

APPLICATION COVERSHEET

Ivy League Prep Charter School

Proposed Generation Twenty-Two Charter Name
Lead 2 Mastery

Name of Sponsoring Entity

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments therein.

The sponsoring entity is a (Check only one.):

- 501(c)(3) nonprofit organization
- Governmental Entity
- College or University

Chairperson of Governing Body of Sponsoring Entity: Emmitt Walton

CEO of Sponsoring Entity: Ivy Ford

CEO/Superintendent of Proposed Charter School: Dr. Jacqueline Horton-Cobbin

Contact Name: Ivy Ford

Contact E-mail Address: speakitandbelieveit@gmail.com

Contact Phone #: 281-831-9987

Contact Fax #: 866-496-0268

Board Member Who Attended an Applicant Conference: April Spikes

Date of Conference: 9/19/2016

Applicant Mailing Address (This address will be used for contact regarding this application.): 3931 Teal Run Pl. Ct. Fresno, Tx. 775 3931 Teal Run Place Court, Fresno, Texas 77545

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

12033 Hwy 6, Suite 600 Fresno, Texas 77545

Number of Campuses Being Requested: 1

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:

5203 FM 521 Arcola, Texas 77583

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 the state assessments are administered must be offered.

Year 1: Estimated Enrollment: 360

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Year 2: Estimated Enrollment: 450

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Year 3: Estimated Enrollment: 500

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Year 4: Estimated Enrollment: 550

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Year 5: Estimated Enrollment: 550

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

At Capacity: Maximum Enrollment: 750

- Pre-K3
- 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-Two Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

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

12/5/2016
Date

Ivy Ford
Printed Name

(BLUE INK) Signature of Application Preparer

12/5/2016
Date

Ivy Ford
Printed Name

With what company is the application preparer associated? NA

Was preparer paid? Yes No

Garland, John

From: speakitandbelieveit@gmail.com
Sent: Monday, December 05, 2016 2:09 PM
To: CharterApplication
Subject: Ivy League Prep Charter School

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APPLICATION TEAM PROFILE

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
Jacqueline Horton-Cobbin, Ed.D.	Retired, Professional Service Provider	Superintendent
Lisa Gayden, M.Ed.	Instr. Technologist, The Briarwood School	Principal
Tracy VanWright, M.Ed.	Coord. of Continuous Improv., Ft. Bend ISD	Curriculum Specialist
Jessica Davis, PhD	Associate Dean, Texas Southern University	President, Board of Directors
Emmitt Walton, MBA	CEO, EvoSource	Treasurer, Board of Directors
Lynesha Garrette, BS	Human Resource Specialist	Manager, Student & Community Services
Micheal Rose	CPA, Micheal Rose CPA	CPA
Ivy Ford	Sponsoring Entity CEO	None

Does this applicant team 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 team have new schools or campuses scheduled to open elsewhere in the 2016-17 or 2017-18 school years?

Yes No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2017-18?

Yes No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

Do any of the following describe your organization or the charter proposed in this application?

- Seeks approval for multiple campuses under a single charter.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

If contracting with a CMO, identify the provider:

- This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

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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 an In-State organization? Yes No

II. Applicant is an Out-of-State organization? Yes No

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

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- 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.

The Stakeholders and board of Ivy League Prep Charter School engaged in a thorough process to develop the mission, vision and values for an exceptional public STEM + the Arts school. Throughout the fall of 2015 a group of board members, teachers and parents explored the possibilities of what we envisioned to create. As a result of this visioning process we created Ivy League Prep Charter School's Mission. Our mission is to bring innovation to under-served students of the community. Through the integration of innovation, we challenge students to reach his or her full creative, intellectual, and physical potential. Thus, we encourage students to become life-long learners by developing intellectual curiosity, and a thirst for discovery and achievement. We engage students in a highly sustainable and challenging academic learning environment. We believe in educating all students in a safe, nurturing and diverse student-centered environment where everyone is accountable to creatively strengthening our youth in becoming scholarly learners who can contribute competitively on national and international levels, and are able to thrive and prosper in today's society.

Our mission is to bring innovation to under-served students of the community. Through the integration of innovation, we challenge students to reach his or her full creative, intellectual, and physical potential. Thus, we encourage students to become life-long learners by developing intellectual curiosity, and a thirst for discovery and achievement. We engage students in a highly sustainable and challenging academic learning environment. We believe in educating all students in a safe, nurturing and diverse student-centered environment where everyone is accountable to creatively strengthening our youth in becoming scholarly learners who can contribute competitively on national and international levels, and are able to thrive and prosper in today's society.

There are four foundational elements on which the Ivy League Prep School's educational philosophy is built. They are what the Ivy League School terms as our CORE beliefs.

- Community- Service Learning: Classroom Projects presented in the community, as they relate to the community, Community Involvement and Investment, and Community Service Projects.
- Outstanding Academics: Curriculum Alignment, Increased Instructional Time, and Extended Hours Tutoring.
- Real Relationships: Genuine Strong School Leadership, Mentor Coaches, Immediate Intervention for Struggling Students, Academic Achievement Plans that foster growth.
- Extracurricular Experiences: Before and After School Program, Academic Teams, Fine Arts, Performing Arts (Theatre and Music), Science Clubs and Athletics

We are committed to enrolling students from low-income families; students whose parent's have considered that The STEM + The Arts education was possible for their children. We will actively recruit and enroll these students who also deserve the advantages of this innovative educational method. Our vision is that Ivy League Prep Charter students from all points on the economic spectrum will develop into outstanding life long learners and scholars.

