II. Number of charter school campuses currently operating within the Occupied District,

III. Number of traditional school districts within the proposed Geographic Boundary,

IV. Projected number of students enrolled in each grade for Year 1. Complete all that apply.

Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4
 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10
 Grade 11 Grade 12

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s).

[Press to Input Narrative Response](#)

District 2 and 3 must be contiguous to the school district in which the first campus will be located.

The term **Occupied District** refers to the traditional school district in which the campus will be located. The term **First Campus** refers to projected enrollment data for the specific campus.

Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit <https://rptsvr1.tea.texas.gov/perfreport/tapr/>

Evaluation Criteria A response should:

- OPTIONAL FOR PRIORITY POINT: Propose (and demonstrate) a school campus that will be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years.
- Cite realistic demographic projections and accurate district data
- Demonstrate (and supplement) a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the schools mission/vision.
- Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program.
- Demonstrate (and establish as superior) a comprehensive understanding of any current educational settings that are available.

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- *Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s).*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI anticipates its enrollment will come from three overlapping categories:

First, ESEI anticipates significant outreach in the community to reach children of risk of, or currently identified as having dyslexia and/or other language based learning disabilities. To reach those children, ESEI will, upon receipt of a charter, personally meet with every elementary school principal in Lubbock ISD as well as every other private elementary and prek program in Lubbock Texas. The purpose of those meetings will be to explain the services available at ESEI. ESEI has already had informal contact with several elementary schools which have indicated a willingness to provide information about ESEI to parents of children with language based learning differences.

In addition to these meetings, ESEI will conduct a direct mail campaign to reach every pediatrician, ENT, Dyslexia Therapist, and Speech Therapist in Lubbock, Texas. ESEI will further utilize social media to reach parents whose interests include learning differences and reading challenges. Through targeted marketing, ESEI anticipates that the children in the Lubbock area with the most severe language based learning disabilities will choose to enroll at ESEI. ESEI will also participate in the The Creative Learners Reading Fair and conduct free dyslexia mini screenings throughout the community.

The other anticipated student population for ESEI will be drawn from homeschooling families and surrounding elementary schools.

Second, as indicated in the letter of support from the Lubbock Homeschool Network, Lubbock has a very large homeschooling community. Many of those families choose homeschooling, not because they are particularly drawn to homeschooling, but because they do not feel the traditional schools are able to meet the needs of their children. ESEI has the help of the Lubbock Homeschool Network to reach those families to offer our services and anticipates significant enrollment from this group.

Third, two of the traditional elementary schools near the location under consideration by ESEI, include Alderson and Jackson, received accountability ratings from TEA of Improvement Required. The other, Jackson, did not meet standards on Student Achievement. Those schools have following demographics:

Economically Disadvantaged 93.4 - 99.3
English Language Learners 1-2.4%
Special Education 11.5-13.9

ESEI anticipates that its population will differ significantly in two ways. First, ESEI is forecasting Economically Disadvantaged as 85% which is lower than the surrounding areas. Because ESEI will be recruiting students from all socioeconomic levels, ESEI anticipates that approximately 15% will not qualify as economically disadvantaged.

While the surrounding school districts have a special education population of 11.5-13.9%, ESEI is anticipating a special education population of 44.4% which is significantly higher than the surrounding areas. ESEI attributes the higher rate to recruitment activities to enroll students many of whom will qualify for special education services as a result of learning disabilities.

fyi Federal IDEA law requires that all children with disabilities residing in the state, who are in need of special education and related services, must be identified, located, and evaluated (**Child Find**). Charter schools must have the capacity to provide: (a) full array of nondiscriminatory evaluation services; (b) full array of special education services and related services; and (c) full continuum of placement options to students with: autism, deaf-blindness, auditory impairment, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, learning disabilities, speech impairment, traumatic brain injury, visual impairment, and/or a student is classified as non-categorical (which are students between ages 3-5 who are evaluated as having an intellectual disability, an emotional disturbance, specific learning disability, or autism.)

I. Identify person(s), position(s), and/or entities that will be responsible for implementing Special Education requirements with fidelity. Applicant must include Education and Experience requirements.

Superintendent/Principal with Special Ed experience; Special Populations Coordinator (Principl Cert; Exp in SPED, Gifted; & ELL preferred); SPED; CEO/CCO (Attorney); Diagnostician

II. Identify person(s), position(s), and/or entities that will be responsible for implementing required services/assessments for English Language Learners with fidelity. Applicant must include Education and Experience requirements.

Superintendent/Principal with principal certificate; Special Populations Coordinator (Principl Cert Prefer; Exp in SPED, Gifted; & ELL preferred); ELL teacher; CEO/CCO; Diag

fyi A charter school, like all other public schools, must provide a **Continuum of Alternative Placements** to students with disabilities. This continuum includes the following placement options, as noted in 19 TAC §89.63, Instructional Arrangements and Settings. (a) Mainstream, (b) Homebound, (c) Resource Room/Services, and (d) Self-Contained (mild, moderate, or severe) Regular Campus.

III. Identify person(s), position(s), and/or entities that will be responsible for implementing any screening and/or services for Gifted and Talented students. Applicant must include Education and Experience requirements.

Superintendent/Principal with principal certificate; Special Populations Coordinator (Principl Cert Preferred; Exp in SPED, Gifted; & ELL preferred); Gifted and Talented Teacher; Diagnostician

NARRATIVE (1) - Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *Include specific reference to budget amounts that will facilitate effective Child Find requirements and adequate continuum(s) if alternative placements.*

NARRATIVE (2) - Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and assessed to measure progress in learning the English language. *Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas Essential Language Proficiency Assessment System (TELPAS).*

NARRATIVE (3) - Discuss plans to provide any screenings, accommodations, instruction, and (or) placements for Gifted and Talented students. *Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.*

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Presents detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan.
- Demonstrates thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education.
- Presents detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan.
- Demonstrates thorough understanding of the English Language Proficiency Standard [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS].
- Presents detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services.

NARRATIVE (1) - Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *Include specific reference to budget amounts that will facilitate effective Child Find requirements and adequate continuum(s) if alternative placements.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI is founded on accepting all children. ESEI will particularly focus on children who have had reading and learning difficulties, or who are showing signs of such problems. Given this bedrock belief, the school and school staff will strive to identify children in need of both specialized, intensive interventions and who have disabilities. The process of identifying children with disabilities will be two pronged, as required by the Individuals with Disabilities Act – 2004 (IDEA-2004): a Child Find process and a referral process.

Child Find is the process of identifying children with disabilities through community agencies, physicians, families, and other sources. ESEI develop and print posters for display at the school in common areas to inform parents and community members of general markers of concern indicating possible disabilities in children, and of the school's process to help identify children in need, and provide services to these children. Parents, grandparents, and community members will be able to complete a simple Child Find form to identify their concern and to share with school staff. School staff will then pass on the form to the Special Populations Coordinator for follow up action.

The referral process will be based on a Response to Intervention (RTI) model in which progress monitoring data will be collected on a regular basis at multiple levels of intervention, leading to a referral for a Full Individual Evaluation for those students not demonstrating adequate progress following various levels of intervention. The referral will be made by classroom staff to the RTI team, with parental consent being obtained before the initiation of an evaluation as required by IDEA-2004. Parents will also have the right to request an evaluation in writing to the school principal, with the school giving a response to the parents within 15 school days.

The initial evaluation will include all components required by IDEA-2004: areas of concern; parent/guardian information; health information & history; sociological information; developmental history; classroom observation; behavioral information; and prior educational history. Additionally, information on student interests and behavior will be collected by interviewing the student, and by assessing the student's strengths using on-line measures appropriate to the student's age. A Full Individual Evaluation will be conducted using standardized evaluation instruments and classroom/school data; coupled with information listed above. Evaluation will determine the two required components to determine eligibility for Special Education services: an identified disability and educational need.

NARRATIVE (2) - Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas Essential Language Proficiency Assessment System (TELPAS).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In accordance with TEC Chapter 29 Subchapter B, ESEI will identify the home language of each student using a home language survey. The ESL teacher will test the identified student within the first 10-15 days of school using the Woodcock-Munoz and SAT 0 tests for Listening, Speaking, Reading, and Writing. The student's progress will be monitored throughout the year. Testing will be repeated as needed to determine if the child is ready to exit the ESL program. ESEI will utilize the Texas English Language Proficiency Assessment System (TELPAS). There will be an end-of-year meeting to determine if the student is ready to exit the ESL program. The CEO, with board approval, will develop policies and procedures to serve ESL students. Beginning in year one, ESEI will have an ESL teacher.

NARRATIVE (3) - Discuss plans to provide any screenings, accommodations, instruction, and (or) placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will *not* be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The charter will have IEPs (Individual Education Plans) a large percentage of the students (if not all of the students) due to the ELA (English Language Arts) and ADHD issues that many if not most of our student will have. Within the IEP (or similar plan for students who do not qualify for an IEP) we will identify those content areas that the student should receive specific GT (Gifted & Talented) additional instruction. The charter will have a lead GT teacher who will coordinate with the other instructional staff members so that specific extended lessons within the content areas can be coordinated along with forming project based learning teams for group lessons. The GT and other special services are in the standing budget of the charter. This is because there will be several programs that go beyond the standard TEKS (Texas Essential Knowledge and Skills) curriculum. Our instructional staff members will use ESC17 staff development related to GT to obtain their endorsement. We are doing this so that all instructional staff members have the mind-set that we must provide enriched instruction that moves all students to higher order thinking. The system of instruction that we are developing will look for ways to advance the "gifted" students' in a manner that is appropriate to their higher IQs. However, we will work to extend the "talent" of all our students' in terms of showing them ways that though learning, practice, and "sweat" they can grow their talents! This view of the standard GT instruction being extended is what we believe will allow our students to return to traditional public school setting after experiencing our charter because they will have learned how to overcome the issues that brought them to our charter.

Our charter will implement GT services using the continuum of learning experiences refers to articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school. Instruction must be seamless and vertically aligned in order to achieve the state goal of developing advanced-level products and performances (State Plan 3.2C and State Plan Glossary). An array of learning experiences is a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students (State Plan Glossary). The State Plan requires an array of appropriately challenging learning experiences in each of the four foundation curricular areas be provided for G/T students in Kindergarten to grade12 and parents be informed of the opportunities (TAC §89.3 and State Plan 3.1C). Our charter will meet these goals by having a lead GT teacher and other instructional staff members who have received their GT endorsement from ongoing staff development. The administration will check that GT services (and related ELA / ADHD) by having the staff document on lesson plans how extended lessons are being done with students. The results of the extend lesson will be documented in the grading system of the charter.

I. The applicant plans to use: ☒ locally-developed curriculum; or ☒ purchased curriculum
 Explain if the curriculum is a mixture of the two, cite curriculum author(s).

PreFlight; Take Flight: A Comprehensive Intervention for Students with Dyslexia; Rite Flight: A Classroom Reading Rate Program; Rite Flight: A Classroom Comprehension Program. Texas Scottish Rite Hospital for Children; Woodin Math instruction, Christopher Woodin,

II. Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?
 Including educational or experience requirements.

Sup/Prin – Certified Teach Principal; Superintendent Advisor Certified Superintendent; Certification;
 Spec Pop Coor - SPED Certified Teacher;



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

III. Provide teacher to student ratio(s) for each grade level proposed.

ESEI will have a minimum of 1/10 teacher student ratio for all grades. For dyslexia intervention we will have a 1/5 teacher student ratio.

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Describe how the curriculum will align with the Texas Essential Knowledge and Skills

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Clearly distinguish itself from educational/ instructional models currently implemented within the geographic boundaries.
- Describe a foundation and enrichment curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills (TEKS)* standards.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience.
- Describe a consistent and robust plan to evaluate the proposed curriculum; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/or necessary realignment.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program - with associated budget cost(s).
- If applicable, provide an adequate rationale for not providing any special programs or extracurricular activities.
- Present well designed extra curricular activities and programs.

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI will utilize the Scottish Rite Take Flight Program and related interventions for reading instruction for struggling readers. For math, ESEI will utilize the Singapore Math. Singapore is a mastery-based, hands on program particularly suited to children with learning differences. Singapore incorporates practical strategies with systematic instruction. Small group instruction allows the child who excels in math to advance quickly while the child needing additional instruction can receive needed support. <http://www.singaporemath.com/>. The Woodin method of math instruction will be incorporated into the instruction.

Additionally, during the start-up of the charter we will select from various vendor programs systems to extend the academic and social emotional learning (SEL) of our students. All programs will be aligned to the TEKS (Texas Essential Knowledge and Skills) and preference will be given to system listed as Promising Practices and/or Evidence Based in the Department of Education Clearinghouse. This will assure that the non-TEKS items align to the TEA curriculum items used by school in Texas. During the planning phase of the start-up grant, we will have lead teachers develop a Scope and Sequence focused on ELA and integrating the other content areas into this system using the TEA various Scope & Sequence items found at this web-page (https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/). We will use the links from this page to provide content area specific TEKS that also have the extra ELA focus to meet are students' special needs. The Scope & Sequence (S&S) templates developed during the planning phase will be used to guide instructional guides. Gary Frye, because of his 14 teaching and 4 professional certifications, will work with the staff to create these templates. Dr. holds All Level Special Education and English as a Second Language certifications which allows him to aid the instructional staff in these areas of TEKS alignment with the overall goals of ESEI.

Also, there will be Dyslexia / ADHD assortments of needs that will be used to modify an individual's student's instruction based on if they need focused ELA items that move them to becoming independent readers. Within the expand ELA training, if needed, some of the content areas may not be directly taught but used as the materials to be read. This will allow the focus on the special needs of the students to be met while having general information gained for all of the content areas. Dr. Frye establishing Lubbock-Cooper ISD's Dyslexia program in the 90s and its current use will allow him to match the goals of ESEI to TEKS and overall CIP/DIP goals related to this area.

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

All children will receive a form multi sensory reading instruction based on OrtTake Flight.

Take Flight: A Comprehensive Intervention for Students with Dyslexia written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. Take Flight addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive Tier III intervention for students with dyslexia.

Phonemic Awareness - following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns

Phonics - providing a systematic approach for single word decoding

Fluency - using research-proven directed practice in repeated reading of words, phrases and passages to help students read newly encountered text more fluently

Vocabulary - featuring multiple word learning strategies (definitional, structural, contextual) and explicit teaching techniques with application in text

Reading Comprehension - teaching students to explicitly use and articulate multiple comprehension strategies

<http://www.tsrhc.org/dyslexia-take-flight>.

Singapore is a mastery-based, hands on program particularly suited to children with learning differences. Singapore incorporates practical strategies with systematic instruction. Small group instruction allows the child who excels in math to advance quickly while the child needing additional instruction can receive needed support. <http://www.singaporemath.com/>, The Woodin method of math instruction will be incorporated into the instruction.

"Like reading, math involves many cognitive processes or systems. Ideally, teachers should diagnose and treat math breakdowns with the same specificity and strategies they apply to language-based instruction. When math remediation is most effective and efficient, it employs the same best practices that are used to address reading struggles. We know that using hand motions when teaching songs or poems may be helpful since it provides cues and context clues that reinforce learning of the content. Likewise, the best math instruction utilizes student strengths to mitigate weaknesses, and uses context and the integration of multisensory techniques to help the student create meaning and improve memory." <http://dyslexia.yale.edu/resources/educators/instruction/math-introduction/>. Using the Woodin method of instruction with the Singapore Math will serve to meet the needs of student who struggle with math as a result of language based learning differences.

Take Flight as associated interventions, Singapore math with Woodin instructional methods incorporated will serve both those who struggle, and those who do not to have a solid foundation in reading and math.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

When student instruction begins, Dr. Frye will work with the grade level staff to determine if a specific student needs modifications to the standard S&S (Scope & Sequence) which is based on the TEKS. During the first month of student instruction, there will be weekly grade level meetings to determine if these modifications are required. At the end of the first 3-weeks content meetings will be held to assure that there is alignment among the grade levels on how instruction is being done.

During the weekly grade level staffing, the teachers will work with the campus leadership to determine IEP (Individual Education Plans) or similar plan for each student. This will allow students who have higher or lower skills in a content area to receive appropriate instruction. For example a student who has 1st grade reading ability but 3rd grade math and is listed as a 2nd grader will receive ELA instruction at 1st grade, Math on 3rd grade, and Social Emotional Learning (SEL) on 2nd grade level. Because of the nature of the charter, we will be able to provide technology based and/or other items of instruction that meet student's IEP needs/goals. The teacher will be taking at least two grades per week that will be used to determine progress of the students in meeting accelerated ELA goals while meeting standard TEKS requirements to gain grade level appropriate knowledge within each of the content areas.

The 3-weeks reporting system – progress report and 6-weeks grade card – will be used as a check if the student is making accelerated progress where needed and on-track to make at least a year's gain for each year's instruction but based on their starting point instead of just the Texas State Average by grade level. This will allow our charter to better engage students and help with SEL in that will have examples for the students of how they are learning quicker than their age peers in some of the subjects. Our goal for the charter can be best met by this system in that we will be showing our students that they have advance skills in some areas, need help in some areas, and can learn how to structure their learning so that they can be more effective.

We will, at age appropriate level, share with the students how they are performing. This will be used as another "teachable moment" to give our students the additional skills that they will need to obtain to be effective in the traditional public school setting. Our students will learn that all people learn differently but that when we work to move to help everyone learn we as a group can go farther because everyone's strengths become the focus.

The STAAR tested grade levels will have additional assessment of the specific TEKS that more than 25% of students miss. This will be done to assure that for these items different instructional methods are used since our students can be assumed to learn differently than an average Texas student. As we find methods for more effective instruction we will use the TEKS analysis to find ways to assure that the items missed in the benchmarked testing by each student have online and/or other resource so that they have another method to learn the content.

Because we have a strong belief in the importance of the parents/family as their child's First Teacher, we will share this information with the parents (http://www.ed.gov.nl.ca/edu/earlychildhood/parent_childs_first_teacher.pdf). We will provide parents/families with resources that are designed to promote our charter goals while allow the parents/families out-of-school resources to increase the effectiveness of our academic and SEL efforts (<http://www.urbanchildinstitute.org/articles/research-to-policy/practice/parents-are-a-childs-first-teacher>). We will provide our families with an update at the end of each semester of the progress that their child has made. As we obtain more funding this will be used to recommend students to the summer programming that we wish to develop.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI plans to offer special programs that emphasize creativity and elevate self esteem. Just a few of the programs will include: robotics; science/engineering projects, coding; multiple medias of art expression, film making, drama, ecology/gardening; photo journalism; and more. ESEI will collaborate with other area organization to provide our students unexpected opportunities. We expect to collaborate with the Lubbock Arts Alliance to access professional artists, local television and radio stations for real world experience, local doctors and scientists to exposure to different career paths. Fridays will be devoted to expanding the horizons of our children. We will seek out opportunities for our children to receive public acknowledgment of their accomplishments. Some efforts will be presentations to parents and community members. Others will include participation in every possible community event such at the Lubbock Arts Festival, the Lubbock Volunteer Center activities for children; the Texas Tech Science Fair, and more. It is important for children struggling with learning differences to have a place where he or she can excel. So, we view part of our mission to identify those areas and give our children the opportunity to shine.

To directly have an Evidence Based Clearinghouse system for SEL (Social Emotional Learning) we are considering having Positive Action (PA - <https://www.positiveaction.net/>) as one of our purchased programs. This program has a system to provide grade level teachers with lessons that promote Positive Behavioral Interventions & Support (PBIS). Further, PA has independent research studies that show that students receiving these services without specific academic content area intervention had great increases in academic performance than students receive content specific instructional additional programs. This shows the importance of SEL for all students. Since many of our students will have "issues" related to their Dyslexia and ADHD needs we believe that the combination of direct effect instruction across the content areas focused on these needs with a provide Evidenced Based Clearinghouse program will accelerate our students' ability to have the skills to successful transition back to a traditional public school setting.



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels [ie. elementary, middle, and(or) high school]. The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve. Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence responses.

GRADE LEVEL:

UNIT/SUBJECT:

Insert responses in boxes below. Each box will expand after you insert text.

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit.

Students will be able to compose, decompose, compare, and order numbers up to 100,000 and understand relationships in a 10 place base system

Texas Essential Knowledge and Skills

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations to be provided and cited with the appropriate number, letter, Romanette, as applicable.

Math, Grade 3

"Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:

(A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate;

(B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place;

(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.

TAC 111.5(b)(2)(A), (B), & (D).

Essential Questions

Include open-ended succinct, challenging questions that will guide development of this unit.

What are place values? What is the difference between 1, 10, 100, and 1000, etc? What impact does place value have? Would you rather eat 1 M&M, 10 M&M's, 1,000 etc.?

Differentiation

How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?

At the beginning of this unit, the teacher will divide the students into small groups based on the data provided by assessment. The small groups will allow the student without the necessary foundational skills to gain those skills before proceeding further. At ESEI, we are committed to identifying and addressing gaps before those gaps become a significant issue for the student.

[Add Another Course Scope and Sequence](#)



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels (i.e. elementary, middle, and/or high school). The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve. Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence responses.

Materials and Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Text book, number line, number mat, & manipulatives all to be provided by the school

Student Activities

What will students do to demonstrate their learning? Where applicable, clearly indicate how the activities related to the TEKS, how formative assessments will be made, and how the activities can be tiered of differentiated to accommodate different learning abilities.

The activities are tiered by assignment to small groups. Different groups will spend different time on each activity depending on the needs of the students. Further, some groups may be assigned different activities in their entirety.

Give students wooden sticks. Students group the sticks by ten, then they group 1/2 of the 10's into groups of 100. Students then use the grouped sticks to quickly represent different numbers presented. Such as "show me 160 sticks." The student will then be asked to write the number in standard and extended form. This will be repeated many times with different numbers. Then students will then be asked to do the same thing with ungrouped sticks to better understand the significance of place value.

Give every child a number line with 10's and 100's conspicuously marked. Have the children move up the number line using hopping motion with a colored pencil. With another colored pencil have the children making hoping motions using 100's. Create a number line on the floor. Have the children take turns hoping in accordance to the numbers called out. 1 is a tiny hop, 10 is a medium hop, 100 is a long hop. Call out numbers and have the children act out the appropriate hops. The using the number line, have children start with a particular number, add 10 for a little hop, add 100 for a big hop and report what number the children land on.

Assuming no food allergies, place M&M's in sealed bags of different amounts. Give children three cards with whole numbers. Have the students arrange the three cards in place value. Then illustrate the number in M&M's. Have students rearrange the cards into different place value. Illustrate the number in M&M's. Repeat as time allows with different combinations of whole numbers into different place values. Have the children compare the numbers using $>$ & $<$. Give each child a small bag of M&M's at end of lesson.

Assessments

What common assessments (formative and/or summative) will be used to measure student progress and achievement?

The children will be verbally quizzed and data from math applications used to confirm understanding.

I. The applicant will serve Elementary and/or Middle School [any grades Pre K – grade 8]. Yes ☒ No ☐

II. The applicant will serve High School [any grades 9 – 12]. Yes ☐ No ☒

III. Proposed district-level matriculation rates (in percentages)

Year One Year Two Year Three Year Four Year Five

Sections IV-VI are for applicants who will serve High School [any grades 9-12].

IV. Identify person(s), position(s), and/or entities that will be responsible for implementing Personal Graduation Plans, where applicable.

Not Applicable

V. The applicant will offer the following endorsement(s): Check all that apply

Arts and Humanities ☐ Business and Industry ☐ Multidisciplinary Studies ☐ Public Service ☐ STEM ☐

VI. The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts? Yes ☐ No ☐

NARRATIVE (1) - Discuss promotion and retention requirements for all proposed grades.

NARRATIVE (2) - Identify and discuss additional features of the educational model and/or course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.

Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.

Also include strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.

NARRATIVE (3) - Define and discuss metric's that will be used to assess successful transition between grade level; school type (elementary to middle to high school); and/or post graduation.

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and/or courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify specific outside (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation.

NARRATIVE (1) - Discuss promotion and retention requirements for all proposed grades.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

CURRICULUM MASTERY

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services.

ESEI shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

STANDARDS FOR MASTERY

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

KINDERGARTEN

In kindergarten, ESEI shall give due consideration to the holistic development of each child. Because children at the kindergarten level typically have uneven growth, with language, emotional development, physical abilities, and cognitive growth progressing at varying rates within each child, promotion to grade 1 shall be based on a comprehensive assessment of academic indicators, as well as other areas of development.

GRADES 1-2

In grades 1-2, promotion to the next grade level shall be based on the level of reading in the language of instruction and mastery of sufficient mathematics to be successful at the next grade level.

GRADES 3-5

In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 for language arts, mathematics, science, and social studies. In addition, the student shall be required to maintain an average of 70 in language arts and in mathematics. The student's average shall be calculated by using the highest grade of the grade range for all grading period grades.

ACCELERATED INSTRUCTION

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in 5th grade shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.

GRADE ADVANCEMENT TESTING

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in 5th grade must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to ESEI's local standards for mastery and promotion.

DEFINITION OF 'PARENT'

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of

the Family Code, to have responsibility for the student in all school-related matters; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student.

NO ALTERNATE ASSESSMENT INSTRUMENT

The District shall use only the statewide assessment instrument for the third testing opportunity.

STANDARDS FOR PROMOTION UPON APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third test-ing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to per-form on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for in-terim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER STUDENTS

When a student transfers into ESEI having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with ESEI's standards for promotion.

REDUCING STUDENT RETENTION

ESEI shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students.

This policy is based on the promotion and retention policy adopted by Austin ISD.

NARRATIVE (2) - Identify and discuss additional features of the educational model and/or course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.

Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.

Also include strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI will use the IEP system to develop Personal Promotion Plan (3Ps) similar to Personal Graduation Plan (PGP) done at the end of the 8th grade year at traditional public schools. The 3Ps will be use to guide the academic growth of our students to allow them to be accelerated in the content areas that they are behind age-peers. This 3Ps will allow the special programs - GT, SpEd, Dyslexia, etc. - to be include in the teacher student folder so that all the instructional staff are aware of any additional teaching resources that are available to a specific student. All students will access the Dyslexia / ADHD programs since these services will benefit non-Dyslexia / ADHD students. All students will access SEL (Social Emotional Learning) program (Positive Action - PA - as example) so that all students gain these 'soft life skills' that have been show by PA to improve academic objectively measured performance (<https://www.positiveaction.net/research/>). We will select other vender programs which myON (<https://www.myon.com/>) is an example. MyON is designed as a multi-faceted platform with numerous resources and tools. However, at its core, myON is a personalized literacy environment built to foster the joy of reading that leads to growth and grade-level proficiency, and this is where professional development begins for your school, district or community program. Manor ISD has used this program in its Reading On The Go summer program and showed community reading amounts increase by the parents and the students have access to myON's library of reading materials that are on-line. This will give our students access to higher interest but lower independent reading level materials that can be integrated into the Dyslexia program.

ESEI will use the Hunter historical model for instruction that uses the lesson cycle. This will allow all content area teachers to have a standard system to provide additional structure to the day-to-day lessons. This will promote formative evaluations of the effects on the initial instruction. The goal will be to provide 3Ps to each student that extend the initial institutional methods that keep them actively engage and excited about their own learning pathway. This will allow the staff to accelerate the students in ELA (English Language Arts) while assuring that the other content areas become another method to effectively aid each student in improving their reading skills. The other content area staff will seek similar content software and programs that aid in the extending the TEKS that students gain.

The metrics used will be to have the teacher developed assessments of the TEKS taught, the vendor based software assessments of TEKS and related items, the STAAR benchmark and grade level test results, and the K-2 normed assessments that we will be selecting with input from the instructional staff and administration. These metrics and student/parent/teacher conferences will provide our staff with objective measures of academic progress, parents' opinions of what they are seeing different in their child, and what the student feels about their learning. This system is designed to provide multi-measures of meefing 3Ps goals. The focus will be to use the SEL programs' assessments to determine if we are increasing the resiliency of our students focused on the goal that they will return to traditional public education setting and have the skills to be successful.

The strategies used will be one where the weekly grade level and content area staffing use the various metrics. This will allow the person who is seeing the student every day to have real input into the modifications, if needed, to the 3Ps. We will use the SEL programs to provide the students with the soft skills to have school and life success. The counseling / administration will track this item. The parents will be recruited to have more active role at ESEI where they are given materials to extend and support the day-to-day instruction of their child. We use pre-service educational students from the IHEs (Institutions of Higher Education) as tutors and resources who are studying current Best Practices and Evidence Base programs. We will use ESEI as a research site to improve the general education of Dyslexia / ADHD

students so that we can have an impact beyond our charter to provide a model of how ISDs can form coops to use Economy of Scale to provide cost effective services to these student and to provide a framework of lessons targeted to meeting the educational needs of this sub-population of students.

The transition at 6th (or earlier if a family determines the 3Ps has been met at a level that they wish to transition earlier) will be supported by ESEI's link to Institute of Creative Learners (ICL - the organization that did the Wright Elementary pilot program). ICL has parental and student support groups. We will use ESEI to expand this system through the use of social media to have virtual mentors as more ESEI transition. This will allow us to develop a community that has overcome Dyslexia / ADHD issue. We look at this as the final expression of SEL - you are helping the next one in line!

NARRATIVE (3) - Define and discuss metric's that will be used to assess successful transition between grade level; school type (*elementary to middle to high school*); and/or post graduation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI will initial not have the transition based on the K-3 and then adding one grade level per year until 5th grade. This means that during the first three years of operation the elementary to middle to high school will not occur. We will during these first three-year use the social media program and ICL support groups to continue to contact students that have been at ESEI but left for any reason. This will allow us to build a longitude data base to see the effects of our treatment (the Dyslexia / ADHD programs) on the success of students. The students that leave will become a sample of opportunity if they give us permission to access their academic records. This will allow us to obtain the ongoing effects of student having experienced our system to provide 3Ps that meet individual student needs. In the fourth year when we will have student that make the transition from elementary to middle school, we will use the ICL support groups to remain in contact with the families. This will allow ESEI and ICL to build a support system that has been lack in the Lubbock area. This will also promote SEL in the terms that the families will see that ESCI through ICL is willing to "take them to raise" in terms that once they are our students we will continue to work to find resources to support their child's ongoing academic career. This is why will have CCR (College and Career Readiness) activities even through as elementary campus we are not required to have them. This will show our families that we are "in it" for the long-haul.

Success transition will be measured by which Tier - 1, 2, or 3 - that a student who returns to traditional public setting is placed. This assumes that we can obtain this information from social media because of the family's continued involvement with ICL. We present parents who leave ESEI with a form that states they allow the other ISD to release education records and testing results to ESEI. While we may have schools that do not wish to engage in this sharing of data we believe that many schools will release the records. Also, with the majority of traditional public campuses, we believe that they will be as interested in the analysis of these data because it will give them another method (ESEI enrollment and/or ICL additional programs) to meet these student needs. The benefit to the other campuses will be that the student from ESEI will have the skill to pass STAAR and obtain graduation and/or promotion credits,

NARRATIVE (1) - If applicable, describe an average school day for Ming, a student enrolled in your early education program. Provide *allotted time, time of day, name, and description of each program/activity* that guide Ming's school day? In addition, how will her school-day experience set itself apart from the average school day at surrounding early education programs?

NARRATIVE (2) - Describe an average school day for Cameron, a student who routinely demonstrates behavioral challenges in (and outside) the classroom. In addition, how will his school-day experience set itself apart from the average school day at his last school?

NARRATIVE (3) - Describe an average school day for Ainslee, a student who routinely encounters academic challenges in reading and math. In addition, how will their school-day experience set itself apart from the average school day at their last school?

NARRATIVE (4) - Describe an average school day for Ezra, a student who must use a wheelchair. Include any accommodations and support services to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

NARRATIVE (5) - Describe an average school day for Tracy and Hassan; two students who quietly suffer from bullying regarding their sexuality and religion (respectively). Include any support services, disciplinary actions, and follow-up(s) to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Provide a clear sequence of events throughout each student's school day.
- Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.
- Establish clear and reasonable support for each students' experience, instruction, and/or accommodations.

NARRATIVE (1) - If applicable, describe an average school day for Ming, a student enrolled in your early education program. Provide *allotted time, time of day, name, and description of each program/activity* that guide Ming's school day? In addition, how will her school-day experience set itself apart from the average school day at surrounding early education programs?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Not applicable

NARRATIVE (2) - Describe an average school day for Cameron, a student who routinely demonstrates behavioral challenges in (and outside) the classroom. In addition, how will his school-day experience set itself apart from the average school day at his last school?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In the past, Cameron's school days have been a mix of rewards and negative consequences, leading to little real change in his behavior at home or at school. Cameron likes structure, having difficulty when his usual routine is disrupted. His previous school used a combination of posted rules, some visuals, a reward menu, and consequences including being sent to a calming area in his class and losing privileges such as recess time and having to sit alone at lunch.

Today his school day begins at home when he checks a behavioral App on his Smart Phone that includes his schedule for the day, lists assignments he needs to turn in, and provides reminders of home and school rules and procedures. He has a good breakfast and leaves home on time.

Upon arrival at 7:20, Cam is greeted by office and support staff monitoring the hallway. Staff includes a Special Ed Teaching Assistant who provides some support to Cam. She reminds Cam to go by the Special Ed room for his morning planning time, which Cam does. He sits down with his Special Ed teacher, together they review his schedule and plan his day using the "My Good Day" strategy from I'm determined.org (a self-determination web site). As they plan, his teacher is checking Cam's body language and non-verbals to quickly assess his mood, knowing that if he is showing signs of agitation or anxiety, they can spend extra time problem solving and discussing how he can have a good day despite his start. Today, however, Cam is in a good mood and is ready to go to his class. Before leaving the room, he checks his phone schedule, knowing that should he need to make any changes, that he has the option to do so.

Arriving in class, his classroom teacher greets him by name, also doing a quick check of his mood and body language. In class, rules and procedures are posted; students are seated in small groups; and a list of positive outcomes for behavior is visible to all. Cam and his classmates have been trained to use both preventative and restorative discipline strategies to prevent or resolve incidents of inappropriate behavior. Preventative strategies include social skills training, use of visuals, and direct teaching of desired behavior and procedures. Restorative practices center on the use of a restorative circle to discuss conflicts and reach consensus on a plan to restore each person involved to a positive state.

In addition to direct teaching of preventative and restorative strategies to students and staff, parents have been involved in setting school wide expectations, rewards, and consequences. Parents have also received training on restorative discipline practices and the use of such practices at home. Parents can be called to participate in circles to discuss both school and home issues.

As his day comes to an end, Cam reviews his day with the Special Ed staff or his classroom teacher; makes an initial plan for the next day; and reviews any upcoming assignments that he is responsible for completing. As he leaves he gets a thump on the back and a "See you tomorrow for another great day" from a staff member.

NARRATIVE (3) - Describe an average school day for Ainslee, a student who routinely encounters academic challenges in reading and math. In addition, how will their school-day experience set itself apart from the average school day at their last school?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

My name is Ainslee. At my old school, I thought I was stupid. Every night, I tried not to go to sleep, because I didn't want to wake up and go to school. Every morning, I cried while I got ready because I knew it was going to be another bad day.

In my class there were 22 kids and I was sure I was the stupidest. I sat while Mrs. Thompson (my teacher) talked and talked and wrote on the board, but nothing seemed to sink in. A couple of times a week, I would miss art or PE (the only things I liked) and go see Ms. Fields. Ms. Fields was nice and I know she was trying to help me. Two other kids were there too. She tried to help me read, and I don't know if it helped or not. As soon as it was over I went back to my regular class and was stupid again.

Mrs. Thompson was nice but kept talking about stuff I didn't understand and asking me to do stuff I didn't know how to do. So I just tried not to be noticed. Mrs. Thompson kept sending notes home to my mom. My mom tried to help. Sometimes she got mad, a lot of times she just hugged me and cried. But, nobody seemed to be able to fix me.

Then I switched to Elementary School for Education Innovation. Guess what, I'm not stupid. My class is actually bigger, but we are always split up into small groups. I get help with my reading every day, but so does everybody else. In math class (really every class) the teacher will teach things several different ways – until I understand. I am even learning how to use technology to help me too.

At home when I check an App on my Smart Phone that includes my schedule for the day, lists assignments I need to complete, and provides reminders of home and school rules and procedures.

7:20, I get to school and go to my classroom. I see my teacher, Ms. Johnson, Ms. Cindy (she's a student at Tech and a lot of fun) and Ms. Jean, she is the foster grandparent for my classroom. They are all happy to see me. I have to list on my locker of the things I am supposed to do first thing. I put away my things and check off the list.

7:25, I have my breakfast and am sitting with the other kids eating. Ms. Cindy reminds us that breakfast is almost over and we start to clean up.

7:40, Wiggle Time! We all stand up and do stretching exercises and work out our wiggles!

7:55, It's my turn in a reading room. There are three reading rooms in our classroom, I go to Ms. Smith. She is nice. There are five of us in the room. We are all learning to read using "Take Flight". Reading has been hard, but it is getting better. Best thing is, no body laughs at me.

8:40, Station time! We rotate in stations a lot. So, I don't really have time to get bored or frustrated. There are three stations and they change depending on what kind of help I need. I like it when I get to do reader's theater, but I also like working on the IPAD. I spend 15 minutes at each station.

9:25, It is outside time!! We get to run outside. It isn't a long recess, but it helps me feel like the day is not so long.

9:40, Math, When I walk in the classroom, I get my math schedule. It says which stations I will do to and what I will do. I struggle with math, but it's getting better. Math kinda has the same schedule as Reading but this time I start with stations. On one station, I get to use the IPAD for math games. The next station has a different assignment for each kid and the third has a game I get to play with my friends. I spend 10 minutes at each station. Then I go to the math learning Room. There are eight kids in this group. It is not the same group as I have in reading, because we all need to work on learning different things.

10:40, Music or Art – my FAVORITE! Half of my class goes to art while the other half goes to music and the next day we switch. In art, we do all sorts of things from sculpting and painting art with found stuff. We even get to have professional artists come to our classroom to show us their work and talk to us about how to do it. Every year, we get to show our art at the Lubbock Arts Festival and the Lubbock County Fair – so much fun.

My painting was at the Lubbock First Friday Art Trail in November. Everybody loved it. In music, we get to play actual instruments. I like to sing and Ms. Sheila is a student from Texas Tech who helps me sing better.

Our school is pretty close to the Lubbock Art District, so we get to go to the Louise Hopkins Underwood Center for the Arts and the Lubbock Civic Center, and the Buddy Holly Performing Arts Center. We got to watch the rehearsals for several musicals and even got to see the musicals when they were ready.

At my last school, I had to miss art for reading help and I missed music for math help, but that never happens at ESEI.

11:40, Lunch and Recess

12:40, Science, I love love love science. I am really good at it. My teacher, Mr. Chance, is great. He makes sure I understand what is going on. He doesn't get mad when I forget my work or get distracted, he just helps me get back on track. He has really good suggestions to help me understand. Plus he doesn't lecture, we get to do projects. We are split up into different groups (not the same group as reading) and we work on projects. I can use technology to help me read and even got to do a project that was part science and part art. Too cool!

STEM Extended, we learn coding, we get to do robotics, we get to do computer animation, and we use computer programs to try to help all of us extend our working memory.

1:45 Wiggle Time

2:00, Social Studies, Social Studies is fun. We learn about history and current events and how the government works. When we talk about current event, we use the computer to read about them and then discuss. The reading program covers the same topic, but is written differently for each student. So I can read about it and discuss. In my last school, I would have just been quiet at the back of the room. But not any more. What I say matters! We have special speakers come in to see us. We even got to go the Lubbock County Court House where one of the district judge's did a mock trial. It was really cool! I was on the jury.

3:00, Health/Character Development/Chess. This class is a little different each day. We learn about eating healthy and stuff like that, and how to deal with bullies, and how we should treat each other and once a week we get to play chess. I'm getting pretty good.

4:00 Gather up and pack up. We put everything away and stack up our chairs. We check our back packs and make sure we have everything. We make a plan for tomorrow. We are going to be at school. We will be on time. And we will another great day!

Oh and super cool thing – no homework. I am supposed to practice reading, but no worksheets or reports. I get to go home and just be with my family. My mom doesn't cry anymore and we get to just be a family.

It turns out that everybody learns differently and its just not a big deal. I have challenges, but those challenges come with gifts. My gifts matter and my challenges will not stop me. I am smart and I can do anything.

NARRATIVE (4) - Describe an average school day for Ezra, a student who must use a wheelchair. Include any accommodations and support services to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

My name is Ezra and I use a wheelchair. At ESEI, I have a teacher's aide who is assigned to help me when needed. But, he doesn't get in my way. He stands back away from me until he sees that I want help. But he doesn't make me feel weird or different and he doesn't get in the way of me making friends. Much of the time, he will just let one of my friends help me. But, always I know he is there if I need him. I can get through all of the doors just fine and I have a small table in each of my classes to sit at instead of a desk which works

well. My day looks like everyone else's day and that is just what I want.

NARRATIVE (5) - Describe an average school day for Tracy and Hassan; two students who quietly suffer from bullying regarding their sexuality and religion (respectively). Include any support services, disciplinary actions, and follow-up(s) to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Tracy is apprehensive about another school day at ESEI. She is in the 4th grade and lately has experienced some teasing and bullying from some of her classmates because she told a friend that "I really don't like boys at all". Other girls have called her "lesbo" at recess, during lunch, and at other times when a teacher was out of hearing range. Two girls have threatened to beat her up, and in one case started pushing her around in the girl's restroom. As they did so they said they would tell the teacher that Tracy tried to touch their private parts in the restroom if she says anything.

Hassan, a classmate, has been having his own troubles with classmates. With darker skin and a mother who wears a burka, he was subject to some slurs from the time he enrolled. When he acknowledged that he and his family are Islam, the slurs and taunts became worse, especially from a group of boys. Hassan has been told to go back where he came from, called an ISIS terrorist, been told he is going to hell, and been pushed, tripped, and elbowed by one boy.

Tracy and Hassan's teachers have noticed their increasing reticence to go to the bathroom, join others at recess, and that they are often left alone at lunch. Both students have also had a noticeable drop in their grades in most subjects. Their teachers approach both privately, but neither will say anything. In an effort to help, the teachers instruct some of the teachings assistants to "stay close" to the Tracy and Hassan and see if they can ascertain the issues. The teaching assistants are also asked to keep a closer watch on the children who might be bullying.

When another student tells a teacher that Hassan is not a real American, the staff decides to take action. The first step is to contact Tracy and Hassan's parents to express the staff concerns and to ask if either child has reported any bullying, expressed not feeling safe at school, or is showing a reluctance to go to school each day. Tracy's parents report that she is increasingly resistant to completing school work and has expressed a desire to go to a new school. Hassan's parents have not noticed any noticeable changes, except in his grades. When asked about why he is not doing as well, he simply shrugs and says, "I don't know." Both sets of parents agree with school staff addressing the issues, with Hassan's parents expressing a willingness to help explain their faith and customs.

Following these individual contacts, school staff sends a written notice to the parents/guardians of all 4th grade students regarding a concern about bullying behavior, plans to address the issue, and reinforcing school policy on bullying by students. Parents are also asked to remind their children of the policy and of possible consequences for bullying. One parent contacts the school with a concern that their daughter has reported "mean Tweets and Snap Chats" directed towards students in the 4th Grade.

Tracy and Hassan are told by their parents that the school is concerned about possible bullying directed at them; that they will be allowed to visit with the principal; and that they can let school staff know what has been happening. The next day when Tracy arrives at school, she requests to see the principal and is able to do so.

While a usual school day starts with breakfast and morning announcements before the 4th Grade English Language Arts Reading rotation, today's announcements include a special assembly for the 4th Grade in the congregation area. As the 4th graders walk to the congregation area, the principal joins them. Once in the cafeteria the principal is able to get the students to quiet down, and then informs the students that she has been made aware of bullying threats and behavior at school and on social media, and that if such threats are found to be true, there will be consequences for those involved. She then describes what bullying means; why having people with different faiths, beliefs, views, and abilities is important to the school and to Lubbock; and then closes with her story of being bullied in Middle School because she was short and thin. A counselor then tells the students that their morning will be a bit different due to the bullying. A community police officer will speak to each class; teachers will conduct class circles to hopefully resolve the situations and discuss the value of each individual to the school; and social media actions will also be addressed.

In class, circle begins with students individually completing a Circle of Friends diagram of their various relationships; then a restorative circle is begun to discuss bullying in general, school specific incidents, and to arrive at solutions to the problem that restore relationships to a more positive level. The community police officer joins the circles to discuss consequences and to encourage all students to either intervene to stop such actions when they see them, or to report such incidents to staff. One student mentions that he would try to stop bullying, but does not know how to do so. Staff notes this and will later plan peer intervention training for students.

By the end of the morning, classes have reached an understanding about bullying and its consequences. Staff has initiated planning for additional intervention, and in reviewing the Circle of Friends diagrams, has noticed that one of the students suspected of bullying, did not include one of her parents (who are divorced) in any of her circles, neither did she include anyone in her "closest friends" circle. Staff shares her circle with a counselor in order to initiate some services for the girl. Tracy and Hassan leave that day feeling a little more secure, Hassan having had two other boys sit with him at lunch where they found out they have a mutual enjoyment of soccer.



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

**I. Name(s) of Proposed Progress Monitoring Instrument(s)
... for Early Education**

Not applicable to this application



As of June 19, 2017, the following Early Childhood Education progress monitoring tools have been approved for the 2017-2021 Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments. [Click Here](#)

III. List data collection activities that will be involved in the proposed assessment/evaluations.

ESEI use the data point detailed in question II this page. These items will be supplemented by the various vendor program assessments and the state/national testings done by grade level to determine year progress of the students. ESEI will convert the social media items into thematic units (Dr. Frye's dissertation was a qualitative design). This will allow ESEI to extend the assessment into the longitudinal so that the knowledge base to provide effective instruction to the targeted students can be increased. The link to the IHEs (Institution of High Education) will give us access to graduate student who are looking for data to design Master and Doctoral level studies to obtain their degrees. ESEI and ICL will work with these graduate students to help them research our program so that they can present and publish on our effects.

NARRATIVE: (1) - Detail all plans to measure, evaluate, and disseminate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

Lastly, include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

Press to Input Narrative Response

II. Name(s) of Proposed Assessment(s): for Grade 3 and up...

The Comprehensive Test of Phonological Processing (C-TOPP); the Visual Motor Intergration Assessment (VMI); the Wechsler Individual Achievement Test (WIAT-II); the Wechsler Intelligence Scale for Children (WISC-IV); Woodcock Reading Mastery Tests-Revised (WRMT-R); and Test of Word Reading Efficiency (TOWRE 2); NWEA Measures of Academic Progress® (MAP®), Children's Progress Academic Assessment™ (CPAA™), and Skills Navigator™; STARR

IV. Person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data. Including educational or experience requirements.

CEO; Sup/Prin; Sup Advisor; Special Populations Coordinators

**Evaluation Criteria
A response should:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population.
- Rationalize the use and applicability of the proposed assessment model(s).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a robust plan to use assessment data for the improvement of campus teaching and learning.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE: (1) - Detail all plans to measure, evaluate, and disseminate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

Lastly, include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

For all grades, data will be collected and disseminated on a weekly basis by the Special Populations Coordinators with the assistance of the PEIMS coordinator.

For children K-2nd, ESEI will administer the The Shaywitz DyslexiaScreen™. Is is an "evidence-based assessment that helps teachers identify students in kindergarten and first grade who may have dyslexia. Created by Dr. Sally Shaywitz, a global leader in dyslexia research and advocacy, the digital assessment emphasizes phonological, linguistic and academic performance. Shaywitz, the Audrey G. Ratner Professor in Learning Development at the Yale University School of Medicine, is co-director of the Yale Center for Dyslexia & Creativity. As a physician-scientist, she conducts cutting-edge research that provides a 21st century scientific understanding of dyslexia." <http://dyslexia.yale.edu/first-of-its-kind-screening-tool-allows-for-early-identification-of-children-who-have-dyslexia/>.

For Children K-3, ESEI will use MAP for Primary Grades (MPG); Skills Navigator; Children's Progress Academic Assessment (CPAA); Data derived from Lexia Core5; Data derived from other computer applications

For Children 3-5: Along with STARR, ESEI will use MAP, Skills Navigator; Data derived from Lexia Core5; Data derived from other computer applications. In both age groups, Creative Learners expects to use assessments used in dyslexia identification include Comprehensive Test of Phonological Processing (C-TOPP), the Visual Motor Intergration Assessment (VMI); the Wechsler Individual Achievement Test (WIAT-II); the Wechsler Intelligence Scale for Children (WISC-IV); Woodcock Reading Mastery Tests-Revised (WRMT-R); and Test of Word Reading Efficiency (TOWRE 2).

MAP and MPG will be administered at the beginning of the school year, the middle, and the end. Skills Navigator, however, has been designed for administration at any time and more frequently to "drill down" on topics to determine what additional instruction is necessary. CPAA will be administered to the youngest students a minimum of three times a year. Lexia Core 5 will be used on a daily basis by students to reinforce reading skills. Dyslexia Assessment tools be utilized as recommended by a SPED teacher or the Educational Diagnostician.

Frequent use of computer applications, particularly in math and reading will providing ongoing data for use by teachers making alterations in each child's instruction.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Shaywitz DyslexiaScreen, Comprehensive Test of Phonological Processing (C-TOPP), the Visual Motor Intergration Assessment (VMI); the Wechsler Individual Achievement Test (WIAT-II); the Wechsler Intelligence Scale for Children (WISC-IV); Woodcock Reading Mastery Tests-Revised (WRMT-R); and Test of

Word Reading Efficiency (TOWRE 2) are all currently accepted standard testing for children with dyslexia to measure progress.

The NWEA assessments (MAP & MPG) are aligned with the TEKS <https://www.nwea.org/content/uploads/2009/09/NWEA-Linking-Study-Methodology-OCT16.pdf>. With that alignment, not only will ESEI be able to track student progress, ESEI will be able to evaluate the efficacy of its curriculum.



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening any campus. See *Letter of Special Assurances* if proposing to open more than one campus.

I. Public Meeting(s) Dates - dd/mm/yyyy/0:00

October 7, 2017 10:00AM to 2:00PM (come and go)

V. Location(s) of Meeting - facility name and address to include city and zip code.

Lubbock Science Spectrum 2579 S Loop 289
#250, Lubbock, TX 79423

II. Number of Attendees - # per meeting

128 families attending meeting



This section has a required Attachment
A4- Community Efforts and Support

III. Number of Attendees residing within:

(a) FIVE miles of meeting(s)	72
(b) TEN miles of meetings(s)	36
(c) TWENTY (PLUS) miles of meeting(s)	20

VI. Date that applicant began outreach efforts to promote each specific public meeting.

There was one meeting and outreach efforts started in April of 2017



Applicants must prepare a **Meeting Question Protocol** for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.

IV. Board Member(s) in Attendance - by name

Merinda K. Condra, J.D.
Becki Laurent
Frank Goode, Ph.D
Julie Smit, Ph.D

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include:

- (i) Board member input as to the specifics of outreach planning, protocols for meeting(s), and any community engagement;
- (ii) Selection process/rationale for all strategies used for community outreach/advertisement; and
- (iii) Considerations for any barriers to attendance (accommodation for working parents etc.)

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Include a summary of audience questions and any responses provided during the meeting.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Demonstrate significant Board involvement with the planning and implementation of community outreach.
- Demonstrate strong community attendance.
- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include:

- (i) Board member input as to the specifics of outreach planning, protocols for meeting(s), and any community engagement;
- (ii) Selection process/rationale for all strategies used for community outreach/advertisement; and
- (iii) Considerations for any barriers to attendance (accommodation for working parents etc.)

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In considering day, time, and location of the meeting, the Board considered how to reach the most families taking into consideration work, other events in the community, building capacity, and childcare needs.

As described herein, many of the strategies of this proposed charter school, grew out of interventions by the Institute for Creative Learners at a Lubbock area public school.

In 2016, the Institute for Creative Learners held a Reading Fair at the Lubbock Science Spectrum as a part of Dyslexia Awareness Month. That Reading Fair included over 20 different community organization and provided the children free access to the Lubbock Science Spectrum (<https://www.sciencespectrum.org/>) and free dyslexia mini-screenings. The 2016 Reading Fair had over 774 people in attendance.

So, the Board of ESEI decided to hold its public meeting at the Creative Learners Reading Fair. The 2017 Reading Fair had over 1,100 people in attendance. Of that, 128 people attended for more information about ESEI. There were again over 20 community organizations who participated in the event with each organization distributing information about the event to its constituency. Board members participated in outreach through arranging radio and tv appearances. The CEO appeared on all three local networks and two radio stations. The Science Spectrum ran two ads in the Lubbock Avalanche Journal and mailed out over 1900 postcards regarding the event. Information about the event appeared on the Facebook pages of The Institute for Creative Learners, The Lubbock Science Spectrum, and 20 different community organizations.

The Reading Fair was an ideal venue with built-in outreach. If The meeting was held on a Saturday from 10 - 2 to accommodate the schedules of more working parents. It was held in a child friendly environment so parents would not need to obtain child care. It was held over a four hour period with information repeating to accommodate many schedules.

It is the intent of ESEI to participate in the Reading Fair on an annual basis as a part of ongoing student recruitment.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Include a summary of audience questions and any responses provided during the meeting.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The public meeting was scheduled as a come and go event over a four hour period. The information was repeated continuously during this time with questions taken throughout. The largest part of the discussion was surrounding the proposed intervention for dyslexia. Accordingly, there significant discussion regarding the Take Flight Program developed by the Luke Waites Center for Dyslexia and Learning Disorders which is part of the Scottish Rite Hospital for Children. Many of the parents appeared to need to discuss their experiences in a more traditional school setting and were looking for assurances that their children would not have those same negative experiences. The parents were provided those assurances and also the opportunity to provide suggestions of how they believe a school can better meet the needs of their

children. There was discussion regarding what professional development would be provided to those teachers who were not language arts teachers about learning disabilities. Parents were assured that all personnel, who interact with children, would have ongoing appropriate professional development and/or training regarding language based learning differences, ADHD, Executive Functioning Challenges, and any other differences which might be applicable to the children we serve. There were repeated questions about the cost of attendance. All parents were assured that this is a free public school with absolutely no tuition. The parents asked about the application process. All were assured that in the event of over subscription, children would be selected on a lottery basis. Enrollment is not a competitive process.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The choice to hold the meeting in conjunction with the Creative Learners Reading Fair and to assist with outreach for the event led to excellent attendance. The Ms. Condra appeared on several television and radio news programs to encourage public attendance. The combined efforts of over 20 community organizations contributed to the excellent public attendance. It is the intention of ESEI to continue to participate in the Reading Fair every year as a part of student recruitment.

ESEI was formerly known as Creative Learners Reading School. Much of the content was also included in Creative Learners Reading School, Generation 22 Charter School Application and is included herein with the permission of the author.

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated "no" above, proceed to the next page.

II. Physical Address of Location(s):

III. Does the applicant intend to lease or purchase property? Currently Own ☐ Lease ☐ Purchase ☐
If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes ☐ No ☐

IV. The applicant will:
Use the Existing Facility As-Is ☐ Build a New Facility ☐ Repurpose/Remodel the Existing Facility ☐

V. Has the building been issued a certificate of occupancy for educational use? Yes ☐ No ☐

VI. What was the facility's last nature of use?

VII. Will the facility share space with individuals/organizations in addition to the proposed charter school? Yes ☐ No ☐
If yes, detail the entity name, type, and frequency of use.



Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an "E" or Education rating for the facility. The certificate must be issued by the appropriate local authority.

NARRATIVE (1) - Describe the process used to identify and select the proposed facility.

Identify individuals/organizations that had a significant role in the selection and/or procurement process.

NARRATIVE (2) - Describe the facility and community and how they will be ideal for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and/or renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

NARRATIVE (3) - Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timeline(s) and associate cost(s) and fee(s).

Press to Input Narrative Response

Evaluation Criteria A response should:

- Provide a clear description of the facility and community and how it will be ideal for the proposed charter school's mission, vision, educational model, and scope of operation.
- Provide a clear process that was used to identify and select the chosen facility- including market research, factors/ considerations, timelines, relevant individuals/ organizations that had a significant role in the process.
- Address growth and rollout with relation to proposed grades and scope of operation.
- Demonstrate adequate alignment with enrollment growth projections.
- Provide a clear description of the purchase or leasing arrangements - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated "no" above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

II. Does the applicant intend to lease or purchase property? Lease ☒ Purchase ☐

III. Indicate the **applicable scope of knowledge** regarding a prospective location:

City Level

Define specific scope below.. ie feeder pattern, district name etc.

ESEI will be located withing the city limits of Lubbock.



The term "**applicable scope of knowledge**" refers to the most specific geographic area that the applicant has targeted for their first proposed campus. This can be defined as specific as a street or as broadly as a zip code. This is NOT your proposed geographic boundary. This response is only to determine the projected area that the applicant plans to open the first campus.

IV. Will the applicant contract with a Charter Support/Development Company for facility build-out, modification, renovation etc.

Yes ☐ No ☒ if yes, who



Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an "E" or Education rating for the facility. The certificate must be issued by the appropriate local authority.

NARRATIVE (1) - Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including:

- (i) results from market research and analysis;
- (ii) plans for modification, building, and/or renovation;
- (iii) time lines;
- (iv) financing; and
- (v) relevant individuals/organizations that will have a significant role in the selection and/or procurement process.

Also, include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

Evaluation Criteria A response should:

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Provide a clear process for identifying and securing a facility.
- Provide clear market research to demonstrate enrollment viability as well as available (and adequate) real estate options.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process
- Outline clear plans/considerations for student enrollment growth.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget figures that are congruent with the financial workbook.

NARRATIVE (1) - Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

While ESEI has not made a final decision regarding a location, in its process of exploring possibilities with a particular building in downtown Lubbock. The building meets many of the needs of ESEI:

1. Proximity to Texas Tech University – ESEI intends to work in close relationship with Texas Tech University to serve the needs of ESEI's students. Further ESEI intends to utilize student teachers and practicum students from Texas Tech. Close proximity to Texas Tech would encourage and facilitate that relationship. The location under consideration is less than a mile from Texas Tech University.

2. Easy access to other parts of Lubbock and Lubbock County. Lubbock traffic feeds off of Loop 287, Marsha Sharp Freeway, and Interstate 27. Loop 289 feeds into I27 and Marsha Sharp Freeway which feeds into downtown Lubbock. As a result, travel to downtown Lubbock is fairly quick from most parts of Lubbock and even many parts of Lubbock County. Such access will facilitate student enrollment and teacher/staff recruitment.

3. Opportunities for funding. Lubbock is conducting a downtown revitalization project. By locating in downtown Lubbock, ESEI will be eligible for certain grants and services from Lubbock Economic Development Alliance which will help in making ESEI a success.

4. Proximity to Student Opportunities. The location under consideration is within walking distance to the Mahon Public Library, which will provide the students, not only a wonderful selection of books, but also fun outings. The location is within walking distance of the Lubbock Civic Center which holds the Lubbock Arts Festival each year as well as the Cowboy Symposium and many other events and performances. Also within walking distance is the Louise Hopkins Underwood Center for the Arts (which includes the Helen Devitt Jones Clay Studios), the Buddy Holly Performing Arts Center (which includes Ballet Lubbock), and many arts studios. All of these venues provide our students excellent opportunities for our students to be exposed to and participate in the arts.

5. Access for Economically Disadvantaged Students. While ease of access is important for all students, students from economically disadvantaged homes have more challenges with access than others. The building under consideration is located in attendance zone of Guadalupe Elementary School. That school did not meet standards in student achievement in 2017 and 93.4% of its students are economically disadvantaged. The contiguous attendance zone of Jackson Elementary School received a Needs Improvement accountability rating from TEA and 93.5% of its students are economically disadvantaged. Another contiguous attendant zone of Ervin Elementary School received an accountability rating of Needs Improvement and is 99% economically disadvantaged.

6. Building Configuration. ESEI plans to incorporate station rotation in math and reading. Accordingly, ESEI needs a space with large rooms that allow for flexibility in use. ESEI additionally needs many smaller spaces for small group interventions without distraction. The space under consideration meets both of these needs. In addition, as the location was used as an educational facility in the past, it contains a science lab which will be useful in STEM classes.

The foregoing will be considerations in any building ESEI seeks to utilize.

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including:

- (i) results from market research and analysis,
- (ii) plans for modification, building, and(or) renovation;
- (iii) time lines;
- (iv) financing; and
- (v) relevant individuals/organizations that will have a significant role in the selection and(or) procurement process.

Also, include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI

In selecting downtown Lubbock as a possible location, the board looked at several different resources including the Lubbock Downtown Revitalization Plan commissioned by the City of Lubbock. According to that plan, there are no schools within the downtown core. The City of Lubbock and Lubbock Economic Development are actively seeking to revitalize downtown which includes bringing in more residents and businesses.

We are currently looking for a building that requires minimum modification. The building under consideration could be used "as is" during the first two years. At year three, an increase in the number of bathrooms would be advisable. Any requested modification would be included in the negotiation of the lease. ESEI will continue to review available buildings in Lubbock ISD with preference given to buildings with good access from multiple parts of town but with locations convenient to families who are economically disadvantaged. Upon receipt of the charter, assuming it is still available and the board has not located a more suitable facility, the board will begin final negotiations to lease the building under consideration. In the meantime, the board will continue to seek out other possible buildings. Unless ESEI is able to obtain sufficient fundings, to start sooner, the lease will not begin until July or August of 2019 with no payments due until October of 2019. The landlord will be responsible for all repairs.

The entire board is actively participating in locating the best possible facility for ESEI. ESEI will work with the building code department of the City of Lubbock to make certain that any chosen facility is compliance with the Americans with Disabilities Act. Any lease will include a provision that requires the landlord to make any modifications necessary for compliance at the landlord's expense.



The term "**neighborhood campus**" refers to a campus where it is foreseeable that at least 50% of the enrolled student body resides within five miles from the campus.

I. The first campus will be a **neighborhood campus**?

☒ Yes ☐ No

II. If yes, what factors, experience, community outreach efforts rationalize (or will facilitate) this assumption?

The Primary Boundary of ESIS is Lubbock ISD.



All references to "**daily bus transportation**" should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. See [link](#) for more information on funding.

III. Does the applicant intend to offer **daily bus transportation** to all students?

☐ Yes ☒ No

IV. If yes, what year will the service begin?

Year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

V. Will the charter provide public transportation vouchers? *Ex. public bus passes*

☐ Yes ☒ No

VI. If yes, what year will the service begin?

Year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

VII. What is the total dollar amount budgeted for transportation?

22,000



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

NARRATIVE: Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Articulate clear reasons why transportation will not be offered.
- Provide clear transportation plans for students with IEP's that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

NARRATIVE: Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI will not initially provide general student transportation. Because ESEI's proposed attendance zone is so large, it does not appear, at this time, to be economically feasible to offer transportation to all students. ESEI will continually gather information to reevaluate this position. If at any point, ESEI determines that it is economically feasible to provide transportation, ESEI will do so.

While ESEI expects to have a larger concentration of students with IEPs than most schools, ESEI does not anticipate that a large number of those IEPs will include transportation. For students who do require transportation, ESEI has budgeted \$22,000. For students within Lubbock City and certain outlying areas, ESEI will utilize Citibus and CitiAccess which provides a demand response transportation service to eligible passengers (based upon criteria established by the Americans with Disabilities Act) who are unable to utilize the regular Citibus fixed route service. <http://www.citibus.com/citibus-services.php#citiaccess-paratransit>. For students who are not within the service area of Citibus, ESEI will utilize Spartan Transportation. <https://spartanpublictransit.com/>.



Open-Enrollment Charter Schools may not charge any fees associated with enrollment, admissions, and/or tuition.

I. Admission Period: Include start date/end dates

Oct 1, 2018

to

Feb 28, 2019

II. Date of Lottery (if needed):

See [link](#) for more information on Federal Lottery Guidelines.

Mar 15, 2019

III. The applicant will allow admission of all students with a document history of misconduct. Yes ☒ No ☐

IV. Will the lottery process have exempted classes of students?

Yes ☒ No ☐

Choose all that apply

☒ Returning Students

☒ Siblings of Enrolled Students

☒ Children of Founders & Staff

☐ Other

V. If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?



This section has a required Attachment E1- Admission and Enrollment Policy

NARRATIVE (1) - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

NARRATIVE (2) - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A). If the school will allow admission of students with a documented history, include what documented history will be allowed (i.e. classroom teacher removals, suspensions, expulsions, or history of criminal offenses(s).) Please see Attachment E1-Admission and Enrollment Policy for specific instances of misconduct and PEIMS codes.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Clearly supports fair and equitable opportunity for all students to apply. Attachment E1.
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

NARRATIVE (1) - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Admissions Process Timeline- Year 1

Date Action

I. August 2018 – Create online application tool

II. October 2018 – Public Reading Fair at Science Spectrum with terminals for enrollment with enrollment open

IV. Hold multiple public meetings with applications available (October 2018-February 2019). The application period will be promoted through advertisements in local newspapers, flyers posted in public venues such as libraries, community centers, and family-oriented retailers, and social media sites. ESEI will also send an email to the families with whom the school has connected prior to and during the application period. Additionally, the application period will be publicized through television appearances and contact with local speech therapists, ENT's, dyslexia therapists, and social media.

V. March 1, 2018 – Application period closes. ESEI will conduct a lottery using random.org or a similar tool, exempting staff children, siblings, and Founder's children. Any children who are not given slots will be placed on a wait list according to their number in the lottery process.

VI. On or before March 15, 2019 – Perform admissions lottery if necessary

NARRATIVE (2) - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Except as provided in Documented History of Misconduct Form attached hereto, students who have a documented history of a criminal offense, juvenile court adjudication, listed in TEC, 12.111(6), or other serious discipline problems listed under TEC, Chapter 37, Subchapter A will be excluded from enrollment pursuant to TEC, 12.111(6).

I. Target number of hours dedicated to student recruitment per month? *If any,*

45

II. Person(s), position(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

Board members with experience with marketing and public relations; CEO with experience with marketing. All other board members utilizing their community contacts.

III. What percentage of the budget will be used towards student recruitment in Year 1?

1

IV. Will recruitment efforts specifically target any of the following? *Choose all that apply.*

- ☒ Low-Income Families
 ☒ Other Struggling and Dyslexic Readers
☐ Gifted and Talented Students
☒ Students with Special Needs
☒ Students At-Risk
☐ Drop-Out Recovery

NARRATIVE (1) - Discuss recruitment strategies (with time lines) that will effectively reach the anticipated community. If the applicant has cited "charter school wait lists" among community need(s) above; provide specific reasoning to validate the belief that prospective parents will choose the proposed program over pre-existing charter operators.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

NARRATIVE (2) - Provide metric(s) that will determine effectiveness of recruitment strategies in Year Zero (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Present specific strategies that will effectively reach the community- citing research, theory and/or experience.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation. Roles should be supported with sufficient education and/or experience requirements.
- Present specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness. Roles should be supported with sufficient education and/or experience requirements.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss recruitment strategies (with time lines) that will effectively reach the anticipated community. If the applicant has cited "charter school wait lists" among community need(s) above; provide specific reasoning to validate the belief that prospective parents will choose the proposed program over pre-existing charter operators.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Upon receipt of notification of the receipt of a charter, the Board plans the following activities:

1. Meet with every private and public elementary school located in Lubbock ISD to inform the schools about the services offered (informal conversations with several principals have indicated a willingness to provide information about ESEI to families with students who might benefit);
2. Meet with every pediatrician, speech therapist, ENT, and occupational therapist practicing in Lubbock;
3. Conduct direct mail campaigns to reach every children's organization, pediatrician, speech therapist, occupational and physical therapist in Lubbock;
4. Schedule appearances on all of the local news stations and radio stations;
5. Conduct social media campaign to reach parents of children with dyslexia;
6. Reading Fair at the Lubbock Science Spectrum (October annually);
7. Informational Booth at annual Holiday Happening event (November annually);and
8. Provide handout cards at local grocery store checkout stands.
9. Bring final website online (September 2018)

If it appears the foregoing efforts are insufficient, ESEI will institute a television commercial campaign, Youtube campaign, and increase Internet advertising.

Three of ESEI's board members conduct marketing as their profession – Sherril Skibell, Sheila Beam, and Michele Hougland. Ms. Skibell, Ms. Beam, and Ms. Hougland will spearhead the marketing campaign for ESEI. However, all board members will participate. The efficacy of the campaign will be evaluated by the entire board.

ESEI does not expect to be in competition with the two other elementary charter school located in the Lubbock Area. Neither Rise Academy nor Harmony are focused on serving children with learning differences.

NARRATIVE (2) - Provide metric(s) that will determine effectiveness of recruitment strategies in Year Zero (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

ESEI plans the following:

Startup Period:

Facebook likes to increase a minimum of 100 per month from startup ongoing;

Email registration to increase from 20 per month in July of 2018 increasing by 10% per month until up to 50 registrations a month;

In person and telephone inquiry to increase from 5 per month to 20 people per month in June 2019;

Signup for enrollment at 25% by October, 2018;

Signup for enrollment at 50% by February 28, 2019;

Signup for enrollment at 75% by July 2019.

Year One

continue as in startup with a goal of 95 enrollment by January 2020.

If it appears the foregoing efforts are insufficient, ESEI will institute a television commercial campaign, Youtube campaign, a direct mail campaign, and increase Internet advertising.

I. Anticipated date for first day of school:

08/12/2019



To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

II. Total Number of Instructional Minutes in the School Year:

75,600

III. Start/Dismissal Times :

EE3	N/A	to	N/A
Pre-K	N/A	to	N/A
K	7:20	to	3:30
K-5	7:20	to	4:00
6-8	N/A	to	N/A
9-12	N/A	to	N/A

IV. Number of Instructional Hours Per Day –provide per every applicable grade level. Indicate "N/A" in the appropriate box if the grade level will not be offered.

EE3	0	4th Grade	8.5	10th Grade	0
PreK4	0	5th Grade	8.5	11th Grade	0
Kindergarten	8	6th Grade	0	12th Grade	0
1st Grade	8.5	7th Grade	0		
2nd Grade	8.5	8th Grade	0		
3rd Grade	8.5	9th Grade	0		

NARRATIVE: Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Provide rationale for choosing the proposed school-calendar structure.

NARRATIVE: Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

As reflected in a "Day in the Life" of Ainslee, ESEI's school day and week are designed specifically for ESEI's vision and educational plan. Every day reading occur in a large 1.5 hour time block. During that time, each child spend 45 minutes in intensive reading interventions. For those students with Dyslexia, that intervention is the Scottish Rite developed Take Flight program. For other students that intervention is multi-sensory explicit reading instruction. During the other 45 minutes the students participated in a station rotation which includes reading Apps, reader's theater, independent reading; and reading games as assigned by a reading specialist. Students are grouped based on their needs.

Math involves as similar combination of small grouping intensive intervention combined with station rotation.

The day involves several opportunities for unstructured play as well as opportunities for stretching exercises and other movement. The school day is a bit longer than most for 1st through 5th graders so that ESEI can make certain there is enough instruction time because alternating Friday afternoons are often devoted to special projects and/or field trips. The special project/field trips are designed by the teaching staff, but led primarily by Teaching Assistants, Student Teachers, and volunteers to give the teaching staff additional planning/meeting time along with more time to participate in professional development, and ARD/504 meetings.

ESEI will seek to have after-school and summer programming in association with ICL to provide increased service to our students so better meet their academic needs. Also, these programs will be used to provide support to our student who have transitioned to traditional public school. These program will be use to provide support to students 6th-12th who have Dyslexia / ADHD needs. These service will be beyond the normal ESEI day ran by ICL so sliding scale of fees may be use if we cannot raise funds to support these services.



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Will all teachers be state certified?

Yes ☒ No ☐

II. Number of Certified Special Education Teachers anticipated in Year 1

4

III. Number of Certified Bilingual/ESL Teachers anticipated in Year 1

1

IV. Person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities. Including educational or experience requirements.

CEO will plan recruitment activities with assistance from the Superintendent and Board in implementation. Ultimate evaluation of the recruitment activities will be by the Board of Directors.



The Superintendent must reside in the State of Texas at the time of employment.

V. Will teachers have scheduled planning periods?
Yes ☒ No ☐

If yes, indicate daily, weekly time and duration permitted for instructional preparation.

Teachers will have an hour daily. At least one Friday afternoon a month will be additional planning time w/consultation w/other teachers.



Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

NARRATIVE (1) Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

(i) Include roles and responsibilities for anyone involved in planning, implementation, and evaluation of recruitment activities.

NARRATIVE (2) Discuss strategies to support unforeseen staff shortages.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and/or various support staff. This process should demonstrate the five attributes of innovation.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation. These roles should be supported with sufficient educational and/or experience requirements.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness. These strategies should be supported with sufficient educational and/or experience requirements.
- Address any foreseeable obstacles to successfully recruiting quality staff and provide strategies to overcome those obstacles.
- Present specific strategies to support unforeseen staff shortages.

NARRATIVE (1) Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

(i) Include roles and responsibilities for anyone involved in planning, implementation, and evaluation of recruitment activities.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Dr. Gary Frye, Merinda K. Condra, Brian Yearwood and the entire board are active in the planning, implementation and evaluation of recruitment activities. ESEI will recruit teachers through several different strategies.

1. Distribution job openings to Texas Tech, WTAMU, Wayland Baptist, and LCU;
2. Region 17 service center;
3. ALTA;
4. Retired Teacher Organization;
5. Social Media; and
6. Scottish Rite Take Flight Training Center in Lubbock and in Dallas

NARRATIVE (2) Discuss strategies to support unforeseen staff shortages.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Several administrative members of staff are also certified teachers and may be teaching as well as providing management. ESEI will also be utilizing retired teachers in the area who are looking for part-time or short term assignments. Thus, ESEI will have flexibility in its staffing and therefore its expenses during the first two years.

ESEI is planning for approximately 45% of its students to qualify for special education. Priority will be placed on hiring SPED/Dyslexia therapists who are willing and able to teach other areas if necessary. So, even if ESEI does not initially have that percentage of SPED students, ESEI will be prepared to meet the needs of the students enrollment and expand its teaching force as needed.



The Public Education Information Management System [PEIMS] encompass all data requested and received by TEA about public education; including student demographic and academic performance, personnel, financial, and organizational information. More importantly, open-enrollment charter schools receive their Foundational School Program (FSP) funds based on average student daily attendance, of which is collected, approved, and uploaded (submitted) directly by the charter school Superintendent. The role of PEIMS coordinator is one of the most important positions for the success (or) failure of charter school operations.

I. The proposed charter school will have a full-time PEIMS coordinator?

Yes ☒ No ☐

II. If yes, beginning in what year?

1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. If no, cite individual organization positions that will facilitate all applicable duties that will be associated with PEIMS data collection and reporting.

N/A

IV. Starting Salary Range?

45,000 - 50,000



A failure, on the part of the Charter School, to report accurate PEIMS data can result in the recapture of FSP funds.

V. Educational and Experience Requirements for the PEIMS coordinator (or individual/organization/position that will perform PEIMS affiliated activities).

Bachelor's degree in related field or PEIMS experience that can be used instead of college degree
Five (5) years related professional experience with PEIMS
TASBO Certification (preferred)

VI. Plans to provide training(s) for the PEIMS coordinator (or individual/organization/position that will perform PEIMS affiliated activities). Include timelines and budget cost in the response.

ESEI plans to hire an experienced PEIM coordinator as has planned to a salary to attract such a person. ESEI plans to utilize training available from Region 17 Educational Service Center, the Texas Charter School Association, as well as TASBO training. ESEI plan to commit a minimum of \$500/year for PEIMS Training.

I. Person(s), position(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities. *Include educational or experience requirements.*

The Superintendent/Principal who will have a principal certificate with a superintendent certificate preferred will analyze, report, and evaluate. The activities will be planned and implemented by the the Special Populations Coordinators who are certified teachers with SPED certification. Planning, implementing, analyzing, reporting, and evaluating the Professional Development activities will be done in concert with professors from Texas Tech and WTAMU Universities.

II. Will the applicant require any professional development prior to the start of the school year? Yes ☒ No ☐
If yes, briefly explain.

The extent of professional development required before school starts will depend on funding. At this time, ESEI is preparing to request grant funding for three weeks of professional development for instructional personnel and at least two days of training for all staff.

III. How often will teachers be appraised?

Teacher will be appraised a minimum of mid-year and end of year.

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program. Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

NARRATIVE (2) - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget. This plan should possess the five attributes of innovation.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. These roles should be supported with sufficient educational and/or experience requirements.
- Demonstrate extensive availability for professional development within the school calendar, daily schedule, and staffing structure.
- Clearly explain how the school's calendar, daily schedule, and staffing structure will help facilitate the professional development plan.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Professional Development will be based on the 9 Essentials of a Professional Development School, as articulated by the National Association of Professional Development Schools. The 9 Essential Indicators are:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community;
3. Ongoing and reciprocal professional development for all participants guided by need;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P-12 faculty in formal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structures.
(The National Association of Professional Development Schools, retrieved, 11-17)

The essentials will be implemented through on-going, sustained professional development as planned by school staff in potential partnership with local and regional institutions of higher education. Each essential will be addressed as follows:

- 1) The school mission provides the basis for this plan by advancing the use of educational practices for elementary age students, especially in the area of teaching students with reading difficulties;
- 2) School-university partnerships to advance both pre-service and in-service experiences will be sought with universities in the Lubbock, South Plains, and Panhandle areas to allow for pre-service experiential learning opportunities, on-going research on a variety of instructional and organizational matters, and for sharing between school and higher education faculty;
- 3) Student data will be collected, analyzed, and studied to guide staff in determining specific areas of need for ongoing professional development in forms such as Whole Faculty Study Groups and Professional Learning Communities;
- 4) all participants in the school community will engage in structured, ongoing reflection during Study Group or PLC type meetings and gatherings. Parents will be engaged in reflective activities with staff on both an individual student problem solving or planning basis, and in school wide activities;
- 5) the school community will publicly share goals developed during PD planning, and will share student outcome data during and following the implementation of specific resulting from professional development;
- 6 & 8) the school will seek and articulate specific agreements with various institutions of higher education,

community partners, and the Region 17 Educational Service Center to join in building and sustaining a culture of student and adult learning;

7) the structure for ongoing, sustained Professional Development will be developed by the staff, parents, and partners to include structured reflection opportunities, whole faculty and small group professional development based on student data collected, and learning opportunities for parents, students in higher education educator preparation programs (EPP), and faculty from institutions of higher education in the Lubbock, South Plains, and Panhandle areas;

9) staff, parents, and partners will design specific forms of recognizing the learning accomplishments of students, school staff, EPP students, higher education faculty, and community partners contributing to the overall learning culture at ESEI.

NARRATIVE (2) - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

We will have public meeting where we will get input from the families and the staff as to the calendar. Because of LISD (Lubbock ISD) calendar drives the other ISDs, we will attempt to coordinate ESEI to LISD. There have been ISDs (notably LCISD - Lubbock-Cooper ISD) who had several different days off that did not match LISD's. This cause some attendance issue at LCISD because families were confused by the similarity of their names. The professional development calendars of the area ISDs will be used so that our staff members could receive trainings at these other campuses. Dr. Frye, when he had LCISD head grants that provided staff development programs for coop school used this as a cost saving measure for up to 7 ISD that were in similar grants. ESEI will have staff members who can provide Dyslexia training to the other ISDs as quid pro quo benefit to allow ESEI staff members to attend the ISDs general staff development programs.

Additionally, ESEI will structure its schedule to provide special projects and field trips on alternating Fridays to permit additional time for teachers to participate in professional development.

I. Number of Board Members:

15

II. Number of Board Members Domiciled in Texas:

15

III. Number of Board Members with Prior Charter Experience:

1

IV. Do any current board members intend to apply for an employed position with the charter? Yes ☒ No ☐

If yes, briefly explain.

Merinda Condra will serve as CEO. Gary Frye serve as Special Pop Coord/grant writer. Brian Yearwood serve as Superintendent/Principal Advisor.



Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, charter holder, or any management company that operates the charter school unless exempted by TEC 12.1054 (a)(1).

V. How often will the Superintendent report to the Board? Choose all that apply.

Weekly ☒ Bi-Weekly ☒ Monthly ☒ Quarterly ☒ Annually ☒

VI. How often will the Board review financial reporting data? Choose all that apply.

Weekly ☐ Bi-Weekly ☐ Monthly ☒ Quarterly ☒ Annually ☒VII. The sponsoring entity is a current grantee/sub-grantee of a state and/or federal grant. Yes ☐ No ☒VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years. Yes ☐ No ☒IV. The sponsoring entity will implement TEA's Lone Star Governance- Self Evaluation Tool? Yes ☒ No ☐

Research demonstrates that level(s) of diversity among School Boards is a significant contributor to success and the viability of school governance and operations. Data suggests that **diversity** should be contextualized across multiple domains including, but not limited to: Age, Experience, Gender, Race, and Sex.

NARRATIVE (1) - Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. Response must align with Superintendent Performance Evaluation as discussed in the Governance-Superintendent narratives.

NARRATIVE (2) - Discuss the system/tools/metrics that will be used to assess Board effectiveness.

You must include:

- (a) Self Evaluation
- (b) Training
- (c) School Involvement

Press to Input Narrative Response

Evaluation Criteria A response should:

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the propose governance structure will be effective.

NARRATIVE (1) - Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. *Response must align with Superintendent Performance Evaluation as discussed in the Governance-Superintendent narratives.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

The board of ESEI will act in general in the role of elected school board of ISDs. We will attempt to have odd number of board member to avoid tie votes. The board will set general policies and procedures that will be implemented by the paid staff of the ESEI. We will join Texas Association of School Boards (TASB) so that their general polices and legal can be used by ESEI. We will have our board members attend TASB conferences to receive specific training to meet TEA guidelines. We will also use TASB buy-board, on-line trainings, etc. to allow for ESEI to more effective. ESEI will further be active in the Texas Charter School Association and participate in charter specific activities.

NARRATIVE (2) - Discuss the Board's plan to assess Board effectiveness.

You must include:

- (a) Self Evaluation
- (b) Training
- (c) School Involvement

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

A) ESEI board will initially use the SCHOOL BOARD SELF-EVALUATION from this free resource: This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade. (<http://www.nvasb.org/assets/boardselfevaluation.pdf>)

B) TASB training will be done by all board members (<https://www.tasb.org/Home.aspx>)

C) From My Texas Public School (<https://www.mytexaspublicschool.org/The-School-System/School-Leadership/The-School-Board.aspx>). We will align this information below with TASB design involvement for the board members so that they understand their role within the total ESEI system.

You may have heard about your district's school board and wondered what role it plays in your child's education.

Texas charter school board members (or trustees) are selected to make important decisions about the local school system. Trustees are not paid, so school boards bring together people who are passionate about quality education and commit much of their time to this crucial public service.

The school board provides local, citizen governance and oversight of education at a point close to the parent and child. Though ultimate responsibility for education rests with the state, Texas has delegated much of that responsibility to the local school board. Within the framework of state and federal law and State Board of Education and commissioner of education rules, individual school districts have significant latitude in shaping the educational programs of their schools.

Responsibilities of the board can be grouped into five categories:

Adopt goals and priorities and monitor success

The school board sets the course for the district's schools by adopting goals and priorities to keep the district moving in a positive direction. The board has a vision statement to guide it when setting goals. An example of a vision statement is:

Our students:

- Choose to be productive members of society who are fully equipped to continue their preparation for the future
- Are confident and self-assured. They have a positive vision of the future and goals to achieve their vision
- Are well rounded academically, physically, and spiritually
- Are proud of their school and community and appreciate learning as a life-long endeavor
- Are creative problem solvers who make sound decisions
- Value and accept diversity
- Feel safe at school

Our learning environment provides:

- An evolving and innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society
- A highly qualified, dedicated, and caring staff recognized as the best
- Homes, classrooms, and campuses working together in harmony to support a safe and nurturing educational experience
- Modern technology and training that maximizes learning for all
- Proactive and effective communication between staff, students, and their guardians that ensures student success
- The optimal staffing and facilities to meet the needs of all students

Our district and community:

- Work as a team providing resources necessary to achieve a world-class education
- Recognize the district as the heart of learning, caring, and support for all the community
- Acknowledge education as a privilege and proudly accepts responsibility for the learning process

To that end, the board reviews regular reports from the administration on district operations and progress toward goals.

Adopt policies and review for effectiveness

A key responsibility of the board is to adopt local policies that guide how the district operates. Local school boards govern by adopting policies that must be consistent with and within the scope allowed by federal and state laws and regulations. Important decisions are made based on district policies. District policy also provides a record of the decisions the board has made.

Hire and evaluate the superintendent

One of the most critical decisions a board makes is whom to hire as superintendent. The superintendent, as chief executive officer of the district, is responsible for implementing policies set by the board and is the person held accountable for the smooth and successful operation of its schools.

While the board's and CEO's focus is oversight of management, policymaking, planning, and evaluation, the superintendent's focus is on implementation and managing day-to-day operations.

Through yearly written performance evaluations and ongoing discussions, the board assesses the superintendent's progress toward district goals.

Adopt a budget

The CEO, superintendent and staff formulate the school district budget and present it to the board for approval. After conducting a public hearing to receive comments, the board adopts the budget.

Communicate with the community

Board members are the link between the school system and the public. As advocates for public education, board members help build support and report district progress by communicating with the

community, students, staff, parents, and the media.

Board meetings are open for members of the public to attend. Many school boards set aside time for public comment to listen to citizen input and concerns. From time to time, the school board may hold a "closed" session during a meeting to discuss a confidential matter.



THIS PAGE IS ONLY TO BE COMPLETED BY ... board member(s) of the Sponsoring Entity. If this proposal is invited to participate in a capacity interview; authors of this section must be available to discuss the information provided.

I. Authoring Board Member(s): Condra, Frye, Yearwood, Goode,

II. The applicant has identified an individual to serve as Superintendent.

Yes ☐ No ☒

III. If yes, provide the name and requested information below for the proposed Superintendent:

Name: Superintendent and Principal will be a combined position. CEO will be separate position

Education
and
Experience

IV. Educational and Experience Requirements for the Superintendent position.

Bachelor's Degree; Principal Certificate; Superintendent Certificate Preferred

V. Starting Salary Range?

VI. Will any current Board members likely resign from the Board for employment as the Superintendent and/or administration during the initial contract term? If so, who? Yes ☒ No ☐

Condra, Frye, Yearwood – administration

NARRATIVE (1) - If the Board has already identified an individual to serve as superintendent; provide a justification for the selection of this individual as the best candidate for the position.

If the Board has not identified an individual to serve as superintendent; detail the process (and considerations) by which the ideal candidate will be selected.

NARRATIVE (2) - Provide specific metrics that will be used to evaluate the performance of the Superintendent. Metrics must be provided to measure performance in the following areas:

- (i) Governance and Board Relations
- (ii) Community Relations
- (iii) Staff Relations
- (iv) Business and Finance
- (v) Instructional Leadership

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Present specific and applicable metrics that will evaluate and assess Superintendent performance.
- Identify a rigorous criteria (and process) for the recruitment and selection of the Superintendent position.
- Provide a justification for the selection of a specific individual (as Superintendent) as the candidate for the position.
- Propose a starting salary range that is reasonable with respect to estimated student enrollment.
- Reference budget amount(s) that are congruent with the financial plan workbook.

NARRATIVE (1) - If the Board has already identified an individual to serve as superintendent; provide a justification for the selection of this individual as the best candidate for the position.

If the Board has not identified an individual to serve as superintendent; detail the process (and considerations) by which the ideal candidate will be selected.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI will use ESC17, TASB, other ESC's job-board, and the area IHEs to recruit a principal/superintendent. Because of this dual role we will consider a person with current mid-management who is working on their superintendent certification. Dr. Yearwood or Dr. Frye may be pressed into service to fill this role while the job search is being done. (Dr. Frye would take the superintendent exam and has finish all course work at Texas Tech University; Dr Yearwood has current certification.) ESEI ideal candidate would have Dyslexia background with 3-5 years of teaching experience related to ELA. They would hold a Master and have budgeting experience. He or she would have the appropriate additional training certifications to evaluate the instructional staff. The selection of candidates for the board to interview will be done in a manner that support the overall mission of ESEI.

NARRATIVE (2) - Provide specific metrics that will be used to evaluate the performance of the Superintendent. Metrics must be provided to measure performance in the following areas:

- (i) Governance and Board Relations
- (ii) Community Relations
- (iii) Staff Relations
- (iv) Business and Finance
- (v) Instructional Leadership

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The Board will adopt a modified version of the superintendent appraisal system of Manor ISD. the following is listing of the areas of evaluation with scoring from one to five. Where Board is listed, ESEI will include Board and CEO. Additionally the Superintendent will take a backseat the CEO in responsibilities of community relations, compliance, and fundraising and evaluation criteria will reflect that difference.

Job Function Assessment:

This section is used to rate each function listed in the employee's job description.

Instructional Management:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable
1. Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.	☐	☐	☐	☐	☐	☐
2. Work with the staff, board, and community to plan curriculum.	☐	☐	☐	☐	☐	☐
3. Develop, evaluate, and revise the district improvement plan annually with the assistance of the district-level committee.	☐	☐	☐	☐	☐	☐
4. Prepare reports and assist the board in evaluating the effectiveness of school programs.	☐	☐	☐	☐	☐	☐
School or Organization Morale:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable
5. Demonstrate skill in anticipating, managing, and resolving conflict.	☐	☐	☐	☐	☐	☐
6. Provide for two-way communication with district personnel.	☐	☐	☐	☐	☐	☐
School or Organization Improvement:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable
7. Conduct periodic evaluations of all programs and operations to determine improvements needed to reach goals of district and campus improvement plans.	☐	☐	☐	☐	☐	☐
8. Use a collaborative decision-making and problem-solving process when appropriate.	☐	☐	☐	☐	☐	☐
9. Promote goal-oriented performance and support the achievement of campus performance objectives (academic excellence indicators).	☐	☐	☐	☐	☐	☐
Personnel Management:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable

10. Recommend the number and types of positions needed to carry out district functions effectively and organize the district's central administration.	☐	☐	☐	☐	☐	☐
11. Promote a positive work environment that fosters high staff morale and excellence in the district.	☐	☐	☐	☐	☐	☐
12. Employ non-contractual personnel. Recommend contractual personnel for employment.	☐	☐	☐	☐	☐	☐
13. Assign and reassign all personnel. Exercise final authority over transfer of educators due to enrollment shifts or program changes.	☐	☐	☐	☐	☐	☐
14. Define the duties of all personnel.	☐	☐	☐	☐	☐	☐
15. Direct and supervise the staff evaluation program.	☐	☐	☐	☐	☐	☐
16. Initiate the termination or suspension of employees or nonrenewal of term-contract personnel. Dismiss non-contractual personnel.	☐	☐	☐	☐	☐	☐
17. Serve as liaison between the board and staff.	☐	☐	☐	☐	☐	☐
18. Develop and recommend pay systems, pay increases, or pay adjustments for personnel. Administer pay systems.	☐	☐	☐	☐	☐	☐
19. Support all professional development activities.	☐	☐	☐	☐	☐	☐

Management of Fiscal, Administrative, and Facilities Functions:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable
20. Be informed of developments in state, federal, and local laws and changes in public policy affecting education.	☐	☐	☐	☐	☐	☐
21. Develop administrative procedures and regulations to manage school operations and implement policies adopted by the board.	☐	☐	☐	☐	☐	☐
22. Accurately prepare and submit, in a timely manner all reports required by the board, TEA, and other federal and state agencies and any records subpoenaed by a court of law.	☐	☐	☐	☐	☐	☐
23. Direct and supervise all financial accounting and ensure that funds are spent in accordance with the approved budget and managed effectively.	☐	☐	☐	☐	☐	☐
24. Ensure compliance with all applicable state and federal requirements.	☐	☐	☐	☐	☐	☐
25. Ensure that the school plant and facilities are properly maintained and that adequate provision made for the safety of students, employees, and other users of school facilities.	☐	☐	☐	☐	☐	☐
26. Monitor district property, casualty, and workers compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.	☐	☐	☐	☐	☐	☐
Student Management:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable
27. Ensure a favorable education environment through the implementation of an equitable and effective system of student discipline management.	☐	☐	☐	☐	☐	☐
28. Work with staff, board, and community to plan and implement support services for students.	☐	☐	☐	☐	☐	☐
Board Relations:	Exceptional	Highly Effective	Effective	Inconsistent	Unsatisfactory	Not Applicable
31. Assist the board in identifying individual and team training needs and in arranging training opportunities.	☐	☐	☐	☐	☐	☐
32. Prepare board agendas and meeting materials in cooperation with the board president.	☐	☐	☐	☐	☐	☐
33. Attend and participate in all board meeting except closed meetings from which the superintendent is excluded.	☐	☐	☐	☐	☐	☐
34. Keep the board continuously informed on issues, need, and operations, of the district.	☐	☐	☐	☐	☐	☐
35. Recommend policies to the board for adoption and oversee the implementation of adopted policies.	☐	☐	☐	☐	☐	☐
36. Exercise discretion and judgment in matters not covered by board policy.	☐	☐	☐	☐	☐	☐
37. Interpret board policies to the staff and community and implement them accordingly.	☐	☐	☐	☐	☐	☐
38. Serve as a custodian of all board minutes and records.	☐	☐	☐	☐	☐	☐
39. Communicate with the district's attorney on matters potentially in litigation except as otherwise directed by the board.	☐	☐	☐	☐	☐	☐
40. Perform other duties as assigned by the supervisor or other administrator that are consistent with the general requirements and qualifications for the position.	☐	☐	☐	☐	☐	☐

GOVERNANCE — Academic Performance Indicators

Indicator Board Member(s) with Demonstrable Experience to Lead Assessments

I. Student Proficiency	Frank Goode, Gary Frye, Brian Yearwood, Smit
II. Academic Growth	Frank Goode, Gary Frye, Brian Yearwood, Smit
III. Students at Grade Level by subject	Frank Goode, Gary Frye, Brian Yearwood, Smit
IV. Special Education and English Language Learners Data	Frank Goode, Gary Frye, Brian Yearwood, Smit
V. New Student/Returning Students	Frank Goode, Gary Frye, Brian Yearwood, Smit
VI. District and State Historical Comparisons	Frank Goode, Gary Frye, Brian Yearwood, Smit
VII. Composite Peer District	Frank Goode, Gary Frye, Brian Yearwood, Smit
VIII. Bottom 10% Proficiency Growth	Frank Goode, Gary Frye, Brian Yearwood, Smit
IX. Top 10% Proficiency/Growth	Frank Goode, Gary Frye, Brian Yearwood, Smit
X. Achievement Gaps	Frank Goode, Gary Frye, Brian Yearwood, Smit
XI. High School Readiness... if applicable	Not Applicable

XII. Other? You may include additional information, indicators, considerations within the narrative.

NARRATIVE (1) – Discuss the Board's plan to assess the proposed academic performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

Press to Input Narrative Response



If this proposal is invited to participate in a capacity interview; each Board member listed should be available to discuss the information listed, relevant experience, and proposed metric(s).

Evaluation Criteria A response should:

- Demonstrate a consistent and sufficient evaluation schedule.
- Present specific and applicable metrics that will evaluate and assess academic performance..
- Identify specific thresholds/performance levels that will determine success or failure.
- Identify specific Board member(s) that have demonstrable experience and competency to assess academic performance.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed academic performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Initially the board will work with Dr. Frye and Dr. Yearwood quarterly after the first quarter. During the first quarter of operations of the school they will meet monthly to develop the rubric from TASB materials and those from other ISDs.

A) The board in the first year will look at the metrics developed from the TASB training at the end of the first 6-month and then at the year of the first year. The DIP process will be use with input from the CIP to develop changes to the metrics suggested by TASB standard system. At the end of the first year the board will use the DIP to develop a multi-year strategic plan that will be used to grow the school during the first 5 years of operation. This plan will be update during the DIP process so that 5-year projection are an ongoing feature of the strategic plan. We will seek community input from the stakeholders (parents, students, and staff). This will allow the 'ownership' of the ESEI to be shared which will aid in sustaining the school.

B) Specific metrics for the ten applicable items are as follows:

I. Student Proficiency - the board will have the leadership develop a campus report card following TEA guidelines. This will be presented to the board and then once board input on the measure have been address the report card will be present to the general ESEI community.

C) The threshold for determining success will be that the students are make more than a years growth in ELA items so that they are increasing their reading ability (less that years growth will be considered failure). The other content areas will use this same at least one year growth level for success and failure. The SEL will be qualitative surveys of how the student and parent believe that ESEI has improved their academic experience. ESEI staff will have a similar survey to determine if their profession growth in allowing them to better serve the targeted students and that they are make a real difference for their students.

II. Academic Growth - the administration in the development of the report card will provide arrogated data on the academic progress of the students and provide any data on sub-group gaps. STAAR test results will be use but at the untested grade levels local measure will be developed.

III. Students at Grade Level by subject - the data fro enrollment and content specific results of instruction will be sub-sections of the overall report card.

IV. Special Education and English Language Learners Data - the focus of ESEI is Dyslexia and ADHD which is in some respects these data. The sub-population students who fall into these two groups will have their academic progress report in the manner developed for the report card.

V. New Student/Returning Students - ICL system of social media will be used to provide additional data for this item. The quantitative data on these two type of student will reported in the report card.

VI. District and State Historical Comparisons - ESEI will use the TEA school comparison groups once STAAR testing is done. Initially, ESEI will use the TARP report from the county school district to show how ESEI is doing in relationship to the ISDs which it draws students.

VII. Composite Peer District - ESEI will use the TEA school comparison groups once STAAR testing is done. Initially, ESEI will use the TARP report from the county school district to show how ESEI is doing in relationship to the ISDs which it draws students.

VIII. Bottom 10% Proficiency Growth - the instructional staff will rank the student performance at the end of

each semester to determine the student who are not making accelerate growth on their 3Ps. These data will be use to modify the IEP of these students to promote growth. The students will be asked what they believe would increase their understanding of the content areas.

IX. Top 10% Proficiency/Growth - the instructional staff will rank the student performance at the end of each semester to determine the student who are making accelerate growth on their 3Ps. These data will be use to modify the IEP of these students to provide ongoing challenge to these students academic progress. The students will be asked what they believe would expand their understanding of the content areas.

X. Achievement Gaps - ESEI will use the performance of the various subgroups of students from STAAR test on the TEA defined groups. We will also look at the earlier grades in terms of the predicted groups based on enrollment. We will use a combination of the 3Ps and the IEP to determine if single students or small groups that do not form TEA groups might need additional educational resource to meet ESEI mission.

1) YTD revenue & expense vs. budget

Brian Yearwood because of his experience being Asst. Sup at several districts

Gary Frye because of his experience managing \$60M worth of grants

System will be to have the senior leadership (BDr. Frye & Dr. Yearwood) to provide the general administrative and instructional staff with monthly YTD of the proposed budget to what has been spend. During the initial months of operation weekly meetings will be done using tech to determine the effective use of the start-up budget to establish the materials needed to provide effective instruction. Within this aspect of establishing the culture of the campus, we will develop policies and procedures that will become the standard operation procedures to develop our "normal" procedures.

2) Fund balance

Dr. Yearwood will provide the general leadership with reports monthly during the first 6-months regarding the development of fund balance. At 6-12 months of operation this will move to once every 2 months. The after the first year this will be done 1/4ly.

3) Dr. Frye and campus leadership will provide monthly % of the various items. Dr. Yearwood will monitor these various items. This will be used to develop the initial Campus and District Improvement Plan. We will develop both of these items even with only 1 campus because of getting ownership of the budget of the school down to the level of the teacher

GOVERNANCE — Financial Performance Indicators

Indicator Board Member(s) with Demonstrable Experience to Lead Assessments

I. YTD revenue and expense vs. budget	Goode, Frye, Yearwood, Condra, Beam, Lamkin
II. Fund Balance or Reserve Ratio	Goode, Frye, Yearwood, Condra, Beam, Lamkin
III. Direct Classroom Investment	Goode, Frye, Yearwood, Condra, Beam, Lamkin
IV. % of Revenue Spent on Personnel Costs	Goode, Frye, Yearwood, Condra, Beam, Lamkin
V. % of Revenue Basic Instruction	Goode, Frye, Yearwood, Condra, Beam, Lamkin
VI. Average Spending Per Pupil (and comparison to averages)	Goode, Frye, Yearwood, Condra, Beam, Lamkin
VII. % of Expenditures on Facility	Goode, Frye, Yearwood, Condra, Beam, Lamkin
VIII. % of Expenditures Spent on Central Services	Goode, Frye, Yearwood, Condra, Beam, Lamkin
IX. IT Spending on Student	Goode, Frye, Yearwood, Condra, Beam, Lamkin,
X. IT Spending as Percent of Budget	Goode, Frye, Yearwood, Condra, Beam, Lamkin,
XI. Relationship between Priority Area(s)	Goode, Frye, Yearwood, Condra
XII. Internal Accounting Control	Goode, Frye, Yearwood, Condra, Beam, Lamkin,

XIII. Other? You may include additional information, indicators, considerations within the narrative.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed financial performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

Press to Input Narrative Response



If this proposal is invited to participate in a capacity interview; each Board member listed should be available to discuss the information listed, relevant experience, and proposed metric(s).

Evaluation Criteria A response should:

- Demonstrate a consistent and sufficient evaluation schedule.
- Present specific and applicable metrics that will evaluate and assess financial performance..
- Identify specific thresholds/performance levels that will determine success or failure.
- Identify specific Board member(s) that have demonstrable experience and competency to assess financial performance.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed financial performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

A) At the monthly board meeting there will be a report that gives information for each of the items below. At the end of the first semester a more detailed accounting will be done to provide a measurement of the track of each of these items. The TASB suggest measures for each of the items will be used as a guide.

B) The metrics will be developed from the TASB training so that ESEI has an objective measure of the best practices for each of these items.

C) The TASB best practice levels for each of these items for a new school in the first year of operation will determine the success and failure of ESEI meeting our goals. This information will be used in the DIP to drive the other planning for the school.

1) Dr Frye and Dr Yearwood will view the monthly Year To Dates (YTD) to determine if fund are being spent in alignment with the initial budget. If difference are found they will work with campus leadership to determine the reasons behind these changes.