As a proposed charter school, we are committed to establishing the principles of integrity, honor, respect, responsibility and perseverance amongst our students, staff, and parents. By promoting these ethical principles, we establish a pivotal shift of character that has been challenged in our community. Therefore, we believe that it is our duty and privilege to serve others by teaching integrity, honor, respect, responsibility, and perseverance to all students, as well as, creating a culture of positive change. At the heart of the Ivy League Prep School, it is our passion to grow and shape future leaders instilling the importance of character development, perseverance, and hard work. Good schools create classrooms that stimulate students to go beyond the investigation provided to them. These schools shape character and influence minds to build individual responsibility by observing what is happening in the world around them. These schools as with our school, help students realize that the curriculum they are learning has connections with live far beyond the classroom and that each subject has value. Research has shown that project based learning coupled with STEM + Arts leads to greater student success. Schools across the country have demonstrated their successes with implementation of STEM + Arts and project based learning. The Ivy League Prep School model is inspired from the success of such schools.

Additionally, in an effort to assess the demand within our target demographic, community surveys were done. We have strong support and interest of many individuals and community groups. Overall, these efforts have resulted in over 300 prospective families who believe in parent choice in education and the Ivy League Prep School. These families

represent approximately 625 students between the ages of K-12th grade. Many of the families have been supportive of this proposed charter for a couple of years and it is this type of commitment that deems it necessary to get this school started.

Our vision is to lead our students from the classroom into the world as creatively productive and responsible citizens with critical thinking and problem solving skills, coupled with self--confidence that fosters life changing positive achievement for their future.

Our vision includes the long-term goals of:

Goal 1: To guide our students from the classroom into the world of science, technology, engineering and mathematics while embracing the ARTS;

Goal 2: To encourage creative self expression and desire for knowledge yielding highly informed and productive citizens;

Goal 3: To strengthen our students academically to perform at a level of excellence mastering the State Standards (TEKS).

Our long-term goal and vision at Ivy League Prep School is to lead our students from the classroom into the world as productive and responsible citizens with skills and self-confidence that fosters high achievement for their future.

Through a friendly and wholesome atmosphere, we will challenge each child to embrace his or her future with the love of learning concepts, and our students will experience team building, project presentation, project management, and successful leadership. Each of these experiences will prepare and propel the student for success in higher education, life and career.

As stated, we are a team of educators and parents who believe in The STEM + The Arts as a path to educating the whole child socially, intellectually, emotionally and physically. We find that our students experience this fulfilling, and we believe that all students deserve to feel nurtured and capable at school so that they can become fully prepared to meet the challenges of the world.

NARRATIVE (2) - Provide a succinct overview of how the school’s mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

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

The Ivy League Prep School’s model for an academically exceptional school will create an established record of excellence in the Ft. Bend, Alvin, and Pearland communities. Through “think outside the box learning,” we will align our program of instruction to creatively educate youth, take an interest in their personal area of excellence, and strengthen their areas of academic weakness to develop scholars and leaders that can contribute competitively on an community, national, and international level.

Our core values are:

- Each and every student comes to us with unique individual strengths, gifts and talents.
- Every student is deserving of the love and respect.
- Every student’s culture is acknowledged in the learning process

The Kindezi Schools have infused project based learning along with STEM + Arts as well as connecting the students to real world examples. Their approach is far away from the traditional school’s “textbook-based approach with worksheets and rote learning.” “Students are active participants in class discussions, engaging with informational text, literature, and poems on multiple levels of meaning. The main aim of the Kindezi curriculum is make sure the content feels relevant to students and alive, rather than something to passively receive from a textbook. Themes from social

studies and science are embedded within the literacy and math curricula. They inform the topics of their project-based learning. There are hands-on science labs/projects on a weekly basis and monthly field trips that are also related to the themes and projects.” “The Beating the Odds report measures schools based on their ability to close the achievement gap. Kindezi scored in the 99th percentile of all charter schools in Georgia, which is the highest possible score. In 2016, the Georgia Department of Education identified The Kindezi School at West Lake as a High Progress Reward School as one of the top 10% Title I schools in the state.” (www.kindezi.org)

For the past 3 years Quatama Elementary in Hillsboro, Oregon has successfully motivated and inspired students through active learning in STEM + Arts = STEAM. Quatama is a school “looking ahead to meet workforce and societal needs for the 21st Century.” They recognize that “students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration, often referred to as 21st Century skills. STEAM practices automatically created a new kind of learning for all of their students.” (www.schools.hsd.k12.or.us) “Congresswoman Suzanne Bonamici toured Quatama Elementary to explore the crossroads of art and science. She says art education is important to industry.” Creative thinkers are going to be the next generation of innovators, and arts education really furthers that, and makes sure that we have the next generation of entrepreneurs, of creative thinkers and inventors,” Bonamici said.” (www.opb.org)

A targeted program that has helped over 59 schools implement STEM + Arts programs across the state of Oregon is called “Right Brain Initiative that transforms learning for all children through the arts, creativity, innovation and whole-brain thinking.” (www.therightbraininitiative.org) It has been founded that with “arts integration as an approach to teaching students construct and demonstrate understanding through art form students engage in a creative process which connects an art form to another area subject area and meets evolving objects in both.” (www.artsedge.kennedy-center.org) This initiative is based on creative thinking being the basic part of education that keeps kids engaged. “The Huffington Post, and Americans for the Arts reported the Impact that STEM +Arts progress was phenomenally significant.” The report for the State of Oregon yields that “student standardized test scores in reading and math increased more than twice as much after schools partnered with the Initiative. English proficiency scores increased at least 10 times more, with steep increases upon deeper engagement in the program.”(www.therightbraininitiative.org)

Using the most advanced technology in the Ivy League Prep School is cutting edge and helps to close the gap of many low-income minorities not having access to educational technology. There is a great disparity amongst low-income schools in our community not having the resources for advanced technology that would benefit our youth at the Ivy League Prep School to be able to compete on national and international levels. Integrating these resources in our schools, such as 3D printers used to stimulate creativity in building robots and Virtual Reality Viewers which would allow students to intimately learn about and experience places to deepen understanding. This technology enables our students who may otherwise never have the opportunity to have hands-on experience in robotics and imagine life outside of their community to be empowered by technology.