2) At the end of each quarter the leadership of ESEI will determine through ADA, fund raising, and other grants the amount of reserve that is being generated. The goal is to have 6 months cash reserves by the end of the second year of operations of ESEI

3) At the end of each quarter the funds use for direct instruction will be determined and the percentage of this to other administrative costs will be determined.

4) Developing the student handbook will be done by having materials gleaned from other ISDs. The staff agreed materials will then be presented to the student and parents with the idea that the group will produce a new document that will start the creation of the culture of the campus.

5) The campus will use the 3-week grade reporting system to develop a method by which the teacher and the student will track the growth of the student. The students will have active role in the development of what they learn and if remediation/acceleration is required the student and teacher will create an IEP so that student can meet their goals.

6) Gary Frye, because of his certifications, will work with the data from the special pops to develop IEP-system that the teacher and the student can work to use combination of instruction, technology, and social-emotional learning (SEL) items to develop resiliency so that the student learns how to own their issues and then how to overcome them.

7) The campus will provide students will ongoing support system that will allow them to have support when they leave the campus. This will be done so that the 6-12 students can have access to support from accessing the SEL and a support group. We will develop a family system to have a culture. Within the concepts we will focus on student growth regardless of their starting point.

8) We will use data analysis that is based on looking at the schools the student will return so that we move our students to having the skill sets needed to have success when they return to these campuses. We will pick STAAR TEA stated similar campuses as a comparison

9) The IEP for each student will be used to drive the growth at all levels. We will use the I Can concept in terms of this is where I'm at this is where I want to go. This is my plan to move in that direction. The goal will be to have the student owning their problems but also their solution to the problems.

10) The gaps will be using the stand TEA system of STAAR results but we will provide more IEP driven gaps so that the gaps will be used to move the student from where they are at for the content areas to where they need to be.



Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to Financial Accounting and Reporting, Non-Profit Charter School Charter of Accounts: Click [here](#) to view.

I. What are the expected *personnel* costs for the start-up year?

242,877

II. What are the expected *contracted service* costs for the start-up year?

0

III. What are the expected *school operation* costs for the start-up year?

0

IV. What are the expected *facility operation and maintenance* costs for the start-up year?

5,500

V. State the fiscal year end-date for the Sponsoring Entity. mm/dd

831

VI. Person(s), position(s), and/or entities that had a significant role in the creation and adoption of the start-up plan (and associated budget).

Merinda Condra, Gary Frye, Brian Yearwood

VII. State the fiscal year end-date for the Charter.

June 30 ☒

August 31 ☐



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

NARRATIVE (1) - Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals. The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

Also include a description of how the charter school operations will mitigate waste, fraud, and abuse.

Press to Input Narrative Response

Evaluation Criteria
A response and financial plan workbook should:

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation and demonstrates the viability and adequacy of all listed amounts.
- Demonstrate considerable Board involvement in the creation and adoption of the Start-Up Plan.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE (1) - Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals. The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

Also include a description of how the charter school operations will mitigate waste, fraud, and abuse.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Order Start Completion Activity Responsibility

- 1 Approval Ongoing Conduct Community Outreach Activities CEO & Board
- 2 Approval Ongoing Develop or Build on Community Partnerships CEO & Board
- 3 Approval Ongoing Establish and Schedule Meetings for Parent and Community Advisory Committees CEO & Board
- 4 Approval May Plan for and Create First Issues of Ongoing Printed Marketing Materials CEO & Board
- 13 January Ongoing Conduct Student Recruitment Activities CEO & Board
- 13a January Ongoing Partner with Community Members to Recruit Students CEO & Board
- 13b January Ongoing Implement Student Recruitment Activities (Info Sessions, Mailouts, etc.) CEO & Board
- 16 February March Develop Website (Including Parent, Student Portals) CEO & Board
- 42 April June Develop Volunteer Tutor Program with Local Community Groups CEO & Board
- 63 June August Plan and Conduct Student and Family Orientation CEO & Board

Learning

- 5 Approval April Finalize and Document Instructional Plan/Philosophy Board, CEO, Superintendent/Prin
- 6 Approval April Create Class Schedule Board, CEO, Superintendent/Prin
- 17 February May Adopt Academic Calendar Board, CEO, Superintendent/Prin
- 18 February May Develop/Select/Adapt Curriculum Research-Based or Evidence-Based Curriculum Board, CEO, Superintendent/Prin
- 18a February May Ensure Mission-Aligned Integration (e.g. STEM Integration, Character Ed) Board, CEO, Superintendent/Prin
- 19 February May Determine Diagnostic, Formative, and Summative Assessments Board, CEO, Superintendent/Prin;
- 19a February May Select Diagnostic Tools Board, CEO, Superintendent/Prin
- 19b February May Create Schedule for Conducting Diagnostic Assessments/Reviews Board, CEO, Superintendent/Prin
- 43 April June Develop, Adapt, or Finalize Classroom Observation Tools and Schedules Board, CEO, Superintendent/Prin
- 57 May June Determine Lesson Plan Submission and Review Schedules Board, CEO, Superintendent/Prin
- 58 May August Ensure Classroom Environments Support Curriculum Board, CEO, Superintendent/Prin

Leadership

- 7 Approval Ongoing Engage Leadership Positions on a Part-Time, Full-Time, or Volunteer Basis Board & CEO
- 8 Approval Ongoing Seek and/or Schedule Board Members and School Officers for Required Trainings CEO
- 9 Approval March Start Superintendent/Principal(s) Leader Full-Time Board & CEO
- 10 Approval March Hire Campus Administration and Other Key Leaders Board & CEO
- 23 March June State Campus Administration and Other Key Leaders and Positions Full-Time
- 24 March June Develop or Adapt and Adopt Board Policies Board & CEO
- 25 March June Develop Administrative Procedures Board & CEO, Sup/Prin
- 26 March June Develop or Adapt and Adapt Personnel Handbook Board & CEO, Sup/Prin
- 27 March June Develop Campus action Plan/Needs Assessment Board, CEO, Sup/Prin
- 28 March June Create Communication Plan Board, CEO, Sup/Prin
- 28d March June Eternal - Community (Church, Partner Non-Profits, Businesses) Board, CEO, Sup/Prin
- 29 March Ongoing Seek and/or Schedule Professional Development for School Leaders Board, CEO, Sup/Prin
- 30 March May Develop executive officer Evaluation Template Board, CEO, Sup/Prin
- 31 March May Develop Plan for School Performance Reviews Board, CEO, Sup/Prin
- 32 March May Develop Succession Plan Board, CEO, Sup/Prin
- 59 May August Schedule Board Meetings for the Year and Annual Retreat Board, CEO, Sup/Prin

60 May August Schedule strategic Planning Retreat or Activities Board, CEO, Sup/Prin

Mission, Vision and Values

11 Approval Ongoing Finalize/Incorporate Mission, Vision, and Values (MVV) Statements Board, CEO, Sup/Prin

12 Approval Ongoing Plan for and Publicly Post and Feature MVV Board, CEO, Sup/Prin

44 April July Plan for and Acculturate Staff to MVV in Staff Development Board, CEO, Sup/Prin

45 April July Plan for and Incorporate MVV in Parent and Student Orientation Board, CEO, Sup/Prin

Data Driven

14 January February Decide on Student and Financial Management Data System Sup/Prin

33 March August Develop Plan and Process for Obtaining Student Records and Obtain Records Sup/Prin

46 April August Develop Student Database Sup/Prin

64 June August Create Student Folders Sup/Prin

65 June August Develop Student Attendance Documents and Procedures Sup/Prin

Fiscal Management

15 January March Apply for TEASE Account Sup/Prin

34 March May Select and Set Up Financial Accounting Software Sup/Prin; CEO

35 March May Engage School Business Officer on a Part-Time or Volunteer Basis CEO

36 March May Hire School Business Officer Full-Time CEO

47 April June Set Up Account Code Structure and Modify Reports Bus Manager

48 April July Develop System for Managing Hiring Process, Payroll, and Benefits Bus Manager

49 April June Set Up Depository Contract Bus Manager

50 April June Set Up School's Account at the Texas Retirement System (TRS) Bus Manager

51 April June Develop Accounting Policies and Procedures (Including Petty Case, Reimbursements, etc.) Bus Manager

52 April June Negotiate and Manage Contracts CEO, Sup/Prin, Bus Manager

53 April August Develop Risk Management Plan CEO, Sup/Prin, Bus Manager

66 June July Set Up Inventory Control Management Systems Sup/Prin, Bus Manager

67 June August Select Independent Auditor CEO, Sup/Prin, Bus Manager

Public Accountability

20 February Ongoing Post All Legally Required Documents CEO

21 February May Determine Schedule and Responsibilities for All Areas of Compliance CEO

Student Success

22 February August Articulate and Publish Culture of High Expectations CEO, Sup/Prin, Board

37 March June Determine Social and Emotional Skills and Character Education CEO, Sup/Prin, Board

39 March June Determine Strategies for Career Awareness and Readiness Integration CEO, Sup/Prin, Board

54 April June Develop Student Code of Conduct CEO, Sup/Prin, Board

55 April June Develop Student Handbook CEO, Sup/Prin, Board

55a April June ESL Handbook Procedures CEO, Sup/Prin, Board

55b April June SPED Handbook Procedures CEO, Sup/Prin, Board

61 May July Create Students' Class-to-Class Changes Schedule (if applicable) Sup/Prin

68 June July Create Student Lunch Schedules Sup/Prin

69 June July Develop and Schedule After-School Activities Sup/Prin

70 June July Develop and Schedule Release of Report Cards and Progress Reports Sup/Prin

71 June July Schedule Parent/Teach/Student Conferences Sup/Prin

Safety and Support

40 March May Create and Plan for Placement of Signage - Internal and External CEO

56 April August Ready Phone, Email, Security, Bells/Notification Systems CEO, Sup/Prin

62 May August Ready Facilities CEO, Sup/Prin

62a May August Develop and Layout Classroom Map Sup/Prin

62b May August Develop Traffic Flow Plans Sup/Prin

62c May July Drop Off/Pick Up Sup/Prin

62d June July Purchase Furniture Sup/Prin

62e June July Purchase Supplies Sup/Prin

62f June July Purchase Technology (Smartboard, Servers, etc.) Sup/Prin

72 June August Develop Plan for Storage and Non-Instructional Rooms Sup/Prin

- 72a June August Student Storage (Backpacks, etc.) Sup/Prin
- 72b June August Teachers' Areas and Storage (e.g. Workroom, Supplies Storage) Sup/Prin
- 73 June August Establish Visitor Policy Sup/Prin
- 74 June August Develop Emergency Plans (Fire, Weather, Intruder Threats) Sup/Prin
- 75 June August Establish Operational Services (e.g. Food Services, Custodial, Grounds and Maintenance) Sup/Prin
- 76 June August Confirm ADA Building Compliance CEO

Staff

- 41 March August Hire staff (Excluding Leadership/School Administration Team) CEO, Sup/Prin
- 41a March August Publish Available Positions Sup/Prin
- 41b March August Interview Potential Staff CEO, Sup/Prin
- 41c March August Select Staff and Assign to Positions CEO, Sup/Prin
- 77 June July Develop Class Schedules for Instructional Staff Sup/Prin
- 78 June July Develop Work Schedules for Non-Instructional Staff Sup/Prin
- 79 June July Develop Plan for Acculturation/Onboarding Sup/Prin
- 80 June July Develop Staff Training Curriculum Content Sup/Prin
- 81 June July Develop Curriculum for Instructional Philosophy Sup/Prin
- 82 June July Develop Training on Personnel Handbook Sup/Prin
- 83 June July Develop Substitute Teach Pools or Plans for Class Coverage Sup/Prin
- 84 July August Start Staff Full-Time (Excluding Leadership/School Administration Team) (as budget allows)
- 85 July August Conduct Staff Orientation Sup/Prin, CEO

The foregoing plan is based on the Best Practices Plan from the Texas Charter School Network

Contingencies if funding is not as anticipated:

ESEI will negotiate all contracts, to the extent possible, to require payment beginning in October of 2019 for services provided between receipt of the Charter and October of 2019. Payments would spread from October 2019 for the following year. Immediately upon receipt of the charter, ESEI will begin a fundraising campaign seeking donations from individuals and foundations in excess of \$1,000,000. ESEI is seeking to establish a reserve fund to cover at least four months operating expenses.

ESEI will use TASB guideline, policies, procedures, and suggestion to develop safe guards for that will will mitigate waste, fraud, and abuse. The board will 'see' all the checks that are to be written so that fiscal safe guards for releasing of funds can be used. ESEI with input from TASB will develop our standard operating procedures that will allow for the effective operations of the school.

The start up plan is to after the charter is granted to have board members and staff attend TASB conference and on-line trainings. This will be done within the TASB schedule. The staff of ESEI with board input will develop system to segregate the duties so that no one who write a check can be the one that request the check and that two board member need to sign the check. We will develop an overall system that conforms to TASB best practices.



The term "**initial contract period**" refers to the initial five-year period of time to which a charter is authorized to operate. The term "**collected**" refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application ex. Cash, check, delivered furniture etc. The term "**firm commitment**" refers to any donation [monetary or otherwise] that has been promised, but not yet transferred. The term "**Anticipated**" refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term "**Contingent upon Charter**" refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

I. What is the cumulative amount of donations COLLECTED? If any...

0

How many donors reflect this amount?

0

II. What is the cumulative amount of donations received with a FIRM COMMITMENT? If any...

85,000

How many donors reflect this amount?

5

III. What is the cumulative amount of all other donations ANTICIPATED? If any...

150,000

How many donors reflect this amount?

3

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER? If any...

235,000

How many donors reflect this amount?

8



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program* (FSP) funding is used to offer a full-day PK program.

NARRATIVE(1) - Provide a detailed budget narrative and sources of funding, which must include a description of assumptions and revenue estimates (including but not limited to) the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g. grants, donations, fundraising).

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants etc. note which are secure and which are anticipated, and include evidence of commitment for any funds. Explain the basis for assumptions around unsecured/anticipated funding sources.

NARRATIVE (2) - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Press to Input Narrative Response

Evaluation Criteria A response and financial plan workbook should:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present Average Daily Attendance (ADA) estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE(1) - Provide a detailed budget narrative and sources of funding, which must include a description of assumptions and revenue estimates (including but not limited to) the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g. grants, donations, fundraising).

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants etc. note which are secure and which are anticipated, and include evidence of commitment for any funds. Explain the basis for assumptions around unsecured/anticipated funding sources.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The budget presented as a part of ESEI's application is solely dependent upon ADA and a conservative approximation of federal funds. ESEI does not rely upon any variable income from grants, donations, or fundraising. However, ESEI has identified over 36 different foundation which give to charter schools. Additionally, there are a number of local foundations which have indicated an interest once ESEI has received a charter. As soon as ESEI has received its charter, ESEI will begin the task of seeking grant funding. That effort will be spearheaded by Dr. Frye who brought over 60,000,000 in grants to Lubbock-Cooper ISD. Additional efforts will be spearheaded by Dr. Goode and Dr. Smit to explore possible research grants. ESEI seeks to establish cash reserves to cover four months of expenses.

Additionally, ESEI has the following access to funds:

1. \$200,000 line of credit from [REDACTED] which will be finalized before the interview;
2. \$200,000 line of credit from [REDACTED] which is committed
3. Other loans secured by \$500,000 of real property owned by Generation Covenant but which Generation Covenant has agreed to allow ESEI to utilize as collateral – also committed.

ESEI has provided documentation that it has made it to the second round of the New School Invent grant competition and should have a commitment before interviews in May.

Further ESEI will initially prepare for 135 students the first day of class (unless enrollment numbers seem significantly greater). Accordingly, ESEI will not be fully staffed the first day of school. ESEI does not expect to be fully staffed until January of 2020 at the earliest. To address the need for flexibility in staffing given the unpredictability of enrollment, several administrative members of staff are also certified teachers and may be teaching as well as providing management. ESEI will also be utilizing retired teachers in the area who are looking for part-time or short term assignments. Thus, ESEI will have flexibility in its staffing and therefore its expenses during the first two years.

ESEI is planning for approximately 45% of its students to qualify for special education, 85% to be economically disadvantaged. Priority will be placed on hiring SPED/Dyslexia therapists who are willing and able to teach other areas if necessary. So, even if ESEI does not initially have that percentage of SPED students, ESEI will be prepared to meet the needs of the students enrollment and expand its teaching force as needed.

ESEI has further planned for 85% attendance. Lubbock ISD averages 92% attendance in elementary schools. Accordingly, it is hoped that ESEI's lower assumption could result in unanticipated additional income.

NARRATIVE (2) - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESEI will initially prepare for 135 students the first day of class (unless enrollment numbers seem significantly greater). Accordingly, ESEI will not be fully staffed the first day of school. ESEI does not expect to be fully staffed until January of 2020 at the earliest. To address the need for flexibility in staffing given the unpredictability of enrollment, several administrative members of staff are also certified teachers and may be teaching as well as providing management. ESEI will also be utilizing retired teachers in the area who are looking for part-time or short term assignments. Thus, ESEI will have flexibility in its staffing and therefore its expenses during the first two years.

ESEI plans to address possible funding shortages as follows:

1. \$200,000 line of credit from [REDACTED]
2. \$200,000 line of credit [REDACTED]
3. Other loans secured by \$500,000 of real property owned by Generation Covenant but which Generation Covenant has agreed to allow ESEI to utilize as collateral.

The start-up budget provided as part of this application is for \$280,000. Even if ESEI does not receive any grants or donations, it has the ability to obtain credit far in excess of the \$280,000 budgeted to start the school. ESEI does not anticipate that it will need to access this credit during the startup. However, it may need to utilize the funds to cover the first month of expenses before receiving payment from TEA. In that event, ESEI will be prepared to pay its obligation in the short term until payment from TEA is received.

I. Does the applicant plan to contract any services?Yes ☒ No ☐

ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who manage significant aspects of charter operations - including but not limited to, curriculum, finance, facilities, and human resources.

II. What area(s) of service will be outsourced?

Check all that apply.

Back Office Services	Beginning in Year	1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Food Services	Beginning in Year	1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Transportation	Beginning in Year	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Janitorial and Grounds	Beginning in Year	1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Other		

III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services? Yes ☒ No ☐

Beginning in Year 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. If using a Charter Management Organization (CMO), briefly describe the fee structure of the contract. NA ☒

NARRATIVE: Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

Evaluation Criteria
A response and financial plan workbook should:

- Rationalize the need for each proposed service - including an extensive decision making process.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.

NARRATIVE: Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Include discussion on costs, timelines, and the selection process of prospective vendors.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

ESIS expects to enter into contracts in several areas:

Food Service:

ESEI will contract out food services. Based on various providers, ESIS has budgeted 2.90 per meal for 185 days at 85% attendance for food service. ESEI will use a bidding process that will include nutritional requirement that best meet the needs of our students. We will utilize a bidding process for this selection which will be concluded on or before April of 2019. Total Budget for Food Service is approximated at \$123,126.

Janitorial Service:

ESEI will seek out service providers with experience with educational or similar facilities. The Service must be bonded with criminal background checks on all employees. ESEI will using a bidding process for this selection. The process will take place beginning of June of 2018 and be concluded on or before April of 2019. As a result of information communication with various local providers, ESEI has budgeted \$36,000 a year for this service.

Back Office Services:

ESEI intends to contract out many back office services. We will require extensive experience in Charter School back office management, recommendations from other clients, as well as accountability information from from current and previous clients. The Board, with the assistance of the CEO, the Sup/Prin, the Sup. Advisor; and Grants Manager will select this entity. The process will begin upon receipt of the charter and will conclude on or before April of 2019. ESEI has budgeted 3% ADA as a result of communication with other Charter Holders.

Independent Auditor:

ESEI will select an independent auditor using a bidding process. The process will conclude on or before April of 2019. ESEI has budgeted \$20,000 for this expense.

ESEI does not intend to purchase a property. Any construction, repair, renovation, or addition will remain the responsibility of the landlord under the terms of any lease. If for any reason that does not take place, ESEI will, adopt the provision of TED, Chapter 44 Subchapter B as the process for awarding a contact for construction, repair, or a structure or other improvement or addition to real property.



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the applicant is an *Out-of-State* organization. If you indicated "no" above, you are done with the narrative portion of this application.

I. List all other states in which the applicant currently operates, or has in the past operated a Charter School(s). Include the years each school was opened.

II. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

NARRATIVE (1) - Provide an overview for the *out-of-state* organization's overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

NARRATIVE (2) - Discuss all demographics currently served by the charter operator. The response should be disaggregated by state.

NARRATIVE (3) - Discuss foreseeable challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

THIS SECTION IS NOT SCORED.
However, an applicant must:

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide demographics (by state) that are currently being served.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

I. Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities. *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

II. Total Number of Support Services

NARRATIVE (1) - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

NARRATIVE (2) - Explain how the relationship between the governing board and the secondary board will be managed.

NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school's academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.

Press to Input Narrative Response



The term "**support services**" refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include software, mentoring, professional development, technical support etc.

THIS SECTION IS NOT SCORED.
However, an applicant must:

- Establish a capable network leadership team with defined roles and responsibilities.
- Demonstrate a capacity to lead the short and long-term success of the school(s) as part of the growing network.
- Describe a clear structure of the support service framework.
- Detail all specific services.
- Provide costs associated with specific services and describe how those costs will be allocated among campuses.
- Identify specific service goals.
- Present a clear plan for management of the relationships between the governing board and the secondary board.



The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time. Yes ☐ No ☒

If yes, provide reasons for the failure or delay.



This section has a required Attachment OS1 Charter School Performance Data.

NARRATIVE: If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

**THIS SECTION IS NOT SCORED.
However, an applicant must:**

- Demonstrate strong student academic performance data in Attachment OS1 among student population(s) similar to the proposed school.
- Demonstrates strong financial performance data in Attachment OS1.
- Demonstrates strong organizational performance data in Attachment OS1.
- Establish a capacity to learn from past challenges/mistakes, demonstrated by: (1) failed openings; (2) delayed openings; (3) resolution of performance deficiencies; and/or (4) violations that have led to formal authorizer intervention within the last five years.

Press to Input Narrative Response

Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September, 2017. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on September 15, 2017 and September 22, 2017, of which applicants were required to attend one. Each session provided details about (i) applying for (and holding) a charter in the state of Texas; (ii) contents of the RFA document; and (iii) application preparation and submission requirements for both electronic and hard copy application documents.

Consequently, attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the individual(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency
Division of Charter School Administration
Generation Twenty-Three Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

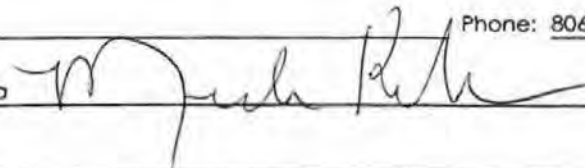
Proposed Charter School Name: Talkington Elementary School for Education Innovation (Working Title)

Sponsoring Entity Name as reflected on the 501(c)(3): Wire Hollow Education Innovation

Application Contact Name: Merinda K. Condra

Title/Role: CEO/Board Member

Email: merinda@condralaw.com Phone: 806-741-1859

Board Member Attending: Merinda K. Condra 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☒ Friday, September 15, 2017, 9:00 a.m. - 4:20 p.m.

☐ Friday, September 22, 2017, 9:00 a.m. - 4:20 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact Jennifer Hagan at 512-463-0359 or jennifer.hagan@tea.texas.gov.

RECEIVED
TEXAS EDUCATION AGENCY
2017 SEP 15 AM 9:42
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Provide the Following:

A scanned/photo copy of the official public notice/advertisement (as printed) in the newspaper. The copy that is provided in this application must include the name of the publication (as printed) and publication date.

Each public notice must include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle etc.*) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print (not just electronic).

At a minimum, applicants must hold a public meeting within the charter school's proposed geographic boundary. The purpose of this meeting must address/discuss this application for a Generation 23 Open-Enrollment Charter School.

This meeting must take place no earlier than 18 months before the charter application due date. Consequently, any prior public meetings in (or before) June, 2016 are not eligible for consideration.

Lastly, any person may attend and participate in the meeting.

ATTENTION: All submitted notices must be dated prior to December 4, 2017.

Public Meeting -
Proposed Charter School

Elementary School for Education
Innovation

October 7, 2017
10AM - 2:00 PM come and go
with information repeated continuously

Lubbock Science Spectrum;
2579 S Loop 289, Ste 250
Lubbock, TX 79423

Sponsored by Wire Hollow Education
Innovation.

Board Members

Bret Lamkin, Sheila Beam, Kacey
Stevens, Melinda K. Condra, Carolyn
Simpson, Frank Goode, Yvonne
Caldera, Van Swain, Judy Rostad,
Jennifer Holly, Elizabeth Regnor,
Sherril Skibell, Francis Cardoza, Julie
Smit, Dela Esqueda

THE STATE OF TEXAS
COUNTY OF LUBBOCK

Before me Terry E. Osborn a Notary Public in and for Lubbock County, Texas on this day,

personally appeared Pili Linares of the Southwestern Newspaper Corporation, publishers

of the Lubbock Avalanche-Journal - Morning, and Sunday, who being by me duly sworn did depose and say

that said newspaper has been continuously for more than fifty-two weeks prior to the first insertion of this

Legal Notice No. _____ at Lubbock County, Texas and the

attached printed copy of the Legal Notice is a true copy of the original and was printed

in the Lubbock Avalanche-Journal on the following dates: Sept 29, 2017 76 words - \$90.00

VP OF SALES

LUBBOCK AVALANCHE-JOURNAL
Morris Communication Corporation, LLC

Terry E. Osborn
NOTARY PUBLIC in and for the State of Texas
My commission expires: 12-15-2017



Subscribed and sworn to before me this 29 day of Sept 2017

page 103

Provide the Following:

Certified Mail Receipt Cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional school district from which the proposed school intends to draw students.

In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Applicants must send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional school district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

See Texas Education Code (TEC) §12.1101.

ATTENTION: All submitted notices must be post marked prior to December 4, 2017.

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
1. Complete items 1, 2, and 3. 2. Print your name and address on the reverse so that we can return the card to you. 3. Attach this card to the back of the envelope, or on the back if space permits. 4. Return addressed to:	A. Registered: ☐ Agent ☐ Substation B. Returned by (Printed Name): ☐ Date of Delivery C. In delivery address (Printed Name): ☐ To ☐ For D. In delivery address (Printed Name): ☐ To ☐ For
SAMPLE 9510 9401 0000 5191 0000 12 5. Agency Number (Printed Name (Printed Name))	6. Signature of Addressee 7. Signature of Addressee 8. Signature of Addressee 9. Signature of Addressee 10. Signature of Addressee 11. Signature of Addressee 12. Signature of Addressee 13. Signature of Addressee 14. Signature of Addressee 15. Signature of Addressee 16. Signature of Addressee 17. Signature of Addressee 18. Signature of Addressee 19. Signature of Addressee 20. Signature of Addressee 21. Signature of Addressee 22. Signature of Addressee 23. Signature of Addressee 24. Signature of Addressee 25. Signature of Addressee 26. Signature of Addressee 27. Signature of Addressee 28. Signature of Addressee 29. Signature of Addressee 30. Signature of Addressee 31. Signature of Addressee 32. Signature of Addressee 33. Signature of Addressee 34. Signature of Addressee 35. Signature of Addressee 36. Signature of Addressee 37. Signature of Addressee 38. Signature of Addressee 39. Signature of Addressee 40. Signature of Addressee 41. Signature of Addressee 42. Signature of Addressee 43. Signature of Addressee 44. Signature of Addressee 45. Signature of Addressee 46. Signature of Addressee 47. Signature of Addressee 48. Signature of Addressee 49. Signature of Addressee 50. Signature of Addressee 51. Signature of Addressee 52. Signature of Addressee 53. Signature of Addressee 54. Signature of Addressee 55. Signature of Addressee 56. Signature of Addressee 57. Signature of Addressee 58. Signature of Addressee 59. Signature of Addressee 60. Signature of Addressee 61. Signature of Addressee 62. Signature of Addressee 63. Signature of Addressee 64. Signature of Addressee 65. Signature of Addressee 66. Signature of Addressee 67. Signature of Addressee 68. Signature of Addressee 69. Signature of Addressee 70. Signature of Addressee 71. Signature of Addressee 72. Signature of Addressee 73. Signature of Addressee 74. Signature of Addressee 75. Signature of Addressee 76. Signature of Addressee 77. Signature of Addressee 78. Signature of Addressee 79. Signature of Addressee 80. Signature of Addressee 81. Signature of Addressee 82. Signature of Addressee 83. Signature of Addressee 84. Signature of Addressee 85. Signature of Addressee 86. Signature of Addressee 87. Signature of Addressee 88. Signature of Addressee 89. Signature of Addressee 90. Signature of Addressee 91. Signature of Addressee 92. Signature of Addressee 93. Signature of Addressee 94. Signature of Addressee 95. Signature of Addressee 96. Signature of Addressee 97. Signature of Addressee 98. Signature of Addressee 99. Signature of Addressee 100. Signature of Addressee

PS Form 3811, July 2015 PSN 7530-01-000-9000

CERTIFIED MAIL RECEIPT CARD

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
1. Complete items 1, 2, and 3. 2. Print your name and address on the reverse so that we can return the card to you. 3. Attach this card to the back of the envelope, or on the back if space permits. 4. Return addressed to:	A. Registered: ☐ Agent ☐ Substation B. Returned by (Printed Name): ☐ Date of Delivery C. In delivery address (Printed Name): ☐ To ☐ For D. In delivery address (Printed Name): ☐ To ☐ For
SAMPLE 9510 9401 0000 5191 0000 12 5. Agency Number (Printed Name (Printed Name))	6. Signature of Addressee 7. Signature of Addressee 8. Signature of Addressee 9. Signature of Addressee 10. Signature of Addressee 11. Signature of Addressee 12. Signature of Addressee 13. Signature of Addressee 14. Signature of Addressee 15. Signature of Addressee 16. Signature of Addressee 17. Signature of Addressee 18. Signature of Addressee 19. Signature of Addressee 20. Signature of Addressee 21. Signature of Addressee 22. Signature of Addressee 23. Signature of Addressee 24. Signature of Addressee 25. Signature of Addressee 26. Signature of Addressee 27. Signature of Addressee 28. Signature of Addressee 29. Signature of Addressee 30. Signature of Addressee 31. Signature of Addressee 32. Signature of Addressee 33. Signature of Addressee 34. Signature of Addressee 35. Signature of Addressee 36. Signature of Addressee 37. Signature of Addressee 38. Signature of Addressee 39. Signature of Addressee 40. Signature of Addressee 41. Signature of Addressee 42. Signature of Addressee 43. Signature of Addressee 44. Signature of Addressee 45. Signature of Addressee 46. Signature of Addressee 47. Signature of Addressee 48. Signature of Addressee 49. Signature of Addressee 50. Signature of Addressee 51. Signature of Addressee 52. Signature of Addressee 53. Signature of Addressee 54. Signature of Addressee 55. Signature of Addressee 56. Signature of Addressee 57. Signature of Addressee 58. Signature of Addressee 59. Signature of Addressee 60. Signature of Addressee 61. Signature of Addressee 62. Signature of Addressee 63. Signature of Addressee 64. Signature of Addressee 65. Signature of Addressee 66. Signature of Addressee 67. Signature of Addressee 68. Signature of Addressee 69. Signature of Addressee 70. Signature of Addressee 71. Signature of Addressee 72. Signature of Addressee 73. Signature of Addressee 74. Signature of Addressee 75. Signature of Addressee 76. Signature of Addressee 77. Signature of Addressee 78. Signature of Addressee 79. Signature of Addressee 80. Signature of Addressee 81. Signature of Addressee 82. Signature of Addressee 83. Signature of Addressee 84. Signature of Addressee 85. Signature of Addressee 86. Signature of Addressee 87. Signature of Addressee 88. Signature of Addressee 89. Signature of Addressee 90. Signature of Addressee 91. Signature of Addressee 92. Signature of Addressee 93. Signature of Addressee 94. Signature of Addressee 95. Signature of Addressee 96. Signature of Addressee 97. Signature of Addressee 98. Signature of Addressee 99. Signature of Addressee 100. Signature of Addressee

PS Form 3811, July 2015 PSN 7530-01-000-9000

CERTIFIED MAIL RECEIPT

November 20, 2017

Wire Hollow Education Innovation (Elementary School for Education Innovation)
PO Box 2468
Lubbock, TX 79408

Dear Sir or Madam:

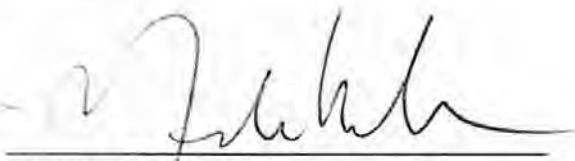
This letter is to inform you that **Wire Hollow (Elementary School for Education Innovation)** intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Three Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Application Coversheet* to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Lubbock Independent School District**. In addition, the proposed charter school will have a transfer policy whereby it may admit students residing outside of the designated geographic boundary once all eligible applicants residing within the geographic boundary have submitted a timely application and been enrolled. The transfer boundary will include the following districts: **Lubbock-Cooper ISD, Frenship ISD, Idalou ISD, New Deal ISD, Roosevelt ISD, Slaton ISD, and Shallowater ISD**.

The attached *Statement of Impact* form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: Jennifer Hagan
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than **Friday, March 30, 2018**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. If you would like a complete application for the open-enrollment charter school, please contact **Wire Hollow Education Innovation at 806-741-1859**.

Sincerely,



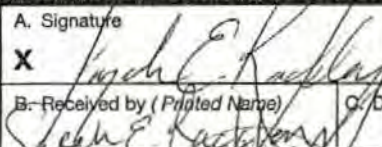
Merinda K. Condra
CEO of Sponsoring Entity

Enclosures: Statement of Impact form and Application Coversheet

cc: Senator Charles Perry, Representative John Frullo; Representative Dustin Burrows, State Board of Education Member Marty Rowley

State Education Board

Marty Rowley

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. - Print your name and address on the reverse so that we can return the card to you. - Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature  ☐ Agent ☐ Addressee B. Received by (Printed Name) <u>John E. Kachery</u> C. Date of Delivery <u>NOV 30 2017</u> D. Is delivery address different from item 1? ☐ Yes ☐ No If YES, enter delivery address below:
1. Article Addressed to: Mr. Marty Rowley TX SBOE District 15 PO Box 2129 Amarillo, TX 79105-2129	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label) 7016 1370 0001 5990 2586	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only	
For delivery information, visit our website at www.usps.com	
AMARILLO, TX 79105	
Certified Mail Fee	\$3.35
Extra Services & Fees (check box, add fee as appropriate)	\$2.75
☐ Return Receipt (hardcopy)	\$0.00
☐ Return Receipt (electronic)	\$0.00
☐ Certified Mail Restricted Delivery	\$0.00
☐ Adult Signature Required	\$0.00
☐ Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.59
Sent To	Mr. Marty Rowley
Street and Apt. No., or PO Box No.	PO Box 2129
City, State, ZIP+4®	Amarillo, TX 79105-2129
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

State Senator District 28

Senator Charles Perry

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. - Print your name and address on the reverse so that we can return the card to you. - Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature X ☐ Agent ☐ Addressee B. Received by (Printed Name) <i>C. Villanueva</i> C. Date of Delivery <i>11/28/17</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: Senator Charles Perry 11003 Quaker Ave, 101 Lubbock, TX 79424-8317	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label) 7016 1370 0001 5990 2593	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

U.S. Postal Service[™]
CERTIFIED MAIL[®] RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.

LUBBOCK, TX 79424

OFFICIAL USE

Certified Mail Fee	\$3.35	0408
Extra Services & Fees (check box, add fee amount)	\$2.75	03
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	

Sent To
Senator Charles Perry
Street and Apt. No., or PO Box No.
11003 Quaker Ave 101
City, State, ZIP+4[®]
Lubbock, TX 79424-8317

PS Form 3800, April 2015 PSN 7530-02-000-9000 See Reverse for Instructions

NOV 21 2017 11/21/2017

**STATE REPRESENTATIVE DISTRICT 83
DUSTIN BURROWS**

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. - Print your name and address on the reverse so that we can return the card to you. - Attach this card to the back of the mailpiece, or on the front if space permits.		A. Signature ☒ <i>Curtis S. S. S.</i> ☐ Agent ☐ Addressee	
1. Article Addressed to: <i>83</i> REP. Dustin Burrows 5010 University Ave, Suite 351 Lubbock, TX 79413-4422		B. Received by (Printed Name) <i>Curtis S. S.</i>	
		C. Date of Delivery <i>11/22/17</i>	
		D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No	
		3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☒ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.	
		4. Restricted Delivery? (Extra Fee) ☐ Yes	
2. Article Number (Transfer from service label)		7016 1370 0001 5990 2616	

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**
Domestic Mail Only

For delivery information, visit our website at www.usps.com

LUBBOCK, TX 79413

OFFICIAL USE

Certified Mail Fee	\$3.35	0408
Extra Services & Fees (check box, add fee per service/fee)	\$2.75	03
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	

Postmark Here
*INTOWN ST
 11/21/2017*

Sent To
REP. Dustin Burrows
5010 University Ave, Suite 351
Lubbock, TX 79413-4422

PS Form 3800, April 2015 ESN 7507-02-000-1047 See Reverse for Instructions

STATE REPRESENTATIVE DISTRICT 84
JOHN FRULLO

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. - Print your name and address on the reverse so that we can return the card to you. - Attach this card to the back of the mailpiece, or on the front if space permits.		A. Signature ☒ Agent ☐ Addressee <i>X Donna Corbin</i>	
1. Article Addressed to: <i>REP. John Frullo</i> <i>4601 South St, Suite 216</i> <i>Lubbock, TX 79414-3515</i>		B. Received by (Printed Name) C. Date of Delivery	
2. Article Number (Transfer from service label)		D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No	
3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☒ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.		4. Restricted Delivery? (Extra Fee) ☐ Yes	
7016 1370 0001 5990 2609		Barcode	

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™
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LUBBOCK, TX 79414

OFFICIAL USE

Certified Mail Fee	\$3.35	0408 03 Postmark Here NOV 21 2017
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	
Sent To: <i>REP. John Frullo</i> <i>4601 South St, Suite 216</i> <i>Lubbock, TX 79414-3515</i>		

PS Form 3800, April 2016 PSN 7530-02-000-9047 See Reverse for Instructions

Frenship ISD President Brad Draper

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature X ☐ Agent ☐ Addressee B. Received by (Printed Name) Cecilia Flores C. Date of Delivery 11/24/17 D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No 
1. Article Addressed to: Brad Draper, President Frenship ISD Board 501 7th St Wolfforth, TX 79382-2934	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label) 7016 1370 0001 5990 2746	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2746

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WOLFFORTH, TX 79382

Certified Mail Fee	\$3.35
Postage	\$0.49
Total Postage and Fees	\$3.84

Sent To
Brad Draper, President Frenship ISD Board
Street and Apt. No., or PO Box No.
501 7th Street
City, State, ZIP+4®
Wolfforth TX 79382-2934

NOV 21 2017 0408 03

Postmark Here

11/21/2017

**FRENSHIP IDS SUPERINTENDENT
MICHELLE MCCORD**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature X ☐ Agent ☐ Addressee B. Received by (Printed Name) Michelle McCord C. Date of Delivery 11/21/17 D. Is delivery address different from item 1? ☐ Yes ☒ No If YES, enter delivery address below:  3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☒ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
1. Article Addressed to: Michelle McCord, Supt Frenship ISD 501 7th Street Wolfforth, TX 74382-2934	
2. Article Number (Transfer from service label)	7016 1370 0001 5990 2715

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2715

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WOLFFORTH, TX 79382

Certified Mail Fee \$3.35 Extra Services & Fees (check box, add fee as appropriate) ☐ Return Receipt (hardcopy) \$ 2.75 ☐ Return Receipt (electronic) \$ 0.00 ☐ Certified Mail Restricted Delivery \$ 0.00 ☐ Adult Signature Required \$ 0.00 ☐ Adult Signature Restricted Delivery \$ 0.00 Postage \$0.49 Total Postage and Fees \$6.59	0408 03 Postmark Here NOV 21 2017
--	---

Sent To **Michelle McCord, Supt Frenship ISD**
 Street and Apt. No., or PO Box No. **501 7th St**
 City, State, ZIP+4® **Wolfforth, TX 74382-2934**

PS Form 3800, April 2016 PSN 7530-02-000-9001 See Reverse for Instructions

///

Harmony Science Academy Oneruldi Celepcikay, Chair

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- Complete Items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. - Print your name and address on the reverse so that we can return the card to you. - Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature ☒ Agent ☐ Addressee X <i>Jacky Aravet</i> B. Received by (Printed Name) C. Date of Delivery D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No 
1. Article Addressed to: Oneruldi Celepcikay, Chair Harmony Science Academy 9321 W Sam Houston Pkwy S Houston, TX 77099-5204	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label) 7016 1370 0001 5990 2555	

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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HOUSTON, TX 77099

OFFICIAL USE

Certified Mail Fee	\$3.35	0408 03 NOV 21 2017 Postmark Here 11/21/2017
Extra Services & Fees (check box, add fee if desired)	\$2.75	
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	

Sent To
Oneruldi Celepcikay, Harmony Science Academy
9321 W Sam Houston Pkwy S
Houston, TX 77099-5204

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Harmony Science Academy Zekeriya Yuksel

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. - Print your name and address on the reverse so that we can return the card to you. - Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature ☒ <i>Zekeriya Yuksel</i> ☐ Agent ☐ Addressee B. Received by (Printed Name) C. Date of Delivery D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No 
1. Article Addressed to: Zekeriya Yuksel Harmony Science Academy 9321 W Sam Houston Pkwy S Houston, TX 77099-5204	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label) 7016 1370 0001 5990 2548	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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HOUSTON, TX 77099

OFFICIAL USE

Certified Mail Fee	\$3.35	0408 03
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	
Sent To: Zekeriya Yuksel-Harmony Science Academy Street and Apt. No., or PO Box No.: 9321 W Sam Houston Pkwy S City, State, ZIP+4®: Houston, TX 77099-5204		

PS Form 3800, April 2015 See Reverse for Instructions

Idalou ISD
Johnny Taylor, President

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Johnny Taylor, President
Idalou ISD Board
PO Box 1338
Idalou, TX 79329-1338

2. Article Number

(Transfer from service label)

7016 1370 0001 5990 2739

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Sgt. Magee

☐ Agent

☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

11/28/17

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below: ☐ No



3. Service Type

☐ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7016 1370 0001 5990 2739

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Idalou, TX 79329

OFFICIAL USE

Certified Mail Fee \$3.35

\$2.75

Extra Services & Fees (check box, add fee \$1.00/line)

☐ Return Receipt (hardcopy)

\$0.00

☐ Return Receipt (electronic)

\$0.00

☐ Certified Mail Restricted Delivery

\$0.00

☐ Adult Signature Required

\$0.00

☐ Adult Signature Restricted Delivery

\$0.00

Postage \$0.49

Total Postage and Fees \$3.59

\$

Sent To

Johnny Taylor, President Idalou ISD Board

Street and Apt. No., or PO Box No.

PO Box 1338

City, State, ZIP+4®

Idalou, TX 79329-1338

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



Idalou ISD

Jim Waller, Supt

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature ☐ Agent ☐ Addressee x <i>Jim Waller</i> B. Received by (Printed Name) C. Date of Delivery <i>11/28/17</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No  3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
1. Article Addressed to: <i>Jim Waller, Supt</i> <i>Idalou ISD</i> <i>PO Box 1338</i> <i>Idalou, TX 79329-1338</i>	
2. Article Number (Transfer from service label)	7016 1370 0001 5990 2722

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2722

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IDALOU, TX 79329

Certified Mail Fee \$3.35 Extra Services & Fees (check box, add fee as appropriate) ☐ Return Receipt (hardcopy) \$ \$2.75 ☐ Return Receipt (electronic) \$ \$0.00 ☐ Certified Mail Restricted Delivery \$ \$0.00 ☐ Adult Signature Required \$ \$0.00 ☐ Adult Signature Restricted Delivery \$ \$0.00	0408 03 Postmark Here <i>NOV 21 2017</i> 11/21/2017
Postage \$0.49 Total Postage and Fees \$6.59	

Sent To *Jim Waller, Supt Idalou ISD*

Street and Apt. No., or P.O. Box No. *PO Box 1338*

City, State, ZIP+4® *Idalou, TX 79329-1338*

115

Lubbock Cooper ISD

Paul Ehler, President

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature <i>x [Signature]</i> ☐ Agent ☒ Addressee B. Received by (Printed Name) <i>TERRY STOKES</i> C. Date of Delivery <i>11-28-17</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: <i>Paul Ehler, President Lubbock Cooper ISD 16302 Loop 493 Lubbock, TX 79423-7805</i>	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7016 1370 0001 5990 2661

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2661

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LUBBOCK, TX 79423

Certified Mail Fee \$3.35 Extra Services & Fees (check box, add fee as appropriate) ☐ Return Receipt (hardcopy) ☐ Return Receipt (electronic) ☐ Certified Mail Restricted Delivery ☐ Adult Signature Required ☐ Adult Signature Restricted Delivery \$2.75 \$0.00 \$0.00 \$0.00 \$0.00 Postage \$60.49 Total Postage and Fees \$6.59	0408 0408 03  Postmark Here
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Sent To
Paul Ehler President Lubbock Cooper ISD
Street and Apt. No., or PO Box No.
16302 Loop 493
City, State, ZIP+4®
Lubbock, TX 79423-7805

PS Form 3800, April 2015 PSN 7530-02-000-107 See Reverse for Instructions

Lubbock Cooper ISD

Keith Bryant, Superintendent

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits. 1. Article Addressed to: Keith Bryant, Supt Lubbock Cooper ISD 16302 Loop 493 Lubbock, TX 79423-7805	A. Signature x <i>Terry Stokes</i> ☐ Agent ☒ Addressee B. Received by (Printed Name) <i>Terry Stokes</i> C. Date of Delivery <i>11-28-17</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☒ No
2. Article Number (Transfer from service label)	3. Service Type ☐ Certified Mail ☐ Registered ☐ Insured Mail ☐ Express Mail ☐ Return Receipt for Merchandise ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
7016 1370 0001 5990 2654	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540	

7016 1370 0001 5990 2654

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LUBBOCK, TX 79423

OFFICIAL USE

Certified Mail Fee	\$3.35	0408
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	03
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	

Sent To
Keith Bryant, Supt Lubbock Cooper ISD
16302 Loop 493
Lubbock, TX 79423-7805

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

NOV 21 2017

Postmark
11/21/2017

Lubbock ISD

Laura Vinson, President

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature X ☐ Agent ☐ Addressee B. Received by (Printed Name) C. Date of Delivery Laura Vinson 11-27-17 D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: Laura Vinson, President Lubbock ISD 1628 19th Street Lubbock, TX 79401-4832	3. Service Type ☐ Certified Mail ☐ Registered ☐ Insured Mail ☐ Express Mail ☐ Return Receipt for Merchandise ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7016 1370 0001 5990 2623

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7016 1370 0001 5990 2623

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LUBBOCK, TX 79401

Certified Mail Fee	\$3.35
Postage	\$0.49
Total Postage and Fees	\$6.59

Extra Services & Fees (check box, add fee if appropriate) ☐ Return Receipt (hardcopy) ☐ Return Receipt (electronic) ☐ Certified Mail Restricted Delivery ☐ Adult Signature Required ☐ Adult Signature Restricted Delivery \$2.75 \$0.00 \$0.00 \$0.00 \$0.00	DOWNTOWN STATION 0408 03 Postmark Here NOV 27 2017 11/21/2017
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Sent To Laura Vinson, President: Lubbock ISD

Street and Apt. No., or PO Box No. 1628 19th St

City, State, ZIP+4® Lubbock, TX 79401-4832

PS Form 3800, April 2015 PSN 7530-02-000-9022 See Reverse for Instructions

Lubbock ISD

Dr. Berhl Roberson, Supt

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature ☐ Agent ☐ Addressee X <i>[Signature]</i> B. Received by (Printed Name) C. Date of Delivery <i>Danny C. 11/17</i> <i>11-21-17</i> D. Is delivery address different from item 1? ☐ Yes ☐ No If YES, enter delivery address below:
1. Article Addressed to: <i>Dr. Berhl Robertson, Supt</i> <i>Lubbock ISD</i> <i>1628 19th Street</i> <i>Lubbock, TX 79401-4832</i>	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label) 7016 1370 0001 5990 2647	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004 Domestic Return Receipt 100595 02-11-1510

7016 1370 0001 5990 2647

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For delivery information, visit our website at www.usps.com

LUBBOCK, TX 79401

Certified Mail Fee \$3.35 Extra Services & Fees (check box, add fee as appropriate) ☐ Return Receipt (hardcopy) \$ 2.75 ☐ Return Receipt (electronic) \$ 0.00 ☐ Certified Mail Restricted Delivery \$ 0.00 ☐ Adult Signature Required \$ 0.00 ☐ Adult Signature Restricted Delivery \$ 0.00	0408 03 Postmark Here <i>NOV 21 2017</i> 11/21/2017
Postage \$0.49 Total Postage and Fees \$6.59	

Sent To *Dr. Berhl Robertson, Supt* *Lubbock ISD*

Street and Apt. No., or PO Box No. *1628 19th St*

City, State, ZIP+4® *Lubbock TX 79401-4832*

PS Form 3800, April 2015 PSN 7503-02-000-9012 See Reverse for Instructions

New Deal ISD

Sandra Bowens, President

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY														
■ Complete Items 1, 2, and 3. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits. 1. Article Addressed to: Sandra Bowens, President New Deal ISD PO Box 280 New Deal, TX 79350-0280  2. Article Number (Transfer from service label) 7016 1370 0001 5990 2784	A. Signature ☒ <i>Sandra Bowens</i> ☐ Agent ☐ Addressee B. Received by (Printed Name) C. Date of Delivery D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No  3. Service Type <table style="width: 100%;"> <tr> <td>☐ Adult Signature</td> <td>☐ Priority Mail Express®</td> </tr> <tr> <td>☐ Adult Signature Restricted Delivery</td> <td>☐ Registered Mail™</td> </tr> <tr> <td>☐ Certified Mail®</td> <td>☐ Registered Mail Restricted Delivery</td> </tr> <tr> <td>☐ Certified Mail Restricted Delivery</td> <td>☐ Return Receipt for Merchandise</td> </tr> <tr> <td>☐ Collect on Delivery</td> <td>☐ Signature Confirmation™</td> </tr> <tr> <td>☐ Collect on Delivery Restricted Delivery</td> <td>☐ Signature Confirmation Restricted Delivery</td> </tr> <tr> <td>☐ Insured Mail</td> <td></td> </tr> </table>	☐ Adult Signature	☐ Priority Mail Express®	☐ Adult Signature Restricted Delivery	☐ Registered Mail™	☐ Certified Mail®	☐ Registered Mail Restricted Delivery	☐ Certified Mail Restricted Delivery	☐ Return Receipt for Merchandise	☐ Collect on Delivery	☐ Signature Confirmation™	☐ Collect on Delivery Restricted Delivery	☐ Signature Confirmation Restricted Delivery	☐ Insured Mail	
☐ Adult Signature	☐ Priority Mail Express®														
☐ Adult Signature Restricted Delivery	☐ Registered Mail™														
☐ Certified Mail®	☐ Registered Mail Restricted Delivery														
☐ Certified Mail Restricted Delivery	☐ Return Receipt for Merchandise														
☐ Collect on Delivery	☐ Signature Confirmation™														
☐ Collect on Delivery Restricted Delivery	☐ Signature Confirmation Restricted Delivery														
☐ Insured Mail															

PS Form 3811, July 2015 PSN 7530-02-000-9053

7016 1370 0001 5990 2784

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OFFICIAL USE

Certified Mail Fee \$3.35 Extra Services & Fees (check box, add fee as appropriate) ☐ Return Receipt (hardcopy) \$ \$0.00 ☐ Return Receipt (electronic) \$ \$0.00 ☐ Certified Mail Restricted Delivery \$ \$0.00 ☐ Adult Signature Required \$ \$0.00 ☐ Adult Signature Restricted Delivery \$ \$0.00	0408 03 NOV 21 2017 Postmark Here 11/21/2017
Postage \$0.49 Total Postage and Fees \$6.59	

Sent To **Sandra Bowens, President New Deal ISD**

Street and Apt. No., or PO Box No. **PO Box 280**

City, State, ZIP+4® **New Deal, TX 79350-0280**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

New Deal ISD Jimmy Noland, Supt

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete Items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature X ☐ Agent ☐ Addressee B. Received by (Printed Name) _____ C. Date of Delivery _____ D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: Jimmy Noland, Supt New Deal ISD PO Box 280 New Deal, TX 79350-0280	3. Service Type ☒ Certified Mail ☐ Registered ☐ Insured Mail ☐ Express Mail ☒ Return Receipt for Merchandise ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7016 1370 0001 5990 2777

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2777

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com

NEW DEAL TX 79350

Certified Mail Fee	\$3.35
Extra Services & Fees (check box, add fee as appropriate)	\$2.75
☐ Return Receipt (hardcopy)	\$0.00
☐ Return Receipt (electronic)	\$0.00
☐ Certified Mail Restricted Delivery	\$0.00
☐ Adult Signature Required	\$0.00
☐ Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.59

Sent To

Jimmy Noland, Supt New Deal ISD

Street and Apt. No., or PO Box No.
PO Box 280

City, State, ZIP+4®
New Deal, TX 79350-0280

0408

03

11/21/2017

Rise Academy Charter School

Richard Baumgartner, Supt

7016 1370 0001 5990 2579

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Postage	\$0.49
Total Postage and Fees	\$6.59
0408 03 Postmark Here NOV 21 2017 11/21/2017	
Sent To Richard Baumgartner, Supt Rise Academy Street and Apt. No., or PO Box No. 207 N MLK BLVD City, State, ZIP+4® Lubbock TX 79403-3412 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

Rise Academy Charter School

Richard Baumgartner, President

7016 1370 0001 5990 2562

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LUBBOCK, TX 79403	
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Postage	\$0.49
Total Postage and Fees	\$6.59
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	\$0.00
☐ Return Receipt (electronic)	\$0.00
☐ Certified Mail Restricted Delivery	\$0.00
☐ Adult Signature Required	\$0.00
☐ Adult Signature Restricted Delivery	\$0.00
0408 03 NOV 21 2017 LUBBOCK TX 79403 11/21/2017	
Sent To: <u>Richard Baumgartner</u> <u>Rise Academy</u> Street and Apt. No., or PO Box No. <u>207 N. MLK BLVD</u> City, State, ZIP+4® <u>Lubbock, TX 79403-3412</u>	
PS Form 3800, April 2015 PSN 7530-02-000-9041 See Reverse for Instructions	

Roosevelt ISD President Jim Warnok

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1. Article Addressed to:

Jim Warnok, President
Roosevelt ISD
1406 CR 3300
Lubbock, TX 79403-7614

2. Article Number

(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Judy Stenrett*

☐ Agent

☐ Addressee

B. Received by (Printed Name)

Judy Stenrett

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail ☐ Express Mail

☐ Registered ☐ Return Receipt for Merchandise

☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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☐ Return Receipt (hardcopy)	\$0.00
☐ Return Receipt (electronic)	\$0.00
☐ Certified Mail Restricted Delivery	\$0.00
☐ Adult Signature Required	\$0.00
☐ Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.59
Sent To Jim Warnok, President, Roosevelt ISD Street and Apt. No., or PO Box No. 1406 CR 3300 City, State, ZIP+4® Lubbock, TX 79403-7614	

PS Form 3800, April 2015 PSN 7530-01-000-9047 See Reverse for Instructions

0408
NOV 21 2017
11/21/2017

Roosevelt ISD Superintendent Dallas Grimes

LUBBOCK TX 794

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1. Article Addressed to: <u>Dallas Grimes, Supt</u> <u>Roosevelt ISD</u> <u>1406 County Road 3300</u> <u>Lubbock, TX 79403-7614</u>	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
	4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Number

(Transfer from service label)

7016 1370 0001 5990 2692

on 3811, February 2004

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102595-02-M-1540

7016 1370 0001 5990 2692

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LUBBOCK, TX 79403	
Certified Mail Fee	\$3.35
Extra Services & Fees (check box, add fee)	\$2.75
☐ Return Receipt (hardcopy)	\$0.00
☐ Return Receipt (electronic)	\$0.00
☐ Certified Mail Restricted Delivery	\$0.00
☐ Adult Signature Required	\$0.00
☐ Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.59
Sent To: <u>Dallas Grimes Supt Roosevelt ISD</u> <u>1406 CR 3300</u> <u>Lubbock, TX 79403-7614</u>	
Postmark: <u>NOV 21 2017</u>	

Slaton ISD

Julie Becker, Supt

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature <i>* Betty Alexander</i> ☐ Agent ☐ Addressee B. Received by (Printed Name) <i>Betty Alexander</i> C. Date of Delivery <i>11-29</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: <i>Julie Becker, Supt</i> <i>Slaton ISD</i> <i>140 E Panhandle St</i> <i>Slaton, TX 79364-4238</i>	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) ☐ Yes
7016 1370 0001 5990 2678	

PS Form 3811, February 2004

Domestic Return Receipt

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SLATON, TX 79364

Certified Mail Fee \$3.35 Extra Services & Fees (check box, add fee if none listed) ☐ Return Receipt (hardcopy) \$2.75 ☐ Return Receipt (electronic) \$0.00 ☐ Certified Mail Restricted Delivery \$0.00 ☐ Adult Signature Required \$0.00 ☐ Adult Signature Restricted Delivery \$0.00	0408 03 NOV 29 2017 11/21/2017
Postage \$0.49 Total Postage and Fees \$6.59	

Sort To *Julie Becker, Supt Slaton ISD*

Street and Apt. No., or PO Box No. *140 E Panhandle St*

City, State, ZIP+4® *Slaton, TX 79364-4238*

PS Form 3800, April 2015 PSN 7530-02-000-9042 See Reverse for Instructions

SlatonISD

Carlos Bentancourt, President

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature <i>Betty Alexander</i> ☐ Agent ☐ Addressee B. Received by (Printed Name) <i>Betty Alexander</i> C. Date of Delivery <i>11-27-12</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: <i>Carlos Bentancourt, President Slaton ISD Board 140 E Panhandle St Slaton, TX 79364-4238</i>	3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label) <i>7016 1370 0001 5990 2685</i>	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2685

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SLATON, TX 79364

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☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	

Sent To

Carlos Bentancourt Slaton ISD Board

Street and Apt. No., or PO Box No.

140 E Panhandle Street

City, State, ZIP+4®

Slaton TX 79364-4238

Postmark

NOV 21 2012

11/21/2017

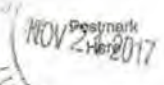
**SHALLOWATER IDS BOARD
VOHNYA TONGATE, PRESIDENT**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature <i>Xipac Ekddele</i> ☒ Agent ☐ Addressee B. Received by (Printed Name) _____ C. Date of Delivery 11/22 D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☒ No  3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☒ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery ☐ Yes
1. Article Addressed to: <i>Vohnya Tongate, President Shallowater IDS Board 1100 Ave K Shallowater, TX 79363-5768</i>	2. Article Number (Transfer from service label) <i>7016 1370 0001 5990 2760</i>
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7016 1370 0001 5990 2760

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SHALLOWATER, TX 79363

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Postage \$0.49 \$ \$6.59 Total Postage and Fees	

Sent To:
Vohnya Tongate, President Shallowater IDS
1100 Ave K
Shallowater, TX 79363-5768

PS Form 3800, April 2013 PSN 7530-01-000-9001 See Reverse for Instructions

Shallowater ISD Superintendent Kenny Border

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■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.	A. Signature X <i>[Signature]</i> ☒ Agent ☐ Addressee B. Received by (Printed Name) 5780 C. Date of Delivery 11-24 D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No 
1. Article Addressed to: Kenny Border, Supt Shallowater ISD 1100 Ave K Shallowater, TX 79363-5768	3. Service Type ☒ Certified Mail ☐ Registered ☐ Insured Mail ☐ Express Mail ☒ Return Receipt for Merchandise ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7016 1370 0001 5990 2753

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7016 1370 0001 5990 2753

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SHALLOWATER, TX 79363

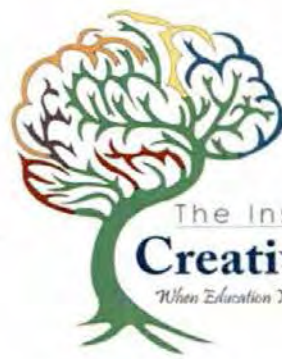
Certified Mail Fee	\$3.35	0408 03 Postmark Here 
Extra Services & Fees (check box, add fee if appropriate)	\$2.75	
☐ Return Receipt (hardcopy)	\$0.00	
☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.59	

Sent To
Kenny Border, Supt Shallowater ISD
Street and Apt. No., or PO Box No.
1100 Ave K
City, State, ZIP+4®
Shallowater Tx 79363-5768

PS Form 3800, April 2015 PSN 7530-02-000-1047 See Reverse for Instructions

Provide the Following:

- I. Scans/photocopies of any (i) advertising content; (ii) community outreach surveys; (iii) social media campaigns; and (iv) any additional documentation that demonstrates community engagement and support.
- II. Public Meeting Protocol— this is the script or list of questions that were prepared and presented at the public meeting. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- III. Letter(s) of Support— provide (if any) non-financial letters of support from individuals, organizations, officials, etc.



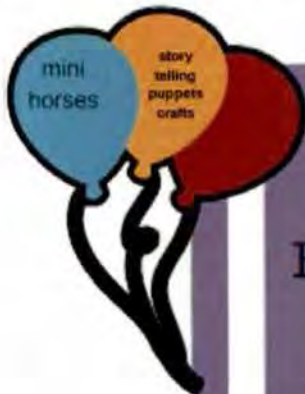
The Institute for
Creative Learners
When Education Meets Imagination, Learning Happens!

Learn about ESEI-
Elementary School for
Education Innovation
Charter School for
Children with
Learning Differences!

READING FAIR

SATURDAY, OCT 7, '17 10AM-2PM

Sponsored By:



Science
Spectrum
Elementary
School for
Education
Innovation
Diekemper
Family
Foundation

Noble Farms
Raising Canes
American
National Bank
Lee Lewis
Construction
Alpha Phi
Omega



It's all about READING and LEARNING!

FREE DYSLEXIA QUICK SCREENS

ages 7-12 signed up before 1:30 pm

806.370.3901 for more information

Come Visit:

Creative Learners* Barnes and Noble * Kohl's * Boy Scouts * Boys & Girls Clubs * Camp Mary White * Curious George and PBS * Girls Scouts* Literacy Lubbock * Lubbock Arts Alliance * Lubbock Community Theatre* Lubbock Home School Association* Lubbock Public Library* Minis & Friends* Rainbow Girls* Texas Tech Athletics Raider Reader Program* South Plain Obedience Training Club* Texas Tech Language, Diversity & Literacy Program* The Music Studio* WTAMU Special Education & The Center for Learning Disabilities* Junior League of Lubbock* Double T Health Service Corps* Volunteer Center

*The event and regular Science Spectrum Museum admission is FREE to all children up to age 12. This is a great opportunity for families. Children 12 and under will be admitted free to the Science Spectrum Museum from 10 am -2 pm only when accompanied by a paying adult.

SCIENCE SPECTRUM Museum 2579 S. Loop 289 806.745.2525

ELEMENTARY SCHOOL FOR EDUCATION INNOVATION

A Free Public School

How much will the tuition be?

It is FREE! As a public charter school, there is no tuition.

A series of several parallel diagonal lines slanting upwards from left to right, located in the lower right quadrant of the slide.

Are there income requirements to attend?

No, the school is open to any child residing in Lubbock County. Preference is given to children residing in Lubbock ISD.

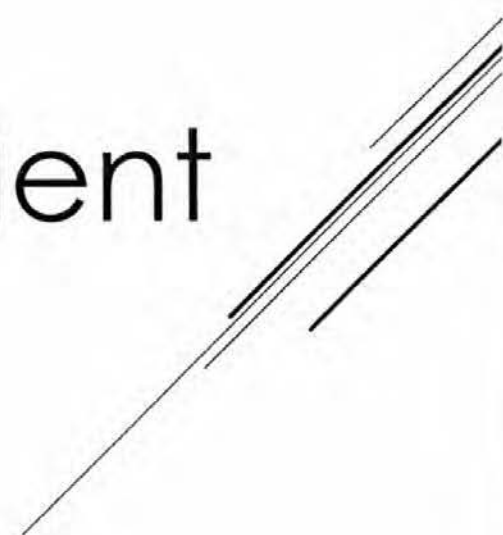
When will it open?

Assuming the State of Texas grants a charter, the school will open the Fall of 2019.



Is the school part of Lubbock ISD?

No, it is an independent organization.



What is the focus of the school?

Every child is different and learns differently. Our goal is to treat children as individuals with particular focus on developing excellent reading and critical thinking skills -- and expanding creativity. Additionally, ***this school will have services tailored to students who struggle with ADHD, Executive Functioning, and Dyslexia.***

The Elementary School for Education Innovation

- **What is the need?**

- Children who do not read well by the end of third grade are 400% more likely to drop out of school.¹
- 90% of welfare recipients are high school dropouts.²
- 67% of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare.³
- 75% of food stamp recipients perform on the lowest two literacy levels.⁴

- **In Texas...**

- 36% of Texas fourth-graders have "below basic" reading skills.⁵

- **In Lubbock...**

- 30% of fourth graders in Lubbock ISD do not perform satisfactorily in reading and 39% do not perform satisfactorily in writing on STAAR tests.⁶
- While research indicates that up to 20% of children have a language based learning difference -- most commonly dyslexia⁷, Lubbock Independent school district has identified less than 1.7% of its children.⁸

- **However,**

- 95% percent of children who have trouble learning to read can reach grade level if they receive specialized help early on.⁹

- **The Solution.**

- The Elementary School for Education Innovation recognizes that each child is special and learns differently. Our goal is to treat children as individuals with particular focus on developing excellent reading and critical thinking skills -- and expanding creativity. Additionally, this school will have services tailored to students who struggle with language based learning differences such as Dyslexia, and with ADHD, and with Executive Functioning.
- The school will provide instruction designed to expand working memory, multisensory instruction, project based learning, intensive reading instruction, and small group instruction. There will be very little instruction through lecture and the children will engage in more unstructured play throughout the day.
- Every child will receive intensive reading instruction based on Orton Gillingham and Scottish Rite developed methods. Every child will benefit from this multisensory method of teaching.
- The school will be a free charter school open to every child in Lubbock County. Admission is through a lottery system.
- The Elementary School for Education Innovation will collaborate with Texas Tech University and WTAMU to create a living laboratory to help children nationwide.

¹ Hernandez, D. (2011, April). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. Baltimore: The Annie E. Casey Foundation, p. 3.

² National Assessment of Adult Literacy (NAAL)

³ Id.

⁴ Id.

⁵ National Assessment of Educational Progress,

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008TX4.pdf>

⁶ [http://raa.lubbockisd.org/files/KTKR/1a7f1884fe6afcd33745a49013852ec4/Lubbock ISD - 2015 TAPR Report.pdf](http://raa.lubbockisd.org/files/KTKR/1a7f1884fe6afcd33745a49013852ec4/Lubbock%20ISD%20-%202015%20TAPR%20Report.pdf)

⁷ (Shaywitz, 1996); <http://dyslexia.vale.edu/DysArticleCont2.html>.

⁸ 2015-2016 TEA Student Program Reports.

⁹ National Institutes of Health (NIH)

Elementary School for Education Innovation

How much will the tuition be?

It is FREE! As a public charter school, there is no tuition.

Are there income requirements to attend?

No, the school is open to any child residing in Lubbock County. Preference is given to children residing in Lubbock ISD.

Is the school part of Lubbock ISD?

No, it is an independent organization.

When will it open?

The school will open the Fall of 2019 depending on the Texas Education Agency approval.

Who gets to attend?

The school will initially cover Kindergarten through 5th grade. The students are chosen on a lottery basis during the spring of 2016. After all slots are full, remaining students will be placed on a waiting list.

What is the focus of the school?

Every child is special and learns differently. Our goal is to treat children as individuals with particular focus on developing excellent reading and critical thinking skills -- and expanding creativity. Additionally, this school will have services tailored to students who struggle with ADHD, Executive Functioning, and Dyslexia and other language based learning differences.

What makes ESEI different?

ESEI will provide instruction designed to expand working memory, multisensory instruction, project based learning, intensive reading instruction, and small group instruction. There will be very little instruction through lecture and the children will engage in more unstructured play throughout the day.

What is Multisensory Instruction?

Children learn in many different ways. Some do best with information they hear. Others may find it easiest to learn by seeing something. Multisensory instruction is a term schools use to describe ways of teaching that engage more than one sense at a time.

How does Multisensory Instruction work?

Multisensory teaching is not limited to reading and listening. Instead, it tries to use all of the senses.

“For example, let’s say your child’s class is studying apples. Your child might have the chance to visually examine, touch, smell and taste apples—instead of just reading and listening to his teacher speak about how they grow. Then he might hold a halved apple and count the number of seeds inside, one by one.”

That’s multisensory teaching. It conveys information through things like touch and movement—called tactile and kinesthetic elements—as well as sight and hearing.

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/multisensory-instruction-what-you-need-to-know>

What is Take Flight?

Take Flight: A Comprehensive Intervention for Students with Dyslexia written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children.

Take Flight addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive Tier III intervention for students with dyslexia.

- Phonemic Awareness - following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns
- Phonics - providing a systematic approach for single word decoding
- Fluency - using research-proven directed practice in repeated reading of words, phrases and passages to help students read newly encountered text more fluently

- Vocabulary - featuring multiple word learning strategies (definitional, structural, contextual) and explicit teaching techniques with application in text
- Reading Comprehension - teaching students to explicitly use and articulate multiple comprehension strategies

<http://www.tsrhc.org/dyslexia-take-flight>

What is Working Memory?

- Working memory helps kids hold on to information long enough to use it.
- Working memory plays an important role in concentration and in following instructions.
- Weak working memory skills can affect learning in many different subject areas including reading and math.

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/5-ways-kids-use-working-memory-to-learn>

Cogmed is a computer based program that helps children to improve working memory.

What is Project Based Learning (PBL)?

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge including:

- Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.

- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

https://www.bie.org/about/what_pbl

Why is Unstructured Play important?

“Kids are built to move, and having more time for unstructured, outdoor play is essentially like a reset button. It not only helps to break up the day, but it allows kids to blow off steam and apply what is taught in the classroom to a play environment where the mind-body connection can flourish.”

“When any human sits for longer than about 20 minutes, the physiology of the brain and body changes, robbing the brain of needed oxygen and glucose, or brain fuel. The brain essentially just falls asleep when we sit for too long. Movement and activity stimulate the neurons that fire in the brain. When we sit, those neurons aren’t firing.”

Research at TCU’s LiiNk Project (Let’s Inspire Innovation ‘N Kids), shows that “adding extra recess can improve student discipline, focus and academic success without increasing the length of the school day or taking time away from classroom activities.”

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/08/21/why-young-kids-need-less-class-time-and-more-play-time-at-school/>

YWCA IS ON A MISSION

YWCA of Lubbock
3101 35th Street
Lubbock, TX 79413
T: 806-792-2723
F: 806-784-0698

ywc Lubbock.org

TO: Texas Education Agency, Charter School Division

RE: Elementary School for Education Innovation

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SERVING: K-5

LOCATION: City of Lubbock

OPENING: Fall of 2019

The YWCA of Lubbock is pleased to write this letter of support for the **Elementary School of Education Innovation**. As the largest provider of preschool and afterschool programming in the city of Lubbock, we are closely connected to the enormous challenge of supporting children who are physically and emotionally challenged by with the issues of ADHD, Dyslexia and other language-based learning differences. Our classroom teachers struggle to provide a supportive environment for the entire spectrum of needs in their classrooms. They simply do not have the resources and unique specialization that can accommodate the differences in styles of learning.

The YWCA recognizes the efforts of Merinda Condra on behalf of children in our community as exemplary. In fact, she was selected for the prestigious Women of Excellence award in 2012 as a result of her unbridled commitment to children and families. I have no doubt that she will structure the Elementary School for Education Innovation for nothing less than outstanding impact and service to the families and children her school will serve.

We have too many children in Lubbock who do not have the specialty attention they need because of a lack of understanding of their circumstances or lack of resources to pay for quality intervention. We absolutely endorse a charter school to address these needs. The YWCA began a special needs after school program in 2011 to serve approximately 15 children. In 2017, we have more than 100 children with special needs and know we are looking at only the most severe cases. There are so many children who could profit from a method that encourages their strengths and adapts to their particular learning styles. We heartily endorse your approval of such a charter school for our community.

Sincerely,



Glenda Mathis, CFRE
CEO, YWCA of Lubbock

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eliminating racism
empowering women
ywca



TEXAS TECH UNIVERSITY

College of Education

Texas Education Agency, Charter School Division

William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701

Re: Elementary School for Education Innovation

Serving: K-5

Location: City of Lubbock

Opening: Fall of 2019

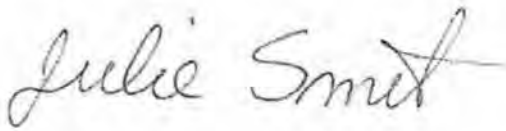
Texas Education Agency, Charter School Division,

We are writing to you to express support for the Elementary School for Educational Innovation. The mission of this school will be to provide intensive and highly specific individualized instruction to all children based on their strengths and creative abilities. Its specialization will be to deliver multisensory instruction for children, kindergarten through grade 5, with severe language and learning deficits. Due to inadequate instruction and supports for these students in the early grades, many students in the Lubbock area do not have access to an equitable education as outlined in the Individual with Disabilities Educational Act. Research has demonstrated that many children without systematic intensive instruction in the early grades will fall further behind their peers in reading and writing (Dickenson, McCabe, & Essex, 2006; Invernizzi, 2003; Natioinal Reading Panel, 2000; Scanlon, Gelzheiser, Vellutino, Schatschneider & Sweeney 2008; Vellutino et al., 1996). The creation of this charter school will fill this need in the Lubbock area by providing children with the tailored instruction to return to and excel in traditional public education settings.

As faculty members of the College of Education at Texas Tech University, we are willing to work with teachers and provide professional development in early reading and writing acquisition and pedagogy. We are willing to become a research partner with the Elementary School for Educational Innovation in researching best practices for reading, writing, and inquiry-based learning. We are willing to engage in collaboration with the school on federally funded grant opportunities that can provide instructional materials, technology, professional development, and opportunities to disseminate research to state and national stakeholders.

We support the Elementary School for Educational Innovation in their proposal to open and serve children and families in our West Texas community. We are excited about the possibilities of forming a relationship of mutual collaboration. Please contact us if you have any questions about our support for the Elementary School for Educational Innovation.

Respectfully,



Julie Smit
Assistant Professor,
Language, Diversity, & Literacy Studies
College of Education
Texas Tech University
julie.smit@ttu.edu
806.834.8938



Mellinee Lesley
Professor
Associate Dean of Graduate Education and
Research
Language, Diversity, & Literacy Studies
Texas Tech University
mellinee.lesley@ttu.edu
806.834.1186

Dickinson, D. K., McCabe, A., & Essex, M. J. (2006). A window of opportunity we must open to all: The case for preschool with high-quality support for language and literacy. *Handbook of early literacy research*, 2, 11-28.

Invernizzi, M. A. (2003). The complex world of one-on-one tutoring. *Handbook of early literacy research*, 1, 459.

National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Report of the national reading panel: Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.

Scanlon, D. M., Gelzheiser, L. M., Vellutino, F. R., Schatschneider, C., & Sweeney, J. M. (2008). Reducing the Incidence of Early Reading Difficulties: Professional Development for Classroom Teachers vs. Direct Interventions for Children. *Learning and Individual Differences*, 18(3), 346-359. <http://doi.org/10.1016/j.lindif.2008.05.002>

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88(4), 601.



 West Texas A&M University
DEPARTMENT OF EDUCATION

Confident

Skilled

Reflective

To: Texas Education Agency, Charter School Division

RE: Elementary School for Education Innovation Serving: K-5

Location: City of Lubbock

Opening: Fall 2018

I am writing in support of the Institute for Creative Learners Public Charter School application. I have been privileged to work with Creative Learners during the time they provided reading intervention services at Wright Elementary in Lubbock ISD, and subsequently in an advisory role following my move to West Texas State University as an Assistant Professor of Special Education. During the years I have known the staff at Creative Learners I have grown to admire their professional and personal commitment to educating all children, in particular those with dyslexia and Learning Disabilities.

In working with the Creative Learners during the time they have submitted Charter School applications, I have continued to be impressed by their willingness, and desire to serve all children who may enroll, regardless of their ability levels. When I mentioned that they might want to include a provision in the application for transferring students with Severe and Profound Disabilities to Lubbock ISD, the response was, "Why? We can figure out how to serve them here." The commitment to serving all children was evident and heart felt.

As an Assistant Professor, I have raised the possibility of collaborative research opportunities with the school, including researching the opening of a school and building of school culture from the ground up; the impact of specific interventions on children with disabilities or who are struggling to learn to read; the impact of the proposed station system for English Language Arts instruction; and additional opportunities that may arise. Staff response to my ideas was positive and enthusiastic. I look forward to hopefully formalizing a research partnership and to working with the School in the near future.

Sincerely,



Dr. Francis J. Goode

Assistant Professor of Special Education

Department of Education

West Texas A&M University

November 17, 2017

To Whom It May Concern:

My name is [REDACTED] and I am writing this letter to show my resounding support for Elementary School for Education Innovation (ESEI). [REDACTED] was diagnosed with [REDACTED]. After having many conversations with teachers in [REDACTED] school regarding how we could assist him better and receiving no answers, we personally reached out to a source, at a sizeable cost, got [REDACTED] tested for [REDACTED]. Since discovering his learning challenge, we have had so many realizations that had a school like ESEI been available, we would have been able to assist him faster with school and would have eliminated so many problems. [REDACTED] still suffers from [REDACTED] if compared to his peers. I am dedicated to helping this school succeed and helping other parents in Lubbock County to not feel the same pain and frustrations that my husband and I did. Any child, learning challenged, or not should have every opportunity to excel and feel proud of the hard work they do in school. Due to our own family's financial status, we are not able to afford a costly private school. I do not feel that as a United States, responsible, tax paying citizen my child should be punished and not have the proper tools to excel in his education. We have spent countless hours and many tears to try to achieve a happier existence for [REDACTED] and so much of these could have been prevented had we had a school like ESEI.

I ask you to do whatever you can to help Merinda Condra and the team at ESEI bring this charter school to Lubbock County.

With much hope for the future of ESEI,

[REDACTED]

[REDACTED]

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[REDACTED]
[REDACTED]
[REDACTED] E-Mail: [REDACTED]



1306 9th Street
Lubbock, Texas 79401
(806)775-3636
Fax: (806)775-2827
LiteracyLubbock@yahoo.com

November 17, 2017

Texas Education Agency, Charter School Division
RE: Elementary School for Education Innovation

Literacy Lubbock is a non-profit (tax exempt under Section 501(c) (3) of the IRS Code) education and human services agency which was organized in 1989. It has been a partner agency of the Lubbock Area United Way since 1999. Literacy Lubbock provides Adult Basic Education in Beginning Reading (ABE), English as a Second Language (ESL), GED Study (all subject areas), Dyslexia Training, and Early Childhood and Family Literacy programs and events at no cost to adult learners or children. Literacy Lubbock provides individual volunteer tutors or small classroom instruction to adult learners who request our help to enable them to achieve their personal literacy goals. By carefully matching trained literacy volunteers with adult learners in both tutor and adult learner paired settings and additionally in classroom settings, Literacy Lubbock can provide personalized study through high impact individualized prescriptive lessons, books, and training for interested individuals in a very cost-effective manner, and at no cost to our adult learners.

Literacy Lubbock makes every attempt to accommodate all requests for literacy support and to keep pace with the increased volume of requests for assistance regarding literacy issues from adult learners in the Lubbock community and the surrounding areas of the South Plains. Literacy Lubbock continues to create new partnerships and learning opportunities to accommodate all requests for assistance. We believe that the support and encouragement of Literacy Lubbock will enable individuals and families to move toward self-sufficiency and improve their lives and futures forever through the immense empowerment of the survival skill of Literacy, unequaled as the most vital of all life skills and the paramount foundation for the development of human potential.

As an adult only program, we are unable to assist elementary age students. Elementary School for Education Innovation has the same goals as Literacy Lubbock, that literacy is the paramount foundation to development of human potential. We receive several calls a week asking for help with young students and we must turn them away. Lubbock and our residents would benefit greatly having a school for that address the needs of students that struggle with learning differences.

Thank you for your time.

Julie Laughlin
Director of Volunteer Programs, Literacy Lubbock
1306 9th Street
Lubbock, TX 79401

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Nov. 1st, 2017

Texas Education Agency
Charter Division
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701

Science Spectrum Museum & OMNI Theater
2579 S. Loop 289, Ste. 250
Lubbock, TX 79423
www.sciencespectrum.org

RE: Letter of Support for the Elementary School for Innovative Education

The Science Spectrum, a local 501(c)3 not-for-profit museum and large format theater dedicated to S.T.E.M. education, supports the creation of a new charter school in Lubbock, Texas, the Elementary School for Education Innovation. A charter school of this type will have a positive effect on our local community and on families of children who struggle to succeed in traditional educational settings due to diverse learning styles, learning disabilities and children diagnosed with dyslexia. These are pervasive issues in our local region, and a charter school of this nature will have a direct impact on student success and progression rates.

The Science Spectrum would additionally commit to being an educational partner with the school to assist as needed with opportunities in S.T.E.M. education for these students with diverse learning styles and abilities.

Feel free to contact me if you have any additional questions.

Sincerely,
James Nesmith / Administrative Manager
Science Spectrum Museum & OMNI Theater
806-745-1216 x270
james@sciencespectrum.org

[REDACTED]

A letter in support of The Elementary School for Education Innovation.

How [REDACTED] Was Not Helped By the Public School System

Being a parent is hard. Parenting does not come with a manual and the books on parenting? You can find 10 books supporting an idea and another dozen contradicting it. Toss in teachers, coaches, moms and well meaning friends and relatives and you find yourself lost in advice.

[REDACTED]. My story isn't new. It isn't even unusual. What it is, is unnecessary!

[REDACTED] and when I finally consulted the almighty, all knowing, Google machine I was able to at least suggest to the school COUNSELLOR and pediatrician that maybe a screening would be helpful. "But your child is not a discipline problem!" [REDACTED]
[REDACTED]! And what's worse is, no one cared!

I am loud and I am persistent. I got [REDACTED] needed. I got [REDACTED] [REDACTED]. It was hard. It was tasking on my family and my own feelings about myself [REDACTED] and my family. I knew it would be worth it. But not every parent is willing to risk looking foolish or whiny. Few people are willing to take on the "experts". And those that do are met with derision and superiority complexes from school administrators.

When the time came for me to navigate those same roads for [REDACTED], I was much better prepared. I had words and an action plan. I had confidence to get [REDACTED] what [REDACTED] needs for [REDACTED] to become [REDACTED] best self.

The question remains, why?

I fully support this effort for a free charter school in Lubbock, Texas to help parents and kids have a voice, an option for services and a learning environment where they can get what they need with a minimum of red tape.

These sorts of places don't just happen. Great things happen, as they always do, because of the people involved. People with passion and love and drive transform kids from self doubters to creative doers.

I'm proud to be part of this team and I am confident that this school will make a huge difference in the lives of kids and families all over the South Plains. Helping one kid is noble but I don't believe it will be just one child. This school can change so much for so many!

Thank you for the opportunity,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Lubbock Homeschool Network

5314 County Road 7540, Lubbock, TX 79424 (806)470-8246

Texas Education Agency
RE: Elementary School for Innovation
Serving K-5
Location: City of Lubbock
Opening Fall 2019

November 4, 2017

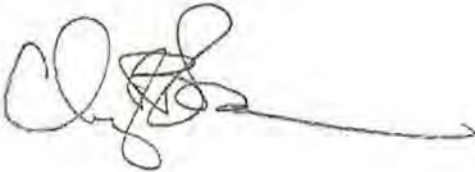
Dear TEA,

Lubbock Homeschool Network administrators strongly support the need for a charter school focusing on serving children with ADHA and learning differences, especially Dyslexia.

We administer a local Facebook page of almost 1400 homeschooling families and see numerous new members every year (over 300 this year alone). Many never wanted to homeschool but realize their children are not getting the help they need for success in a traditional academic setting. This creates countless hardships for families who do not have the resources for other options.

Elementary School for Innovation could go a long way in reducing the educational and economic burden on our local families and reduce the number of families leaving the public-school system. We urge you to approve this charter school.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cheryl Bateman', with a long horizontal flourish extending to the right.

Cheryl Bateman
Administrator, LHN

Texas Education Agency
November 2, 2017
Charter Division
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701

Date

From: *Name : Lubbock Boys & Girls Club;
Rachel Elbert Unit Director*
Address : *3221 59th Street*
City, Zip: *Lubbock, Texas 79413*

**RE: Letter of Support Elementary School for Education
Innovation**

I/We support a charter school, **Elementary School for Education Innovation**, to reach more struggling students for reading intervention as follows:

The organization has had such a wonderful impact in the lives of our Kinder – 2nd Grade students at the John Wilson Boys & Girls Club. Reading, dyslexia and just academics in general are some of the biggest challenges that our kids face at the club. Not to mention our parents having a difficult time helping them at home. Education Innovation came in to help our kids. They helped kids not shy away from reading in front of their peers, to be proud that they could accomplish reading a paragraph at a time. Paragraphs turned into pages and pages into whole books! Our kids were always excited to see Wednesday come around because that meant that teachers would be here to help them with their reading activities. They managed to make learning fun and exciting for our members and we certainly can appreciate that. As a national organization we hope that you will support the Elementary School for Education Innovation to reach more students as we do here at the Lubbock Boys & Girls Clubs.

Sincerely,

Rachel Elbert

To: Texas Education Agency, Charter School Division
Re: Elementary School for Education Innovation
Serving K-5
Location: City of Lubbock
Opening: Fall of 2019

To Whom It May Concern:

This letter is in support of solving educational issues for children with learning differences. Data support the facts that children who do not read well are more likely to drop out of school, be on welfare, and encounter the criminal justice system. In Texas we have 30% of fourth graders reading below basic skills level. Educators know that if those same children receive assistance 95% can be helped to reach grade level. This assistance is a win/win for all concerned, the tax payers, the children and Texas's future work force.

I have had personal experience with dyslexia, way before it was identified as a disability. I struggled in school and still require assistance to proof read my correspondence or research. [REDACTED] has [REDACTED]. The proposed school, has chosen a curriculum that has a long time proven success rate. The frequency of instruction and the integration of that instruction in to all subjects will make use of the best possible approach.

I support this endeavor and hope that the committee will give it sincere attention.

[REDACTED]
[REDACTED]
[REDACTED]
Texas Tech University Early Head Start Lab School

[REDACTED]

November 20, 2017

Texas Education Agency
Charter School Division
Austin, Texas

Dear Heather Mauze,

I am pleased to write this letter of support on behalf of the Elementary School for Education Innovation. As a pastor of forty plus years, I have seen too many children in my congregations fall behind in their education because of their learning challenges. Inability to overcome these challenges leads to falling behind academically. When a child falls behind in elementary school, that will contribute to employment and family problems.

Some congregations have managed to help a handful of children, but our children need more than people of faith can provide and sustain on a volunteer basis. Our community needs teachers educated to teach children with language-based learning challenges such as ADHD, dyslexia, and executive functioning obstacles. [REDACTED]

[REDACTED]

We know the statistics about reading levels at the end of third grade and of the connection between poverty and crime to dropping out of school. We can celebrate the fact that, helped early in their education, children can reach grade level. What a wonderful opportunity the Elementary School for Education Innovation will be for the children, families, and communities of Lubbock County.

Thank you for your care and supervision of the well-being of our children.

Sincerely,

[REDACTED]



SECURITY MORTGAGE

Texas Education Agency
Charter School Division

To Whom It May Concern:

For the last 40 plus years, I have been involved in the financial lending industry. I have observed during that time the gradual decline of the consumer's ability to read and understand the documents involved in making financial decisions. The people that did not finish high school are no longer able to buy a house. Many people are trapped in low paying jobs and unable to qualify for loans based on low income and therefore, many times they also have bad credit.

[REDACTED] If it had not been for the "Take Flight Program" developed by the Scottish Rite, my [REDACTED] not be able to function today at the level that he does. He is [REDACTED] old [REDACTED]
[REDACTED]

I am very interested in the **Elementary School for Education Innovation** because I think there are many children like my son that learn differently. I knew my son was smart but he was not able to show anyone through the standard school environment. I worked with him every night helping him with his school work knowing that if I did not help him he was going to get more and more behind.

Please consider granting a charter for **Elementary School for Education Innovation**. Lubbock needs this resource.

Sincerely,
[REDACTED]

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Field, Manning, Stone,
Hawthorne & Aycock P.C.
ATTORNEYS AT LAW

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◀ Consumer and Commercial Law
◆ Also Licensed in New Mexico

KIMBERLY MILLER
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JOSHUA D. FROST
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BILL HARRIGER

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shawthorne@lubbocklawfirm.com

T. MIKE FIELD
NEVILL MANNING
STEPHEN J. STONE ▲
SAMUEL J. HAWTHORNE ▲▲
ROBERT A. (ANDY) AYCOCK
W. J. WADE, JR. ▲
JUDSON PAUL (J. PAUL) MANNING▲
ANNA MCKIM▲
CARRISSA A. CLEAVINGER
DAX D. VOSS ▲
LEVI T. SIEBENLIST ▲

November 7, 2017

Texas Education Agency
Charter School Administration
1701 North Congress Avenue
Austin, Texas 78701

Re: Elementary School for Education Innovation
Serving: Kindergarten through 5th Grade
Location: Lubbock, Texas
Opening Goal: Fall of 2019

Dear Sir/Madam:

I am writing this letter in support of the Elementary School for Education Innovation being filed by Merinda K. Condra. As I am sure you are more than aware, our country is in an education crisis. A crisis partially created due to the sheer number of children in our school system that are unable to read beyond a rudimentary level because the current education system has failed them. These children tend to grow up to have more problems in their lives, are more likely to end up incarcerated, are more likely to become high school dropouts, and are more likely to become dependent on governmental assistance for necessities. It does not have to be this way.

I believe it is our responsibility, as citizens, to come together to encourage, educate and enable these children to become the fully-functioning, educated and skilled person they were meant to be. I truly believe that, with some help, all of those children's lives can be impacted in a positive way that will not only benefit them, but society as a whole. And the younger the child is when this help is provided, the more drastic the benefit to them and society will be. Therefore, it is important for us to reach these children while they are young and still in elementary school, and to have methods and plans individually tailored to help each child learn to read, develop critical thinking skills and expand their creativity.

Therefore, I am honored to support the Elementary School for Education Innovation (ESEI) proposed for Lubbock, Texas. ESEI plans to focus primarily upon excellent reading and critical thinking skills, along with the expansion of each child's creativity, all of which will be tailored to each student, including screening for medical issues, such as dyslexia and ADHD. ESEI will work on expanding memory, multisensory instruction, project based learning, intensive reading instruction and small group instruction. The majority of the instruction will be individual and there will be very little instruction through lecture. In addition, they will collaborate with Texas Tech University and WTAMU to create a living laboratory to help children nationwide with all the same issues. Each child will receive the tools necessary to allow them to successfully transition back to a public school by the end of fifth grade.

I encourage you to approve this charter. Each child in this great state should be given every available opportunity to succeed in their lives. By helping to remove roadblocks to academic success, ESEI would be providing these children with much needed skills that will assist them their entire lives. Let us all make a difference together.

Thank you for your consideration.

Very truly yours,



Samuel J. Hawthorne

SJH/rh



Horizon Rainbow Assembly
International Order of the Rainbow for Girls
Amber Sperry, Mother Advisor
8609 Knoxville Ave
Lubbock, TX 79423

Heather Mauze
Texas Education Agency
Charter School Division

Dear Heather,

This letter is to show my support as a mother, woman, and leader of a 95-year-old organization which helps girls "Get Ready for Life".

How better to get girls and boys in our area ready for life than a school which provides the services this school will provide. Some young minds learn differently and need a different approach to succeed. I feel the proposed system of teaching these young children will receive in this proposed school will be of great benefit to the city of Lubbock and the future of the children's lives it touches.

Please take this letter of support into consideration when processing this application.

Sincerely,

Amber J. Sperry

Mother Advisor
Horizon Assembly, IORG
806-759-0801

SHIRLEY BURLESON, LIAI, C.A.L.T.
TEXAS LICENSED DYSLLEXIA THERAPIST
CERTIFIED ACADEMIC LANGUAGE THERAPIST
CERTIFIED ELEMENTARY TEACHER
2500 LOCKWOOD
TANOKA, TX 79418

Texas Education Agency
Charter Division
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas 78701

RE: Elementary School for Innovation
Serving K-5
Location: City of Lubbock
Opening Fall, 2019

To Whom It May Concern:

I strongly support the Elementary School for Innovation opening as a charter school in the fall of 2019. As a dyslexia therapist, I have worked with the group that is attempting to open this school as a charter. I have given dyslexia assessments to many Lubbock students and have educationally diagnosed many as having the learning difference of dyslexia. I have also worked with many of these students in dyslexia therapy classes. The group of individuals working to open this charter school are dedicated to making certain that each child can achieve his or her potential in life by removing any roadblocks to academic achievement.

There are numerous students in this Lubbock area that do not have success in traditional academic elementary settings. Many of the families just do not have the resources for private school. The Elementary School for Innovation could give these students a place structured for their success. Emphasizing the worth of each student, building their confidence as their skills are built, and preparing them to transition back to traditional public school at the end of 5th grade are the keys to their success at this new charter school.

I urge you to approve this new charter school. In doing so, you will provide a much needed service to the children of Lubbock.

Sincerely,

Shirley Burleson
Licensed Dyslexia Therapist
Certified Academic Language Therapist
Texas Certified Elementary Classroom Teacher

November 13, 2017

Dear Sirs,

The Elementary School for Education Innovation to be opened in Lubbock, Texas in the fall of 2019 is a much-needed alternative for students with reading disabilities in this area. As a Licensed Dyslexia Therapist, Academic Language Therapist and 2nd grade classroom teacher, I see this need every day. Many students come to school reading below grade level. According to running record data for second graders at my school this year (2017) 81 out of 118 students were found to be reading below grade level in September. Many of these students come from low socio-economic homes and may have learning disabilities or may be English Language Learners. According to the American Educational Research Association, "A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time."

The purpose of this charter school is to meet the needs of the students whose needs are not being met in a typical elementary classroom and to catch them up to read on grade level with their peers by leveling the playing field in an innovative and unique school setting.

Working with students in small groups and one to one, highly trained and qualified teachers can effectively deliver the direct instruction needed by students with disabilities. Technology will also be used to engage and remediate skills that are missing from students' education. With the right tools and the right opportunities all students can succeed.

Please consider approval for opening this school. Your decision to do so will allow the lives of students to be changed as their educational needs are met.

Sincerely,

Carol Trent M. Ed, LDT, CALT

8 November 2017

Texas Education Agency
Charter School Division

RE: Elementary School for Education Innovation
Serving K-5
Location: City of Lubbock
Opening Fall 2018

Dear TEA,

I am writing in support of the proposed charter school, Elementary School for Education Innovation. This mission of this school is to help each child achieve his or her potential by removing roadblocks to academic achievement. [REDACTED]
[REDACTED]
[REDACTED]

For Dyslexic children, what begins as an educational problem can quickly descend into an emotional problem with cascading effects known as 'The Vortex of Dyslexia.' This 'vortex' can be avoided with early identification and intervention. The Elementary School for Innovation aims to be proactive in identification and intervention by employing a highly trained staff that is knowledgeable and trained in working with kids of all learning types.

The Elementary School for Education Innovation will be a beacon of light for a community that struggles with limited resources for students with learning differences such as Dyslexia.

Respectfully,
[REDACTED]

Carol Schempp
2604 80th Street
Lubbock, TX 79423

November 11, 2017

Texas Education Agency, Charter School Division

Dear Sirs:

I am writing to support the creation of the Elementary School for Education Innovation Charter School in Lubbock, Texas which would serve children in grades K-5. The intended opening date for this school would be in the Fall of 2019. The mission of this school is to ensure that each child achieve his or her potential in life by removing roadblocks to academic achievement. This would increase self-esteem and encourage character development.

The goal of this school is to serve children with ADHD and language based learning differences, particularly Dyslexia, with the intensity necessary to permit each child to move forward with the tools necessary for academic success. Each student will receive the interventions and tools necessary to transition successfully back to a traditional public school by the end of 5th grade.

As a retired Early Childhood educator, I understand the importance of early intervention for all children with learning differences, especially those with Dyslexia. In the traditional public school setting staff, time, and financial constraints often prevent this type of intervention until the child has already fallen behind. By the time the intervention is put in place, the child may have lost several years of grade level progress and feels that he/she is a failure. It is common knowledge that the later intervention is begun, the longer it takes for the student to catch up, so it makes perfect sense to offer intervention at the earliest age possible.

I strongly support the creation of the Elementary School for Education Innovation Charter School in Lubbock, Texas.

Sincerely,
Carol Schempp

Elizabeth DeJesse
7517 Baughman Dr.
Amarillo, Texas, 79121

November 6, 2017

Texas Education Agency
Re: Elementary School for Innovation
Serving: K – 5th Grade
Location: Lubbock, Texas

Dear Texas Education Agency:

I am writing in support of the proposed charter school, *Elementary School for Innovation*. The mission of this school will fill a gap by meeting the needs of students with Dyslexia and ADHD.

According to the National Institutes of Health (NIH), 95% of students who have trouble learning to read can reach grade level if they receive specialized help early. Kindergarten and first grade are the "window of opportunity" to prevent long-term reading problems. Without early intervention, the "reading gap" between struggling readers and their peers continues to widen over time. Unfortunately, the majority of the 1300 independent school districts in Texas fail our Dyslexic students.

According to Dr. Sally Shaywitz, Yale School of Medicine, Dyslexia affects approximately 10- 20% of the population. In Texas, that is approximately one million children however Texas is only identifying approximately 3% of Dyslexic students.

Dyslexic students are struggling in public school due to lack of understanding of Dyslexia, lack of teacher training and lack of identification and intervention with fidelity.

Louisa Moats states, "Reading is the fundamental skill upon which all formal education depends." By definition, dyslexics typically have average to above-average intelligence. Some of our brightest minds and innovators are dyslexic. It is estimated that 1 in 5 entrepreneurs are Dyslexic, however 48% of the Texas prison population is Dyslexic (per a 2000 UT Medical Branch & Texas Department Criminal Study).

The *Elementary School for Innovation* seeks to provide an educational opportunity where Dyslexic and ADHD students can thrive.

Respectfully,



Elizabeth DeJesse

Dear Texas Education Agency, Charter School Division,

I am writing in support for the Elementary School for Education Innovation serving students K-5 in Lubbock, TX. In the typical education setting, many of our students struggle with dyslexia, learning disabilities, autism, and ADHD. Trying to keep up with the fast pace of the required curriculum is a struggle for our kids. This can result in behavior issues as well as low self-esteem.

Research has shown that if students are struggling in reading by the end of third grade, most likely they will continue to struggle all through high school. In order for students to receive any additional services in the local schools, time consuming tests must be administered and students must meet certain criteria in order to be eligible. The scoring is black and white. Either you qualify or you do not. Missing the criteria by even one point can keep a child from receiving the necessary instruction that we all know he deserves. Why deny this opportunity for kids to become successful learners?

I believe the Elementary School for Education Innovation would benefit so many children in our city. The classes would be so much smaller where kids could get more one-to-one help and work at their level and pace instead of the district's level. Specialized programs would be available to assist students with dyslexia and other learning problems. This would be a place where the "whole child" is considered instead of just a number on a piece of paper.

Let's give our students the opportunity to be successful learners which in turn makes for successful adults with a successful future.

Sincerely,

Jenny Abbott

Jeannine and Brian Shannon
5613 84th Street
Lubbock, TX 79424
(806) 798-1511

November 13, 2017

To: Texas Education Agency, Charter School Division

Re: Application of Elementary School for Education Innovation, a free charter school for grades K-5 for students with language learning differences, particularly dyslexia, located in Lubbock, Texas

To whom it may concern:

We write this letter to urge TEA to approve the charter school application of Elementary School for Education Innovation.

We are residents of Lubbock, Texas, and have lived here for almost three decades. We wholly support a better approach to assessing and serving students with special needs on the South Plains. Dyslexia and other language based learning differences are best managed and overcome when schools diagnose learning differences early and introduce appropriate curriculum quickly. Student behavior, self-esteem, and progress in all other subjects are affected by poor reading skill and reading instruction that does not fit the child.

But, there is no need to let children in Lubbock fall behind. The Elementary School for Education Innovation would offer special needs assessments at an age that would allow early intervention and appropriate instruction. The school's creative learning environment incorporating music, art, cooking, robotics, computer programming, etc., will effectively integrate play and critical thinking skills with academic subjects. This will be a very friendly and supportive environment for students who so often feel helpless or angry because they, despite their high intellect, cannot keep up in a standard classroom. In addition, the school's planned location in downtown Lubbock will facilitate easy access for minority students who live in Lubbock's more impoverished east side of town.

We are very impressed with the plans and goals of the Elementary School for Education Innovation. We urge TEA to approve their application and give the applicants a chance to provide testing and curriculum in a creative teaching environment that will give vulnerable students in Lubbock grade level reading skills before they enter middle school, fostering a positive educational experience and leading to future life success.