> Montour High School in Robinson, Pennsylvania has garnered success integrating a Virtual Immersion Lab. Dividedly, its demographic awards this privilege to only a 9.36% minority made up of Black, Hispanic, and Asian cultures. To engage the students they use Virtual Reality to enhance learning and embed it into current standards while simultaneously providing more authentic real-world learning experiences. (www.edsurge.com) “In this local district, students can travel to Ancient Egypt and back sans time machine or permission slip.” (Remakelearning.org/blog/2016/09/21/virtual-reality-in-schools) With STEAM and their Virtual Technology Lab, Montour presses forward at a graduation rate of 96.06% and 81% State Scoring.

Furthermore, The Ivy League Prep School will offer an exceptionally engaging educational experience through an integrated learning environment where students will be instructed in science, technology, engineering, mathematics and the arts from a “Think outside the box,” hands-on approach. The Ivy League Prep School will be a “community centered” school built on family and community involvement where students and their families will approach learning as a family of learners working together in assisting our student in reaching their personal aspiration. Our learning environment will foster creativity, innovation and high academic achievement.

Over the past decade, we have seen how powerful and effective The Stem approach as a program of learning is with children of various back grounds and experiences. Additionally, we have seen elementary-aged children from conventional schools have their love of learning ignited in a STEM + The Arts school. Ivy League Prep Charter

School, a charter school of choice will be the active definition of an innovative school.

As innovators in education, the Ivy League Prep School is growing and shaping tomorrow's leaders. We believe in using relevant informational technology and will maintain electronic student portfolios. This approach will transform a traditional educational setting into a more user friendly, individualized and hands- on learning environment where our students will be excited about how learning takes place. Students will be taught through an aligned curriculum while using project-based examples and lessons that ultimately foster a genuine love for learning.

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

II. Applicant proposes to open MULTIPLE campuses 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 or requirements.*

Ivy Ford, CEO; Dr. Jacqueline Horton-Cobbin, Superintendent; Micheal Rose CPA; and the School Board
 All persons are qualified based on role as board member, years of experience in education, current Pre-School Director for 13 years and CPA experience with finances.

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



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 that meets the standard will:

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic 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.

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 order to improve the education opportunities for students residing in this community the CEO, board members, and application planning team listened to parents request for the preferred charter school. A survey of over 300 community members, parents, and businesses provided data that supported the need for the school. An interest meeting and a general information meeting was held. It was determined that one campus would meet the needs of this community.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only **ONE** campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing **MULTIPLE** campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.

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

Strategic choice areas that would help determine any future efforts to seek an expansion amendment are dictated by the community and growth. Once we out grow our proposed facility, efforts will be revisited to determine if there's an option to expand.

EDUCATION PLAN -- Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
	Ft. Bend ISD	Alvin	Stafford ISD	
African American	40	26.92	15.6	40.4
Hispanic	40	26.81	44.5	44.4
White	15	19.02	29.4	4.8
American Indian	0	0.75	0.4	0.3
Asian	3	23.46	8.6	7.9
Pacific Islander	0	0.32	0	0.1
Two or More Races	2	2.72	2.4	2.1
Economically Disadvantaged	36.8	37.8	29.1	69
ELL	10	10.35	17.8	15
At-Risk	39.5	30	37.8	51.5
Gifted & Talented	10	7	8.4	5.9
Special Education	8	6.3	9.2	7.7

District 1 and 2 must be contiguous to the occupied district.

The term **Occupied School District** refers to the traditional school district in which the campus will be located. The term **Proposed 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/>

This section has a required Attachment A5- Geographic Attendance Boundary.

II. Number of charter schools currently operating within the Occupied District. 0

III. Number of traditional school districts within the proposed Geographic Boundary. 5

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

Pre-K	72	Kindergarten	72	Grade 1	54	Grade 2	54	Grade 3	54	Grade 4	54
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- Including the ways in which any special needs will be serviced among specific student groups.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate 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- Including the ways in which any special needs will be serviced among specific student groups.

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

The anticipated student population(s) that will be served at Ivy League Prep Charter School are American American, Mexican American, Asian, Whites, ELL, At-Risk, Economically Disadvantaged, GT, Special Education and Students from 2 or more races. Special needs will be served through special education services and a special education teacher. Other needs will be served through interventions.

I. Does the applicant plan to use original curriculum?

Yes No

If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

The specific foundation curriculum program for Ivy League Prep Charter Schools is the Texas Essential Knowledge and Skills (TEKS) using Margaret Kilgo aligned Curriculum Framework as a planning guide and the Right Brain method of instruction adapted from the Kindezi curriculum (www.kindezi.org).

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

Including educational or experience requirements.

Lisa Gayten - Principial
 Tracy VanWright - Curriculum Specialist
 1. Bilingual Education, 2 Bilingual Education 3. Special Education 4. Texas Essential Knowledge and Skills
 5. State accountability rating system



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. Does the applicant plan to offer special programs or extracurricular activities?

Yes No

If yes, will any of the services be fee-based?

Yes No

If any services will be fee-based, cite specific services.

IV. Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?

Yes No

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.

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

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



This section has a required attachment E1- Sample Course Scope and Sequence.

Evaluation Criteria Responses that meet the standard will:

- Describe a foundation 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.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and LEP students and legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (*Attachment F3*)
- Provide an adequate rationale for not providing any special programs or extracurricular activities.