Sincerely,

Jeannine Shannon
Brian D Shannon

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M&M Service

1414 Ave.L, Lubbock Tx.
(806)762-8307
mandmservice@nts-online.net

11-27-2017

Texas Education Agency, Charter School Division,

It is my opinion that there needs that are not being met for some of the students in our public schools system. Our teachers can't address all of the issues they are faced with in regards to learning disabilities. Family and social issues effect these children at the very basic levels of life. One of the solutions is a good foundation in their education. The ability to read, to speak clearly, to be able to express their opinion and the confidence to do so. If these issues are met early on in their education, it would give students tools they need to succeed in school and in life. Ensuring their ability to problem solve, to change the outcome of their future and the future of those around them. It's going to take specialized attention. Attention that cannot be given in a typical school setting. A little bit of help can go a long way in the life of anyone.

Sincerely,

Mitchell Morgan

M&M Service

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Provide the Following:

I. Admissions and Enrollment Policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).

Enrollment deadlines and procedures. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

II. Documented History of Misconduct Form,

- In the form provided behind this coversheet, applicants must indicate below which documented instances of misconduct/disciplinary action will NOT be grounds for denial of enrollment. In other words, check all boxes that will not exclude an individual from enrolling as a student at the proposed charter school. I.e. *checking box [Abuse of Volatile Chemical] means that a student with that particular documented history of misconduct WILL be eligible to enroll as a student with the proposed charter school.*

Elementary School for Education Innovation

Admission and Enrollment Policy

Elementary School for Education Innovation (ESEI) complies with all admissions requirements as stated in the TEC Sec. 12.117. ESEI prohibits discrimination in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with the TEC Sec. 12.111(a)(5).

ESEI will initially admit only students who reside in Lubbock ISD as of the first day of each school year. In addition, ESEI may not accept an applicant who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Sec. 12.111(a)(5) Subchapter A, Chapter 37.

A Review Committee comprised of the CEO, Sup/Principal, Board President, Lead Teacher, a Special Needs Teacher and ESL Specialist (where applicable) will review documented cases of violations under TEC Sec. 12.111(a)(5) Subchapter A, Chapter 37 to determine an applicant's eligibility for enrollment.

If all there are openings left after admitting all enrolling students from Lubbock ISD, ESEI will admit students who reside in the Transfer Boundary.

Should a lottery become necessary due to oversubscription of admissions applications at any grade/age, the following will be exempt from the lottery if they submit a timely application as allowed in TEC Section 12.117(c)(2):

1. Children of ESEI staff members.
2. Siblings of ESEI students already admitted or attending the school.
3. Children of ESEI Founders who will constitute a small percentage of all enrolled students. Founder's children will be exempt from any lottery that is conducted. All Founding Families are qualified for exemption for Fall 2018 admission only according to the following criteria:

1. Residence within the approved geographic boundary for the charter school as of the first day of classes each enrollment year.

ESEI will accept online and written applications for Fall 2019 admissions for students who are 5 years old- 10 years old for grades K- 5th grade.

All students must be a minimum of the following ages for their grade by September 1 of each school year:

Kindergarten – 5 years old

- 1st Grade – 6 years old
- 2nd Grade – 7 years old
- 3rd Grade – 8 years old
- 4th Grade – 9 years old
- 5th Grade – 10 years old

Admissions Process Timeline- Year 1

Date Action

- I. August 2018 -- Create online application tool
- II. October 2018 -- Public Reading Fair at Science Spectrum with terminals for enrollment with enrollment open
- IV. Hold multiple public meetings with applications available (October 2018-February 2019). The application period will be promoted through advertisements in local newspapers, flyers posted in public venues such as libraries, community centers, and family-oriented retailers, and social media sites. ESEI will also send an email to the families with whom the school has connected prior to and during the application period. Additionally, the application period will be publicized through television appearances and contact with local speech therapists, ENT's, dyslexia therapists, and social media.
- V. March 1, 2018 -- Application period closes. ESEI will conduct a lottery using random.org or a similar tool, exempting staff children, siblings, and Founder's children. Any children who are not given slots will be placed on a wait list according to their number in the lottery process.
- VI. On or before March 15, 2019 -- Perform admissions lottery if necessary
- VII. March 21, 2019 -- Families will be notified by email or US Mail of their admission to ESEI. The communication will include explicit instructions and documents to be completed for enrollment.
- VIII. All families will have three weeks to submit registration materials to ESEI. ESEI will work with families to encourage timely submission of registration materials. Any family who does not submit registration documents by the designated date will forfeit the student's spot in the admissions lottery for that school year.
- IX. April 11, 2019 -- Deadline for registration materials
- X. Wait listed families will be notified one-by-one as positions become available. In addition, as positions become available throughout the year, the family occupying the next position in that grade's wait list will be notified and instructed to submit registration materials.

Students who apply after the deadline will be considered as positions in a specific grade become available after a lottery is completed. Each application will be time-stamped and will be added to the end of the appropriate grade's wait list.

Returning Students

For Year Two and beyond, ESEI will require that returning students' families complete a re-commitment form early in February of the current school year to ensure continuing enrollment.

Wait Listed Students

ESEI will strive to maintain full and vital classrooms at all times. In the case of over-subscription, an electronic list of wait-listed students will be maintained by the school registrar. In the event of a student withdrawal, the next student on the list for that specific grade/age will be notified via telephone call and email. The student's family will have 2 business days to accept or decline the offer of admission. All families will then be required to complete the registration process within an additional 3 business days, equaling a total of 5 business days from notification to completed registration.

Withdrawal

Parents will be required to complete withdrawal paperwork prior to the day of withdrawal of their child. Parents are responsible for clearing any library books prior to withdrawal.

Re-enrollment

Former ESEI may re-enroll at any time provided that a position in the appropriate grade/age is available. If a position is not available, former students may participate in a subsequent annual enrollment period including an admissions lottery, should one be necessary.

Transfers

ESEI will not accept transfers from school districts outside of its geographic area.

Enrollment Documents

1. Online Registration links will be emailed to enrolling parents and provided at a physical location.
2. Signed copies of the Student & Family Handbook acknowledgement forms.
3. Registration Checklist Specifying information included in TEC §25.002:
 - Student's original birth certificate or other document suitable as proof of the child's identity.
 - A copy of the child's records from the school that the child most recently attended if the child has been previously enrolled in a school (a delay in providing records by the previous school will not act as a bar to enrollment – ESEI will assist the student in obtaining the records.).

- Immunization records or exemption form as required under Section 38.001.
- Proof of residence within the approved geographic boundary in the form of a gas, electric, or water bill, or Texas voter registration card.
- Free and Reduced Lunch application if applicable.
- Parent/Guardian ID (to be photocopied).
- Home Language Survey.
- Ethnicity and Race Data Questionnaire.

Applicants must indicate below which documented instances of misconduct/disciplinary action will NOT be grounds for denial of enrollment. In other words, check all boxes that will not exclude an individual from enrolling as a student at the proposed charter school. I.e. checking box [Abuse of Volatile Chemical] means that a student with that particular documented history of misconduct WILL be eligible to enroll as a student with the proposed charter school.

Check all that Apply

☒	Abuse Of A Volatile Chemical - TEC §37.006(a)(2)(E) [PEIMS Code 06]
☒	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer - TEC § 37.007(d) [PEIMS Code 29]
☒	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 30]
☒	Aggravated Kidnapping - TEC §37.007(a)(2)(E) [PEIMS Code 19]
☒	Aggravated Robbery - TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680) [PEIMS Code 46]
☐	Arson - TEC §37.007(a)(2)(B) [PEIMS Code 16]
☒	Assault Under Penal Code §22.01(a)(1) Against a school district employee or volunteer TEC §37.007(b)(2)(c) [PEIMS Code 27]
☒	Assault Under Penal Code §22.01(a)(1) Against someone other than a school district employee or volunteer TEC §37.006(A)(2)(b) [PEIMS Code 28]
☒	Based on Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School - Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.0081 [PEIMS Code 9]
☒	Based on Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School - Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC §37.006(d) and TEC §37.007(b)(4) [PEIMS Code 10]
☒	Breach of Computer Security - TEC §37.007(a)(5) (HB1224) [PEIMS Code 58]
☐	Brought a Firearm to School - TEC §37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 - TEC §37.007(a)(1) [PEIMS Code 11]
☐	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC §37.007(a)(1) [PEIMS Code 14]
☒	Conduct Punishable As A Felony - TEC §37.006(a)(2)(A) [PEIMS Code 02]
☐	Continuos Sexual Abuse of Young Child or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property - TEC §37.007(a)(2)(I) [PEIMS Code 57]
☒	Criminal Mischief - TEC §37.007(f) [PEIMS Code 22]
☒	Criminally Negligent Homicide - TEC §37.007(a)(2)(H) [PEIMS Code 48]
☒	Emergency Placement/Expulsion - TEC §37.019 [PEIMS Code 23]
☐	Engages in Deadly Conduct - TEC §37.007(b)(3) [PEIMS Code 49]
☐	False Alarm/False Report - TEC §37.006(a)(1) and TEC §37.007(b) [PEIMS Code 35]
☒	Felony Alcohol Violation - TEC §37.007(a)(3) [PEIMS Code 37]
☒	Felony Controlled Substance Violation - TEC §37.007(a)(3) [PEIMS Code 36]
☒	Fighting/Mutual Combat - Excludes all offenses under Penal Code §22.01 [PEIMS Code 41]

Check all that Apply

☐	Indecency With A Child - TEC §37.007(a)(2)(D) [PEIMS Code 18]
☒	Manslaughter - TEC §37.007(a)(2)(G) [PEIMS Code 47]
☒	Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder - TEC §37.007(a)(2)(C) [PEIMS Code 17]
☒	Permanent Removal By A Teacher From Class(Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) - TEC §37.002(b) [PEIMS Code 1]
☒	Possessed, Purchased, Used, Or Accepted a Cigarette or Tobacco Product as defined in the Health and Safety Code, §3.01, Chapter 161.25 [PEIMS Code 33]
☒	Possessed, Sold, Used, Or Was Under the Influence of An Alcoholic Beverage - TEC §37.006(a)(2)(D) and §37.007(b) [PEIMS Code 5]
☒	Possessed, Sold, Used, Or Was Under the Influence of Marijuana Or Other Controlled Substance - TEC §37.006(a)(2)(C) and §37.007(b) [PEIMS Code 4]
☐	Public Lewdness Or Indecent Exposure - TEC §37.006(a)(2)(F) [PEIMS Code 7]
☐	Retaliation Against School Employee - TEC §37.006(b) and §37.007(d) [PEIMS Code 8]
☒	School-Related Gang Violence Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01 [PEIMS Code 34]
☐	Serious Misbehavior, as identified by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP) - TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code of a student or district employee. [PEIMS Code 59]
☐	Sexual Assault Under Penal Code §22.011 or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer - TEC §37.007(d) [PEIMS Code 31]
☐	Sexual Assault Under Penal Code §22.011 or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 32]
☐	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 55]
☐	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 56]
☒	Terroristic Threat - TEC §37.006(a)(1) or §37.007(b) [PEIMS Code 26]
☒	Unlawful Carrying of a Club under Penal Code 46.02 - TEC §37.007(a)(1) [PEIMS Code 13]
☐	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 - TEC §37.007(a)(1) (Illegal knife - blade longer than 5.5 inches) [PEIMS Code 12]
☒	Violation Of Student Code Of Conduct Not Included Under TEC §37.002(b), §37.006, or §37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) [PEIMS Code 21]

Provide the Following:

Discipline policy addressing the following:

- The code of conduct for the school. Texas Education Code (TEC) §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for the charter or for each campus.
- Practices the school will use to promote good discipline, including penalties for infractions and incentives for positive behavior.
- A list and definitions of the offenses for which students in the school must (non-discretionary) and may (discretionary) be suspended or expelled, respectively.
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- Procedures for due process should a student be suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students who are expelled or out of school for more than ten days.
- An explanation of how students and parents will be informed of the discipline policy.

**This document will be available on the
ESEI website and provided to all parents
as a part of the enrollment process.**

ESEI

Code of Conduct and Discipline Policy

1. PURPOSE

For the purpose of this Code of Conduct, "School Community" comprises individuals involved in ESEI's day-to-day operations –CEO, Principal, teachers, staff, students, parents, guardians, step-parents, relatives, friends, supporters, caregivers, and board; and also invitees of the School for the purpose of visiting, viewing, participating, supporting or being present for any official activity, whether learning or social, held by or for the benefit of the School and its students.

This School Community Code of Conduct sets clear standards for the behavior expected of members of the School Community. It specifies the consequences for any members of the School Community who do not comply with those standards of behavior, whether those persons are on the School's campus, in transit to, or at another location for the purpose of any School-authorized events or activities. This School Community Code of Conduct is intended to provide members of the School Community with guidelines for the effective development of positive relationships within the School Community and to assist in promoting the values that are in keeping with the School's Mission. This document is then essentially a guide for all members of the School Community about acceptable standards of behavior in the School environment or when attending any official, learning or social function or activity of or relating to the School or in any location at which the School is represented.

2. FRAMEWORK

The following are the principles that provide the framework for the ESEI Code of Conduct:

HONESTY- Honesty is the basic expectation at ESEI. Trust, which grows from honesty, is essential to relationships in the School Community. Truthfulness and honesty can sometimes be difficult to maintain; however, honesty is most valued in our students. That being said, children with learning differences may have had previous educational experiences that make trust difficult. ESEI will work to

establish the level of trust with each child to promote the honesty needed for successful school relationships.

KINDNESS- We expect that all ESEI students will treat others with consideration at all times. Students' treatment of each other must be respectful whether or not an adult is present. ESEI expects students, faculty, and parents to accept, tolerate, and welcome differences and diversity. To that end, Creative Learner will seek opportunity to increase empathy and compassion among its students.

SELF DISCIPLINE- We understand that students test limits and that they will have challenges. We believe that for a child who is supported in learning self-awareness and honesty, his or her ability to communicate is a strong first step in accepting responsibility for inappropriate behavior or mistakes.

3. STANDARDS OF BEHAVIOR

Every student at ESEI has the right to learn and thrive in an atmosphere that is conducive to academic achievement and social growth. Any behavior by a student that threatens to disrupt the learning process or pose a danger to others is unacceptable. In the event a student is unable to comply with classroom rules and appropriate behavior, the student will be liable for Breach of Conduct and subject to the actions outlined in Section 7 of this document. With this in mind:

- All members of the School Community are to be treated with respect and dignity.
- Responsible citizenship involves appropriate participation in the civic life of the School Community. Active and engaged members are aware of their rights but, more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the School Community are expected to use non-violent means to resolve any conflict.
- Insults, disrespect, bullying, and other hurtful acts disrupt learning and teaching in the School Community, and are a direct contradiction to the School's Mission and Values. Members of the School Community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility to all others.

As a minimum, all members of the School Community are expected to behave with respect, civility, and in the manner of a responsible citizen. This means, all School Community members must:

- Respect all applicable Federal and State laws. The Principal will report crimes as required by law and may contact local law enforcement regarding suspected criminal activity.
- Demonstrate honesty and integrity.
- Respect differences in people, their ideas, and opinions.
- Treat one another with dignity and respect at all times, and especially when there is a disagreement.

- Respect and treat others fairly, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes as set forth in State and Federal law.
- Respect the legal and moral rights of others.
- Show proper care and regard for School property and the property of others.
- Take appropriate measures to help those in need.
- Respect persons who are in a position of authority.
- Respect the need of others to work in an environment of learning and teaching.

School's Authority and Jurisdiction

School rules and the authority of ESEI to administer discipline apply whenever the interest of the School is involved, on or off School grounds, in conjunction with or independent of classes and school-sponsored activities. The School has disciplinary authority over a student:

1. During the regular school day.
2. While the student is in attendance at any school-related activity, regardless of time or location.
3. For any school-related misconduct, regardless of time or location.
4. When retaliation against a School employee or volunteer occurs or is threatened, regardless of time or location.
5. When criminal mischief is committed on or off school property or at a school-related event.
6. For certain offenses committed within 300 feet of school property.
7. When the student commits a felony, as provided by Texas Education Code.

The School has the right to search a student's belongings when there is reasonable cause to believe that they contain prohibited articles or materials. The Principal will report crimes as required by law and will contact local law enforcement when the Principal suspects that a crime has been committed on campus.

ESEI has the right to suspend or expel a student for violating this School Community Code of Conduct.

4. GENERAL CONDUCT

School Community members are expected to:

- Support the Principal, Teachers, and School staff in the development of a productive learning community.
- Abide by the School's policies.

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ESEI Code of Conduct is derived from Goodwater Montessori School Community Code of Conduct and also the codes of conduct of Meridian World School, Georgetown Texas ISD, and River Montessori Charter School (Petaluma, CA) . Additional content is derived from www.hud.gov; www.tea.texas.gov, www.upliftededucation.org , and <http://allsaintsschool.org/wp-content/uploads/2016/06/2016-2017-Lower-School-Handbook.pdf>

- Acknowledge that the Principal has the ultimate responsibility to implement these policies.
- Work with the School teaching staff to promptly address areas of concern.
- Treat all members of the School Community with respect and courtesy and respect the possessions of others.
- Acknowledge and affirm success in individual and School achievement.

ESEI prohibits the following:

Intentional Disregard for Authority

- Failing to immediately comply with directives given by school personnel (insubordination).
- Leaving school grounds or school-sponsored events without permission.
- Refusing to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

- Using profanity, vulgar language, making obscene gestures, and/or making racial slurs towards others.
- Fighting or scuffling.
- Biting.
- Threatening another student or School employee on or off school property, either verbally, in writing, or electronically.
- Engaging in physical, verbal, or cyber bullying or social alienation.
- Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, including requests for sexual favors directed toward another student or employee.
- Hazing.
- Causing an individual to act through the use of a threat of force (coercion)

Biting

Biting is common by some young children, but is not acceptable behavior. Staff will complete an injury report on any bite that leaves a mark, and provide to parents of the children involved are informed of the incident.

Bullying

Specific bullying behavior is aggressive behavior that is repeated over time, intended to hurt, and involves a power imbalance. At ESEI, we believe that bullying is a serious offense that can lead to severe long-term problems for individuals and the School Community. Bullying in any form will not be tolerated.

Forms of Bullying are as follows, but are not limited to:

- Pushing or shoving.
- Spitting.
- Kicking.
- Hitting.
- Giving dirty looks.
- Threatening with a weapon or fake weapon.
- Defacing property.
- Stealing.
- Mocking
- Name-calling.
- Teasing.
- Intimidating telephone calls/electronic or written communication.
- Racist, sexist or homophobic taunting.
- Daring another to do something dangerous.
- Verbal or written threats against property.
- Verbal or written threats of violence or inflicting bodily harm.
- Coercion.
- Extortion.
- Gossiping.
- Embarrassing.
- Setting up a student to look foolish.
- Spreading rumors.

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- Excluding from group.
- Inciting hatred.
- Racist, sexist or homophobic alienation.
- Setting up someone to take the blame.
- Public humiliation.
- Malicious rumor spreading.

Telecommunication Devices

Due to the young ages of its students, ESEI prohibits students from possessing cell phones on school property. Parent/student communication during the school day is facilitated through the school office.

5. PHYSICAL SAFETY

In particular, all School Community members must not:

- Possess a firearm, ammunition, knife, other weapon, or fake ("look-alike") weapon on School property.
- Use any object (whether as a weapon or otherwise) to threaten or intimidate any other person, or cause injury to any person by the use of any such object, on School property.
- Possess, or be under the influence of, or provide others with, alcohol or illegal drugs on School property.

All School Community members must:

- Not cause, inflict, or encourage others to verbally abuse, bully, threaten, or inflict bodily harm on another person by any physical aggression.
- Seek staff assistance, if necessary, to resolve conflict peacefully.

6. RESPONSIBILITY FOR OTHER COMMUNITY MEMBERS

Any parent or School Community member who invites a relative, friend, supporter, caregiver, or other person to be present at any official learning or social activity held by or for the benefit of the School and its students must at all times be responsible for that person and ensure they act at all times in a manner consistent with this Code of Conduct.

7. BREACH OF THIS CODE OF CONDUCT

The consequences to a member of the School Community for breaching this Code of Conduct will be as determined at the Principal's discretion. These consequences include any one or more of the following:

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1. The School may ban any member of the School Community from attending at or participating in any school sponsored extra-curricular activity or social or fundraising event.
2. The School may ban any member of the School Community from being on the School grounds in general.
3. The School may direct that any parent may only communicate with members of teaching staff through a designated School representative.
4. In the case of extreme or prolonged breach of this Code of Conduct by a student, the School may terminate the enrollment of the student (expulsion).
5. The School may take such other steps as it may, in its reasonable discretion, determine appropriate according to the nature of the breach.

Discipline Management/Techniques

The following student discipline management techniques may be used by teachers or staff:

- Redirection ;
- "Glueing" in which the child stays beside the teacher for a specified period ;
- Verbal correction ;
- Student seating changes ;
- Temporary confiscation of an item that disrupt the educational process;
- Behavioral contracts with benchmarks for behavior improvement;
- Counseling by appropriate personnel;
- Parent: teacher conferences;
- Removal from class by sending the student to the office or other area;
- Requiring an act of reparation;
- Withdrawal of privileges;
- Suspension ;
- Expulsion .
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by ESEI.
- Other strategies and consequences as determined by school officials .

Process for Suspension

State law allows a student to be suspended for no more than three school days per behavior violation. Before being suspended, a student and parent will have an informal conference with the Principal who shall advise the student and parent of the conduct of which the student is accused. The student will be given the opportunity to explain the incident before the Principal's decision is made. The Principal will determine any restrictions of participation in school-sponsored or school-related extracurricular and curricular activities.

Students may be suspended for any behavior listed in the Code as a general conduct violation or expellable offense. In ordering a suspension, ESEI will consider:

1. Self-defense;
2. Intent or lack of intent at the time the student engaged in the conduct; and
3. Student's disciplinary history.

Process for Expulsion

If a student commits an expellable offense, as outlined in this School Community Code of

Conduct, ESEI may expel the student only after due process has been afforded the student, and the Head-of-School has determined that expulsion is the appropriate consequence. ESEI shall notify the school district in which the student resides within three (3) business days of any action expelling or withdrawing a student from the charter school.

There are two types of expulsion: Mandatory and Discretionary.

Reasons for Mandatory Expulsion

- As required by the Gun-Free Schools Act (20 U.S. Code§ 7151), and as required by the No Child Left Behind (NCLB) Act (Public Law 107-110), any student who is determined to have brought a firearm to school or possessed a firearm at school will be expelled for a period of no less than one year.
- A student must be expelled for committing an offense that qualifies as a felony under the Texas Penal Code.

Reasons for Discretionary Expulsion

A student may be expelled for the following conduct on school property:

- Engaging in serious offenses or persistent misbehavior;
- Disciplinary infractions that violate ESEI Community Code while under Behavior Contract;
- Criminal mischief;

- Disruptive activities (Disorderly Conduct or Assault);
- Disruption of classes;
- False reporting (bomb threats, fire alarms, etc.);
- Theft;
- Possession of a weapon other than a firearm (see Mandatory Expulsion) and using objects as weapons;
- Fighting;
- Sexual harassment;
- Possession, use or transmittal of a prohibited substance or drug paraphernalia;
- Possession of any fireworks or ammunition;
- Criminal trespass;
- Threats, extortion or harassment;
- Possessing, using or being under the influence of alcohol at school, or at a school related function;
- Destruction of school property; and
- Bullying.

Discretionary Expulsion Consideration

In deciding whether to order expulsion, Goodwater Montessori School will consider:

1. Self-defense;
2. Intent or lack of intent at the time the student engaged in the conduct; and
3. The student's disciplinary history.

Before being expelled, a student and parent will have an informal conference with the Principal who shall advise the student and parent of the conduct of which the student is accused. The student will be given the opportunity to explain the incident before the Principal's decision is made.

Expulsion Due Process

If the Principal believes a student has committed an expellable offense, he or she may schedule a hearing and provide written notice to the student and his/her parents of:

1. The reasons for the recommended expulsion; and

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2. The date, time and location of a hearing before the Principal, within three days after the date of the notice, unless the parents and Principal agree in writing to an alternate time. The notice shall further state that the student is entitled to:

- a. Be present at the hearing;
- b. Have an opportunity to present evidence;
- c. Have an opportunity to examine/question the school's evidence;
- d. Be accompanied by his or her parents or another adult who can provide guidance to the student and who is not an employee of the district.

3. The notice shall also state that failure to request such a hearing constitutes a waiver of further rights in the matter. •

Expulsion Hearing Before the Principal

After providing notice to the student and parent of the hearing, the Principal shall hold the hearing regardless of whether the student, the student's parents or another adult representing the student attends. At the hearing, the School administration shall be allowed to present its evidence of the alleged violation and documented discipline management techniques attempted to correct the undesired behavior, if applicable. The student and for his parents may present evidence and ask questions of the administrator's adult witnesses in defense of the allegations. Within 24 hours of the hearing, the Principal will notify the student and the student's parents in writing of his/her decision. The decision shall specify:

1. The length of the expulsion (no less than a school year).
 2. The procedures for re-admittance to the school at the end of the expulsion period,
- and
3. The right to appeal the Head-of-School's decision to the governing school board (or its designee).

8. RIGHT OF APPEAL

A parent may appeal disciplinary decisions of ESEI Principal to the school's Board of Directors. The student or parent must submit a written request to the president of the Board within three days after receipt of the written disciplinary decision. The Principal must also be copied on this written request. The Principal will provide the student or parent with written notice of the date, time, and place of the meeting at which the board (or its designated committee) will review the decision. The board will review the record of the disciplinary action in a closed meeting. The board may also hear a statement from the student or parent (or representative) and from the school administration. The board (or its designated committee) may hear statements made by the parties at the review and will base its decision on

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evidence reflected in the record and any statements made by the parties at the review. Consequences will not be deferred pending the outcome of the hearing. The board (or its designated committee) will make and communicate its decision orally at the conclusion of the presentation. The decision of the board is final.

9. READMISSION AFTER EXPULSION

If a student has been expelled or has withdrawn prior to a final expulsion or disciplinary hearing, the student is not eligible for re-admission to the School, unless the following terms are met:

1. The student must have a clean discipline record at their current school for at least one full year.
2. The student must reapply as a new student and adhere to the school's lottery process. (Sibling priority will NOT apply to students who have been expelled.)
3. The student must meet with the Re-Admission Committee to present a request for re-admission.

The Re-Admission Committee will be comprised of Teachers (including at least one SPED teacher) and the Principal (or a designee). The Re-Admission Committee may request current teacher recommendations for the student, relevant commentary from any counselor with whom the student may have consulted, as well as any other documentation pertinent to the application. The student will be allowed to make a statement to support his or her request and may submit additional documentation to the committee for consideration. A parent or other adult representative must also be present for the presentation to the Committee. Upon consultation of the presentation and after review of all relevant documentation, the Committee will make a recommendation on whether the student should be re-admitted. The decision of the Re-Admission Committee may only be appealed to the Principal, whose decision will be final. The student must reapply and follow the same process for admission as if he or she were a new applicant; however, if re-admitted, any subsequent violation of the School Community Code of Conduct may result in expulsion without the possibility of readmission

Provide the Following:

The section of the proposed Code of Conduct that addresses the gun-free school statute found in Texas Education Code (TEC) §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA funds.

Senate Bill 11, as enacted by the 84th Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC §37.007.

Elementary School for Education Innovation

Guns Free Policy

In accordance with the Gun-Free Schools Act (20 U.S.C. § 7151) , Elementary School for Education Innovation (ESEI) shall expel from the regular program for a period of one year any student who is determined to have brought a firearm to school.

The CEO may modify the term of the expulsion on a case-by-case basis and in accordance with legal requirements. Any such modification must be in writing.

For the purpose of this policy, firearm is defined under 18 U.S.C. § 921(a).

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The entire Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Merinda K. Condra
Contact Email:	[REDACTED]
Contact Phone:	806-741-1859
Startup Fiscal Year End:	30-Jun-19
Year One Fiscal Year End:	30-Jun-20
Fiscal Year End Date:	June 30
Total School Minutes	75,600

	A	B	C	D	E
1		0			
3		Estimate of State Aid Entitlement Input	12/3/2017 22:21		
4		Total - Per Grades - First Year			
5		Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)			
6		Kindergarten	90.00		
7		1st Grade	90.00		
8		2nd Grade	90.00		
9		3rd Grade	-		
10		4th Grade	-		
11		5th Grade	-		
12		6th Grade	-		
13		7th Grade	-		
14		8th Grade	-		
15		9th Grade	-		
16		10th Grade	-		
17		11th Grade	-		
18		12th Grade	-		
19		Total - All Grades			
20		Total Number of Students Enrolled	270.0		
21		Total Number of High School Students Enrolled	-		
22		Percentage Rate of Attendance	85%		
24		Special Education Data:		Extended Year Service	
25		Number Enrolled in Homebound	-	-	
26		Number Enrolled in Hospital Class	-	-	
27		Number Enrolled in Speech Therapy	30.00	-	
28		Number Enrolled in Resource Room	70.00	-	
29		Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30		Number Enrolled in Full-Time Early Childhood	-	-	
31		Number Enrolled in Off-Home Campus	-	-	
32		Number Enrolled in VAC	-	-	
33		Number Enrolled from State Schools	-	-	
34		Number Enrolled in Residential Care & Treatment	-	-	
35		Number Enrolled in Mainstream	20.00		
36		Career and Technology (C&T) Data:		Advanced C&T FTE	
37		Number Enrolled in One-hour Class	-	-	
38		Number Enrolled in Two-hour Class	-	-	
39		Number Enrolled in Three-hour Class	-	-	
40		Number Enrolled in Four-hour Class	-	-	
41		Number Enrolled in Five-hour Class	-	-	
42		Number Enrolled in Six-hour Class	-	-	
43		Gifted and Talented Enrolled	22.00		
44		Number of Pregnancy Related Students Enrolled	-		
45		Number Enrolled in Bilingual/ESL	8.00		
46		Special Education Error Check			
47		Career and Technology Error Check			
48		Available School Fund ADA	-		
49		Compensatory Education Enrollment	216.00		
50		Regular Program Transportation Allotment	-		
51		Special Education Program Transportation Allotment	-		
52		Career and Technology Program Transportation Allotment	-		
53		Transportation Total	\$ -		

ENROLLMENT and STUDENT POPULATION

Data for following fiscal years must be based on reasonable estimates and projections.

ENROLLMENT FISCAL YEAR END

	44012	44013	44014	44015	44016
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	90.00	90.00	90.00	90.00	90.00
1st Grade	90.00	90.00	90.00	90.00	90.00
2nd Grade	90.00	90.00	90.00	90.00	90.00
3rd Grade	-	90.00	90.00	90.00	90.00
4th Grade	-	-	90.00	90.00	90.00
5th Grade	-	-	-	90.00	90.00
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	-	-	-	-	-
Total Number of All Students Enrolled (Average Membership)	270.00	360.00	450.00	540.00	540.00
Average Daily Attendance (ADA)	229.50	306.00	382.50	459.00	469.80
Average Daily Attendance %	85%	85%	85%	85%	87%
Percent change YOY		33%	25%	20%	2%

STUDENT POPULATION

Data for following fiscal years must be based on reasonable estimates and projections.

	44012	EYS 44012	44013	EYS 44013	44014	EYS 44014	44015	EYS 44015	44016	EYS 44016
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	30.00	-	40.00	-	50.00	-	60.00	-	60.00	-
Number Enrolled in Resource Room	70.00	-	93.00	-	117.00	-	140.00	-	140.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	20.00	-	27.00	-	33.00	-	40.00	-	40.00	-
Special Education Student Count (SPED)	120.00	-	160.00	-	200.00	-	240.00	-	240.00	-
Special Education Student Count %	44.44%		44.44%		44.44%		44.44%		44.44%	
Percent change YOY			33%		25%		20%		0%	
Career and Technology (C&T) Data:										
	44012	Advanced C&T FTE 44012	44013	Advanced C&T FTE 44013	44014	Advanced C&T FTE 44014	44015	Advanced C&T FTE 44015	44016	Advanced C&T FTE 44016
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%		0%		0%		0%	

Data for following fiscal years must be based on reasonable estimates and projections.

	44012	44013	44014	44015	44016
Number Gifted and Talented Students Enrolled	22.00	29.00	36.00	43.00	44.00
% of Gifted and Talented Students Enrolled	8.15%	8.06%	8.00%	7.96%	8.15%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	8.00	11.00	14.00	17.00	17.00
% of Students Enrolled in Bilingual/ESL	2.96%	3.06%	3.11%	3.15%	3.15%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	216.00	288.00	360.00	432.00	432.00

Transportation

	44012	44013	44014	44015	44016
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY		0%	0%	0%	0%

[illegible]

REVENUE AND EXPENSE ASSUMPTIONS

44012

44013

44014

44015

44016

NOTES

REVENUE

TOTAL STATE REVENUES

2,484,218.45

TOTAL FEDERAL REVENUES

217,342

TOTAL LOCAL & OTHER REVENUES

429,500

TOTAL REVENUE

3,131,060.85

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

0.00%	37.00%	30.00%	20.00%	2.00%
0.00%	37.00%	30.00%	20.00%	2.00%
0.00%	-44.00%	-40.00%	10.00%	10.00%

Estimate IDEA, Title, & Lunch Breakfast

Yr 0 - 200,00 donations; 229,500 facilities allotment
 Yr 1 - 76,500 facilities allotment plus donations/grants
 Yr 2, 3, & 4 - donations/grants

EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security
Medicare
State Unemployment
Worker's Compensation Insurance
Custom Other Tax #1
Custom Other Tax #2
Health Insurance
Dental Insurance
Vision Insurance
Life Insurance
Retirement Contribution
Custom Fringe #1
Custom Fringe #2

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit
Legal
Management Company Fee
Nurse Services
Food Service / School Lunch
Payroll Services
Special Ed Services
Titlement Services (i.e. Title I)
Back Office Services
Custom Contracted Services #2
Custom Contracted Services #3
TOTAL CONTRACTED SERVICES

20,000
-
-
20,000
123,126
-
50,000
-
74,526
-
-
287,652.00

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.

0.00%	0.00%	0.00%	0.00%	0.00%
1.45%	1.45%	1.45%	1.45%	1.45%
1.00%	1.00%	1.00%	1.00%	1.00%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
7.00%	7.00%	7.00%	7.00%	7.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
2.50%	2.50%	2.50%	2.50%	2.50%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

Enter the % increase below for which the amount entered in column F should increase each year.

0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	37.00%	30.00%	20.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	37.00%	30.00%	20.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	37.00%	30.00%	20.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	37.00%	30.00%	20.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%

2.7% of first 9,000 of each salary

\$250 per month per FTE

TRS

Going rate in Lubbock for midsize nonprofit audit

CEO is attorney

Not applicable

Forecasted expense

\$7.90 per meal per child for 185 days (.85)

Included in backoffice

Other Special Ed needs

3% ADA includes finance, student data, etc

SCHOOL OPERATIONS

Board Expenses	2,250
Classroom / Teaching Supplies & Materials	9,000
Special Ed Supplies & Materials	6,000
Textbooks / Workbooks	6,750
Supplies & Materials other	6,750
Equipment / Furniture	72,400
Telephone	6,000
Technology	30,000
Student Testing & Assessment	8,100
Field Trips	5,400
Transportation (student)	22,000
Student Services - other	2,700
Office Expense	2,500
Staff Development	25,000
Staff Recruitment	5,000
Student Recruitment / Marketing	20,000
School Meals / Lunch	-
Travel (Staff)	1,500
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
TOTAL SCHOOL OPERATIONS	231,350.00

FACILITY OPERATION & MAINTENANCE

Insurance	25,000
Janitorial Services	36,000
Building and Land Rent / Lease	250,000
Repairs & Maintenance	-
Security Services	3,000
Utilities	50,000
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	364,000.00

RESERVES / CONTINGENCY

TOTAL EXPENSES	908,002.00
NET OPERATING INCOME (before Depreciation)	2,223,058.85
DEPRECIATION & AMORTIZATION	-
NET OPERATING INCOME (including Depreciation)	2,223,058.85

0.00%	5.00%	5.00%	5.00%	5.00%
0.00%	0.00%	0.00%	0.00%	0.00%
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0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	5.00%	5.00%	5.00%	5.00%
0.00%	3.00%	3.00%	3.00%	3.00%
0.00%	37.00%	30.00%	20.00%	2.00%
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0.00%	37.00%	30.00%	20.00%	2.00%
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0.00%	0.00%	0.00%	0.00%	0.00%
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0.00%	3.00%	3.00%	3.00%	3.00%
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0.00%	0.00%	0.00%	0.00%	0.00%
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0.00%	0.00%	0.00%	0.00%	0.00%
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\$250 per board member
 \$1,000 per teacher
 \$1,500 per teacher
 \$25 per student
 \$25 per student
 Yr 0 \$200/student \$800 per other teach/admin
 \$700/m internet, plus readers & computer lease
 \$30 per student
 \$20 per student
 Estimated for student with IEP includes trans
 \$10 per student
 Take Flight; Project Based; Dyslexia ADHD
 Use many community resources
 Included in contracted services
 Already netted out of funds received
 per agent estimate
 per cleaning company estimate
 per discussion with potential lessors
 per realtor estimate

**PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	280,000
Total Expenses	278,377
Net Operating Income (before Depreciation)	1,623

Description of Assumptions and Variances

Start-Up
Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 280,000
TOTAL REVENUE	\$ 280,000

Grants and donations -- loans also available

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	45,000
Instructional Management	100,000
Deans, Directors & Coordinators	30,000
CFO / Director of Finance	-
Operation / Business Manager	30,000
Administrative Staff	30,000
Other - Administrative	-

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS**\$ 235,000****INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	19,000

TOTAL INSTRUCTIONAL PERSONNEL COSTS**\$ 19,000****NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**\$ -****TOTAL PERSONNEL EXPENSES****\$ 254,000****PAYROLL TAXES AND BENEFITS**

Social Security	-
Medicare	2,537
State Unemployment	1,215
Worker's Compensation Insurance	1,750
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	9,000
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	4,375
Custom Fringe #1	-
Custom Fringe #2	-

TOTAL PAYROLL TAXES AND BENEFITS**\$ 18,877****TOTAL PERSONNEL, TAX & BENEFIT EXPENSES****\$ 272,877****CONTRACTED SERVICES**

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Back Office Services	-
Custom Contracted Services #2	-
Custom Contracted Services #3	-

TOTAL CONTRACTED SERVICES**\$ -**

CEO/Attorney who will also serve as compliance officer
 Superintendent/Principal and Superintendent advisor
 All above Half-Time unless budget permits full

Half-Time unless budget permits full
 Full time

If funding permits, many leadership positions will be filled
 in the startup year.

Summer Stipends for Training Time: Higher if funding permits

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Custom Operations #1
- Custom Operations #2
- Custom Operations #3

\$

- Insurance
- Janitorial Services
- Building and Land Rent / Lease
- Repairs & Maintenance
- Security Services
- Utilities
- Custom Facilities Operations #1
- Custom Facilities Operations #2
- Custom Facilities Operations #3

\$ 5,500

11/11/2016

\$ 278,377

\$ 1,623

1000000

\$ 1,623

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2018	2019	2020	2021	2022	2023
SUMMARY						
Total Revenue	280,000	3,131,061	3,941,658	4,955,792	5,932,519	6,063,869
Total Expenses	248,377	2,666,634	3,243,490	3,904,379	4,502,702	4,679,555
Net Operating Income (before Depreciation)	31,623	464,427	698,168	1,051,413	1,429,817	1,384,314
Revenue Per Pupil		11,597	10,949	11,013	10,986	11,229
Expenses Per Pupil		9,876	9,010	8,676	8,336	8,666
REVENUE						
TOTAL STATE REVENUES	\$ -	\$ 2,484,218	\$ 3,403,379	\$ 4,424,393	\$ 5,309,272	\$ 5,415,457
TOTAL FEDERAL REVENUES	\$ -	\$ 217,342	\$ 297,759	\$ 387,087	\$ 464,504	\$ 473,794
TOTAL LOCAL & OTHER REVENUES	\$ 280,000	\$ 429,500	\$ 240,520	\$ 144,312	\$ 158,743	\$ 174,618
TOTAL REVENUE	\$ 280,000	\$ 3,131,061	\$ 3,941,658	\$ 4,955,792	\$ 5,932,519	\$ 6,063,869

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	45,000	90,000	91,800	93,636	95,509	97,419
Instructional Management	70,000	176,000	179,520	214,322	218,609	222,981
Deans, Directors & Coordinators	30,000	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	30,000	60,000	61,200	62,424	63,672	64,946
Administrative Staff	30,000	100,000	153,000	156,060	159,181	162,363
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 205,000	\$ 426,000	\$ 485,520	\$ 526,442	\$ 536,971	\$ 547,711

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	180,000	229,500	280,908	334,281	340,966
Teachers - SPED	-	220,000	280,500	343,332	408,565	416,736
Substitute Teachers	-	10,000	20,400	31,212	42,448	43,297
Teaching Assistants	-	156,000	195,840	224,726	254,690	259,784
Specialty Teachers	-	330,000	438,600	593,028	753,458	768,527
Aides	-	90,000	122,400	145,656	169,793	173,189
Therapists & Counselors	-	60,000	61,200	62,424	63,672	64,946
Other - Instructional	19,000	60,000	61,200	62,424	63,672	64,946
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 19,000	\$ 1,106,000	\$ 1,409,640	\$ 1,743,710	\$ 2,090,580	\$ 2,132,391

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	25,000	25,500	52,020	53,060	54,122
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 25,000	\$ 25,500	\$ 52,020	\$ 53,060	\$ 54,122

TOTAL PERSONNEL EXPENSES

\$ 224,000	\$ 1,557,000	\$ 1,920,660	\$ 2,322,173	\$ 2,680,611	\$ 2,734,224
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PAYROLL TAXES AND BENEFITS

Social Security	-	-	-	-	-	-
Medicare	2,537	22,577	27,850	33,672	38,869	39,646
State Unemployment	1,215	15,570	19,207	23,222	26,806	27,342
Worker's Compensation Insurance	1,750	15,570	19,207	23,222	26,806	27,342
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	9,000	108,990	134,446	162,552	187,643	191,396
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	4,375	38,925	48,017	58,054	67,015	68,356
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 18,877	\$ 201,632	\$ 248,725	\$ 300,721	\$ 347,139	\$ 354,062

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 242,877	\$ 1,758,632	\$ 2,169,385	\$ 2,622,894	\$ 3,027,751	\$ 3,088,306
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CONTRACTED SERVICES

Accounting / Audit	-	20,000	22,000	24,200	26,620	29,282
Legal	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	20,000	20,000	20,000	20,000	20,000
Food Service / School Lunch	-	123,126	168,683	219,287	263,145	268,408
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	50,000	68,500	89,050	106,860	108,997
Titement Services (i.e. Title I)	-	-	-	-	-	-
Back Office Services	-	74,526	102,101	132,731	159,277	162,463
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ -	\$ 287,652	\$ 381,283	\$ 485,268	\$ 575,902	\$ 589,149

SCHOOL OPERATIONS						
Board Expenses	-	2,250	2,363	2,481	2,605	2,733
Classroom / Teaching Supplies & Materials	-	9,000	9,000	9,000	9,000	9,000
Special Ed Supplies & Materials	-	6,000	6,000	6,000	6,000	6,000
Textbooks / Workbooks	-	6,750	6,750	6,750	6,750	6,750
Supplies & Materials other	-	6,750	6,750	6,750	6,750	6,750
Equipment / Furniture	-	72,400	76,020	79,821	83,812	88,003
Telephone	-	6,000	6,180	6,365	6,556	6,753
Technology	-	30,000	41,100	53,430	64,116	65,398
Student Testing & Assessment	-	8,100	11,097	14,426	17,311	17,658
Field Trips	-	5,400	7,398	9,617	11,541	11,772
Transportation (student)	-	22,000	30,140	39,182	47,018	47,959
Student Services - other	-	2,700	3,699	4,809	5,770	5,886
Office Expense	-	2,500	3,425	4,433	5,343	5,450
Staff Development	-	25,000	27,500	30,250	33,275	36,603
Staff Recruitment	-	5,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing	-	20,000	20,000	20,000	20,000	20,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	1,500	1,650	1,815	1,997	2,196
Fundraising	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ -	\$ 231,350	\$ 264,072	\$ 300,149	\$ 332,845	\$ 343,911

FACILITY OPERATION & MAINTENANCE						
Insurance	-	25,000	25,750	26,523	27,318	28,138
Janitorial Services	500	36,000	36,000	36,000	36,000	36,000
Building and Land Rent / Lease	-	250,000	275,000	302,500	332,750	366,025
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	3,000	3,000	3,000	3,000	3,000
Utilities	5,000	50,000	51,500	53,045	54,636	56,275
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 5,500	\$ 364,000	\$ 391,250	\$ 421,068	\$ 453,705	\$ 489,438
RESERVES / CONTINGENCY	-	25,000	37,500	75,000	112,500	168,750
TOTAL EXPENSES	\$ 248,377	\$ 2,666,634	\$ 3,243,490	\$ 3,904,379	\$ 4,502,702	\$ 4,679,555
NET OPERATING INCOME (before Depreciation)	\$ 31,623	\$ 464,427	\$ 698,168	\$ 1,051,413	\$ 1,429,817	\$ 1,384,314
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 31,623	\$ 464,427	\$ 698,168	\$ 1,051,413	\$ 1,429,817	\$ 1,384,314

Description of Assumptions and Variances

Includes facilities allotment year 1 & 2

CEO is an attorney no additional expense anticipated

Donated space startup unless funding permits starting lease sooner
Lease will include repairs

FINANCIAL PLAN WORKBOOK SUMMARY

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	Year 0 (Start-Up) 43646	Year 1 43647	Year 2 43648	Year 3 43649	Year 4 43650	Year 5 43651
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REVENUE

Total State Revenue		\$ 2,484,218	\$ 3,403,379	\$ 4,424,393	\$ 5,309,272	\$ 5,415,457
Total Federal Revenue		\$ 217,342	\$ 297,759	\$ 387,087	\$ 464,504	\$ 473,794
Total Local and Other Revenue	\$ 280,000	\$ 429,500	\$ 240,520	\$ 144,312	\$ 158,743	\$ 174,618
TOTAL REVENUE	\$ 280,000	\$ 3,131,061	\$ 3,941,658	\$ 4,955,792	\$ 5,932,519	\$ 6,063,869

EXPENSES

Total Administrative Staff Personnel Costs	\$ 205,000	\$ 426,000	\$ 485,520	\$ 526,442	\$ 536,971	\$ 547,711
Total Instructional Personnel Costs	\$ 19,000	\$ 1,106,000	\$ 1,409,640	\$ 1,743,710	\$ 2,090,580	\$ 2,132,391
Total Non-Instructional Personnel Costs	\$ -	\$ 25,000	\$ 25,500	\$ 52,020	\$ 53,060	\$ 54,122
Total Payroll Taxes and Benefits	\$ 18,877	\$ 201,632	\$ 248,725	\$ 300,721	\$ 347,139	\$ 354,082
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 242,877	\$ 1,758,632	\$ 2,169,385	\$ 2,622,894	\$ 3,027,751	\$ 3,088,306
Total Contracted Services	\$ -	\$ 287,652	\$ 381,283	\$ 485,268	\$ 575,902	\$ 589,149
Total School Operations	\$ -	\$ 231,350	\$ 264,072	\$ 300,149	\$ 332,845	\$ 343,911
Total Facilities Operations and Maintenance	\$ 5,500	\$ 364,000	\$ 391,250	\$ 421,068	\$ 453,705	\$ 489,438
Reserves and/or Contingency	\$ -	\$ 25,000	\$ 37,500	\$ 75,000	\$ 112,500	\$ 168,750
TOTAL EXPENSES	\$ 248,377	\$ 2,666,634	\$ 3,243,490	\$ 3,904,379	\$ 4,502,702	\$ 4,679,555

NET OPERATING INCOME (before depreciation)	\$ 31,623	\$ 464,427	\$ 698,168	\$ 1,051,413	\$ 1,429,817	\$ 1,384,314
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STUDENT ENROLLMENT

Projected Student Enrollment		270	360	450	540	540
Revenue Per Pupil		\$ 11,597	\$ 10,949	\$ 11,013	\$ 10,986	\$ 11,229
Expenses Per Pupil		\$ 9,876	\$ 9,010	\$ 8,676	\$ 8,338	\$ 8,666

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Estimate of State Aid Entitlement Output		
Preliminary	TOTAL	
Refined ADA	229,500	
HS ADA	0.000	
ASF ADA	0.000	
SPECIAL EDUCATION FTE		Extended Year Service
Number Enrolled in Homebound	0.000	0.000
Hospital Class	0.000	0.000
Speech Therapy	1,063	0.000
Resource Room	28,352	0.000
Self-Contained Mild/Mod/Sev	0.000	0.000
Full-Time Early Childhood	0.000	0.000
Off-Home Campus	0.000	0.000
VAC	0.000	0.000
State Schools	0.000	0.000
Residential Care & Treatment	0.000	0.000
TOTAL SPECIAL EDUCATION FTE	29,414	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	90,368	0.000
Career & Technology FTEs	0.000	
Advanced Career & Technology FTEs	0.000	
Regular Program ADA	200,086	
Mainstream ADA	17,000	
Gifted & Talented Enrollment	11,475	
Compensatory Ed Enrollment	216,000	
Pregnancy-related FTEs	0.000	
Bilingual ADA	6,800	
Adjusted GYA	0.9733	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	441,450	
FUNDING DATA:		
State Average Basic Allotment	\$ 4,990	
State Average Adjusted Basic Allotment	\$ 5,272	
State Average Adjusted Allotment	\$ 5,386	
State Average DTR- Level 1	0.0532	
State Average DTR- Level 2	0.0568	
Available School Fund Rate	\$ 388,000	
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant	\$ 1,277,748	
Special Education Block Grant (Spend 52% of Amount as proposed)	\$ 577,088	
Mainstream Special Education (Spend 52% of Amount as proposed)	\$ 119,418	
Residential Care & Treatment (Spend 52% of Amount as proposed)	\$ -	
State Schools (Spend 52% of Amount as proposed)	\$ -	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$ -	
TOTAL SPECIAL EDUCATION	\$ 696,507	
Career & Technology Grant (Spend 50% of Amount as proposed)	\$ -	
Gifted & Talented Op Grant (Spend 60% of Amount as proposed)	\$ 8,794	
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$ 275,875	
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$ -	
Military Allotment	\$ -	
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$ 4,342	
TRANSPORTATION		
Regular Program	\$ -	
Special Education	\$ -	
Career and Technology	\$ -	
TOTAL TRANSPORTATION	\$ -	
High School Allotment	\$ -	
State Share of Tier I	\$ 2,263,265	
Tier II Level 1	\$ 140,840	
Tier II Level 2	\$ 80,113	
TOTAL TIER II	\$ 220,953	
TOTAL FOUNDATION	\$ 2,484,218	
OTHER PROGRAMS		
Staff Salary Allotment	\$ -	
Additional State Aid for Tax Reduction (ASATR)	\$ -	
TOTAL OTHER PROGRAMS	\$ -	
TOTAL	\$ 2,484,218	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$ -	
TOTAL FOUNDATION SCHOOL FUND (FSF)	\$ 2,484,218	

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2016-2017 WADA		441,450
4	2016-2017 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	2,032,717
5	2016-2017 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	49,070
6	2016-2017 Minimum Revenue (Line 4 + Line 5)	\$	2,081,787
7	Transportation Adjustment	\$	-
8	2016-2017 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2016-2017 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	2,081,787
11	2016-2017 Tier I State Aid	\$	2,263,265
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2016-2017 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	2,263,265
14	2016-2017 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,127

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Total FSP from latest Summary of Finances (SOF)	\$	2,484,218	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	2,484,218	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	206,190	
Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 206,190
October	11	9.1%	\$ 207,301
November	10	10.1%	\$ 209,144
December	9	11.1%	\$ 206,636
January	8	12.4%	\$ 205,214
February	7	14.4%	\$ 208,762
March	6	16.6%	\$ 206,002
April	5	19.9%	\$ 205,959
May	4	25.1%	\$ 208,082
June	3	33.2%	\$ 206,149
July	2	49.7%	\$ 206,146
August	1	100.0%	\$ 208,635
			\$ 2,484,218

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Provide the Following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

Elementary School for Education Innovation

Statement of Activity and Cash Flows

Inception to 12/2/2017

Cash flows from operating activities	
Foundation School Program Payments	0
Grant Payments	0
Contributions and fund-raising activates	0
Payments to vendors for goods and services rendered	0
Payments to charter school personnel for services rendered	0
Interest payments	0
Net cash provided by operating activities	0
Cash flows from investment activities	
Purchase of land and building	0
Purchase of equipment	0
Net cash provided by investing activities	0
Cash flows from financing activities	
Issuance of long-term debt	0
Principal payments on long-term debt	0
Net cash provided by financing activities	0
Net increase in cash	0
Cash at beginning of year	0
Cash at end of year	0
Reconciliation of change in net assets to net cash provided by operating activities	
Change in net assets	0
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	0
Increase or Decrease in assets:	
Accounts receivable	0
Increase or Decrease in liabilities:	
Accounts payable	0
Accrued liabilities	0
Net cash provided by operating activities	0

Elementary School for Education Innovation

Statement of Financial Position

December 2, 2017

<u>Assets</u>	2017
Current Assets	
Cash and Cash Equivalents	0
Accounts Receivable	0
Prepaid Expenses	0
Total Assets	0
<u>Liabilities and Net Assets</u>	
Current Liabilities	
Accounts Payable	0
Accrued Liabilities	0
Deferred Revenue	0
Current portion of long-term debt	0
Total Current Liabilities	0
Long Term Debt	0
Total Liabilities	0
Net Assets	
Unrestricted	0
Temporarily Restricted	0
Total Net Assets	0
Total Liabilities and Net Assets	0

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2016, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2016."