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.

The education programs, including special education and bilingual education/English as a Second Language are designed to challenge and motivate a diverse group of students to achieve proficiency with high-yield strategies in a performance based, standards driven environment. In order to effectively meet the unique needs of each individual student, teachers will match their teaching to the students' learning styles. These goals can be achieved by:

- Making all students feel welcomed in the classroom;
- Getting all students involved in learning;
- Understanding learning differences and intervening effectively;
- Teaching so that all students can learn;
- Teaching conceptually;
- Helping students get organized and learn study skills; assessing what students have learned;
- And working with parents as partners in their child's learning.

The specific foundation curriculum program for Ivy League Prep Charter Schools is the Texas Essential Knowledge and Skills (TEKS) using Margaret Kilgo aligned Curriculum Framework as a planning guide and the Right Brain method of instruction adapted from the Kindezi curriculum (www.kindezi.org). The ways in which the Ivy League Prep Charter School staff, board members, and others will use these programs to maintain high expectation and continuous improvement are in an aligned and high-yield learning fashion. All staff members will be held accountable for teaching the TEKS curriculum and prepare students for the formative and summative assessments to follow. Board members will receive monthly reports of assessment data informing them of the progress made by school based on the accountability system of Texas. The Texas Essential Knowledge and Skills (TEKS) standards is the required curriculum, understanding that most summative testing (STAAR testing) will occur and yield student data to be used to make data decisions regarding curriculum, instruction and formative assessments (i.e., unit tests or common assessments, benchmark tests). This assessment plan covers all assessments TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards. The Right Brain curriculum model will be used as a method of instructional delivery, the way by which teachers will teach and students will learn. Special education students will be tested based on the guidelines of the Accountability System, as well. All IEPs and ARDs are considerations for the individual student's assessment plan.

Curriculum Supported Technology Plan

Our technology plan for integration is designed to integrate technology in the areas Science, Engineering, Mathematics and the Arts. The technological framework will provide the Ivy League Prep School teachers with the necessary tools and equipment to collaboratively integrate technology with standard-based instruction. This initiative is designed to achieve the following results:

- Acquire equipment for teachers and students in class.
- Provide technical training for teachers.
- Develop technology-assisted curriculum.
- Inspire and motivate all students in learning and in class participation.
- Increase student performance on state standardized tests.
- Implement researched-based teaching practices in daily instruction.

The technology integration plan focuses on two areas: technology development for teachers and students, and curriculum development and integration of technology in the classroom. This will have a broad impact on the participation of students and teachers. Teachers using technology in the classroom will enrich the technical expertise and support of students and the staff. As designated teachers at the Ivy League Prep School are trained, they will have an opportunity to train other teachers on campus. This will allow more teachers take part in instructional leadership and ownership. Utilizing technology resources in the classroom will motivate and engage students while learning in their respective area of academic studies. This will consequently increase student performance, and will better prepare them as they enter the next educational level.

Technology is currently touching almost every part of our lives, our communities, our homes. With that in mind, it is imperative that it become an essential part of how classrooms function. Integrating technology resources into the curriculum will provide students with an array of developmentally instructional skills necessary to improve their reading, writing, and communication. Administrators/educators will be able to access curriculum materials from a variety of sources including the Internet, and weave them into their presentation of curriculum as appropriate. Technology resources will also empower administrators/educators to design technology-enriched learning environments to assist students with accomplishing the required curriculum objectives. Utilizing technology to access the Internet will also provide opportunities for collaborating with students, teachers, and experts while engaging with them about their specific area of expertise from a distance (via networks). Integrating technology with the student curriculum will be a motivating factor for encouraging students to continue in advanced courses in high school and beyond, possibly inspiring them to later pursue careers in the area of Science, Technology, and Engineering. The number of students proficiently trained in these areas will significantly impact the economy. Overall, the community will become more aware of the educational successes made through attending the Ivy League Prep School. This inevitably will open the doors of opportunity for businesses to partner and support the schools goals and endeavors.

Applying innovative technological methods in the classrooms will engage more students in learning, aid teachers in teaching more effectively, and make the technological experience more relevant to the students' needs. This plan includes the following goals:

- Goal 1: To design standards-based curriculum with the use of multimedia technology.
- Goal 2: To train teachers and students on the use and the maintenance of the technology.
- Goal 3: To motivate students in learning.
- Goal 4: To increase student performance in standardized tests and district benchmarks.
- Goal 5: To collaborate with colleagues within the department grade-level to plan and design lessons.

Since technology is continuously, and rapidly evolving its ongoing process demands a strategy that includes continual learning. The Ivy League Prep School technology plan for integration will work to prepare its students for being on cutting edge of learning through the use of technology. Our goal is to create an environment with access to technology resources that allows administrators/educators to gather and share current and timely information necessary for decision-making at the school board, administration, school, and classroom levels. Students will learn and practice technological skills, and the ethical use of technology that will propel them into the 21st century.

*Note: Technology resources include:

- Virtual Reality Glasses and software
- 3D printers and software
- Access to web-based content
- Wired computer lab(s)
- Wireless and mobile computers/devices
- DVD player(s)
- Smart boards
- Screen monitor(s) - use to project Internet sites, presentations, etc.
- Multimedia projector
- Printer/scanner/copier(s), and so on.

As innovators in education, the Ivy League Prep School is growing and shaping tomorrow's leaders. We believe in using relevant informational technology and will maintain electronic student portfolios. This approach will transform a traditional educational setting into a more user friendly, individualized and hands-on learning environment where our students will be excited about how learning takes place. Students will be taught through an aligned curriculum while using project-based examples and lessons that ultimately foster a genuine love for learning.

To ensure that students with special education needs are served in an appropriate manner using the same curriculum and technology support the following is planned:

1. Child Find NOTE: A charter holder must adopt and implement policies and practices that affirmatively seek out, identify locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment.
2. Confidentiality
3. Procedural Safeguards

4. Notice of Admission Review and Dismissal (ARD) Committee Meetings
5. Assessment of Children to determine eligibility
6. Development and Implementation of the Individual Educational Plan (IEP)
7. Least Restrictive Environment (LRE) Placement
8. Transition Planning
9. Certified Personnel for the provision of services to children with special needs.
10. Services to Expelled Students

The Micro-community model is grounded in consensus and inclusion. Also, the use of the seven intelligences gives all children a place to be successful in school. This model will create a positive environment for special education students. In addition, the Ivy League Prep Charter School will make full use of the Region IV Education Service Center's resources and training as related to Special Education~erral of students for possible special education services shall be a part of the Rivl~use Charter School's screening system conducted as a pre-requisite for enrollment. The referral may be initiated by school personnel, the child's parents or legal guardians, or another person involved in the education or care of the student. A written assessment will be completed not later than the 60th calendar day following the date of referral. The Ivy League Prep Charter School will provide written prior notice to the parents whenever the school (1) proposes to initiate or change, or (2) refuses to initiate or change the identification, evaluation or educational placement of the child. This notice will be given to the parents at least five school days before the assessment.

Informed consent must be obtained in writing before conducting an initial evaluation. The comprehensive individual assessment, including a written report will be completed in accordance with State and Federal Regulations. The ARD Committee will make its decisions regarding students referred for the first time within 30 calendar days from the date of completion of written assessment report. The parents will be notified of the ARD meeting at least five school days before the meeting. ARD Committee meetings will be translated and all information relevant to the activity for which consent is sought will be in the parent's native language. The Ivy League Charter School will establish and maintain procedures to ensure that all children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate public education by the school. All communication with parents or guardians will contain information on procedural safeguards. At the beginning of each ARD meeting, school staff will explain orally the procedural safeguards to the parents or guardians in the parent's or guardian's native language. At the same time written information concerning procedural safeguards will be given to the parents or guardians.

Special education students will be re-evaluated if conditions warrant a reevaluation or if the child's teacher requests a re-evaluation, but at least every three years. The Ivy League Prep Charter School will obtain informed parental consent prior to conducting any re-evaluation of a child with a disability. (Source documentation for this answer is Walsh, J. Gallegos, E. and Anderson D. 1998. Special Education Time line Chart. The Texas School Administrators' Legal Digest: Austin)

Individual Educational Plan (IEP) will be developed during the ARD meeting. In attendance at the ARD meeting will be parent, administrator, regular education teacher, special education teacher and other resource staff as needed. ARD's will be conducted at least yearly. During ARD meetings the results of assessments are discussed as well as the child's progress. From that discussion an IEP is written. The IEP's are implemented by the teachers and staff. Part of the consideration in devising an IEP is ensuring that each special education student is placed in the Least Restrictive Environment. As much as possible, special education students should participate in regular education classes and activities.

Ivy League Prep Charter School will provide special education services to the students. A teacher with a Generic Special Education Teaching Certificate will deliver these services. Other services such as speech therapy, occupational therapy, and physical therapy will be delivered by certified personnel. All special education files and records will be kept in locked file cabinets. There will be a system developed to control access to these files. Are records are considered confidential. All staff will be trained on maintaining confidentiality as it concerns all students.

Special Education data will be reported through PEIMS. The Standard Application System (SAS) for Special Education Programs application will return to TEA in July 2018. The Report of Extended Year Service Contact Hours will be submitted to TEA by September 2018 to report extended year service contact hours, if any. If the Ivy League Prep Charter School has placed students with disabilities in nonpublic day school to receive special education

services, the Nonpublic Day School Report will be submitted to TEA by August 15th of each year. As students move from the Ivy League Charter School to other schools, special education staff will contact the student's future school to arrange for staff from the new school to be present during an ARD meeting conducted in the Spring of the student's last year at the Ivy League Prep Charter School. At that ARD a transition plan will be written.

The Ivy League School approach will be one that concentrates on standards driven results. Emphasis on brain compatible, components and the development of IEPs for each student will create opportunities for each child to learn and achieve. Expectations will be high. All students will be expected to achieve at high levels and the Ivy League Charter S The Ivy League School approach will be one that concentrates on standards driven results. Emphasis on brain compatible, components and the development of IEPs for each student will create opportunities for each child to learn and achieve. Expectations will be high. All students will be expected to achieve at high levels and the Ivy League Charter School will align curriculum, teaching and assessments with those standards. In addition, well-trained staff and low teacher child ratios will allow teachers to teach to challenging standards. Another critical component will be parent involvement. Parents will be strongly encouraged to participate in governance, decision-making, program design and delivery and evaluation of the program. By providing many meaningful opportunities for parents to be involved, the Ivy League Prep Charter School will build a high level of parent participation in the school, a factor that is an often a recognized component of student success.

Title I, Part A. Because of the demographics of the area surrounding Ivy League, it is expected that the Ivy League Prep Charter School will be eligible for Title I, Part A funds. These funds will be used to upgrade the entire educational program by increasing the amount and quality of learning time and by helping provide a high-quality curriculum for all children to help the students meet the state's content and student performance standards. In order to become qualified as a school wide program, the Ivy League Charter Prep School will spend school year 2017-2018 planning the most effective use of Title I, Part A funds. As part of this process Ivy League Charter School will solicit technical assistance from the State's System of Schools Support Teams or other technical assistance providers.