CBCInnovis
PO BOX 1667
PITTSBURGH PA 15230

CBCInnovis

Phone: 800-216-3463
Fax: 800-688-7816

CORPACCOUNT VIEW REPORT

PREPARED FOR:
SECURITY MORTGAGE
2020 82ND STREET
#101
LUBBOCK TX 79423
ATTENTION:
LOUANN FLORES

REPORT TYPE:INDIVIDUAL

CHARGES:\$1.95
COMPUTER ID #:
[REDACTED]
LENDER CASE #:
[REDACTED]

DATE RECEIVED:12/04/17

DATE COMPLETED:12/04/17

APPLICANT

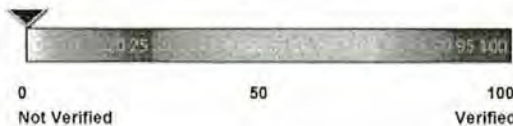
INPUT INFORMATION:
NAME: WIRE HOLLOW EDUCATIO
BOX 2468
LUBBOCK TX 79408

FILE IDENTIFICATIONS

WIRE HOLLOW EDUCATIO	BOX 2468 LUBBOCK TX 79408	EFX
WIRE HOLLOW EDUCATIO	BOX 2468 LUBBOCK TX 79408	TRU
WIRE HOLLOW EDUCATIO	BOX 2468 LUBBOCK TX 79408	XPN

EVALUATIONS

9000
Identity Index



Consumer not Found

Summary

Input Information	Cross Check Category	Result
Name 1 WIRE HOLLOW EDUCATIO	Name Verification	? No Data on File
Address BOX 2468 LUBBOCK TX 79408	Address Verification	? No Input Provided
Social Security Number [REDACTED]	Social Security Verification	? No Data on File
	Other Identities Linked to SSN	✓ Cleared/No Other IDs Linked to SSN
	SSA Issuance	? SSN not Issued or Issued after June 2011
	SSA Death Master	✓ SSN Cleared
Date of Birth	Date of Birth Verification	? No Input Provided
Phone Number	Phone Number Verification	? No Input Provided

APPLICANT

NAME: WIRE HOLLOW EDUCATIO

Date Received: 12/04/17

Consumer ID Verification

 Name	Date First Received	Number Active Sources	Number Total Sources
1 WIRE HOLLOW EDUCATIO			

Other Verifications

 SSA Issuance

1

 SSA Death Master

1

SSN Cleared

ECOA Key: 1=Borrower, 2=Joint, 3=Authorized User, 4=Joint, 5=Co-Maker, 7=Maker, 8=Co-Borrower, 9=Terminated, 0=Undesignated
Applicant Account Ownership (Joint reports): B=Primary Applicant, C=Co-Applicant

DISCLOSURE

This report is governed by the Gramm-Leach-Bliley Act. It does not constitute a consumer report as defined by the Fair Credit Reporting Act (FCRA) and is not subject to the FCRA. This report should not be used as a basis upon which to make a decision of whether or not to extend credit or as a basis for taking any "adverse action" as that term is defined in the FCRA.

END OF REPORT

PAGE 2

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Provide the Following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

CONFIDENTIAL MATERIAL

7 pages has been withheld

PLEASE NOTE: The responsive information contains confidential information under Texas Government Code Section 552.110. If you have any questions, please email us at CharterSchools@tea.texas.gov.

Provide the Following:

Evidence of financial support from intended community partners such as:

- (i) letters of intent/commitment;
- (ii) memoranda of understanding; and/or
- (iii) contracts.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

From: NewSchools Venture Fund
info@newschools.org
Subject: RE: [NewSchools Venture Fund] Wire Hollow
Education Innovation
Date: Nov 17, 2017 at 4:32:25 PM
To: Merinda Condra [REDACTED]

Dear Merinda,

Thank you for submitting NewSchools Invent - 2018 Planning Application - Stage I. We have reviewed your application and would like to invite you to complete our Stage II application at the following link: <https://newschoolsinnovativeschools.submittable.com/submit/1c8a7246-0d84-48de-812d-624245be58dc/newschools-invent-2018-planning-application-stage-ii-charter-schools>

The deadline for submission of the Stage II application is February 9, 2018. If you have any questions about the application, please reach out to Derrick Johnson at invent@newschools.org.

Best,

Alba Ochoa
NewSchools Venture Fund

You can go here to view the submission:

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<https://newschoolsinnovativeschools.submittable.com/user/submissions/8959635>

Request Letter for Charter School Division of the Texas Education Agency

[REDACTED]
[REDACTED]
[REDACTED]

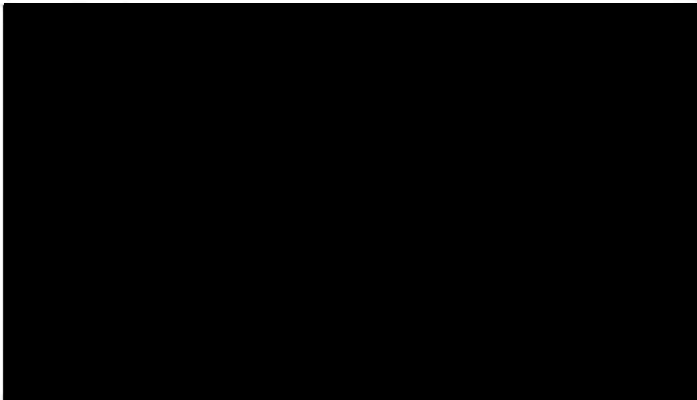
Dear Commissioner or Board,

On behalf of [REDACTED] [REDACTED] would consider working with this new charter school to establish a \$200,000 line of credit once they have been approved for their official school charter.

[REDACTED] will be subject to all underwriting process, requirements, and policies set forth by [REDACTED] and the [REDACTED]. [REDACTED] would require this institution to meet all underwriting criteria and standards subject to qualifying for this line of credit request. We look forward to building a new relationship with [REDACTED].

Please contact [REDACTED] if you have any further questions about this request.

[illegible]

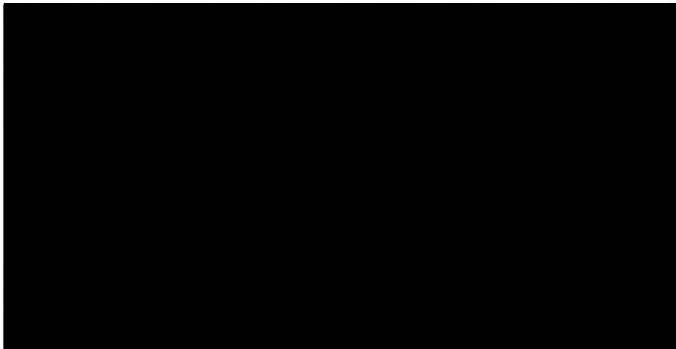


November 30, 2017

Charter School Division
Texas Education Agency

Dear State Board of Education:

I am prepared to help establish this charter school with a loan from my resources up \$200,000. I have the assets that will allow me to make that commitment.



Generation
COVENANT

*Keeping our Promises to our Parents,
Protecting our Children's Future*

November 30, 2017

Charter School Division
Texas Education Agency

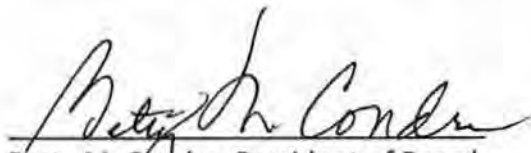
Dear State Board of Education:

Generation Covenant is a 501(c)3 non profit corporation. Part of Generation Covenant's mission has been The Institute of Creative Learners. Creative Learners has been an after school program to help children with learning differences. The dyslexia teacher has also been available to help children during the day that are being home schooled.

As such, we have computers, ipads, desks, and supplies that we are able to make available to the Elementary School for Education Innovation. The value of that equipment, supplies, etc is around \$50,000

Generation Covenant also has commercial property that has an equity position of around \$500,000 that we will make available to secure any indebtedness to insure that the Elementary School for Education Innovation has the necessary funds for start up.

Sincerely,



Betty M. Cordra, President of Board

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To: Merinda K. Condra
VIA email: merinda@generationcovenant.org

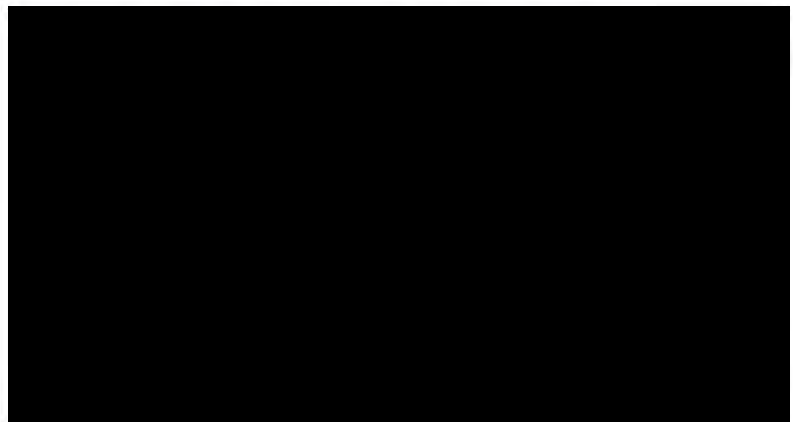
RE: Financial support for Elementary School for Education Innovation

Merinda,

We are pleased to offer a donation of \$500.00 (five hundred dollars) to the Elementary School for Education Innovation contingent upon TEA's approval of your charter school application.

We will make payment within thirty days of notice of the charter approval.

We look forward to the great work you will do for the children of Lubbock with this school.



Provide the Following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If applicant does not have 501(c)(3) determination letter at the time of application submission, include any documentation that proves an IRS Form 1023 has been submitted by December 4, 2017.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 6, 2018, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 15 2016**

CREATIVE LEARNERS READING SCHOOL
C/O MERINDA K CONDRA
PO BOX 2468
LUBBOCK, TX 79408

Employer Identification Number:
81-3587723

DLN:
17053250340016

Contact Person:
JASON T SAMMONS ID# 31616

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
August 31

Public Charity Status:
170(b)(1)(A)(vi)

Form 990/990-EZ/990-N Required:
Yes

Effective Date of Exemption:
August 17, 2016

Contribution Deductibility:
Yes

Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

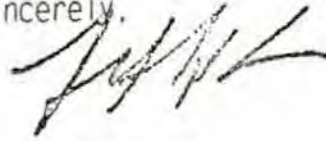
Letter 947

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CREATIVE LEARNERS READING SCHOOL

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized with a large, sweeping "J" and "C".

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

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Letter 947

Provide the Following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment).

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation **and** the Certificate of Filing in place of the Articles of Incorporation.

All submitted forms to the state must be dated prior to December 4, 2017.

Corporate System
P.O. Box 13607
Austin, Texas 78711-3607

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number:

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate as evidence of the entry to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of:

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the Federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the domain law.

Dated: 01/24/2015
Effective: 07/24/2015



Carlos H. Cascon
Secretary of State

Phone: (512) 501-5151
Fax: (512) 501-5151
Toll-free: 1-800-695-2589

Form 203
(Revised 05/11)

Submit as duplicate to
Secretary of State
P.O. Box 13607
Austin, TX 78711-3607
FAX: 512-463-5706
Filing Fee: \$300



Certificate of Formation
Professional Corporation

Article 1 - Entity Name and Type
The filing entity being formed is a professional corporation. The name of the entity is:

Article 2 - Registered Agent and Registered Office
The undersigned, Secretary of State, hereby certifies that the following information is true and correct:

A. The initial registered agent is an individual resident of the state whose name is set forth below:

B. The initial registered agent is an individual resident of the state whose name is set forth below:

C. The business address of the registered agent and the registered office address is:

Article 3 - Directors
(A minimum of 3 directors is required.)
The names of directors, constituting the initial board of directors and the names and addresses of the person or persons who are to serve as directors until the first annual meeting of shareholders, or until their successors are elected and qualified are as follows:

Director	First Name	Last Name	Address	City	State	Zip Code	Country
1							
2							
3							

TEXAS CERTIFICATE OF FILING

TEXAS CERTIFICATE OF FORMATION



Office of the Secretary of State

Certificate of Fact

The undersigned, as Secretary of State of Texas, does hereby certify that the document, Certificate of Formation for Wire Hollow Education Innovation (file number 802522871), a Domestic Nonprofit Corporation, was filed in this office on August 17, 2016.

It is further certified that the entity status in Texas is in existence.

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on December 02, 2017.



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos
Secretary of State

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Come visit us on the internet at <http://www.sos.state.tx.us/>



Office of the Secretary of State

CERTIFICATE OF FILING OF

Wire Hollow Education Innovation
802522871

[formerly: Wire Hollow Education Innovations]

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Correction relating to an instrument that has been filed by the Secretary for the above named entity has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing.

Dated: 11/13/2017

Effective: 11/13/2017



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos
Secretary of State

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Come visit us on the internet at <http://www.sos.state.tx.us/>

Form 424

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709

Filing Fee: See instructions

**Certificate
of Amendment**

Filed in the Office of the
Secretary of State of Texas
Filing #: 802522871 09/01/2017
Document #: 759789610003
Image Generated Electronically
for Web Filing

Entity Information

The filing entity is a: **Domestic Nonprofit Corporation**

The name of the filing entity is: **Creative Learners Reading School**

The file number issued to the filing entity by the secretary of state is: **802522871**

Amendment to Name

The amendment changes the formation document of the filing entity to change the article or provision that names the entity. The article or provision is amended to read as follows:

The name of the filing entity is:

Wire Hollow Education Innovations

A letter of consent, if applicable, is attached.

Statement of Approval

The amendment has been approved in the manner required by the Texas Business Organizations Code and by the governing documents of the entity.

Effectiveness of Filing

☒ A. This document becomes effective when the document is filed by the secretary of state.

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its filing by the secretary of state. The delayed effective date is:

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and declares under penalty of perjury that the undersigned is authorized under the Texas Business Organizations Code to execute the filing instrument.

Date: **September 1, 2017**

Bret Lamkin

Signature of authorized person

FILING OFFICE COPY

Fax Send Confirmation

Page 1

Date/Time : NOV-14-2017 02:15PM TUE
 Model Name : CLX-4190 Series
 Machine Serial Number : Z9A1BJED4000A0K
 Host Name : SEC001599E30DF9

No	Name/Number	StartTime	Time	Mode	Page	Result
238	18552046184	11-14	02:14PM	00'59	ECM	003/003 OK

Wire Hollow Education Innovation

PO Box 2468 : 79408
 1306 16th Street - 79401
 Lubbock, TX
 806-741-1815 Tel
 806-741-0112 Fax

November 14, 2017

Internal Revenue Service
 Exempt Organizations Determinations
 Room 4024
 P.O. Box 2508
 Cincinnati, OH 45201
 Via Fax: (855) 204-6184

RE: Wire Hollow Education Innovation FKA Creative Learners Reading School
 Tax ID # 813587723

Dear Sir or Madam:

We are hereby reporting the change of the name of the above referenced entity.

Former Name: Creative Learners Reading School

New Name: Wire Hollow Education Innovation

Please find included herewith, a Certificate of Amendment and a Certificate of Filing of correction both filed with the Texas Secretary of State.

Please send a letter affirming the tax exempt status of the organization reflecting the new name.

Thanks you in advance.

Wire Hollow Education innovation

By: 
 Merinda K. Condra, Director/Officer

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709

Filing Fee: \$25



**Certificate of Formation
Nonprofit Corporation**

Filed in the Office of the
Secretary of State of Texas
Filing #: 802522871 08/17/2016
Document #: 685425920002
Image Generated Electronically
for Web Filing

Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

Creative Learners Reading School

Article 2 – Registered Agent and Registered Office

☐ A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

☒ B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

Merinda Condra

C. The business address of the registered agent and the registered office address is:

Street Address:

1306 16th Street Lubbock TX 79401

Consent of Registered Agent

☐ A. A copy of the consent of registered agent is attached.

OR

☒ B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

☐ A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

☒ B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Kacey Stevens**

Title: **Director**

Address: **PO Box 2507 Lubbock TX, USA 79408-79408**

Director 2: **Bret Lamkin**

Title: **Director**

Address: **PO Box 2507 Lubbock TX, USA 79408-79408**

Director 3: **Sheila Beam**

Title: **Director**

Address: **PO Box 2507 Lubbock TX, USA 79408-79408**

Article 4 - Organization Structure

☒ A. The corporation will have members.

or

☐ B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

The Corporation is organized for charitable, religious, scientific, literary, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), and the Texas Tax Code, Section 11.18. In

particular the Corporation shall act as a charitable organization to remove barriers to education and particularly literacy caused by learning differences and/or socio-economic factors; seek to increase dyslexia awareness and the availability of dyslexia intervention; and maximize the potential of every child through the introduction of STEM and the Arts.

Supplemental Provisions / Information

Article III - Restrictions and Limitations

Notwithstanding the foregoing or anything to the contrary herein, the Corporation may not:

A. Engage in any activity or take any action prohibited by the applicable provisions of the Texas Business Organizations Code.

B. Pay any dividend or distribute any part of the income of the Corporation to its members, if any, directors, if any, or officers. However, the Corporation may do the following:

1. Pay compensation in a reasonable amount to its directors, or officers for services rendered;

2. Confer benefits upon its directors or officers in conformity with its purposes;

C. Make loans to the Corporation's directors.

D. Engage in any activities, except to an insubstantial degree, that are not in furtherance of the purpose or purposes of the Corporation.

E. Conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and its regulations, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code and regulations.

F. Serve any private interest except if clearly incidental to the public benefit provided by the Corporation.

G. Allow any of the Corporation's net earning to inure to the benefit of the members, if any of the Corporation, or any private individual.

H. Engage in more than an insubstantial degree in the carrying on of propaganda, or otherwise attempting, to influence legislation, and the Corporation shall not directly or indirectly participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office, except as allowed by Internal Revenue Code and its regulations.

I. Make distributions at such time and in such manner as to subject it to tax.

under Section 4942 of the Code.

J. Engage in any act of self-dealing which would be subject to tax under Section 4941 of the Code.

K. Retain any excess business holdings which would subject it to tax under Section 4943 of the Code.

L. Make any investments which would subject it to tax under Section 4944 of the Code.

M. Make any taxable expenditures which would subject it to tax under Section 4945 of the Code.

Article IV - Registered Office and Registered Agent

The initial registered agent is an individual resident of the state whose name is Merinda K. Condra The business address of the initial registered agent and the initial registered office is: 1306 16th Street, Lubbock, Texas 79408.

Article V - Organizers

The names and addresses of the organizers are:

Name Address

Kacey Stevens PO Box 2507 Lubbock, TX 79408

Sheila Beam PO Box 2507 Lubbock, TX 79408

Bret Lamkin PO Box 2507 Lubbock, TX 79408

Article VI - Governing Authority

Management of the affairs of the Corporation is to be vested in its board of directors. The number of initial directors shall be three (3). The number of directors shall be set by the bylaws of the Corporation as may be amended from time to time, provided that the number of directors may never be less than three. The names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are:

Name Address

1. Kacey Stevens PO Box 2507, Lubbock, Texas 79408

2. Sheila Beam PO Box 2507, Lubbock, Texas 79408

3. Bret Lamkin PO Box 2507, Lubbock, Texas 79408

Article VII - Organizational Structure

The Corporation will not have members.

Article VIII - Action Without a Meeting by Members, Directors or Committees

Any action required by the Texas Business Organizations Code to be taken at a meeting of the members or directors of the Corporation or any action that may be taken at a meeting of the members or directors or of any committee may be taken without a meeting if a consent in writing, setting forth the action to be taken, is signed by a sufficient number of members, directors, or committee members as would be necessary to take that action at a meeting at which all of the members, directors, or members of the committee were present and voted.

Article IX – Indemnification

To the full extent permitted by the applicable provisions of Title 1, Chapter 8 of the Texas Business Organizations Code and other applicable law, the Corporation shall advance or reimburse expenses to and indemnify any present and former directors, officers, employees, and agents of the Corporation and persons serving or formerly serving at the request of the Corporation as directors, officers, partners, venturers, proprietors, trustees, employees, agents or similar functionaries of another foreign or domestic corporation, employee benefit plan, other enterprise or entity against judgments, penalties (including excise and similar taxes), fines, settlements and reasonable expenses actually incurred by the person in any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, arbitrative or investigative, any appeal in such action, suit or proceeding and any inquiry or investigation that could lead to such an action suit or proceeding, because the person is or was acting in one of the capacities set forth above.

Article X - Contracts or Transactions with Interested Directors, Officers and Members

This provision applies only to a contract or transaction between the Corporation and one or more of its directors or officers, or between the Corporation and an entity or other organization in which one or more of the Corporation's directors or officers is a managerial official or has a financial interest.

An otherwise valid contract or transaction is valid notwithstanding that a director, officer, or member of the Corporation is present at or participates in the meeting of the board of directors, of a committee of the board, or of the members that authorizes the contract or transaction, or votes or signs, in the person's capacity as a director or committee member, a unanimous written consent of directors or committee members to authorize the contract or transaction, if:

- (1) the material facts as to the relationship or interest and as to the contract or transaction are disclosed to or known by (a) the Corporation's board of directors, a committee of the board of directors, or the members, and the board, the committee, or the members in good faith and with ordinary care authorize the contract or transaction by the approval of the majority of the disinterested directors, committee members or members, regardless of whether the disinterested directors, committee members or members constitute a quorum; or

(b) the members entitled to vote on the authorization of the contract or transaction, and the contract or transaction is specifically approved in good faith and with ordinary care by a vote of the members; or (2) the contract or transaction is fair to the Corporation when the contract or transaction is authorized, approved, or ratified by the board of directors, a committee of the board of directors, or the members. Common or interested directors or members of a Corporation may be included in determining the presence of a quorum at a meeting of the board, a committee of the board, or members that authorizes the contract or transaction.

Article XI - Distribution of Assets Upon Winding Up

After all liabilities and obligations of the Corporation in the process of winding up are paid, satisfied and discharged, the property of the Corporation shall be applied and distributed in accordance with section 22.304, Texas Business Organizations Code.

[The attached addendum, if any, is incorporated herein by reference.]

Effectiveness of Filing

☒ A. This document becomes effective when the document is filed by the secretary of state.

OR

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

Organizer

The name and address of the organizer are set forth below.

Bret Lamkin PO Box 2407, Lubbock, TX 79408

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Bret Lamkin

Signature of organizer.

FILING OFFICE COPY

Provide the Following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

**SECOND AMENDED BYLAWS OF
ELEMENTARY SCHOOL FOR EDUCATION INNOVATION FORMERLY KNOWN
AS CREATIVE LEARNERS READING SCHOOL**

ARTICLE I - OFFICES

1. REGISTERED OFFICE AND AGENT

The registered office and registered agent of the Corporation shall be as set forth in the Corporation's Certificate of Formation. The registered office or the registered agent may be changed by resolution of the Board of Directors, upon making the appropriate filing with the Secretary of State.

2. PRINCIPAL OFFICE

The principal office of the Corporation shall be at 1306 16th Street, Lubbock, Texas 79408, provided that the Board of Directors shall have the power to change the location of the principal office.

3. OTHER OFFICES

The Corporation may also have other offices at such places, within or without the State of Texas, as the Board of Directors may designate, or as the business of the Corporation may require or as may be desirable.

ARTICLE II - DIRECTORS

1. BOARD OF DIRECTORS

To the extent not limited or prohibited by law, the Certificate of Formation or these Bylaws, the powers of the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors of the Corporation. Directors need not be residents of the State of Texas or members of the Corporation unless the Certificate of Formation or these Bylaws so require.

2. NUMBER AND ELECTION OF DIRECTORS

The number of directors shall be three (3) provided that the number may be increased or decreased from time to time by an amendment to these Bylaws or resolution adopted by the Board of Directors, provided that the number of directors may not be decreased to fewer than three (3). No decrease in the number of Directors shall have the effect of shortening the term of any incumbent director.

At the first annual meeting of the Board of Directors and at each annual meeting thereafter, the directors shall elect directors. A director shall hold office until the next annual election of directors and until said director's successor shall have been elected, appointed, or designated and

qualified.

3. REMOVAL

A director may be removed from office, with or without cause, by the persons entitled to elect, designate, or appoint the director. If the director was elected to office, removal requires an affirmative vote equal to the vote necessary to elect the director.

4. RESIGNATION

A director may resign by providing written notice of such resignation to the Corporation. The resignation shall be effective upon the date of receipt of the notice of resignation or the date specified in such notice. Acceptance of the resignation shall not be required to make the resignation effective.

5. VACANCIES AND INCREASE IN NUMBER OF DIRECTORS

Any vacancy occurring in the Board of Directors shall be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of the previous director. Any directorship to be filled by reason of an increase in the number of directors shall be filled by election at an annual meeting or at a special meeting of the Board of Directors called for that purpose.

6. ANNUAL MEETING OF DIRECTORS

The annual meeting of the Board of Directors shall be held on the 15th during the month of October, at which they shall elect officers and transact such other business as shall come before the meeting. The time and place of the annual meeting of the Board of Directors may be changed by resolution of the Board of Directors.

Failure to hold the annual meeting at the designated time shall not work a dissolution of the Corporation. In the event the Board of Directors fails to call the annual meeting at the designated time, any Director may make demand that such meeting be held within a reasonable time, such demand to be made in writing by registered mail directed to any officer of the Corporation. If the annual meeting of the Board of Directors is not called within sixty (60) days following such demand, any Director may compel the holding of such annual meeting by legal action directed against the Board of Directors, and all of the extraordinary writs of common law and of courts of equity shall be available to such Director to compel the holding of such annual meeting.

7. REGULAR MEETING OF DIRECTORS

Regular meetings of the Board of Directors may be held with or without notice at such time and place as may be from time to time determined by the Board of Directors.

8. SPECIAL MEETINGS OF DIRECTORS

The Secretary shall call a special meeting of the Board of Directors whenever requested to do so by the President or by two (2) or more directors. Such special meeting shall be held at the date and time specified in the notice of meeting.

9. PLACE OF DIRECTORS' MEETINGS

All meetings of the Board of Directors shall be held either at the principal office of the Corporation or at such other place, either within or without the State of Texas, as shall be specified in the notice of meeting or executed waiver of notice.

10. NOTICE OF DIRECTORS' MEETINGS

Notice of any special meeting of the Board of Directors shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail or telegram to each Director at that Director's address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, the postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transaction at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

11. QUORUM AND VOTING OF DIRECTORS

A quorum for the transaction of business by the Board of Directors shall be a majority of the number of directors fixed by these Bylaws. Directors present by proxy may not be counted toward a quorum. The act of the majority of the directors present in person or by proxy at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or the Certificate of Formation.

A director may vote in person or by proxy executed in writing by the director. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law.

12. COMPENSATION

Directors, as such, shall not receive any stated salary for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at any meeting of the Board or Directors. A director shall not be precluded from serving the Corporation in any other capacity and receiving compensation for such services. Member of committees may be allowed similar compensation and reimbursement of expenses

for attending committee meetings.

13. ACTION BY DIRECTORS WITHOUT MEETING

Any action required by the Texas Business Organizations Code to be taken at a meeting of the Board of Directors, or any action which may be taken at a meeting of the Board of Directors or any committee, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall be signed by all the Board of Directors entitled to vote with respect to the subject matter thereof, or all of the members of the committee, as the case may be. Such consent shall have the same force and effect as a unanimous vote.

If the Corporation's Certificate of Formation so provide, any action required by the Texas Business Organizations Code to be taken at a meeting of the Board of Directors or any action that may be taken at a meeting of the Board of Directors or any committee may be taken without a meeting if a consent in writing, setting forth the action to be taken, is signed by a sufficient number of Board of Directors or committee members as would be necessary to take that action at a meeting at which all of the Board of Directors or members of the committee were present and voted.

Each written consent shall bear the date of signature of each Director or committee member who signs the consent. A written consent signed by less than all of the Board of Directors or committee members is not effective to take the action that is the subject of the consent unless, within sixty (60) days after the date of the earliest dated consent delivered to the Corporation in the manner required by this section, a consent or consents signed by the required number of Board of Directors or committee members is delivered to the Corporation at its registered office, registered agent, principal place of business, transfer agent, registrar, exchange agent, or an officer or agent of the Corporation having custody of the books in which proceedings of meetings of Board of Directors or committees are recorded. Delivery shall be by hand or certified or registered mail, return receipt requested. Delivery to the Corporation's principal place of business shall be addressed to the President or principal executive officer of the Corporation.

Prompt notice of the taking of any action by Board of Directors or a committee without a meeting by less than unanimous written consent shall be given to all Board of Directors or committee members who did not consent in writing to the action.

If any action by Board of Directors or a committee is taken by written consent signed by less than all of the Board of Directors or committee members, any articles or documents filed with the Secretary of State as a result of the taking of the action shall state, in lieu of any statement required by this Act concerning any vote of the Board of Directors or committee members, that written consent has been given in accordance with the provisions of section 6.202 of the Texas Business Organizations Code and that any written notice required by such section has been given.

A telegram, telex, cablegram, or similar transmission by a Director or member of a committee or a photographic, photostatic, facsimile, or similar reproduction of a writing signed by a Director

or member of a committee shall be regarded as signed by the Director or member of a committee for purposes of this section.

14. COMMITTEES OF THE BOARD OF DIRECTORS

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, except that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the Corporation; amending or restating the Certificate of Formation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefore; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repeated by such committee. The designation and appointment of any such committee and the delegation of authority to such committee shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law upon the Board of Directors or upon any individual Director.

Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be Directors of the Corporation, and the President of the Corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member cease to qualify as a member thereof.

One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

ARTICLE III - OFFICERS

1. NUMBER OF OFFICERS

The officers of a Corporation shall consist of a president and a secretary and may also consist of one or more vice-presidents, a treasurer, and such other officers and assistant officers as may be deemed necessary. New offices may be created and filled at any meeting of the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and secretary. A committee duly designated may perform the functions of any officer and the functions of any two or more officers may be performed by a single committee, including the functions of both president and secretary.

2. ELECTION OF OFFICERS AND TERM OF OFFICE

All officers shall be elected or appointed annually by the Board of Directors at the regular annual meeting of the Board of Directors for such terms not exceeding three (3) years.

3. REMOVAL OF OFFICERS, VACANCIES

Any officer elected or appointed may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation will be served thereby. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer so removed. Election or appointment of an officer or agent shall not of itself create contract rights. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

4. POWERS OF OFFICERS

Each officer shall have, subject to these Bylaws, in addition to the duties and powers specifically set forth herein, such powers and duties as are commonly incident to that office and such duties and powers as the Board of Directors shall from time to time designate. All officers shall perform their duties subject to the directions and under the supervision of the Board of Directors. The President may secure the fidelity of any and all officers by bond or otherwise.

All officers and agents of the Corporation, as between themselves and the Corporation, shall have such authority and perform such duties in the management of the Corporation as may be provided in these Bylaws, or as may be determined by resolution of the Board of Directors not inconsistent with these Bylaws.

In the discharge of a duty imposed or power conferred on an officer of a Corporation, the officer may in good faith and with ordinary care rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the Corporation or another person, that were prepared or presented by: (1) one or more other officers or employees of the

Corporation, including members of the Board of Directors; or (2) legal counsel, public accountants, or other persons as to matters the officer reasonably believes are within the person's professional or expert competence.

An officer is not relying in good faith within the meaning of this section if the officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this subsection unwarranted.

5. PRESIDENT

The President shall be the chief executive officer of the Corporation and shall preside at all meetings of all directors. Such officer shall see that all orders and resolutions of the board are carried out, subject however, to the right of the directors to delegate specific powers, except such as may be by statute exclusively conferred on the President, to any other officers of the Corporation.

The President or any Vice-President shall execute bonds, mortgages and other instruments requiring a seal, in the name of the Corporation. When authorized by the board, the President or any Vice-President may affix the seal to any instrument requiring the same, and the seal when so affixed shall be attested by the signature of either the Secretary or an Assistant Secretary.

The President shall be ex-officio a member of all standing committees.

The President shall submit a report of the operations of the Corporation for the year to the directors at their meeting next preceding the annual meeting of the Board of Directors.

6. VICE-PRESIDENTS

The Vice-President, or Vice-Presidents in order of their rank as fixed by the Board of Directors, shall, in the absence or disability of the President, perform the duties and exercise the powers of the President, and they shall perform such other duties as the Board of Directors shall prescribe.

7. THE SECRETARY AND ASSISTANT SECRETARIES

The Secretary shall attend all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings and shall perform like duties for the standing committees when required. The Secretary shall give or cause to be given notice of all meetings of the Board of Directors and shall perform such other duties as may be prescribed by the Board of Directors. The Secretary shall keep in safe custody the seal of the Corporation, and when authorized by the Board of Directors, affix the same to any instrument requiring it, and when so affixed, it shall be attested by the Secretary's signature or by the signature of an Assistant Secretary.

The Assistant Secretaries shall in order of their rank as fixed by the Board of Directors, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary, and they shall perform such other duties as the Board of Directors shall prescribe.

In the absence of the Secretary or an Assistant Secretary, the minutes of all meetings of the board shall be recorded by such person as shall be designated by the President or by the Board of Directors.

8. THE TREASURER AND ASSISTANT TREASURERS

The Treasurer shall have the custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors.

The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements. The Treasurer shall keep and maintain the Corporation's books of account and shall render to the President and directors an account of all of the Treasurer's transactions and of the financial condition of the Corporation and exhibit the books, records and accounts to the President or directors at any time. The Treasurer shall disburse funds for capital expenditures as authorized by the Board of Directors and in accordance with the orders of the President, and present to the President's attention any requests for disbursing funds if in the judgment of the Treasurer any such request is not properly authorized. The Treasurer shall perform such other duties as may be directed by the Board of Directors or by the President.

If required by the Board of Directors, the Treasurer shall give the Corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of the office and for the restoration to the Corporation, in case of death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in the incumbent's possession or under the incumbent's control belonging to the Corporation.

The Assistant Treasurers in the order of their seniority shall, in the absence or disability of the Treasurer, perform the duties and exercise the powers of the Treasurer, and they shall perform such other duties as the Board of Directors shall prescribe.

ARTICLE IV - INDEMNIFICATION AND INSURANCE

1. INDEMNIFICATION

The Corporation shall have the full power to indemnify and advance or reimburse expenses pursuant to the provisions of the Texas Business Organizations Code to any person entitled to indemnification under the provisions of the Texas Business Organizations Code.

2. INSURANCE

The Corporation may purchase and maintain insurance or another arrangement on behalf of any person who is or was a member, director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, partner, venturer,

proprietor, trustee, employee, agent, or similar functionary of another foreign or domestic corporation, employee benefit plan, other enterprise, or other entity, against any liability asserted against him or her and incurred by him or her in such a capacity or arising out of his or her status as such a person, whether or not the Corporation would have the power to indemnify him or her against that liability. Without limiting the power of the Corporation to procure or maintain any kind of insurance or other arrangement, the Corporation may, for the benefit of persons indemnified by the Corporation, (1) create a trust fund; (2) establish any form of self-insurance; (3) secure its indemnity obligation by grant of a security interest or other lien on the assets of the Corporation; or (4) establish a letter of credit, guaranty, or surety arrangement. The insurance or other arrangement may be procured, maintained, or established within the Corporation or with any insurer or other person deemed appropriate by the Board of Directors regardless of whether all or part of the stock or other securities of the insurer or other person are owned in whole or part by the Corporation. In the absence of fraud, the judgment of the Board of Directors as to the terms and conditions of the insurance or other arrangement and the identity of the insurer or other person participating in an arrangement shall be conclusive and the insurance or arrangement shall not be voidable and shall not subject the directors approving the insurance or arrangement to liability, on any ground, regardless of whether directors participating in the approval are beneficiaries of the insurance or arrangement.

ARTICLE V - MISCELLANEOUS

1. WAIVER OF NOTICE

Whenever any notice is required to be given to any member or director of the Corporation under the provisions of the Texas Business Organizations Code, the Certificate of Formation, or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

2. MEETINGS BY TELEPHONE CONFERENCE, ELECTRONIC OR OTHER REMOTE COMMUNICATIONS TECHNOLOGY

Subject to the provisions required or permitted by the Texas Business Organizations Code and these Bylaws for notice of meetings, members of the Board of Directors, or members of any committee may participate in and hold a meeting of such board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant. Participation in a meeting pursuant to this section shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

3. MEETINGS RELATING TO CHARTER SCHOOLS

When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

4. SEAL

The Corporation may adopt a corporate seal in such form as the Board of Directors may determine. The Corporation shall not be required to use the corporate seal and the lack of the corporate seal shall not affect an otherwise valid contract or other instrument executed by the Corporation.

5. CONTRACTS

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

6. CHECKS, DRAFTS, ETC.

All checks, drafts or other instruments for payment of money or notes of the Corporation shall be signed by such officer or officers or such other person or persons as shall be determined from time to time by resolution of the Board of Directors.

7. DEPOSITS

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

8. GIFTS

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

9. BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Directors, and committees and shall keep at the registered office or principal office in this State a record of the names and addresses of its members entitled to vote. A Director of the Corporation, on written demand stating the purpose of the demand, has the right to examine and copy, in person or by agent, accountant, or attorney, at any reasonable time, for any proper purpose, the books and records of the Corporation relevant to that purpose, at the expense of the member.

9. FINANCIAL RECORDS AND ANNUAL REPORTS

The Corporation shall maintain current true and accurate financial records with full and correct entries made with respect to all financial transactions of the Corporation, including all income and expenditures, in accordance with generally accepted accounting practices. All records, books, and annual reports (if required by law) of the financial activity of the Corporation shall be kept at the registered office or principal office of the Corporation in this state for at least three years after the closing of each fiscal year and shall be available to the public for inspection and copying there during normal business hours. The Corporation may charge for the reasonable expense of preparing a copy of a record or report.

10. FISCAL YEAR

The fiscal year of the Corporation shall be as determined by the Board of Directors.

11. NEPOTISM

Two or more relatives within the third degree cannot serve together on the Board of Directors. A Board Member's relative within the third degree cannot be employed by ESEI.

ARTICLE VI – CONSTRUCTION

1. PRONOUNS AND HEADINGS

All personal pronouns used in these Bylaws shall include the other gender whether used in masculine or feminine or neuter gender, and the singular shall include the plural whenever and as often as may be appropriate. All headings herein are for convenience only and neither limit nor amplify the provisions of these Bylaws.

2. INVALID PROVISIONS

If any one or more of the provisions of these Bylaws, or the applicability of any such provision to a specific situation, shall be held invalid or unenforceable, such provision shall be modified to the minimum extent necessary to make it or its application valid and enforceable, and the validity and enforceability of all other provisions of these Bylaws and all other applications of any such provision shall not be affected thereby.

ARTICLE VII - AMENDMENT OF BYLAWS

The Board of Directors may amend or repeal these Bylaws, or adopt new Bylaws, unless the Certificate of Formation or the Texas Business Organizations Code limits such powers.

Adopted by the Board of August 15, 2017.

Shela Beam

Secretary

**FIRST AMENDED BYLAWS OF
CREATIVE LEARNERS READING SCHOOL**

ARTICLE I - OFFICES

1. REGISTERED OFFICE AND AGENT

The registered office and registered agent of the Corporation shall be as set forth in the Corporation's Certificate of Formation. The registered office or the registered agent may be changed by resolution of the Board of Directors, upon making the appropriate filing with the Secretary of State.

2. PRINCIPAL OFFICE

The principal office of the Corporation shall be at 1306 16th Street, Lubbock, Texas 79408, provided that the Board of Directors shall have the power to change the location of the principal office.

3. OTHER OFFICES

The Corporation may also have other offices at such places, within or without the State of Texas, as the Board of Directors may designate, or as the business of the Corporation may require or as may be desirable.

ARTICLE II - DIRECTORS

1. BOARD OF DIRECTORS

To the extent not limited or prohibited by law, the Certificate of Formation or these Bylaws, the powers of the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors of the Corporation. Directors need not be residents of the State of Texas or members of the Corporation unless the Certificate of Formation or these Bylaws so require.

2. NUMBER AND ELECTION OF DIRECTORS

The number of directors shall be three (3) provided that the number may be increased or decreased from time to time by an amendment to these Bylaws or resolution adopted by the Board of Directors, provided that the number of directors may not be decreased to fewer than three (3). No decrease in the number of Directors shall have the effect of shortening the term of any incumbent director.

At the first annual meeting of the Board of Directors and at each annual meeting thereafter, the directors shall elect directors. A director shall hold office until the next annual election of directors and until said director's successor shall have been elected, appointed, or designated and qualified.

3. REMOVAL

A director may be removed from office, with or without cause, by the persons entitled to elect, designate, or appoint the director. If the director was elected to office, removal requires an affirmative vote equal to the vote necessary to elect the director.

4. RESIGNATION

A director may resign by providing written notice of such resignation to the Corporation. The resignation shall be effective upon the date of receipt of the notice of resignation or the date specified in such notice. Acceptance of the resignation shall not be required to make the resignation effective.

5. VACANCIES AND INCREASE IN NUMBER OF DIRECTORS

Any vacancy occurring in the Board of Directors shall be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of the previous director. Any directorship to be filled by reason of an increase in the number of directors shall be filled by election at an annual meeting or at a special meeting of the Board of Directors called for that purpose.

6. ANNUAL MEETING OF DIRECTORS

The annual meeting of the Board of Directors shall be held on the 15th during the month of October, at which they shall elect officers and transact such other business as shall come before the meeting. The time and place of the annual meeting of the Board of Directors may be changed by resolution of the Board of Directors.

Failure to hold the annual meeting at the designated time shall not work a dissolution of the Corporation. In the event the Board of Directors fails to call the annual meeting at the designated time, any Director may make demand that such meeting be held within a reasonable time, such demand to be made in writing by registered mail directed to any officer of the Corporation. If the annual meeting of the Board of Directors is not called within sixty (60) days following such demand, any Director may compel the holding of such annual meeting by legal action directed against the Board of Directors, and all of the extraordinary writs of common law and of courts of equity shall be available to such Director to compel the holding of such annual meeting.

7. REGULAR MEETING OF DIRECTORS

Regular meetings of the Board of Directors may be held with or without notice at such time and place as may be from time to time determined by the Board of Directors.

8. SPECIAL MEETINGS OF DIRECTORS

The Secretary shall call a special meeting of the Board of Directors whenever requested to do so by the President or by two (2) or more directors. Such special meeting shall be held at the date and time specified in the notice of meeting.

9. PLACE OF DIRECTORS' MEETINGS

All meetings of the Board of Directors shall be held either at the principal office of the Corporation or at such other place, either within or without the State of Texas, as shall be specified in the notice of meeting or executed waiver of notice.

10. NOTICE OF DIRECTORS' MEETINGS

Notice of any special meeting of the Board of Directors shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail or telegram to each Director at that Director's address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, the postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transaction at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

11. QUORUM AND VOTING OF DIRECTORS

A quorum for the transaction of business by the Board of Directors shall be a majority of the number of directors fixed by these Bylaws. Directors present by proxy may not be counted toward a quorum. The act of the majority of the directors present in person or by proxy at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or the Certificate of Formation.

A director may vote in person or by proxy executed in writing by the director. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law.

12. COMPENSATION

Directors, as such, shall not receive any stated salary for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at any meeting of the Board or Directors. A director shall not be precluded from serving the Corporation in any other capacity and receiving compensation for such services. Member of committees may be allowed similar compensation and reimbursement of expenses for attending committee meetings.

13. ACTION BY DIRECTORS WITHOUT MEETING

Any action required by the Texas Business Organizations Code to be taken at a meeting of the Board of Directors, or any action which may be taken at a meeting of the Board of Directors or any committee, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall be signed by all the Board of Directors entitled to vote with respect to the subject matter thereof, or all of the members of the committee, as the case may be. Such consent shall have the same force and effect as a unanimous vote.

If the Corporation's Certificate of Formation so provide, any action required by the Texas Business Organizations Code to be taken at a meeting of the Board of Directors or any action that may be taken at a meeting of the Board of Directors or any committee may be taken without a meeting if a consent in writing, setting forth the action to be taken, is signed by a sufficient number of Board of Directors or committee members as would be necessary to take that action at a meeting at which all of the Board of Directors or members of the committee were present and voted.

Each written consent shall bear the date of signature of each Director or committee member who signs the consent. A written consent signed by less than all of the Board of Directors or committee members is not effective to take the action that is the subject of the consent unless, within sixty (60) days after the date of the earliest dated consent delivered to the Corporation in the manner required by this section, a consent or consents signed by the required number of Board of Directors or committee members is delivered to the Corporation at its registered office, registered agent, principal place of business, transfer agent, registrar, exchange agent, or an officer or agent of the Corporation having custody of the books in which proceedings of meetings of Board of Directors or committees are recorded. Delivery shall be by hand or certified or registered mail, return receipt requested. Delivery to the Corporation's principal place of business shall be addressed to the President or principal executive officer of the Corporation.

Prompt notice of the taking of any action by Board of Directors or a committee without a meeting by less than unanimous written consent shall be given to all Board of Directors or committee members who did not consent in writing to the action.

If any action by Board of Directors or a committee is taken by written consent signed by less than all of the Board of Directors or committee members, any articles or documents filed with the Secretary of State as a result of the taking of the action shall state, in lieu of any statement required by this Act concerning any vote of the Board of Directors or committee members, that written consent has been given in accordance with the provisions of section 6.202 of the Texas Business Organizations Code and that any written notice required by such section has been given.

A telegram, telex, cablegram, or similar transmission by a Director or member of a committee or a photographic, photostatic, facsimile, or similar reproduction of a writing signed by a Director or member of a committee shall be regarded as signed by the Director or member of a committee

for purposes of this section.

14. COMMITTEES OF THE BOARD OF DIRECTORS

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, except that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the Corporation; amending or restating the Certificate of Formation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefore; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repeated by such committee. The designation and appointment of any such committee and the delegation of authority to such committee shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law upon the Board of Directors or upon any individual Director.

Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be Directors of the Corporation, and the President of the Corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member cease to qualify as a member thereof.

One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Each committee may adopt rules for its own government not inconsistent with these Bylaws or

with rules adopted by the Board of Directors.

ARTICLE III - OFFICERS

1. NUMBER OF OFFICERS

The officers of a Corporation shall consist of a president and a secretary and may also consist of one or more vice-presidents, a treasurer, and such other officers and assistant officers as may be deemed necessary. New offices may be created and filled at any meeting of the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and secretary. A committee duly designated may perform the functions of any officer and the functions of any two or more officers may be performed by a single committee, including the functions of both president and secretary.

2. ELECTION OF OFFICERS AND TERM OF OFFICE

All officers shall be elected or appointed annually by the Board of Directors at the regular annual meeting of the Board of Directors for such terms not exceeding three (3) years.

3. REMOVAL OF OFFICERS, VACANCIES

Any officer elected or appointed may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation will be served thereby. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer so removed. Election or appointment of an officer or agent shall not of itself create contract rights. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

4. POWERS OF OFFICERS

Each officer shall have, subject to these Bylaws, in addition to the duties and powers specifically set forth herein, such powers and duties as are commonly incident to that office and such duties and powers as the Board of Directors shall from time to time designate. All officers shall perform their duties subject to the directions and under the supervision of the Board of Directors. The President may secure the fidelity of any and all officers by bond or otherwise.

All officers and agents of the Corporation, as between themselves and the Corporation, shall have such authority and perform such duties in the management of the Corporation as may be provided in these Bylaws, or as may be determined by resolution of the Board of Directors not inconsistent with these Bylaws.

In the discharge of a duty imposed or power conferred on an officer of a Corporation, the officer may in good faith and with ordinary care rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the Corporation or another person, that were prepared or presented by: (1) one or more other officers or employees of the Corporation, including members of the Board of Directors; or (2) legal counsel, public

accountants, or other persons as to matters the officer reasonably believes are within the person's professional or expert competence.

An officer is not relying in good faith within the meaning of this section if the officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this subsection unwarranted.

5. PRESIDENT

The President shall be the chief executive officer of the Corporation and shall preside at all meetings of all directors. Such officer shall see that all orders and resolutions of the board are carried out, subject however, to the right of the directors to delegate specific powers, except such as may be by statute exclusively conferred on the President, to any other officers of the Corporation.

The President or any Vice-President shall execute bonds, mortgages and other instruments requiring a seal, in the name of the Corporation. When authorized by the board, the President or any Vice-President may affix the seal to any instrument requiring the same, and the seal when so affixed shall be attested by the signature of either the Secretary or an Assistant Secretary.

The President shall be ex-officio a member of all standing committees.

The President shall submit a report of the operations of the Corporation for the year to the directors at their meeting next preceding the annual meeting of the Board of Directors.