Title I part C; Migrant Education Program NCI has a 90-year history of providing social services the most in need. Through those years many of the children and families served by Ivy League and NCI's other community centers were migrants. On site at Ivy League are medical services, social services a variety of classes that enhance life-long learning, and a caring staff. The Ivy League location will allow all the Charter School families to access easily the services that they need. This coordinated delivery of social services will be of particular benefit to these children. As will be true with all the Ivy League Charter School students, students from migrant families will be taught the skills needed to reach the highest standards of academic performance set by the state of Texas.

Title I Part D, subpart 1 and Title I Part D, subpart 2; The inclusive nature of the Ivy League Charter School program, the use of IEP's for every child, the low teacher-student ratios will help assure students who qualify for Title I, Part D appropriate services. Also, since the school is embedded in a community center there will be many social and support services available on site for students and their families.

Title "Part B- The Ivy League School will investigate utilizing these funds for professional development for teachers and administrators to help improve teaching strategies in core academic subjects with a primary focus on mathematics, science and reading.

Title IV; The Ivy League Charter School will investigate utilizing these funds for developing and enhancing educational programs of violence and drug prevention, early intervention, and rehabilitation referral.

Title VI;; the Ivy League School will investigate utilizing these funds in particular for acquisition and use of educational materials including library materials and computer software.

Section 504- The Ivy League Charter School will provide a free appropriate education (regular or special education and related aids and services) to its students who qualify under Section 504. Instruction will be individually designed to meet the student's needs as adequate as the needs of non-disabled students. Since each Ivy League Charter School student will have an individual education plan, the incorporation of students who qualify under Section 504 will be facilitated. Before the student is placed and begins to receive special services, the parents will be notified and the child will be evaluated using validated tests and trained personnel. A committee composed of the child's teacher(s),

parents or guardians, and administrative personnel will make placement decisions. The students will be placed in the least restrictive environment and periodic reevaluations will be conducted. Students who qualify for other state programs such as: Bilingual English as a Second Language (ESL); State Compensatory Education, Dyslexia, and Gifted and Talented.

It is anticipated that many of the at-risk students who enroll at the Ivy League Charter School will be eligible to qualify for Bilingual/English as a Second Language (ESL). Language proficiency will be assessed during the enrollment process. The overall goal for non-English speaking students will be to honor their competency in their native tongue and facilitate their addition of the English language to their knowledge base. The Ivy League Charter School will have a goal to hire bi-lingual and bi-cultural teachers. In addition to dual language competencies, bi-lingual and bi-cultural teachers serve as empathetic role models for the children and are able to communicate more effectively with parents. In particular the Neuhaus courses on Developing, Accuracy and Fluency and Foundations for Language are workshops that the Ivy League Charter School Teachers will attend. These workshops are designed for ESL teachers. Another Neuhaus course Reading Readiness Skills, a workshop for Kindergarten teachers, includes Spanish equivalents for the activities. This course is used by the school district in Brownsville, Texas to help primarily Spanish speaking children develop phonological awareness, letter recognition and sequencing skills. Our target will be to achieve 60% transition into English the first year and 75% the second year measured by pre and posttest. This test will be identified from a nationally recognized source, for example Stanford Bi-lingual Education program.

State Compensatory Education-State Compensatory as defined in Section 42.152(c) is a program designed to improve and enhance the regular education program for students in at-risk situations. Student performance data results from state assessment instruments and any other achievement tests administered by school personnel. The advisory board and campus staff will design a campus improvement plan. The improvement plan will include comprehensive needs assessment, measurable performance objectives, identified strategies for student improvement, identified resources and staff, specified timelines for monitoring each strategy and formative evaluation criteria. Since the Ivy League Charter School will be following the 75 rule the development, implementation, and evaluation of the improvement plan will be an ongoing process informed by Brain Compatible Components, Integrated Thematic Instruction, and the Seven Intelligences all of which come together to effective impact learning.

Ivy League Prep Charter school will have a rich and rigorous STEM continuum of education aligned with the TEKS which spans the students years of academic social/emotional development. The highly-trained STEM teacher will introduce concepts with precisely developed hands on materials to aid the students knowledge base and critical thinking skills. In doing so, the school will be able to accommodate students' learning needs in their developmental phases through, process, product, and specialized learning environments. This will achieve maximum academic and social, as well as emotional growth for the whole child. Ivy League Prep Charter school will teach The STEM curriculum and the TEKS curriculum with students in multi-age classroom grouping "in the lower grades" spanning two years.

Additionally, Ivy League Charter School will create classrooms in 2018 to spark students' imaginations and teacher/artist collaborations. The school will integrate dance, music, visual arts and other creative media with subjects like science, language arts and math. In short, we will transform learning, and provide students with the complex thinking skills they need for success in the 21st century. Ivy League Charter School, hundreds of students will express, explore, imagine, create and use the full measure of their minds. The Ivy League Charter Prep School Initiative is a collaboration of local and private businesses, families, artists and arts organizations, working together to create long-term growth in the lives within our society.

(Ivy League Prep Charter Generation 22 Charter Application, 2016; www.tea.tex.gov)

The educational plan developed for the Ivy League Prep Charter School is rigorous, refined, and diverse for our students and teachers. It aims to prepare those who are poised and ready for advancement, while targeting those individuals who will need additional assistance. It is characterized by an array of teacher directed learning methods, active scholar participation, hands on learning, and exceptional, quantifiable academic achievement. Therefore, the needs of all students are balanced, and respect is promoted amongst teachers, students, and parents.

The integrated approach as a teaching method for Science, Engineering, Technology, Mathematics, along with the ARTS will accelerate the learning for the students in the school. By allowing each student a differentiated status to

demonstrate an understanding and reasoning for the knowledge gained that will propel them into a future quest for learning. Differentiated instruction will occur to meet the unique needs and interests of the students including above and beyond grade levels with disabilities, gifted and talented, and bilingual/ESL students by using instructional strategies that include small groups one-on-one instruction, computer based instruction, teacher modeling, and both independent and guided practice. Throughout the school day, students will:

- 1) Determine learning outcomes.
- 2) Engage in reading multiple kinds of texts.
- 3) Write from an Interactive Journal approach making connections of learning.

The Texas Essential Knowledge and Skills, will be the baseline for all curriculums taught and learned with additional resources used to enhance the quality of instruction meeting the needs of all of the students attending Ivy League Prep. Charter.

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.

Ivy League Prep Charter School will offer an integrative STEM + The Arts program that will focus on growth and experiences for students in academics, personal growth and real world experience as they relate to science, technology, engineering, mathematics and the arts helping students acquire skills for success in high school, college and careers. A strong academic background in science, technology, engineering, mathematics and the arts as well as hands on experiences will lead students to a deeper understanding of a world around them. "An academic example in mathematical studies is a student receiving direct lessons in TEKS and STEM + The Arts working on performance based projects that require data analysis and mathematical problem-solving with applied projects related to engineering and technology. At Ivy League Prep Charter schools, all classrooms acquire extensive integration of the arts when resident artist visit the school. Teachers, artists and curriculum specialists will sit down together to design an experience that seamlessly combines the arts discipline with the school's curriculum and learning goals. These experiences are delivered collaboratively by the arts practitioners and classroom teachers. Residencies will bring new art forms to students—like drumming and dance—and allow teachers to practice designing an integrated arts unit.

Teachers learn skills directly from the dozens of Ivy League Prep Charter schools teaching artists and arts organizations that they can refine with their students long after the artist has left the classroom. Our special education students will be instructed by a highly qualified special education teacher and will utilize Child Find "offered free of charge by Region 4 ESC", parent referrals and teacher referrals to determine which students require assessments other special education services will be supervised by an individual employed specifically for their expertise in special education, diagnostic, management, and delivery of service. Ivy League Prep Academy will: recognize students previously identified;

identify students who are in need of special education services "via the RTI process" Response to Intervention;

Refer students for appropriate assessments;

Assess skills and disabilities;

Serve students in compliance with their IEPs and maintain compliance with IEPs;

Monitor student academic progress with formative and summative assessments; then we are going to maintain parent and student communication and collaboration;

Train staff.

Ivy League Prep Charter Generation 22 Charter Application, 2016, "www.tea.texas.gov"

Stem has an established and successful framework that our school will follow. It has proven to be successful and has been proven to be successful and has a review system of curriculum efficacy. Ivy League Charter School will be tied into The Stem network of successful schools across the nation. The TEKS component of our curriculum will be evaluated annually by the Texas Accountability System beginning in grade three. The curriculum framework process will be evaluated using rubric which rates curriculum on a scale from 1 "lower rating" to 4 "highest rating". Following are the criteria:

1. Are the concepts teachable through the curriculum?
2. Can the concepts be differentiated?

3. Is the curriculum adaptable for special populations?
4. Is the curriculum age appropriate?
5. Does the curriculum framework lead to higher thinking?
6. Can the concepts be effectively measured?

Furthermore , Ivy League Prep Charter school will utilize proven evaluation resources developed by testing and evaluation vendors of The Texas Education Agency to affirm that our school improvement is consistent with best practices.

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

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

Assessment & Evaluation- Academic Progress

- I. Name(s) of Proposed Assessment(s): DRA/Mondo High Frequency Word, TPRI/Tejas Lee, TEIPAS, Stanford 10, RTI.
- II. Name(s) of Proposed Assessment(s): STAAR (Reading, Writing, Math, and Science).
- III. The charter school will be evaluated... (AEA) provisions. (check) No.
- IV. Person(s), Position(s), and/or entities that will... evaluation activities. Principal and Curriculum Specialist with training in State Test Administration.
- V. List data collection activities... proposed assessment/evaluations. Data collection: Running records, STAAR, data on individual students, Benchmark Test data, Core Subject Diagnostics Test data, Common Based Assessment data, data binders, data walls, and data meetings will be ongoing activities to assess and evaluate progress.
- VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data. Principal, Curriculum Specialist, and Teachers will all be responsible for the analysis of data with training and experience required.
- VII. Person(s), position(s), and/or entities responsible for collecting assessment/evaluation data. Principal, Curriculum Specialist, and Teachers will all be responsible for collecting assessment/evaluations of data with training and experience.

Ivy League Prep Charter school has detailed all plans to measure student progress at the end of each academic year by following the TAIS framework that integrates all accountability systems and measures through an aligned system of support. This plan will be carried out to include reporting data. Include collecting, documenting, analysis, and making instructional decisions regarding each student's academic progress. The rationale is that all instructional decisions must be data driven.

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.

Ivy League Prep Charter School will offer an array of after school programs that support it's mission, vision and values. These activities will promote mastery of STEM + The Arts curriculum by encouraging students to:

1. Be curious and research topics of interest;
2. Try new things
3. Develop and employ time management skills.
4. To work cooperatively in group settings.
5. Develop effective leadership skills;

6. Evaluate the results.

The staff of the after school program will further engage students in opportunities that will include: theater, dance, music, media, public speaking and poetry. In each of these ARTs mathematics, science, reading/writing skills will be emphasized. For example, students will employ reading/writing skills in public speaking and poetry classes. Students interest in a plethora of arts related experiences will be nurtured through a rich after school program of activities.

The goal is to provide an educational environment and programs that promotes multiple intelligence learning. Students deserve educational opportunities that taps into all of their learning styles, talents, and abilities. Incorporating the arts programs will provide a balance approach to education while enhancing the learning process for our young learners.