6. VICE-PRESIDENTS

The Vice-President, or Vice-Presidents in order of their rank as fixed by the Board of Directors, shall, in the absence or disability of the President, perform the duties and exercise the powers of the President, and they shall perform such other duties as the Board of Directors shall prescribe.

7. THE SECRETARY AND ASSISTANT SECRETARIES

The Secretary shall attend all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings and shall perform like duties for the standing committees when required. The Secretary shall give or cause to be given notice of all meetings of the Board of Directors and shall perform such other duties as may be prescribed by the Board of Directors. The Secretary shall keep in safe custody the seal of the Corporation, and when authorized by the Board of Directors, affix the same to any instrument requiring it, and when so affixed, it shall be attested by the Secretary's signature or by the signature of an Assistant Secretary.

The Assistant Secretaries shall in order of their rank as fixed by the Board of Directors, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary, and they shall perform such other duties as the Board of Directors shall prescribe.

In the absence of the Secretary or an Assistant Secretary, the minutes of all meetings of the board

shall be recorded by such person as shall be designated by the President or by the Board of Directors.

8. THE TREASURER AND ASSISTANT TREASURERS

The Treasurer shall have the custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors.

The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements. The Treasurer shall keep and maintain the Corporation's books of account and shall render to the President and directors an account of all of the Treasurer's transactions and of the financial condition of the Corporation and exhibit the books, records and accounts to the President or directors at any time. The Treasurer shall disburse funds for capital expenditures as authorized by the Board of Directors and in accordance with the orders of the President, and present to the President's attention any requests for disbursing funds if in the judgment of the Treasurer any such request is not properly authorized. The Treasurer shall perform such other duties as may be directed by the Board of Directors or by the President.

If required by the Board of Directors, the Treasurer shall give the Corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of the office and for the restoration to the Corporation, in case of death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in the incumbent's possession or under the incumbent's control belonging to the Corporation.

The Assistant Treasurers in the order of their seniority shall, in the absence or disability of the Treasurer, perform the duties and exercise the powers of the Treasurer, and they shall perform such other duties as the Board of Directors shall prescribe.

ARTICLE IV - INDEMNIFICATION AND INSURANCE

1. INDEMNIFICATION

The Corporation shall have the full power to indemnify and advance or reimburse expenses pursuant to the provisions of the Texas Business Organizations Code to any person entitled to indemnification under the provisions of the Texas Business Organizations Code.

2. INSURANCE

The Corporation may purchase and maintain insurance or another arrangement on behalf of any person who is or was a member, director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of another foreign or domestic

corporation, employee benefit plan, other enterprise, or other entity, against any liability asserted against him or her and incurred by him or her in such a capacity or arising out of his or her status as such a person, whether or not the Corporation would have the power to indemnify him or her against that liability. Without limiting the power of the Corporation to procure or maintain any kind of insurance or other arrangement, the Corporation may, for the benefit of persons indemnified by the Corporation, (1) create a trust fund; (2) establish any form of self-insurance; (3) secure its indemnity obligation by grant of a security interest or other lien on the assets of the Corporation; or (4) establish a letter of credit, guaranty, or surety arrangement. The insurance or other arrangement may be procured, maintained, or established within the Corporation or with any insurer or other person deemed appropriate by the Board of Directors regardless of whether all or part of the stock or other securities of the insurer or other person are owned in whole or part by the Corporation. In the absence of fraud, the judgment of the Board of Directors as to the terms and conditions of the insurance or other arrangement and the identity of the insurer or other person participating in an arrangement shall be conclusive and the insurance or arrangement shall not be voidable and shall not subject the directors approving the insurance or arrangement to liability, on any ground, regardless of whether directors participating in the approval are beneficiaries of the insurance or arrangement.

ARTICLE V - MISCELLANEOUS

1. WAIVER OF NOTICE

Whenever any notice is required to be given to any member or director of the Corporation under the provisions of the Texas Business Organizations Code, the Certificate of Formation, or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

2. MEETINGS BY TELEPHONE CONFERENCE, ELECTRONIC OR OTHER REMOTE COMMUNICATIONS TECHNOLOGY

Subject to the provisions required or permitted by the Texas Business Organizations Code and these Bylaws for notice of meetings, members of the Board of Directors, or members of any committee may participate in and hold a meeting of such board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant. Participation in a meeting pursuant to this section shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

3. MEETINGS RELATING TO CHARTER SCHOOLS

When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

4. SEAL

The Corporation may adopt a corporate seal in such form as the Board of Directors may determine. The Corporation shall not be required to use the corporate seal and the lack of the corporate seal shall not affect an otherwise valid contract or other instrument executed by the Corporation.

5. CONTRACTS

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

6. CHECKS, DRAFTS, ETC.

All checks, drafts or other instruments for payment of money or notes of the Corporation shall be signed by such officer or officers or such other person or persons as shall be determined from time to time by resolution of the Board of Directors.

7. DEPOSITS

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

8. GIFTS

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

9. BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Directors, and committees and shall keep at the registered office or principal office in this State a record of the names and addresses of its members entitled to vote. A Director of the Corporation, on written demand stating the purpose of the demand, has the right to examine and copy, in person or by agent, accountant, or attorney, at any reasonable time, for any proper purpose, the books and records of the Corporation relevant to that purpose, at the expense of the member.

9. FINANCIAL RECORDS AND ANNUAL REPORTS

The Corporation shall maintain current true and accurate financial records with full and correct entries made with respect to all financial transactions of the Corporation, including all income and expenditures, in accordance with generally accepted accounting practices. All records, books, and annual reports (if required by law) of the financial activity of the Corporation shall be kept at the registered office or principal office of the Corporation in this state for at least three years after the closing of each fiscal year and shall be available to the public for inspection and copying there during normal business hours. The Corporation may charge for the reasonable expense of preparing a copy of a record or report.

10. FISCAL YEAR

The fiscal year of the Corporation shall be as determined by the Board of Directors.

ARTICLE VI – CONSTRUCTION

1. PRONOUNS AND HEADINGS

All personal pronouns used in these Bylaws shall include the other gender whether used in masculine or feminine or neuter gender, and the singular shall include the plural whenever and as often as may be appropriate. All headings herein are for convenience only and neither limit nor amplify the provisions of these Bylaws.

2. INVALID PROVISIONS

If any one or more of the provisions of these Bylaws, or the applicability of any such provision to a specific situation, shall be held invalid or unenforceable, such provision shall be modified to the minimum extent necessary to make it or its application valid and enforceable, and the validity and enforceability of all other provisions of these Bylaws and all other applications of any such provision shall not be affected thereby.

ARTICLE VII - AMENDMENT OF BYLAWS

The Board of Directors may amend or repeal these Bylaws, or adopt new Bylaws, unless the Certificate of Formation or the Texas Business Organizations Code limits such powers.

**BYLAWS OF
CREATIVE LEARNERS READING SCHOOL**

ARTICLE I - OFFICES

1. REGISTERED OFFICE AND AGENT

The registered office and registered agent of the Corporation shall be as set forth in the Corporation's Certificate of Formation. The registered office or the registered agent may be changed by resolution of the Board of Directors, upon making the appropriate filing with the Secretary of State.

2. PRINCIPAL OFFICE

The principal office of the Corporation shall be at 1306 16th Street, Lubbock, Texas 79408, provided that the Board of Directors shall have the power to change the location of the principal office.

3. OTHER OFFICES

The Corporation may also have other offices at such places, within or without the State of Texas, as the Board of Directors may designate, or as the business of the Corporation may require or as may be desirable.

ARTICLE II - DIRECTORS

1. BOARD OF DIRECTORS

To the extent not limited or prohibited by law, the Certificate of Formation or these Bylaws, the powers of the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors of the Corporation. Directors need not be residents of the State of Texas or members of the Corporation unless the Certificate of Formation or these Bylaws so require.

2. NUMBER AND ELECTION OF DIRECTORS

The number of directors shall be three (3) provided that the number may be increased or decreased from time to time by an amendment to these Bylaws or resolution adopted by the Board of Directors, provided that the number of directors may not be decreased to fewer than three (3). No decrease in the number of Directors shall have the effect of shortening the term of any incumbent director.

At the first annual meeting of the Board of Directors and at each annual meeting thereafter, the directors shall elect directors. A director shall hold office until the next annual election of directors and until said director's successor shall have been elected, appointed, or designated and qualified.

3. REMOVAL

A director may be removed from office, with or without cause, by the persons entitled to elect, designate, or appoint the director. If the director was elected to office, removal requires an affirmative vote equal to the vote necessary to elect the director.

4. RESIGNATION

A director may resign by providing written notice of such resignation to the Corporation. The resignation shall be effective upon the date of receipt of the notice of resignation or the date specified in such notice. Acceptance of the resignation shall not be required to make the resignation effective.

5. VACANCIES AND INCREASE IN NUMBER OF DIRECTORS

Any vacancy occurring in the Board of Directors shall be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of the previous director. Any directorship to be filled by reason of an increase in the number of directors shall be filled by election at an annual meeting or at a special meeting of the Board of Directors called for that purpose.

6. ANNUAL MEETING OF DIRECTORS

The annual meeting of the Board of Directors shall be held on the 15th during the month of October, at which they shall elect officers and transact such other business as shall come before the meeting. The time and place of the annual meeting of the Board of Directors may be changed by resolution of the Board of Directors.

Failure to hold the annual meeting at the designated time shall not work a dissolution of the Corporation. In the event the Board of Directors fails to call the annual meeting at the designated time, any Director may make demand that such meeting be held within a reasonable time, such demand to be made in writing by registered mail directed to any officer of the Corporation. If the annual meeting of the Board of Directors is not called within sixty (60) days following such demand, any Director may compel the holding of such annual meeting by legal action directed against the Board of Directors, and all of the extraordinary writs of common law and of courts of equity shall be available to such Director to compel the holding of such annual meeting.

7. REGULAR MEETING OF DIRECTORS

Regular meetings of the Board of Directors may be held with or without notice at such time and place as may be from time to time determined by the Board of Directors.

8. SPECIAL MEETINGS OF DIRECTORS

The Secretary shall call a special meeting of the Board of Directors whenever requested to do so by the President or by two (2) or more directors. Such special meeting shall be held at the date and time specified in the notice of meeting.

9. PLACE OF DIRECTORS' MEETINGS

All meetings of the Board of Directors shall be held either at the principal office of the Corporation or at such other place, either within or without the State of Texas, as shall be specified in the notice of meeting or executed waiver of notice.

10. NOTICE OF DIRECTORS' MEETINGS

Notice of any special meeting of the Board of Directors shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail or telegram to each Director at that Director's address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, the postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transaction at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

11. QUORUM AND VOTING OF DIRECTORS

A quorum for the transaction of business by the Board of Directors shall be a majority of the number of directors fixed by these Bylaws. Directors present by proxy may not be counted toward a quorum. The act of the majority of the directors present in person or by proxy at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or the Certificate of Formation.

A director may vote in person or by proxy executed in writing by the director. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law.

12. COMPENSATION

Directors, as such, shall not receive any stated salary for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at any meeting of the Board or Directors. A director shall not be precluded from serving the Corporation in any other capacity and receiving compensation for such services. Member of committees may be allowed similar compensation and reimbursement of expenses for attending committee meetings.

13. ACTION BY DIRECTORS WITHOUT MEETING

Any action required by the Texas Business Organizations Code to be taken at a meeting of the Board of Directors, or any action which may be taken at a meeting of the Board of Directors or any committee, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall be signed by all the Board of Directors entitled to vote with respect to the subject matter thereof, or all of the members of the committee, as the case may be. Such consent shall have the same force and effect as a unanimous vote.

If the Corporation's Certificate of Formation so provide, any action required by the Texas Business Organizations Code to be taken at a meeting of the Board of Directors or any action that may be taken at a meeting of the Board of Directors or any committee may be taken without a meeting if a consent in writing, setting forth the action to be taken, is signed by a sufficient number of Board of Directors or committee members as would be necessary to take that action at a meeting at which all of the Board of Directors or members of the committee were present and voted.

Each written consent shall bear the date of signature of each Director or committee member who signs the consent. A written consent signed by less than all of the Board of Directors or committee members is not effective to take the action that is the subject of the consent unless, within sixty (60) days after the date of the earliest dated consent delivered to the Corporation in the manner required by this section, a consent or consents signed by the required number of Board of Directors or committee members is delivered to the Corporation at its registered office, registered agent, principal place of business, transfer agent, registrar, exchange agent, or an officer or agent of the Corporation having custody of the books in which proceedings of meetings of Board of Directors or committees are recorded. Delivery shall be by hand or certified or registered mail, return receipt requested. Delivery to the Corporation's principal place of business shall be addressed to the President or principal executive officer of the Corporation.

Prompt notice of the taking of any action by Board of Directors or a committee without a meeting by less than unanimous written consent shall be given to all Board of Directors or committee members who did not consent in writing to the action.

If any action by Board of Directors or a committee is taken by written consent signed by less than all of the Board of Directors or committee members, any articles or documents filed with the Secretary of State as a result of the taking of the action shall state, in lieu of any statement required by this Act concerning any vote of the Board of Directors or committee members, that written consent has been given in accordance with the provisions of section 6.202 of the Texas Business Organizations Code and that any written notice required by such section has been given.

A telegram, telex, cablegram, or similar transmission by a Director or member of a committee or a photographic, photostatic, facsimile, or similar reproduction of a writing signed by a Director or member of a committee shall be regarded as signed by the Director or member of a committee

for purposes of this section.

14. COMMITTEES OF THE BOARD OF DIRECTORS

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, except that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the Corporation; amending or restating the Certificate of Formation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefore; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repeated by such committee. The designation and appointment of any such committee and the delegation of authority to such committee shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law upon the Board of Directors or upon any individual Director.

Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be Directors of the Corporation, and the President of the Corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member cease to qualify as a member thereof.

One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Each committee may adopt rules for its own government not inconsistent with these Bylaws or

with rules adopted by the Board of Directors.

ARTICLE III - OFFICERS

1. NUMBER OF OFFICERS

The officers of a Corporation shall consist of a president and a secretary and may also consist of one or more vice-presidents, a treasurer, and such other officers and assistant officers as may be deemed necessary. New offices may be created and filled at any meeting of the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and secretary. A committee duly designated may perform the functions of any officer and the functions of any two or more officers may be performed by a single committee, including the functions of both president and secretary.

2. ELECTION OF OFFICERS AND TERM OF OFFICE

All officers shall be elected or appointed annually by the Board of Directors at the regular annual meeting of the Board of Directors for such terms not exceeding three (3) years.

3. REMOVAL OF OFFICERS, VACANCIES

Any officer elected or appointed may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation will be served thereby. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer so removed. Election or appointment of an officer or agent shall not of itself create contract rights. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

4. POWERS OF OFFICERS

Each officer shall have, subject to these Bylaws, in addition to the duties and powers specifically set forth herein, such powers and duties as are commonly incident to that office and such duties and powers as the Board of Directors shall from time to time designate. All officers shall perform their duties subject to the directions and under the supervision of the Board of Directors. The President may secure the fidelity of any and all officers by bond or otherwise.

All officers and agents of the Corporation, as between themselves and the Corporation, shall have such authority and perform such duties in the management of the Corporation as may be provided in these Bylaws, or as may be determined by resolution of the Board of Directors not inconsistent with these Bylaws.

In the discharge of a duty imposed or power conferred on an officer of a Corporation, the officer may in good faith and with ordinary care rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the Corporation or another person, that were prepared or presented by: (1) one or more other officers or employees of the Corporation, including members of the Board of Directors; or (2) legal counsel, public

accountants, or other persons as to matters the officer reasonably believes are within the person's professional or expert competence.

An officer is not relying in good faith within the meaning of this section if the officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this subsection unwarranted.

5. PRESIDENT

The President shall be the chief executive officer of the Corporation and shall preside at all meetings of all directors. Such officer shall see that all orders and resolutions of the board are carried out, subject however, to the right of the directors to delegate specific powers, except such as may be by statute exclusively conferred on the President, to any other officers of the Corporation.

The President or any Vice-President shall execute bonds, mortgages and other instruments requiring a seal, in the name of the Corporation. When authorized by the board, the President or any Vice-President may affix the seal to any instrument requiring the same, and the seal when so affixed shall be attested by the signature of either the Secretary or an Assistant Secretary.

The President shall be ex-officio a member of all standing committees.

The President shall submit a report of the operations of the Corporation for the year to the directors at their meeting next preceding the annual meeting of the Board of Directors.

6. VICE-PRESIDENTS

The Vice-President, or Vice-Presidents in order of their rank as fixed by the Board of Directors, shall, in the absence or disability of the President, perform the duties and exercise the powers of the President, and they shall perform such other duties as the Board of Directors shall prescribe.

7. THE SECRETARY AND ASSISTANT SECRETARIES

The Secretary shall attend all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings and shall perform like duties for the standing committees when required. The Secretary shall give or cause to be given notice of all meetings of the Board of Directors and shall perform such other duties as may be prescribed by the Board of Directors. The Secretary shall keep in safe custody the seal of the Corporation, and when authorized by the Board of Directors, affix the same to any instrument requiring it, and when so affixed, it shall be attested by the Secretary's signature or by the signature of an Assistant Secretary.

The Assistant Secretaries shall in order of their rank as fixed by the Board of Directors, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary, and they shall perform such other duties as the Board of Directors shall prescribe.

In the absence of the Secretary or an Assistant Secretary, the minutes of all meetings of the board

shall be recorded by such person as shall be designated by the President or by the Board of Directors.

8. THE TREASURER AND ASSISTANT TREASURERS

The Treasurer shall have the custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors.

The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements. The Treasurer shall keep and maintain the Corporation's books of account and shall render to the President and directors an account of all of the Treasurer's transactions and of the financial condition of the Corporation and exhibit the books, records and accounts to the President or directors at any time. The Treasurer shall disburse funds for capital expenditures as authorized by the Board of Directors and in accordance with the orders of the President, and present to the President's attention any requests for disbursing funds if in the judgment of the Treasurer any such request is not properly authorized. The Treasurer shall perform such other duties as may be directed by the Board of Directors or by the President.

If required by the Board of Directors, the Treasurer shall give the Corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of the office and for the restoration to the Corporation, in case of death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in the incumbent's possession or under the incumbent's control belonging to the Corporation.

The Assistant Treasurers in the order of their seniority shall, in the absence or disability of the Treasurer, perform the duties and exercise the powers of the Treasurer, and they shall perform such other duties as the Board of Directors shall prescribe.

ARTICLE IV - INDEMNIFICATION AND INSURANCE

1. INDEMNIFICATION

The Corporation shall have the full power to indemnify and advance or reimburse expenses pursuant to the provisions of the Texas Business Organizations Code to any person entitled to indemnification under the provisions of the Texas Business Organizations Code.

2. INSURANCE

The Corporation may purchase and maintain insurance or another arrangement on behalf of any person who is or was a member, director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of another foreign or domestic

corporation, employee benefit plan, other enterprise, or other entity, against any liability asserted against him or her and incurred by him or her in such a capacity or arising out of his or her status as such a person, whether or not the Corporation would have the power to indemnify him or her against that liability. Without limiting the power of the Corporation to procure or maintain any kind of insurance or other arrangement, the Corporation may, for the benefit of persons indemnified by the Corporation, (1) create a trust fund; (2) establish any form of self-insurance; (3) secure its indemnity obligation by grant of a security interest or other lien on the assets of the Corporation; or (4) establish a letter of credit, guaranty, or surety arrangement. The insurance or other arrangement may be procured, maintained, or established within the Corporation or with any insurer or other person deemed appropriate by the Board of Directors regardless of whether all or part of the stock or other securities of the insurer or other person are owned in whole or part by the Corporation. In the absence of fraud, the judgment of the Board of Directors as to the terms and conditions of the insurance or other arrangement and the identity of the insurer or other person participating in an arrangement shall be conclusive and the insurance or arrangement shall not be voidable and shall not subject the directors approving the insurance or arrangement to liability, on any ground, regardless of whether directors participating in the approval are beneficiaries of the insurance or arrangement.

ARTICLE V - MISCELLANEOUS

1. WAIVER OF NOTICE

Whenever any notice is required to be given to any member or director of the Corporation under the provisions of the Texas Business Organizations Code, the Certificate of Formation, or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

2. MEETINGS BY TELEPHONE CONFERENCE, ELECTRONIC OR OTHER REMOTE COMMUNICATIONS TECHNOLOGY

Subject to the provisions required or permitted by the Texas Business Organizations Code and these Bylaws for notice of meetings, members of the Board of Directors, or members of any committee may participate in and hold a meeting of such board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant. Participation in a meeting pursuant to this section shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

3. SEAL

The Corporation may adopt a corporate seal in such form as the Board of Directors may determine. The Corporation shall not be required to use the corporate seal and the lack of the corporate seal shall not affect an otherwise valid contract or other instrument executed by the Corporation.

4. CONTRACTS

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

5. CHECKS, DRAFTS, ETC.

All checks, drafts or other instruments for payment of money or notes of the Corporation shall be signed by such officer or officers or such other person or persons as shall be determined from time to time by resolution of the Board of Directors.

6. DEPOSITS

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

7. GIFTS

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

8. BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Directors, and committees and shall keep at the registered office or principal office in this State a record of the names and addresses of its members entitled to vote. A Director of the Corporation, on written demand stating the purpose of the demand, has the right to examine and copy, in person or by agent, accountant, or attorney, at any reasonable time, for any proper purpose, the books and records of the Corporation relevant to that purpose, at the expense of the member.

9. FINANCIAL RECORDS AND ANNUAL REPORTS

The Corporation shall maintain current true and accurate financial records with full and correct entries made with respect to all financial transactions of the Corporation, including all income and expenditures, in accordance with generally accepted accounting practices. All records, books, and annual reports (if required by law) of the financial activity of the Corporation shall be kept at the registered office or principal office of the Corporation in this state for at least three years after the closing of each fiscal year and shall be available to the public for inspection and

copying there during normal business hours. The Corporation may charge for the reasonable expense of preparing a copy of a record or report.

10. FISCAL YEAR

The fiscal year of the Corporation shall be as determined by the Board of Directors.

ARTICLE VI – CONSTRUCTION

1. PRONOUNS AND HEADINGS

All personal pronouns used in these Bylaws shall include the other gender whether used in masculine or feminine or neuter gender, and the singular shall include the plural whenever and as often as may be appropriate. All headings herein are for convenience only and neither limit nor amplify the provisions of these Bylaws.

2. INVALID PROVISIONS

If any one or more of the provisions of these Bylaws, or the applicability of any such provision to a specific situation, shall be held invalid or unenforceable, such provision shall be modified to the minimum extent necessary to make it or its application valid and enforceable, and the validity and enforceability of all other provisions of these Bylaws and all other applications of any such provision shall not be affected thereby.

ARTICLE VII - AMENDMENT OF BYLAWS

The Board of Directors may amend or repeal these Bylaws, or adopt new Bylaws, unless the Certificate of Formation or the Texas Business Organizations Code limits such powers.

Adopted by the Board of Directors on August 22, 2016.



Secretary

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name: [REDACTED]

Home Mailing Address: [REDACTED]

Phone Number: [REDACTED]

E-mail Address: [REDACTED]

Business Name: [REDACTED]

Business Mailing Address: 10335 US Hwy 290E; Manor, TX 78653

Business Phone Number: (512) 278-4282

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity: Llano Estacado Foundation

1. What was your motivation to serve on the board of the proposed charter school?

In the mid-90's I established the Dyslexia Program for Lubbock-Cooper ISD. This was done because of the new law that required the establishment of this type of program that was not part of the traditional special education services. I also was able to start the Development Office at LCISD because there were only 4 students that met the guidelines of the program - the rest were in special education. Further, when I was the migrant / special education teacher for a small rural school district in West Texas I saw that almost all student issues were related to English Language Arts skills. Here I had a student who while being more than one standard deviation above the mean for intelligent, [REDACTED]

2. What is your understanding of the appropriate role of a public charter school board member?

The role I will do while a board member is to work to establish the overall policies and procedures that will be implemented by the campus leadership. Also, because of my development experience in finding non-traditional funding sources, will work with the staff to find non-traditional funding sources to provide additional services to our students and families.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have established a dyslexia program for a high performing ISD that are still being used to meet the needs of the students that will be the focus of this charter school. With my 14 teaching and 4 professional certifications from TEA I have the Special Education, Reading, and Testing certification that will allow me to help create the policies and procedures that will promote the success and acceleration of our students so that they can have academic and life success. Last, I have raised over \$60 million in grant and other fundin

4. Describe the specific knowledge and experience that you would bring to the board.

The two undergraduate degrees in Biology and Psychology, Masters in Special Education, and Doctorate in Education Leadership allow me the background knowledge to help in the creation of this type of school. The following certifications allow me to provide input to all aspects of the campus' programming. I have also written several books, articles, and presentations that have increased the level of knowledge on how to effectively meet student/parent/staff needs.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school is designed to meet the English Language Art (ELA) skills of the student who have not been effective in a traditional education setting. The goal is to give the students the skills to have academic success across all the content areas and increase the student's resiliency.

2. What is your understanding of the school's proposed educational program?

The program is to increase ELA skills with the goal to allow the students to use these skills in all the content areas to provide them with the tools to have academic and life success.

3. What do you believe to be the characteristics of a successful school?

The characteristics of successful school is one that aids the student in having the skills to be able to achieve their goals. The school further needs to provide the student with the social emotional skills to have life success understanding that is not that you get knocked down ten times it's that you get up eleven!

4. How will you know that the school is succeeding (or not) in its mission?

I will be moving from board member to a person that is working within the charter to increase the success of the student and the professional growth of the staff. I will be able to translate our work to the remaining board members so that they have a better understanding of the methods by which we are providing services to meet stakeholder needs. Last, I will aid in the development of data based student performance so that we have real world method of determining if our student are making accelerated academic perfor

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will set policies and procedures that will be evaluated yearly in the development of the District Improvement Plan (DIP). This will be done by determining student progress and staff growth in effective teaching methods.

2. How will you know if the school is successful at the end of the first year of operation?

We will use the CIP/DIP process to determine the first year effects and then use this as a template to assess ongoing yearly effects of the school and the related programming that is beyond the K-5 campus.

3. How will you know at the end of four years if the school is successful?

We will use the scores of the students at the tested grade level for STAAR to have a comparison to state-wide performance measure of our students. For the non-STAAR grade levels and as extra measure to determine success, we will determine how ELA/ADHD needs of the students are being met in terms of their performance assessments on various items. Last we will "track" the outcomes for the student who have returned to the traditional public school setting. This will be done through the support groups.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Have written policies and procedures that will be used to guide the efforts of the staff. Provide a yearly report card to the public and staff about what work well and what failed so that the real outcomes of students are used to drive instruction.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Would use the skills that have been developed as pastor of church - go and talk to the board member about my concerns and work towards resolution. If this does not work take the matter to the full board. If no resolution at this point use the by-laws to remove the board member.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☒ Yes ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

I will be moving off the board to be employee once the grant to establish the school is received

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☒ Yes ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Because of my role at Manor ISD and Lubbock-Cooper ISD I have connection to vendors who may provide services to the charter. I do not have any profit relationship with these vendors.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Llano Estacado Foundation
Community of Christ of Lubbock Texas

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

South Plains Academy and the other three campuses of Students Alternative Program in El Paso, McAllen, and Laredo

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☒ Yes ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

\$30,000 plus standard benefits; grant mgmt & curriculum development

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[REDACTED]

Date 12/02/2017

Verification

State of Texas

County of Lubbock

On this day, GARY FRYE (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 2 day of December, 2017.

(Notary Public) Betty M. Condra

My commission expires 10-12-2019

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name: Harold Brian Yearwood

Home Mailing Address: 13444 Breezy Meadow Lane, Manor Tx, 78653

Phone Number: 806 317 2222

E-mail Address:

Business Name: Manor ISD

Business Mailing Address: 10335 US 290 E Manor Tx, 78653

Business Phone Number: 512 278 4016

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

To learn more about charter school systems and contribute positively to the development of charter students.

2. What is your understanding of the appropriate role of a public charter school board member?

A board member helps to interpret legislation and create policies to help with operations and student outcomes.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as an administrator in a public school district and have undergone Board governance training with TEA.

4. Describe the specific knowledge and experience that you would bring to the board.

I am currently an assistant superintendent for a school district where I have to oversee a multi-million dollar budget along with all aspects of academics and accountability.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school mission and vision clearly articulate the focus of the school to serve students with disabilities by providing pathways for success not only in current academics but also as lifelong learners.

2. What is your understanding of the school's proposed educational program?

The program addresses literacy by focusing on students with dyslexia and ADHD. There are wrap around services that also address SEL and other lifelong skills.

3. What do you believe to be the characteristics of a successful school?

A successful school demonstrates high student success, high parent satisfaction, high teacher satisfaction and is transparent in all financial and operational activities.

4. How will you know that the school is succeeding (or not) in its mission?

The school should have data to show successful student enrollment incorporating ADHD and dyslexic curricula. There should be evidence that all students are being successful along with students with ADHD and dyslexia being served in ways that they are also successful.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will serve to provide legislative and operational guidance to the CEO.

2. How will you know if the school is successful at the end of the first year of operation?

By looking at multiple data sources such as student academic success and satisfaction surveys of parents, students, and staff along with retention of both students and staff.

3. How will you know at the end of four years if the school is successful?

The graduation rate of students should be over 90% in four years and there should student capacity near or at organizational capacity.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

By developing successful progress measures along with transparency in reporting student progress. The organizational structure must be proactive and not reactive in responding to successful student outcomes.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would report this to the Board President or to the CEO of the organization.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☒ Yes ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

\$36,000

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Harold B Yearwood, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

11/27/17

Verification

State of Texas

County of Travis

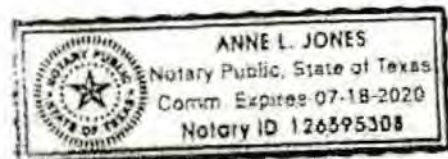
On this day, Harold Yearwood (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 27th day of November 2017

(Notary Public) [Signature]

(Seal)

My commission expires July 18, 2020



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name: Kacey Gayle Stevens

Home Mailing Address: 6832 6th St., Lubbock, TX 79416

Phone Number: 806-543-2306

E-mail Address: [REDACTED]

Business Name: Baker, Brown & Thompson, P.C.

Business Mailing Address: 5010 University Ave., Suite 433

Business Phone Number: 806-792-1014

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

My motivation stems from a desire to see every child develop a love for learning and to have confidence in their ability to learn and to achieve their full potential. There is a real need for an educational vehicle for those that learn differently, for those that learn best at a different pace, and for those that learn through methods that are not commonly used in the public school setting. My experience in administration is one way that I can serve the children in my geographical area who would benefit from a school of this nature.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a board member of a public charter school is of a fiduciary nature. The board is responsible for measuring the progress of the school and whether the programming is meeting the educational needs of the students enrolled. The board should provide financial oversight and give guidance to the staff of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as a member of the advisory council for the past 4 years for the Margaret Talkington School for Young Women Leaders, a unique single gender school in the State of Texas and a member of the Young Women's Preparatory Network. I am an attorney, licensed to practice in the State of Texas for the past 17 years who has worked in the field of nonprofits. I have served as Grants Administrator for The J.T. and Margaret Talkington Charitable Foundation, Inc., a private foundation, for the past 5 years.

4. Describe the specific knowledge and experience that you would bring to the board.

I have extensive experience in the legal field relating to trusts, estates, business entities, tax, and nonprofits. I also have experience in administrating through my work with the Talkington Foundation and I have been actively involved in many areas of community service in my local area.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that the school's vision is to provide an opportunity for each child enrolled to reach his or her full educational potential by addressing language based learning differences. This will increase the child's self esteem and result in both greater academic progress as well as in greater character development. The goal is to allow each child enrolled to be set up for academic success as they move forward in their educational career and to teach them how to advocate for their own academic needs.

2. What is your understanding of the school's proposed educational program?

My understanding is that the school will use a multisensory approach to learning, engaging all of the child's senses, that project based learning will be utilized extensively, and that the Scottish Rite's Take Flight curriculum will be employed to improve students' reading skills. The students will engage with the world around them thru hands on learning, field trips, and many projects that will challenge them to think, to ask questions, and to learn.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that provides students the necessary opportunities to learn. If a student learns best in a non-traditional way, then in order to allow that student to be successful, the school must find ways to provide non-traditional opportunities. Having a learning difference does not have a student less intelligent, it only makes them different. A successful school should find a way to engage the child and give them a love for learning that will last a lifetime.

4. How will you know that the school is succeeding (or not) in its mission?

The board will require monthly general reports on the students' progress, which will be measured thru various testing procedures. I believe the students themselves as well as the parents will be a valuable resource in measuring whether a school is succeeding in its mission. Many of these students may have attempted and failed or become discouraged in a traditional school setting. Parents will be able to express the improvements in the student's confidence, attitude, and abilities.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will meet monthly with the administrators and key personnel of the school. The board will receive and review general reports on the activities of the school and the progress of the students. The board will approve the operating budget and expenditures and will receive financial reports at least quarterly.

2. How will you know if the school is successful at the end of the first year of operation?

The board will look at various data to measure how successful the school has been in meeting the educational needs of its students. This data will include performance on exams, parent and student feedback and satisfaction, progress in the amount of disciplinary and social issues that the students experience through the school year, the financial and budgetary stability of the school, and other nontangible factors to measure the improvement of students.

3. How will you know at the end of four years if the school is successful?

After 4 years, the school should be able to demonstrate that it has met the goals as set forth in the initial charter. Students who have come thru the program should be showing marked improvements in their testing scores as compared to their scores prior to enrollment. The students and parents should be happier with their educational experience. I would anticipate that the enrollment will be full with a possible wait list and that the school has demonstrated an ability to remain financially viable for the long-term.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The purpose of the board will be to provide strong leadership to the school thru their varied professional experience and insights. The board should seek to continue to bring in new board members who connect with the vision of the school. The board should take steps to be vigilant in its oversight of the success and safety of students and in all financial matters. The board must maintain good communication with the administration of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would bring my concerns to the board as a whole to attempt to address any issues within the board first. If that was unsuccessful or if laws or regulations required, I would contact the Texas Education Agency so that proper steps could be taken to protect the students and the school.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I have served as a member of the advisory council for the past 4 years for the Margaret Talkington School for Young Women Leaders, a unique single gender public school in Lubbock ISD that is a member of the Young Women's Preparatory Network.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
☐ Yes ☒ Does not apply to me.

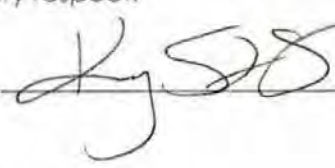
If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?
☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Kacey Gayle Stevens, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature 

Date November 16, 2017

Verification

State of Texas

County of Lubbock

On this day, Kacey Gayle Stevens (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of November, 2017.

(Notary Public) Megan Prueitt

My commission expires 7-24-2020



Name of Proposed Charter School:

Elementary School for Education Innovation

Name of Sponsoring Entity:

Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

Julie Joanna Marie Smit

Home Mailing Address:

6216 66th St, Apt 1510, Lubbock TX 79424

Phone Number:

806-730-6638

E-mail Address:

[REDACTED]

Business Name:

Texas Tech University: College of Education

Business Mailing Address:

3008 18th ST, Lubbock TX 79409

Business Phone Number:

806-834-8938

E-Mail Address:

julie.smit@ttu.edu

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

I am an assistant professor of Language, Diversity, and Literacy Studies in The College of Education at Texas Tech University. I have worked with elementary teachers in schools in the Lubbock area and noticed that they are providing inadequate supports to address the needs of students who are struggling in reading and writing instruction. I believe that this charter school will fulfill this need by providing intensive literacy instruction to all students so that they may return to and excel in traditional public education settings.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that a member of a public charter school board is involved in the following activities: providing a strategic vision for the school, hiring leaders to run the school and holding them accountable for students' academic achievement, and providing financial oversight for the school by raising funds and using resources wisely.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my knowledge of early literacy acquisition and pedagogy will be valuable in choosing a leader who shares in our vision of providing tailored instruction to children with language and learning deficits. I can engage teachers in professional development on best practices in reading and writing instruction and I can help the charter school obtain federally funded grant opportunities that can provide instructional materials, technology, professional development, and opportunities to disseminate research to state and national stakeholders.

4. Describe the specific knowledge and experience that you would bring to the board.

As an assistant professor in Language, Diversity, and Literacy research, I have extensive knowledge of early literacy development and pedagogy. For the past five years, I have worked with elementary school teachers to become responsive teachers, coaches, and literacy leaders. I have conducted professional development in topics of teacher leadership, best practices in elementary reading and writing instruction, intervention practices for struggling readers and writers, engagement, and project-based inquiry learning. I believe my experience will be valuable in designing curriculum for the school that is research-based and will provide intensive systematic literacy instruction for all students. I am also able to aid the school in obtaining federally funded grant opportunities.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the mission of the Elementary School for Education Innovation, is to ensure that all children receive an equitable education. Its focus is on providing children with character education, development of socio-emotional skills, and providing intensive reading and writing instruction to ensure that all children have the academic proficiencies they need to return to and excel in traditional public educational settings.

2. What is your understanding of the school's proposed educational program?

My understanding is the Elementary School for Education Innovation will follow a Response to Intervention model (<http://www.rtinetwork.org>) for delivering reading and writing instruction. All students will receive high-quality, research-based classroom instruction. Ongoing progress monitoring and student assessments will be used to differentiate instruction that will be matched to student needs. Literacy specialists and diagnosticians will be involved in providing intensive systematic instruction to children with severe language and learning deficits.

3. What do you believe to be the characteristics of a successful school?

I believe that a successful school should encourage joyful learning. Teachers should develop compassionate and authentic collaborations between other teachers, families, and students. Teachers should have an appreciative view of children by acknowledging that students have valuable, unique life experiences and build instruction from a lens of strengths. Teachers should give students time to deeply explore topics of importance and interests. They should focus on teaching children how challenges, struggles and making mistakes can be opportunities for learning and growth. I believe that if a successful school can instill these habits of mind they will develop independent and lifelong learners.

4. How will you know that the school is succeeding (or not) in its mission?

Ongoing assessments and progress monitoring will determine whether struggling readers and writers are making progress in their development. Results from STAAR testing will also determine whether children are making adequate yearly progress. The school will also track the number of children who successfully reenter traditional public school settings. Also, we will conduct surveys and hold town hall meetings with families of the students to determine ways to improve our school.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The school board will be involved in the hiring of the principal, the literacy specialists and diagnosticians. The school will aid the principal in holding the teachers accountable for their teaching. The school board will also be involved in raising funds for the school.

2. How will you know if the school is successful at the end of the first year of operation?

The school board is ultimately responsible for academic achievement of students so we will use student data (such as results on STAAR tests) to inform board decisions. We will establish indicators of student success and measure progress of those indicators to determine whether the school has been successful.

3. How will you know at the end of four years if the school is successful?

- The school board will continue to monitor student data such as results of STAAR test and use other forms of formative assessments, such as running records, anecdotal notes from observations of student behavior, written artifacts to determine progress of reading and writing proficiencies of students. We will compare the rates of growth to children in local public schools to determine the effects of the systematic instruction. We will also look at enrollment in each grade to determine if the school is growing. We will also conduct surveys to determine teacher,

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- The school board will hire and develop a close, trusting relationship with a principal who we believe can manage the school to achieve its goals.
- We will create strategic plan that reflects the mission of the school. We will continue to update this plan accordingly.
- We will frequently collaborate with the school principal to establish annual goals and evaluate the principal in order to keep him or her accountable for achieving concrete results.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The school board will elect a board chair who can successfully lead the board and engage all members. Each member of the board will adopt job descriptions so that all members know their role. The board chair will be responsible for holding regularly scheduled, strategic meetings. Based on a collective vote by all board members, the board chair will be responsible for removing any board members who are acting unethically or not in the best interests of the school. We will also assess our performance annually, holding us accountable for governing effectively.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☐ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Julie Joanna Marie Smit, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Julie Smit

Date 11-27-2017

Verification

State of

Texas

County of

Hubbock

On this day, Julie Smit (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 27 day of November, 2017.

(Notary Public)

Betty M. Condra

My commission expires

10-12-19

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name: Judy Jay Rostad

Home Mailing Address: 3110-21st

Phone Number: 806 795 5766

E-mail Address:

Business Name: na

Business Mailing Address: na

Business Phone Number: na

E-Mail Address: na

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

As a retired early childhood, special education teacher and administrator I have witnessed the frustration and fear of failure that parents of children with special educational needs face in the traditional public school settings. These kids are bright, smart and inquisitive but don't fit into the mold of public school testing and general expectations. The sense of failure that both parents and children feel when they cannot succeed with very confined measures of success is often overwhelming. Parents who are not savvy with the way public education work, often just give up when they try to explain to public school administrators what their child needs to be successful. The attitude of many schools is that there is only one way to learn and you must learn this way. That simply is not what research tells us about how children learn.

2. What is your understanding of the appropriate role of a public charter school board member?

1. Understand and support the school's mission and vision statements.
2. Be a community advocate.
3. Serve as a resource based on my academic training and experience.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a special education/early childhood educator and administrator for 25 years. I have a Master's Degree in Education and have worked with parents and children with special needs and understand their concerns for their children and frustration with finding appropriate programs and services for their children. I have also been an administrator with the Texas Tech Child Development Research Center and have a knowledge and practical experience with developmentally appropriate practice (DAP).

4. Describe the specific knowledge and experience that you would bring to the board.

I have a passion for helping children and families plus my educational and work experience. I have also had positions of leadership in various community boards that involve children and families. This charter school plans to utilize the various community resources such as public library, the Center for the Arts and the Performing Arts facility that will expose the children to multisensory and artistic endeavors as part of their curriculum. I am familiar with all these community resources and can help to access these services.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

1. Serve as a resource for the administrative team.
2. Serve to uphold the mission statement and vision statement.
3. Be available to community groups to promote and recruit students.
4. volunteer to be mentors to the children enrolled.

2. What is your understanding of the school's proposed educational program?

The mission of the school is to make certain each child can be successful in an academic environment by tailoring the instruction to fit each child's differences, particularly with ADHA and Dyslexia. The goal is that each child can then be successfully transitioned to public school by the end of 5th grade.

3. What do you believe to be the characteristics of a successful school?

1. Based on developmentally appropriate practices.
2. Instruction is designed to fit the needs of each child.
3. Language rich environment with low teacher/student ratio.
4. Acknowledgement of success based on other factors, not simply standardized testing.

4. How will you know that the school is succeeding (or not) in its mission?

1. Child based measures of progress toward reading and other academic markers.
2. Attendance remains at or above average for public schools.
3. Parental involvement with frequent team meetings so that skills can be encouraged at home.
4. School will reach capacity within the first two years.
5. School environment will lead to decrease in discipline problems.
6. Lots of smiles on teachers and children.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

1. Resource role
2. Community outreach
3. Cheerleader for students, teachers and parents.

2. How will you know if the school is successful at the end of the first year of operation?

1. Enrollment will be increased 5% from beginning of school year.
2. Documented academic success using a variety of measurers based on Orton Gillingham and Scottish Rite Curriculum.
3. Discipline problems decreased.

3. How will you know at the end of four years if the school is successful?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Waiting list of children to be admitted.
2. Increased public awareness of school's mission.
3. Children successfully transitioned to public school after 5th grade.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

1. Face to face meeting with that board member addressing the concerns and reaching a common agreement regarding the best interest of the school.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have worked with several of the other board members in a professional environment on other educational and community boards.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

I am a retired educator and have no business or organizational partnerships.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

No experience with charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Judy Jay Rostad, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Judy Jay Rostad

Date 11-16-17

Verification

State of Texas

County of Lubbock

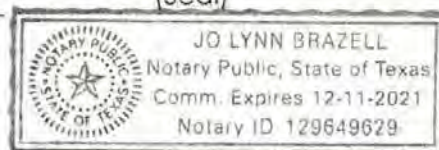
On this day, _____ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of November, 2017.

(Notary Public) Jo Lynn Brazell

My commission expires 12/11/2021

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Texas Tech University

Business Mailing Address:

Human Development and Family Studies, Box 41230, Lbbk. TX 79409-1230

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity:

Early Childhood Intervention Advisory Board

1. What was your motivation to serve on the board of the proposed charter school?

greatly by the proposed charter school.

I think Lubbock children could benefit

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

2. What is your understanding of the appropriate role of a public charter school board member?

To insure the school curriculum is both created and maintained as per specifications.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was on the Advisory Board of the State of Texas Early Childhood Intervention. ^M
 Member of Governing Board of Early Head Start Program
 2008-2011 Appointed by Texas Governor Perry to the Early Childhood Intervention Advisory Committee for the State of Texas

4. Describe the specific knowledge and experience that you would bring to the board.

[REDACTED], I am a Developmental and Child Psychologist.
 I am a Professor in the Department of Human Development and Family Studies at Texas Tech University where I teach courses in the field of Developmental Psychology and Child Development.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I believe the mission of the school is to provide services to Elementary school children with learning differences including Dyslexia and ADHD. The school will utilize the latest teaching techniques proven to work with these children to insure they will be ready to enter a regular Middle School when reaching grade 6th.

2. What is your understanding of the school's proposed educational program?

For children with Dyslexia, the school will you the Scottish Rites Take-Flight Program and other interventions.

3. What do you believe to be the characteristics of a successful school?

A successful school will help students reach their potential; be ready for the next grade; build children's self-efficacy and confidence in their abilities.

4. How will you know that the school is succeeding (or not) in its mission?

The school will use in-class academic assessments, enrollment, and successful transition to public school.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Oversee all aspects of the school, including its daily operations and all financial documents.

2. How will you know if the school is successful at the end of the first year of operation?

Assessments demonstrate children have improved academically; Fifth graders improved sufficiently to attend public school in 6th grade; parent satisfaction; re-enrollment of children in lower grades.

3. How will you know at the end of four years if the school is successful?

At least two cohorts have moved successfully to Middle School. Children in lower grades have moved up. Re-enrollment of children as well as enrollment of siblings with learning differences. Enrollment of new children continually increasing.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

That teachers are consistently fulfilling the needs of the children enrolled. There is financial accountability. Accountability of everyone involved.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would bring the situation to the attention of the Chair of the Board.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

No.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?
☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every _____

Signature

Date 11/26/2017

Verification

State of Texas

County of Lubbock

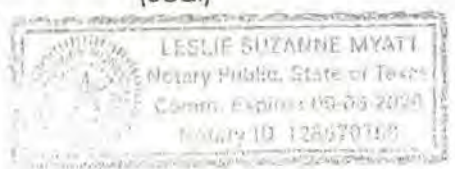
On this day, _____ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 28 day of November, 2017.

(Notary Public) Leslie Myatt

My commission expires 9/06/2020

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Texas Tech University

Business Mailing Address: Box 42022 Lubbock, TX 79409

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

[REDACTED] I believe educating children with Dyslexia/ADHD in the way they learn could help reduce many of our society's ills, from dropout rates to incarceration to welfare. All children deserve the right to be educated in the way they learn. That is why I want to serve on the board of this proposed school.

2. What is your understanding of the appropriate role of a public charter school board member?

I feel an appropriate role is to provide a strategic vision for the school. This means selecting leaders who understand the vision and will be held accountable for the success of the school. I also feel the board members should provide financial oversight for the school. Board members should be a highly committed group of people who listen and are passionate about the vision of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability to be a good board member because I understand how difficult it is to meet the educational needs of children with Dyslexia/ADHD. I want to put that knowledge to use at this proposed charter school so other children can have the same opportunity to succeed.

4. Describe the specific knowledge and experience that you would bring to the board.

I have a Master's Degree in Communications and I currently serve as the Assistant Managing Director of the Office of Communications and Marketing at an institution of higher education. My expertise is in the field of communicating educational information to the general public through print, imagery, digital and design. Importance of educating all children in the way they learn.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of this proposed charter school is to make sure each student has the tools to achieve their potential in life. This means removing challenges in regards to language-based learning difference, such as Dyslexia and ADHD. The overall purpose is to make sure students have the academic and life skills needed to advocate for themselves and succeed as they transition back into a public-education setting.

2. What is your understanding of the school's proposed educational program?

It is my understanding that the school will provide highly specialized instruction based on a child's strength and abilities. In order to close reading gaps that result from learning differences, economic disadvantage and/or other issues, students will receive intensive reading instruction based on Orton Gillingham and Scottish Rite methods. Students will receive a multi-sensory education with appropriate instruction, modification and accommodations depending on their abilities.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school has leaders who believe in the mission and vision and share that passion with the entire educational community. A successful school must have open communication with educators, students and families. The entire community must work toward common goals that are communicated and shared among all those involved. Finally I believe a successful school must be continually assessing in order to make adjustments that ensure all students have the access they need to succeed.

4. How will you know that the school is succeeding (or not) in its mission?

We will know if the school is succeeding (or not) by reviewing the goals and assessments related to each child's ability. However, data should not be the only criteria of success. If students are learning and growing and becoming advocates for themselves then the success of the school will be seeing them transition back into a public school setting with the skill sets they need to succeed.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will provide a strategic vision for the school and select leaders who understand that vision and will be held accountable. The Board will provide financial oversight and will listen to the concerns and thoughts of the educational community the school serves.

2. How will you know if the school is successful at the end of the first year of operation?

[REDACTED] success at the end of the first year involves a renewed sense of self-confidence, a feeling of security and acceptance, a love of learning, and the belief that I am smart and I can learn. That is how I will evaluate success at the end of the first year, through the eyes of the children who will recognize their intelligence and ability to learn!

3. How will you know at the end of four years if the school is successful?

Looking at success after four years is more assessment and data driven. Are the students reaching milestones, are they progressing, are they learning the skills they need to advocate for themselves as they transition to the next level? Success is based upon thorough examination of those questions.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board members must always keep the vision and mission in mind, but they must also be good listeners. As previously stated, they should set the strategic vision and provide financial oversight, but they should also listen to the educational community they are serving. Listening leads to information, perspectives and ideas that may produce new and better collaborative ideas.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would talk to the individual and ask for information about the reasoning/facts behind the decisions they are making.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

One proposed member is a colleague at work. Another proposed member is a music instructor who has

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes ☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

I am an employee of Texas Tech University and there may be a partnership between this charter school and various areas of the university.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

NA

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

NA

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[REDACTED]

Date 11-28-2017

Verification

State of Texas

County of Lubbock

On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before ^{at} notary on the 28th day of November, 2017.

(Notary Public) Dahlia Guerra

(Seal)

My commission expires 06-23-2020



Name of Proposed Charter School:

Elementary School for Educational Innovation

Name of Sponsoring Entity:

Wire Hollow Educational Innovation

BACKGROUND

Full Legal Name:

Francis J. Goode

Home Mailing Address:

4002 43rd St Lubbock, TX 79413

Phone Number:

806-451-0708

E-mail Address:

fgoode@wtamu.edu

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

My interest is twofold: first to help support and guide the establishment, opening, and operation of a school that welcomes all students, particularly those with academic or behavioral challenges; second, as an Asst. Professor, involvement with the school may lead to unique research and learning opportunities for myself and my students.

2. What is your understanding of the appropriate role of a public charter school board member?

To provide advice, guidance, and support to students, parents, and school staff in the operation of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a faculty member of the Center for Learning Disabilities at WTAMU. In that role I help with short and long term planning; provide parent consultations; and am currently facilitating a monthly Student session on Self-Determination. Additionally I have served on Boy Scouts of America Troop and Council advisory committees.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring a strong degree of knowledge in the area of Special Education instruction, evaluation, procedures and compliance issues; have been a Principal of a Lubbock ISD Early Childhood School; worked as an Educational Specialist in Special Ed at Region 17 ESC, often providing advisory support to regional schools. I have strong team building and relational skills.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission and guiding beliefs can be summed up, in my opinion, in one sentence: To provide innovative educational services that will challenge all students to excel and to achieve their highest level of potential.

2. What is your understanding of the school's proposed educational program?

To provide a comprehensive instructional program for all students. By comprehensive, the school will provide explicit instruction in academic, social, and behavioral skills to all students. This is a proactive, positive approach to addressing both academic and behavioral issues.

3. What do you believe to be the characteristics of a successful school?

Welcoming and celebrating all students and families; providing an culture of learning for all members of the school: students, families, community partners, and staff; the single purpose of all members of a successful school is to support the provision of a high quality learning environment for all.

4. How will you know that the school is succeeding (or not) in its mission?

Through the on-going collection of progress monitoring data on academic performance and behavior of students; ongoing quantitative and qualitative evaluation of adult learning opportunities.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide guidance, support, and modeling to the school; to take an active role in the development of a positive, caring, ethical school culture.

2. How will you know if the school is successful at the end of the first year of operation?

School norms for behavior will have been established by students, families, and staff; value added measures of student growth will reflect student progress.

3. How will you know at the end of four years if the school is successful?

Longitudinal collection of value added measures of student growth, including but not limited to, state assessment results; staff and parent feedback on adult learning and adult roles at school or home that support student learning; achievement of recognitions such as accreditation by national organizations such as the Council for Exceptional Children, Professional Development Schools, etc.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitoring of school goals and objectives; sharing opportunities for possible additional funding or accreditation; support school efforts to develop partnerships with community agencies, businesses, and regional institutions of higher education; to act in, and model, ethical behavior for students, families, and school staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Initially I would approach the individual(s) with my concerns in an attempt to proactively address the issue; if such behavior was illegal in nature, I would not hesitate to report the behavior to appropriate authorities. As a board member I will also strongly recommend that the board and staff receive training in Ethics of Public Education that is more than providing references to the TEA Code of Ethics or National Codes of Ethics as developed by specific organizations.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know some of them on a professional basis, and at least one as a friend.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☒ Yes ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

Possible payment on a contract basis in regards to developing Special Ed services.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Francis J. Goode, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature *Francis J. Goode*

Date 12-1-17

Verification

State of Texas

County of Lubbock

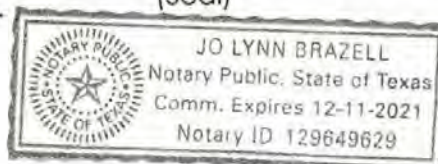
On this day, Francis J. Goode (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 1st day of December, 20 17.

(Notary Public) *Jo Lynn Brazell*

My commission expires 12/11/2021

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name: Carolyn Simpson

Home Mailing Address: 4015 94th St.

Phone Number: 806-790-1067

E-mail Address:

Business Name: Lubbock Area United Way

Business Mailing Address: 1655 Main Street Lubbock Texas 79401

Business Phone Number: 806-747-2711

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity: Reading is Fundamental

1. What was your motivation to serve on the board of the proposed charter school?

I believe that all children should have access to instruction that meets them where they are cognitively, physically, socially, emotionally. Learning differences should not keep a child from becoming successful. My passions are children and literacy. Having success with reading will ensure that a child can grow into a productive happy adult. Children in Lubbock need a school that will equip them to learn in their own way.

2. What is your understanding of the appropriate role of a public charter school board member?

A major role of a Board member is fiduciary. The Board is responsible for ensuring that funds are spent appropriately. A Board member should always be mindful of the mission of the organization to be sure programming and teaching align with the mission. Board members must be aware of and abide by the governing documents for the organization.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am attaching a resume. I have extensive board service on local, regional and national boards. The boards include volunteer organizations, educational boards, charitable organizations. Currently I am in the 6th year of service on the national board of Reading is Fundamental. For over 15 years, I have served at the national level for an international women's organization. I have attended many board trainings that emphasize board responsibilities.

4. Describe the specific knowledge and experience that you would bring to the board.

My background is education. My Master's degree is all levels reading. I have been a classroom teacher. I have taught at the Junior College level. I have supervised student teachers at Texas Tech University. I have been working as a Community Impact Associate for the Lubbock Area United Way for 13 years. My role at the United Way is to work with community partners to enhance the United Way's education initiative. The initiative includes work with Success By 6, and our local programs Success in School and Success for Life.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The guiding belief of this school is that all children are capable of learning, some just learn differently. This charter school would address the needs of those children whose learning style does not fit traditional settings. The goal of this school is to equip children with the skills to transition into more traditional school settings.

2. What is your understanding of the school's proposed educational program?

The school will focus on students that have learning differences. The programming will focus on specific teaching and learning methods to give children the skills necessary to be productive.

3. What do you believe to be the characteristics of a successful school?

Happy children, Happy parents, Happy donors are characteristics of a successful school. Children who are performing on grade level is a characteristic of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?

Assessments will tell the story if the school is succeeding. Improved students' self confidence and improved love for learning can also be used in assessing if the school is meeting its mission. Smooth transitioning from the charter to a public or private school is an indication of mission success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will play a key role in every aspect of the school. The Board will need to be involved with securing funding, and with marketing the school. The Board will need to leverage community contacts for support. The Board will receive regular updates on the school's day to day operations from the Director.

2. How will you know if the school is successful at the end of the first year of operation?

Educational assessments will be the first sign of success. Community awareness will be another sign of success. School enrollment numbers will also indicate success, although the numbers should increase each year.

3. How will you know at the end of four years if the school is successful?

After four years, students should be able to read on grade level. Older students should be able to transition to a traditional public or private school with success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Securing funding
2. Hiring qualified teachers
3. Marketing the school to the community
4. Establishing the educational programming

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

In the Board documents there must be a provision that outlines the steps to take when a board member does not act in the best interest of the school. That could include taking a leave from the Board and/or being removed from the Board.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have worked on community boards with many of these people

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Carolyn Simpson, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Carolyn Simpson

Date Nov. 28 2017

Verification

State of Texas

County of Lubbock

On this day, Carolyn Simpson (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

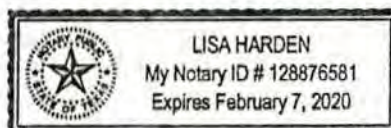
Subscribed and sworn to before 28th day of November, 2017.

(Notary Public)

Lisa Harden

(Seal)

My commission expires 2/7/2020



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

[REDACTED]

Home Mailing Address:

[REDACTED]

Phone Number:

[REDACTED]

E-mail Address:

[REDACTED]

Business Name:

The Music Studio

Business Mailing Address:

[REDACTED]

Business Phone Number:

[REDACTED]

E-Mail Address:

[REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity:

Interim Director - Boys and Girls Club - Uvalde

1. What was your motivation to serve on the board of the proposed charter school?

I have ADHD and school was hard for me. We need places kids can go and learn the way they learn, not the way people think they should learn. This school will make that possible and I need to be a part of it.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of my role is to provide guidance and insight gleaned from my years of experience and knowledge of the education community.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am current the president of the local music teachers association and serve on the state level as well as having been a board member of women's associations as well.

4. Describe the specific knowledge and experience that you would bring to the board.

Specifically, I am experienced in marketing and curriculum planning.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding that we are to provide quality services and guidance to students with ADHHD and Dyslexia.

2. What is your understanding of the school's proposed educational program?

My understanding is that we will use proven processes to teach students in as many learning styles as it takes to make the connections needed to learn and retain.

3. What do you believe to be the characteristics of a successful school?

A successful school is one driven by passion and guided by hard work and common sense.

4. How will you know that the school is succeeding (or not) in its mission?

I will know if the school is successful by watching students, teacher and parents. If I see progress and personal joy – we are succeeding.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The boards role in the school's operation is one of guidance.

2. How will you know if the school is successful at the end of the first year of operation?

I will deem the school successful at the end of the first year of operation is the budget is kept and our enrollment grows.

3. How will you know at the end of four years if the school is successful?

Seeing concrete testing numbers that improve over a four year span is a strong indication of success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Regular progress meetings will ensure the school stays on track, combined with ongoing checking on curriculum objectives, consumer well being and marketing plans

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Notification of all board members with documentation and evidence is the first step. Additional steps, including removal, considered with group approval.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

The Music Studio
Caprock Music Teachers Association

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I was on staff as the music teacher at the Gabriel Taholla Charter School in Uvalde in the mid 1990s.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I certify to the best of my knowledge and belief that the information provided by the Affiant to the Agency as a board member is true

Date 27 Nov. '17

Verification

State of Texas

County of Lubbock

On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 27 day of November, 2017.

(Notary Public) Betty M. Condra

(Seal)

My commission expires 10/12/2019



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Texas Tech University Public Media

Business Mailing Address:

Box 45891

Business Phone Number:

806 8345646

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity:

All Saint's Episcopal School

1. What was your motivation to serve on the board of the proposed charter school?

I would like children that have a learning difference of dyslexia to have the opportunity to receive an education in our community.

One out of every ten children have dyslexia. The statistics are overwhelming and there currently isn't a school that can competently educate and accommodate these children.

Our Community is growing and with this growth will be more and more children who need a place to go to school and learn appropriately.

2. What is your understanding of the appropriate role of a public charter school board member?

A Public Charter School Board Member's responsibility is to advise and to represent the charter school in the community as a member of the board as a speaker or fundraiser.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served for six years on the All Saints Episcopal Board, two years as the Chairman of the Board of the Texas Tech University Health Science Center and Chairman of the Board of Continuing Education Board at Texas Tech University. I also served terms on the Junior League of Lubbock Board, the Lubbock Symphony Orchestra Board, Ballet Lubbock Board, Friends of the Library Board and Congregation Shaareth Israel Board of Directors. This has given me the capacity to help make decisions to further the mission of the school.

4. Describe the specific knowledge and experience that you would bring to the board.

Since my expertise is marketing and fundraising, I could advise and coordinate this activity. I have worked for fifteen years as a Development Officer for Texas Tech University.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the Elementary School for Education Innovation (ESEI) is to make certain each student achieves his or her potential in life by removing roadblocks to academic achievement, increasing self-esteem and encouraging the development of character and social-emotional skills. ESEI's goal is to address language-based learning differences, specifically dyslexia and ADHD.

2. What is your understanding of the school's proposed educational program?

The purpose of the school will be to teach learning skills and life skills to individuals on a one-on-one basis for the purpose of giving each child the basic learning skills to build their lives and be able to participate as an individual in a competitive world with skills learned to compensate for their differences.

3. What do you believe to be the characteristics of a successful school?

A successful school incurs an intensity that permits each child to move forward with the tools necessary for academic success and confidence. School will teach life and learning skills that will allow each student to compensate for learning differences in order to achieve, learn and later be successful in a regular school setting. Students with learning differences need to be taught these skills in order to become a successful student and adult.

4. How will you know that the school is succeeding (or not) in its mission?

I will be able to see if the school is succeeding if the children are learning and are giving skills to compensate for their dyslexia. I'll also be able to see if the school is growing and we'll be able to gage the success of the students by seeing academic and diagnostic testing. Feedback will be needed from teachers, parents, and children on a consistent basis.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will be an advisory board. The board will not make decisions about staff or students, but will receive regular reports from the principal, teachers, and staff as to needs of the school including budget and issues of concern. The board will participate in all fundraising projects and speaking requests. It will be expected that each board member do their best to positively market the school.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation it is important to know if the school is financially stable and with the consistent reports from the school's principal, teachers, staff and parents of participating students.

3. How will you know at the end of four years if the school is successful?

The board will know at the end of the first four years if the school is growing in students and faculty. The board will also know the financial position the school is in and will then proceed.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think that all board member and principals should be vigilant. Keep in mind the mission and goal of the school and to realize that each child is an individual who is learning and coping at their own level. Expectations should be high, but there should be a list of goals to be individualized for each child for every year they are at the school

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would go to the Chairman of the Board and relay what I've observed or heard. It would not be my job to investigate or tell anyone else. It wold be up to the School to investigate and get back to the board member for feedback.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Skibell, Inc.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

social acquaintances. Work with them in a professional setting.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I work as Development Director for Texas Tech University.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date 11/27/2017

Verification

State of TEXAS

County of Lubbock

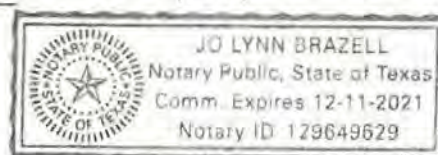
On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 27th day of November, 2017.

(Notary Public) Jo Lynn Brazell

My commission expires 12/11/2021

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name: [REDACTED]

Home Mailing Address: [REDACTED]

Phone Number: [REDACTED]

E-mail Address: [REDACTED]

Business Name: [REDACTED]

Business Mailing Address: [REDACTED]

Business Phone Number: [REDACTED]

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve on the board of Elementary School for Education Innovation is the need for such a school in the Lubbock area. [REDACTED] and doing more research as to what options were available to me — it became clear that the Lubbock area could use a charter school that did not have a very high tuition rate while also giving some focus to learning disabilities. I would love to have the change to serve on the board of this charter school so the children of this area have a better chance to reach their full potential and to help the parents of those children feel more at ease that their needs and their child's needs were being addressed while having their minds challenged to learn more each day.

2. What is your understanding of the appropriate role of a public charter school board member?

It is to be aware of what is taking place in the planning of the school, what needs the state requires us to provide the children and teachers and to make sure that they are all met and in a timely manner. The board will further be actively engaged in fiscal oversight.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not had the opportunity to be on a board of a charter school but I am anxious to serve in that capacity. I have spent many years in Toastmasters International and assist in building local speaking clubs and also took on the role in district leadership for several terms as well as receiving awards for my service. I am excited to be an asset to the charter school.

4. Describe the specific knowledge and experience that you would bring to the board.

For 17 years my career has taught me to stay on a time line and meet deadlines month after month. I have specific knowledge on how to run and contribute to a team while staying focused on the goal that needs to be achieved. I have a degree minor in communication studies. I have a passion for serving children and look forward to helping to build this charter.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to help every child achieve the best learning that they are able to have. We want all the children whether they have a learning challenge or not to achieve great things and we are happy to be an integral part of that learning.

2. What is your understanding of the school's proposed educational program?

My understanding is the school plans to follow Texas guidelines for education but to also incorporate additional options for learning to broaden students education and learning potential. We will be completing all the appropriate state testing and return reports in a timely manner.

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful school would be the children enjoying their studies and being challenged by additional items to broaden their learning. The teachers to thrive on teaching the students and watching them learn about new subjects and topics and helping them to be better than they were when they came to the school.

4. How will you know that the school is succeeding (or not) in its mission?

We are going to receive monthly reports as well as being made aware of what is going on in the school. We will additionally receive quarterly financial reports. We plan to have open communication and when a situation or a problem arises, I have confidence that the educators that we have chosen and will continue to choose will handle them appropriately.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is to make certain that all the requirements by the state of Texas are met. The board is also responsible for making certain that the school stays in good standing with the community and the parents to which it serves. To my knowledge the board that has been selected is very willing to help to make sure it is a success.

2. How will you know if the school is successful at the end of the first year of operation?

First and foremost we will look at the students and the teachers and make sure that the grades are on a level that we are happy with and if the students and teachers have learned and have enjoyed themselves. Also, we will ask the parents how they feel about the school and during the summer. After the first year, we can make some tweaks to what went well and what could be improved.

3. How will you know at the end of four years if the school is successful?

My hope is that at the end of four years, there will be a substantial footprint made in the Lubbock community and we will even look at broadening the scope of the number of children that we can take as well as looking at the opportunity to open additional charter schools across Texas to give us the opportunity to serve more students across the state.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

All the board members have agreed to be an active participant of this board and we need to make sure and follow through on that promise. We need to be aware of what is taking place and any changes at the school. We need to be available to meet whenever we are called to do so. We need to be active to reading the updates that we are given and to ask questions if something is unclear. We don't want to delay in asking those questions so if something needs to be addressed - it will be.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I have faith that the board members that we have chosen that we would not encounter that. But if there is a belief that something like that is happening, I would move swiftly to discuss this matter with the other members of the board to make a move to correct the actions or whatever is necessary to move the best interest of the school back as the main goal of the entire board. If that is not successful, I would report the issues to TEA for further guidance.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

We have a neighbor that is the

[REDACTED]

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

none

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

none

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[REDACTED SIGNATURE]

Date

11-30-2017

Verification

State of Texas

County of Lubbock

On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

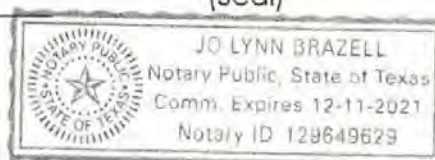
Subscribed and sworn to before 30th day of November, 2017.

(Notary Public)

Jo Lynn Brazell

(Seal)

My commission expires 12/11/2021



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

[REDACTED]

Home Mailing Address:

[REDACTED]

Phone Number:

[REDACTED]

E-mail Address:

[REDACTED]

Business Name:

[REDACTED]

Business Mailing Address:

[REDACTED]

Business Phone Number:

[REDACTED]

E-Mail Address:

[REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

[REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

[REDACTED], I know how hard it is in Lubbock Texas to get help for these children. [REDACTED]

2. What is your understanding of the appropriate role of a public charter school board member?

A board member must put the interest of the children, the school and the finances of the Charter to make sure that the children are learning and getting ahead in their education. Regardless of the board that I might serve on I would always be diligent in fulfilling those responsibilities.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been on a board in the past.

4. Describe the specific knowledge and experience that you would bring to the board.

The goal is to help the children be able to function in an traditional educational setting.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school will help any child learn better whether or not they are dyslexic. By focusing on a program that helps dyslexics, it will cause the other children to have a very concrete foundation in reading and the other subjects.

2. What is your understanding of the school's proposed educational program?

Dyslexics learn better in small groups. Many times they have ADHD and the fewer distractions the better. The small groups will allow them to be able to focus better.

3. What do you believe to be the characteristics of a successful school?

A successful school has successful learners. And successful learners have a good self esteem and believe that they can accomplish anything.

4. How will you know that the school is succeeding (or not) in its mission?

Testing, happy students, and happy parents will be the measure. Children that want to come to school are successful learners.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board is the overseer of the school. The school administration reports what is happening and the board takes the necessary action.

2. How will you know if the school is successful at the end of the first year of operation?

Testing and Satisfaction surveys will provide a great deal of information.

3. How will you know at the end of four years if the school is successful?

By the end of year four, we should have STARR results and have internal monitoring information available to judge the success of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

A Board Member should always be aware of the financial reports and anticipate the need for additional funding through fund raisers, etc. The Board Member is also the face of the school in public relations and getting the word out to the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would talk to the board chairman to get a second opinion. Then I would talk to the board member that I thought was in the wrong. If there was no satisfactory resolution, I would take it to the board. Ultimately, the police might have to become involved.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know of some of the others but only by reputation

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Security Mortgage - Lubbock Texas

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

none

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[REDACTED]

Date 11/27/2017

Verification

State of Texas

County of Lubbock

On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 17 day of November, 2017.

(Notary Public) Betty M. Condra

My commission expires 10/12/2019

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name: Bret Lamkin

Home Mailing Address: PO Box 65028, Lubbock TX 79464

Phone Number: 806-786-5528

E-mail Address: [REDACTED]

Business Name: Bledsoe Insurance

Business Mailing Address: 5143 69th Street, Lubbock TX 79424

Business Phone Number: 806-794-8686

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity: Many nonprofits

1. What was your motivation to serve on the board of the proposed charter school?

Through my experience with The Institute for Creative Learners (a separate nonprofit), I have seen the impact that intensive reading intervention can make in the life of a child in a very short period of time. I believe that with intensive intervention we can help a child change his or her education trajectory in life.

2. What is your understanding of the appropriate role of a public charter school board member?

As a charter school board member, it is m responsibility to monitor the school, make certain that those employed are acting in the best interests of the children and serving their interests well. It is further my responsibility to monitor the financial activity of the school to make certain that funds are expended in furtherance of our mission

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As stated above, I have served on many nonprofit boards. I, myself, have formed a non profit to help low socio-economic children have resources needed to participate in FFA and other agricultural projects. I understand the fiduciary nature of Board Membership and am capable to fulfilling that role in the best interest of area children.

4. Describe the specific knowledge and experience that you would bring to the board.

I have owned and operated a business for most of my adult life. I understand the considerations that need to go into daily operations. I also understand many of the potential pitfalls, particularly as it related to staffing, financing, and advertising. This experience will allow me to help the school avoid and address many of those pitfalls.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Elementary School for Education will seek to serve children with language based learning differences. We believe that every child can learn and every child has value. We believe that if a child is failing, that we are failing. We believe that we can make the world a better place by helping each child realize his or her potential in life.

2. What is your understanding of the school's proposed educational program?

We will implement many of the Scottish Rite Programs designed for children with Dyslexia. Wed will provide small group instruction to all students so we can better meet the individual needs of each child. We will encourage creativity and work to support the self esteem of the children we serve. We will utilize many computer application to supplement teacher instruction. We will further collaborate with Texas Tech University to include the latest evidence based on research in our instruction.

3. What do you believe to be the characteristics of a successful school?

Each child will leave school believing that he or she has value and can learn. Children progress at a measurable rate to achieve and maintain grade level assessments. Children are empowered to advocate for their educational needs. The school is fiscally sound with transparency to the community

4. How will you know that the school is succeeding (or not) in its mission?

Academic Assessment, Fiscal Reports, and Parent and Student Surveys will provide information. Additionally, enrollment and wait lists will let us know if the community views the school as successful. Additionally, it is my intent to tour the school on a regular basis to witness first hand how students and teachers perceive the experience.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board is ultimately responsible for all school operations. We will meet monthly and review financial information quarterly.

2. How will you know if the school is successful at the end of the first year of operation?

The school will have followed its budget and be in the predicted financial situation. The children will have advanced at least 1.5 in their reading and math skills up to grade level. Student and parent surveys will be positive.

3. How will you know at the end of four years if the school is successful?

The school will have a wait list. The children are progressing. Student and parent surveys will be positive. Through our activities with Texas Tech University we will have published studies which can provide other schools a road map.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Assist with outreach, staff and student recruitment, identification of community resources, fundraising, and oversight of operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would take the member aside and discuss the situation. If that did not resolve the issues, I would take the matter to the full board. If that did not resolve the issue I would contact TEA for further guidance.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have been met some of the people. Others I know through business.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Bledsoe Insurance Company

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I have no experience with charter school.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Bret Lanekin, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Bt JL

Date

12-1-2017

Verification

State of Texas

County of Lubbock

On this day, Bret Lanekin (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

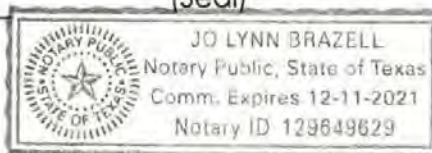
Subscribed and sworn to before 1st day of December, 2017.

(Notary Public)

Jo Lynn Brazell

My commission expires 12/11/2021

(Seal)



Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity:

The Institute for Creative Learners, SEW 0-8, TAIMH

1. What was your motivation to serve on the board of the proposed charter school?

[REDACTED], it became apparent that services in this area were insufficient. It became clear that even within the education community, there is significant misinformation about Dyslexia and ADHD. [REDACTED]. I am concerned that many many children do not receive early identification and intervention necessary to help them to be successful in traditional public schools. I want to help children [REDACTED]

2. What is your understanding of the appropriate role of a public charter school board member?

The Board Member's role is to promote the school, monitor the school's financial situation, and monitor the progress of the students. Board members are each individually required to take steps necessary to make certain that the board is acting in the best interests of the school. A board member is further required to recuse him/herself and inform the remaining members of the board of any potential conflicts of interest.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a licensed attorney. I was an Assistant Attorney General in the Charitable Trust Division of the Texas Attorney General's Office (the division with oversight of charitable entities). I founded and operated a nonprofit for the last 15 years.

4. Describe the specific knowledge and experience that you would bring to the board.

I founded and have operated a nonprofit corporation for the last 15 years. I am further an attorney with experience in Special Education Law. Most importantly, [REDACTED]

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the Elementary School for Education Innovation (ESEI) is to make certain each student achieves his or her potential in life by removing roadblocks to academic achievement, increasing self-esteem and encouraging the development of character and social-emotional skills. In particular, ESEI's goal is to address language-based learning differences, specifically dyslexia and ADHD, with the intensity needed to permit each child to move forward with the tools necessary for academic success.

2. What is your understanding of the school's proposed educational program?

The School will utilize small groups to address the needs of each child. For those with dyslexia, the school will offer the Scottish Rite Take Flight Program and related interventions. The school will provide differentiation for students to address their needs. All classes will incorporate multi-sensory instruction. Children will be encouraged to explore STEM as well as Art and Music.

3. What do you believe to be the characteristics of a successful school?

A successful school helps each student to realize his or her potential. A successful school helps each child have confidence that he or she has worth. A successful school gives each student the skills necessary for success so they transition back to a traditional setting.

4. How will you know that the school is succeeding (or not) in its mission?

Student Assessments, Student Satisfaction, Parent Satisfaction, Community Involvement, Enrollment.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board is ultimately responsible for everything that takes place as any part of the school's operation. The Board must monitor the financial situation of the school on a regular basis. The Board must monitor student performance. The Board must work closely with the Superintendent and CEO to make certain that the school is staying to its mission and is serving its students.

2. How will you know if the school is successful at the end of the first year of operation?

The School will be at 90% or greater of its maximum enrollment. The school will have met all of its financial responsibilities with funds left over. Most eligible children will plan to continue to attend in year two. Parents will seek to enroll siblings of their children. Internal assessment will show children at grade level or above. For those children who are not at grade level, assessments will show the students have progressed at least one grade level in the time at ESEI.

3. How will you know at the end of four years if the school is successful?

The same as after year one, but also TEA Accountability Rating System and STARR Testing results.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Review financial reports on a regular basis; review assessment reports on a regular basis; assist with building and maintaining community relationships; assist with raising funds; assist with public relations

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

In that event, I would confront the board member to discuss the issue. If that did not resolve the issue, I would bring the issue to the board. If that did not resolve the issue, I would bring the issue to TEA and law enforcement as applicable.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have served with many of the other members on other boards or through community organizations

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☒ Yes ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

I expect to resign from the Board and continue to serve as CEO, Chief Compliance, & Attorney

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [REDACTED]

Date 11/30/2017

Verification

State of Texas

County of Lubbock

On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 30 day of November, 2017.

(Notary Public) Betty M. Condra

My commission expires 10/12/19

(Seal)



Provide the Following:

- I. The governing board's proposed Code of Ethics; and
- II. The governing board's proposed Conflict of Interest policy.
- III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Elementary School for Education Innovation

Conflict of Interest Policy & Code of Ethics

At all times, all Members of the Board of Directors and any community advisory boards agree that all actions taken will be first and foremost in the interest of the ESEI in fulfilling its mission to serve children with the best education possible.

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Provide the Following:

Organizational charts that show the school governance, management, and staffing structure. An applicant must submit separate organizational charts for 'year one' and 'at-capacity.' If the organizational structure is not projected to change during the initial contract period; an applicant must indicate this somewhere on the chart provided.

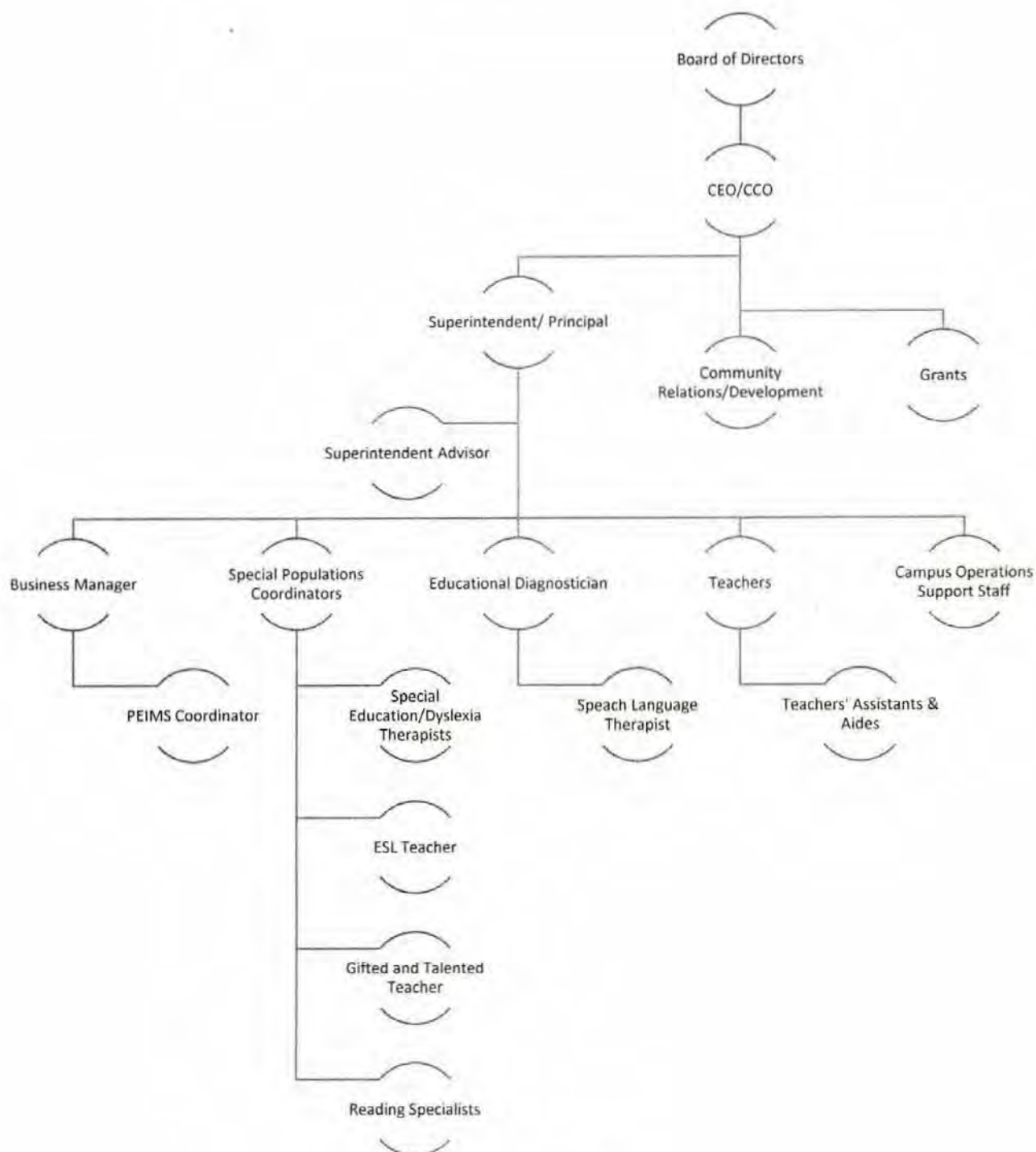
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

Elementary School for Education Innovation

(ESEI)

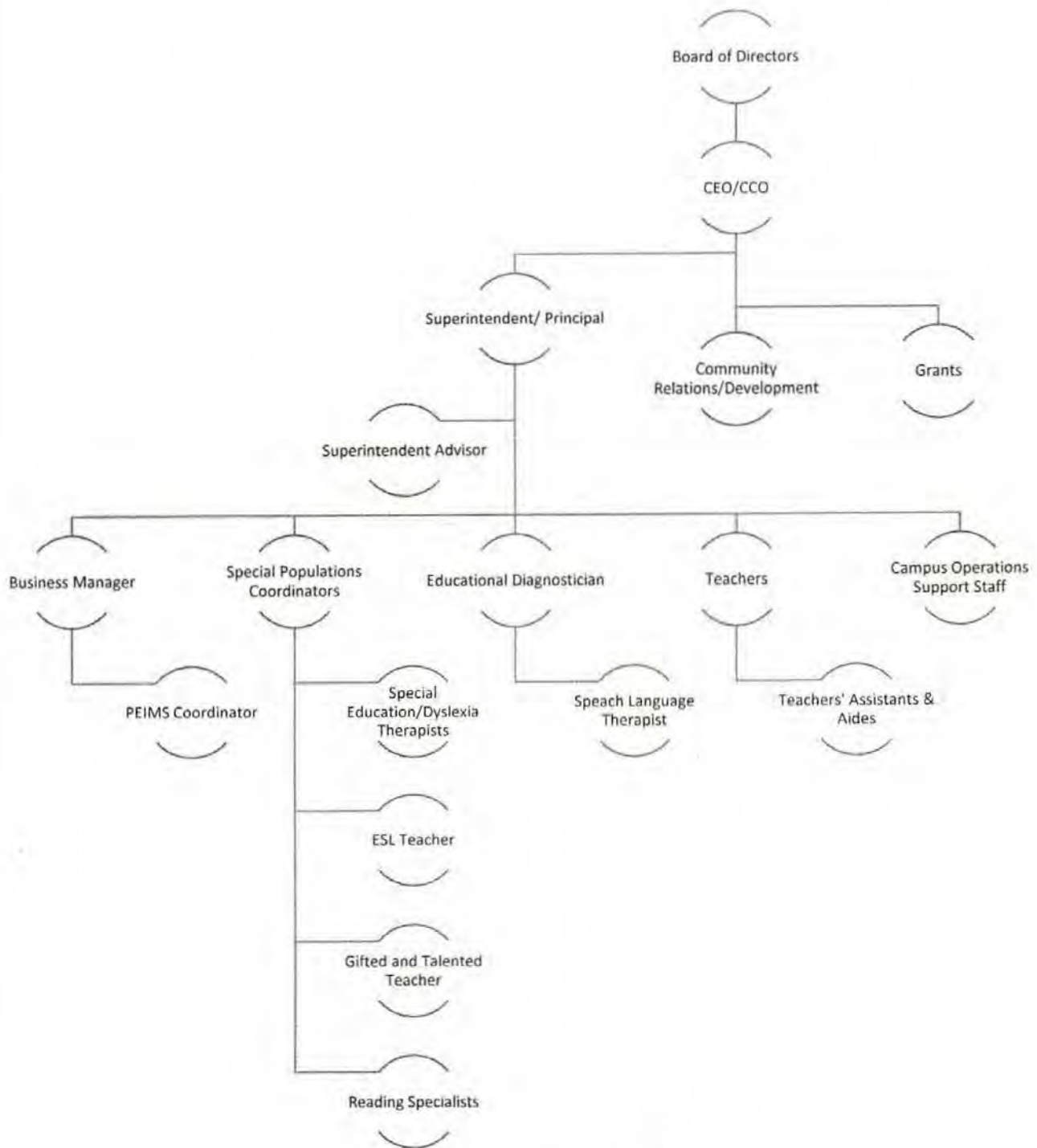
Year One



Elementary School for Education Innovation

(ESEI)

Year Five



Provide the Following:

A staffing chart outlining the staffing plan for the campus(es), as applicable.

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, the staffing chart must include staffing projections for each year during the initial contract period (Years 1-5).

The staffing chart should also align with the Organizational Charts(*Attachment O1*) and the Supplemental Human Resources Information Forms (*Attachment O3*) and should identify, but not limited to, the following positions:

1. Principal(s) and Assistant Principal(s)
2. Additional Campus Leadership
3. Classroom Teachers (core subjects)
4. Classroom Teachers (specials)
5. Student Support (e.g. social workers)
6. Specialized Campus Staff
7. Teacher Aide(s) and Assistant(s)
8. Campus Operations Support Staff
9. PEIMS

Adjust or add functions and titles as needed.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal					
CEO/Attorney/Compliance	1	1	1	1	1
Superintendent Advisor	0.5	0.5	0.5	0.5	0.5
Special Education/Dyslexia Therapists	4	5	6	7	7
Classroom Teachers (Core Subjects)	7	10	12	15	15
Classroom Teachers (Specials)	4	4	5	6	6
Speech Therapist	1	1	1	1	1
Community Relations/Development/Grants	1.5	2	2	2	2
Business/Human Resources Manager	1	1	1	1	1
Diagnostician/Special Populations Coordinator	1.5	1.5	2	2	2
Teacher Aides and Assistants	11	14	15	18	18
Campus Operations Support Staff	3	4	5	6	6
Total FTEs at elementary campus(es)	36.5	45	51.5	60.5	60.5

MIDDLE SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at middle school campus(es)					

Comments:
see next page
for additional
comment box
space.

Name of Proposed Charter School:

Elementary School for Education Innovation

Name of Sponsoring Entity:

Wire Hollow Education Innovation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at high school campus(es)					
Total organization FTEs	36.5	45	51.5	60.5	60.5

Comments:

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in *Attachment O2*.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	35,842-42,667
Frenship ISD	152907	Wolfforth, TX	9,173	32,326-47,453
Lubbock-Cooper	15106	Lubbock, TX	5,818	36,337-44,236

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: PEIMS

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate all data management for the school
2. Collaborate with teachers and other staff members to develop systems for data management
3. Establish and maintain system of files for student and staff records
4. Establish and maintain attendance and late arrival system
5. Prepare reporting to TEA
6. Other duties as assigned
- 7.
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):
 Number of Students anticipated in year In year five:

Minimum Qualifications Required:

 Education Required:

 Experience Required:

 Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	no position
Frenship ISD	152907	Wolfforth, TX	9,173	no position
Lubbock-Cooper	15106	Lubbock, TX	5,818	no position

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	no position
Frenship ISD	152907	Wolfforth, TX	9,173	no position
Lubbock-Cooper	15106	Lubbock, TX	5,818	no position

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Special Populations Coordinator

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Oversee coordination of services for all special populations
2. Coordinate with other teachers, diagnostician, speech therapist to make serve children
3. Participate in ARD/504 meetings as needed
4. Monitor the efficacy of curriculum to serve the needs of students
5. Ensure students needs are being met
6. Communicate with parents regarding services provided and needed and progress
7. Other duties as assigned
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: CEO/CEO/Attorney

Reports to: Charter Holder Board of Directors

Salary Range: 90,000-150,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

cell phone/travel

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree, Doctor of Jurisprudence from accredited Law School; Licensed to practice law in the State of Texas

Experience Required: Licensed to practice law in the State of Texas for a minimum of fifteen years. Experience in special education law. Experienced in administrative law. Experienced in non-profit management and regulatory compliance.

Certification Required: none

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	no position listed
Frenship ISD	152907	Lubbock, TX	9,173	no position listed
Lubbock-Cooper ISD	15106	Lubbock, TX	5,818	no position listed

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position:

CEO/CCO/Attorney

Reports to:

Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Oversee charter compliance with all Federal and State statutory and regulatory requirements
2. Develop, with the approval of the Board, all policies and procedures
3. Monitor and report to the Board of Directors the overall academic progress of the students
4. Monitor and report to the Board of Directors the financial status of the charter school
5. Oversee all public relations and community outreach
6. Oversee maintenance of school culture, goals, standards, and achievement
7. Participate as need in IEP and/or 504 process
8. Manage Superintendent
9. Attend all board meetings
10. Oversee strategic planning including fundraising

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Superintendent/Principal

Reports to: CEO

Salary Range: \$55,000 - \$90,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

n/a

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Advance Degree Preferred

Experience Required: Minimum five years teaching; language based learning difference preferred; Experience with Scottish Rite intervention preferred; experience in school management preferred

Certification Required: Must be Texas certified teacher; Principal Certified; Superintendent certificate preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Superintendent Advisor

Reports to: Superintendent/Principal

Salary Range: 30,000-40,000 (half-time position)

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Experience as an assistant superintendent; experience with school finance

Certification Required: Principal Certification; Superintendent Certification Preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	no position
Frenship ISD	152907	Wolfforth, TX	9,173	no position
Lubbock-Cooper	15106	Lubbock, TX	5,818	no position

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Superintendent Advisor

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist and advise the Superintendent/Principal on financial accountability
2. Assist and advise the Superintendent/Principal in establishing internal procedures
3. Monitor and review school finances
4. Provide assistance where required in school establishment to Superintendent/Principal & CEO
5. Other Duties as assigned
- 6.
- 7.
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Teacher

Reports to: Superintendent/Principal

Salary Range: \$45,000 - \$60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

n/a

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Advance Degree Preferred, Professional development in language based learning difference preferred

Experience Required: Experience teaching children with language based learning difference preferred

Certification Required: License to teach in the State of Texas

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Teacher

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Make Certain that the academic requirements and goals meet the needs of each child
2. Collaborate with school staff, families and students to develop and implement IEP's and 504 plans
3. Work closely with peims coordinator to provide accurate and timely reporting of student data
4. Collaborate with teachers & staff on student behavior management& compliance w/IEP's & 504
5. Collaborate with other teachers to ensure curriculum alignment
6. Attend IEP (ARD) and 504 meetings as needed
7. Conduct ongoing assessment and of student achievement & develop strategies to address need
8. Collaborate with other teachers on student assessment
9. Plan lessons in accordance with the TEKS and student needs
10. Other duties as assigned

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Special Ed Teacher/Dyslexia Therapist

Reports to: Special Population Coordinator

Salary Range: \$45,000 - 60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

n/a

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Advance Degree Preferred, Scottish Rite Trained Preferred; Extensive professional development in dyslexia and other language based learning differences

Experience Required: Experience teaching children with language based learning difference preferred

Certification Required: Must hold valid license to teach special education in the State of Texas; CALT preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Special Ed Teacher/Dyslexia Therapist

Reports to: Special Population Coordinator

Job Duties: List up to 10 key duties this individual will perform.

1. Plan and strategies to assist students with special needs
2. Collaborate with school staff, families and students to develop and implement IEPs/504 plans
3. Provide staff training and consultation to assist with serving students
4. Collaborate with teacher & staff on student behavior mngt & compliance with IEPs/504 plans
5. Work with PEIM Coordinator to report and maintain accurate and timely student data
6. Attend IEP (ARD) and 504 meetings
7. Conduct ongoing assessment & of student achievement & develop strategies to address needs
8. Provide dyslexia intervention through the Scottish Rite developed curriculum
9. Provide intervention to language based learning different children
10. Coordinate with outside providers to address the needs of special education students

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Grant Writer

Reports to: CEO

Salary Range: \$30,000 - \$60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

n/a

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree required

Experience Required: Experience writing grants required

Certification Required: none

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Grant Writer

Reports to: CEO

Job Duties: List up to 10 key duties this individual will perform.

1. Identify potential grants
2. Write and submit timely applications for grants
3. Write and submit timely reports on receipt of grants
4. Assist in identifying other fundraising and outreach potentials
5. Coordinate annual reading fair and table at Junior League Holiday Happening
6. Other duties as assigne
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- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Speech Therapist

Reports to: Educational Diagnostician

Salary Range: \$50,000 - \$60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

n/a

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Advance Degree Preferred

Experience Required: Experience with language based learning difference preferred

Certification Required: Licensed Speech Therapist

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: ESL Teacher

Reports to: Special Population

Salary Range: \$42,000 - \$60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

n/a

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Advance Degree Preferred, Professional development in language based learning difference preferred

Experience Required: Experience teaching children with language based learning difference preferred

Certification Required: License to teach in the State of Texas and ESL Certified

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: ESL Teacher

Reports to: Special Population

Job Duties: List up to 10 key duties this individual will perform.

1. Make Certain that the academic requirements and goals meet the needs of each child
2. Collaborate with school staff, families and students to develop and implement IEP's and 504 plans
3. Work closely with peims coordinator to provide accurate and timely reporting of student data
4. Collaborate with teachers & staff on student behavior management& compliance w/IEP's & 504
5. Collaborate with other teachers to ensure curriculum alignment
6. Attend IEP (ARD) and 504 meetings as needed
7. Conduct ongoing assessment of student achievement & develop strategies to address needs
8. Work closely with teachers to create learning environment that meets the needs of ELL students
9. Plan lessons in accordance with the TEKS and student ne
10. Train and consult with other teachers regarding the needs of ELL students

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

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Lubbock ISD	152901	Lubbock TX	28,921	46,842-49,667
Frenship ISD	152907	Lubbock TX	9,173	43,321-47,593
Lubbock Cooper ISD	152906	Lubbock TX	5,818	42,837-44,136

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Educational Diagnostician

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assess Students
2. Assist with creating IEP and/or 504 plans
3. Serve on IEP/ARD/504 committee as assigned
4. Assist with training teachers to identify and assist students with special needs
5. Observe and assist with compliance with IEP/504 plans
6. Help to establish a school community open and accepting of differences
7. Help teachers to plan lessons which meet the needs of all students
8. Seek outside professionals as needed to assure accurate reporting
9. Collaborate with PEIMS coordinator to assure accurate reporting
10. Other duties as assigned

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	45,000-55,000
Frenship ISD	152907	Wolfforth, TX	9,173	45,000-55,000
Lubbock-Cooper	15106	Lubbock, TX	5,818	45,000-55,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):
 Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

 Education Required:

 Experience Required:

 Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	45,000-55,000
Frenship ISD	152907	Wolfforth, TX	9,173	45,000-55,000
Lubbock-Cooper	15106	Lubbock, TX	5,818	45,000-55,000

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Teachers (Art and/or Music)

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Instruct students in art or science in accordance with the TEKS
2. Collaborate with area artists and/or musicians to provide students exposure to art/music
3. Encourage creativity and expression
4. Plan and use appropriate strategies to address the needs of students
5. Work with other staff to determine instructional goals, objectives, and methods
6. Explore opportunities for student to perform/exhibit in public.
7. Other duties as assigned
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	no position
Frenship ISD	152907	Wolfforth, TX	9,173	no position
Lubbock-Cooper	15106	Lubbock, TX	5,818	no position

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: STEM Teacher/Coordinator

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Instruct students in science in accordance with the TEKS
2. Collaborate with other teachers to incorporate STEM in other subject matter
3. Collaborate with area STEM persons including Texas Tech and others to expose students to STEM
4. Plan and use appropriate strategies to address the needs of students
5. Work with other staff to determine instructional goals, objectives, and methods
6. Explore opportunities to students to compete in area competitions and/or exhibit
7. Other duties as assigned
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	no position
Frenship ISD	152907	Wolfforth, TX	9,173	no position
Lubbock-Cooper	15106	Lubbock, TX	5,818	no position

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):
 Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

 Education Required:

 Experience Required:

 Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	17,000-23,000
Frenship ISD	152907	Wolfforth, TX	9,173	19,000-25,000
Lubbock-Cooper	15106	Lubbock, TX	5,818	18,000-24,000

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Teaching Assistant; Aide

Reports to: Assigned Teacher

Job Duties: List up to 10 key duties this individual will perform.

1. Assist teacher as assigned
2. Assist students as assigned
3. Contribute to a warm and accepting atmosphere for all students
4. Assist with lesson planning
5. Monitor students with Blended Learning Stations
6. Assist with Small Group instruction
7. Assist with student behavior management and compliance w/IEPs & 504 plan
8. other duties as assigned
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: Administrative Assistant

Reports to: Superintendent/Principal

Salary Range: 20,000-35,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: High School Diploma or GED required; Some College Preferred

Experience Required: Experience Working in education preferred

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	25,000-29,000
Frenship ISD	152907	Wolfforth, TX	9,173	26,000-30,000
Lubbock-Cooper	15106	Lubbock, TX	5,818	28,000-33,000

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: Administrative Assistant

Reports to: Superintendent/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Greet visitors, students, and parents
2. Answer phones, take messages and follow up
3. Contribute to a warm and accepting atmosphere for all students
4. Respond to inquiries promptly
5. Track attendance and late arrivals
6. Assist with PEIMS data collection and reporting
7. Maintain files and inventory
8. Provide general support to Principal and CEO
9. Read and respond to general emails
10. other duties as assigned

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):
 Number of Students anticipated in year In year five:

Minimum Qualifications Required:

 Education Required:

 Experience Required:

 Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	15,000-20,000
Frenship ISD	152907	Wolfforth, TX	9,173	16,500-18,500
Lubbock-Cooper	15106	Lubbock, TX	5,818	15,435-16,342

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Elementary School for Education Innovation

Name of sponsoring entity: Wire Hollow Education Innovation

Position: GT Teacher

Reports to: Special Populations Coordinator

Salary Range: 40,000-50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Lubbock, Lubbock County, Texas

Number of Students anticipated in year one: 270 In year five: 540

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Experience Working with children with learning differences and GT preferred

Certification Required: GT Certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lubbock ISD	152901	Lubbock, TX	28,921	45,000-55,000
Frenship ISD	152907	Wolfforth, TX	9,173	45,000-55,000
Lubbock-Cooper	15106	Lubbock, TX	5,818	45,000-55,000

Name of Proposed Charter School: Elementary School for Education Innovation

Name of Sponsoring Entity: Wire Hollow Education Innovation

Position: GT Teacher

Reports to: Special Populations Coordinator

Job Duties: List up to 10 key duties this individual will perform.

1. Look for ways to advance the "gifted" students' in a manner that is appropriate

2. Implement GT services using the continuum of learning experiences

3. Coordinate with other teachers to make certain to meet the needs of all children

4. Assist other teachers to provide GT enrichment in all classes

5. Contribute to a welcoming and accepting atmosphere for all students

6. other duties as assigned

7.

8.

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10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Provide the Following:

- i) State academic performance data from all charter schools that are (or were) in operation during the last three consecutive years.

Note: Provide data for all applicable years if operations are less than three years old.

N/A

Provide the Following:

- i) State financial performance data from all charter schools that are (or were) in operation during the last three consecutive years.

or

- ii) Independent financial audit reports from the last three consecutive years.

Note: Provide data for all applicable years if operations are less than three years old.

N/A

Provide the Following:

Identify any litigation proceedings from the last three consecutive years, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

N/A

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION

Generation Twenty-Three

Special Assurances Document

Sponsoring Entity:

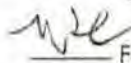
Wire Hollow Education Innovation

Proposed Charter School Name: Elementary School for Education Innovation

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

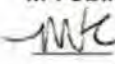
I. Open Meetings Requirements

 The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

 Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

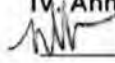
II. Public Information Requirements

 The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

 The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

IV. Annual Training Requirements

 The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

 The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

VI. Special RF Training

 The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in RF Tracker will receive training on the RFM system.

Sponsoring Entity:

Wire Hollow Education Innovation

Proposed Charter School Name:

Elementary School for Education Innovation

VII. Admission and Enrollment

WHE The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

WHE The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

WHE The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

WHE The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

WHE The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

WHE The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

WHE The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

WHE The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity:

Wire Hollow Education Innovation

Proposed Charter School Name: Elementary School for Education Innovation

ME The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

ME The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Ready to Open Check-List

ME The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

ME The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

ME The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

ME The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

ME The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

ME The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity:

Wire Hollow Education Innovation

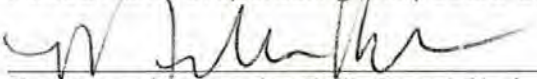
Proposed Charter School Name:

Elementary School for Education Innovation

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Merinda K. Condra

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair

11/30/2017

Date