The knowledge and skills that students develop in learning to respond to, perform and create works of arts constitute a fundamental form of literacy students must have if they are to communicate successfully and function in today's new media and information society.

I. The applicant will serve any grades Pre K - grade 8. Yes No

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

Section III is for applicants who will serve Pre K.

III. Describe the grading system.

GRADING
 In Pre-K through Kindergarten, student progress is reported using a developmental continuum representing the knowledge and skills appropriate for the age level of the student. Teachers maintain a monitoring system which includes dated anecdotal notes on student progress, work samples and assessments to support the report card.

In 1st grade through 8th grade, students receive numerical grades.
 A=90-100 B=80-89 C=75-79 D=70-74 F=Below 70

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

IV. The applicant will implement Personal Graduation Plans for all students . Yes No
 Identify person(s), position(s), and/or entities that will be responsible graduation plans.

N/A

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. Proposed graduation rate goal(s)? *(in percentage)*

Year One Year Two Year Three Year Four Year Five

VII. 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 students to the next grade/graduation.

Include 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.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- 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 outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

NARRATIVE (1) -Discuss promotion and retention requirements for students to the next grade/graduation.

Include 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.

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

The teachers at Ivy League Prep Charter School will use vertical alignment as a process to maintain a strong curriculum. The instruction will be purposely structured and logically sequenced so that students in all grade levels will learn the knowledge and skills that are required for promotional standards. Each challenging and hands-on classroom will engage students in comprehensive instruction based on a conceptual framework of learning. At the lower levels, there will be opportunities for mixed aged classroom groupings. As a means by which we will build strong learners, older students will assist younger students as academic progress is made.

Ivy League Prep Charter Mixed Age Grouping at Lower Levels:

- Primary Level - PK3 and PK4
- Primary Level - PK4 and Kinder
- Lower Levels - Kinder and 1st
- Lower Levels - 1st and 2nd

At the end of the lower Elementary grades, the 2nd grade will be ready to promoted to the upper elementary level, 3rd grade. By the end of the 3rd grade, students are prepared to take the State of Texas STAAR Tests. If the student does not pass the STARR Tests, the parent, principal, teacher, and educational diagnostician will convene to review and discuss the students overall academic progress and a consideration of placement of the student will be initiated.

Additionally, 4th grade students will be administered the STARR Tests in reading, math, and writing; grade 5 students will be administered the STAAR Tests in reading, math, and science. Ivy League Prep Charter School will use this test data to guide the promotion and retention process.

In the middle school program, grades 6th through 8th, the students will take the STAAR Tests. Grade 6 students are responsible for the reading and math portions; grade 7 students will take reading, writing, and math. 8th grade students will be administered reading, math, science, and social studies STAAR Tests. Our school will use this data to guide the promotion and retention process in regard to the STAAR Tests.

In addition to using the STAAR Tests in promotion:

- All Students are expected to master at least 75% TEKS/ STEM Curriculum.
- To meet the Satisfactory Attendance Standard, all students must be in class 90% of the time. For all students who fall below the Satisfactory Attendance Standard, an attendance committee will review the attendance concern.

For ESL Students, English as a Second Language, the Principal and Curriculum Specialist will determine promotion standards.

For Special Education Students, the Principal, Special Education Diagnostician, and the teacher will determine the student's promotion based on mastery of IEP goals and objectives, as well as the ARD Committee will have the final decision.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

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

The outside resources, partnership, endorsements, or other opportunities that will facilitate promotion and graduation include computer-based programs such as: I-Ready - Math and Reading; I-Station - Math; Agile Mind, Dana Center. We will also incorporate after-school tutoring, and additional teacher guided coursework to refine student skills.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

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

We will incorporate vertical alignment meetings on a consistent basis beginning with grades 2 and 3, as well as, grades 5 and 6 to ensure that the transitions are collaborating during year one. Other grade levels will follow.

NARRATIVE: Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *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.*

NARRATIVE: Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are:
 - (i) above or below grade level,
 - (ii) with disabilities,
 - (iii) identified as gifted and talented, and
 - (iv) requiring bilingual/ESL services.
- Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

NARRATIVE (1) - Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

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

Imagine walking through classrooms and seeing students having hands on experiences with real world tools. An average day in the life of a child at Ivy League Prep Charter School begins with a welcome from the child's teacher and from friends in his/her classroom that is real world constructed. As student move into the classroom, they become self-motivated and understand the power of working collaboratively in groups, each with a role as: engineer, project manager, designer. All of the students are working together to solve complex, challenging problems that are relevant to their lives and studies. The self-directed and hands-on manipulative on the shelves move throughout the classroom in degrees of difficulty and depth of complexities. Imagine students having conversations with each other that reflect thoughtful thinking, reflective conversations and processing of ideas. Imagine students using different technologies to research information to support their findings, creating visuals, and applying the TEKS to further explain and share their work. Each child will work with hands-on mathematics materials for the concept of addition in the introduction of the concept learning and later, following some guided practice with the concrete manipulative, the student will not use the hands-on materials, eventually forgetting to remove it from the shelf to using with equations on his paper of laptop. Take a stroll outside, to join our investigators in the outside world, exploring nature more deeply and making connections between mathematics and science. Can you see students using binoculars and magnifying glasses to discover and observe more deeply nature's hidden workings? Imagine conversations about how to be responsible citizens with our limited resources. Just as we have uninterrupted work period in the morning, the curriculum day will continue this pattern in the afternoon with an uninterrupted work period. Imagine teachers mentoring with partners in the community to provide deeper, more meaningful lessons for their students and to serve as parent volunteers. Imagine school hallways filled with parent volunteers and community members all here to support students on projects or mentor students for the science fair, or lead and participate in after school clubs.

During the course of a typical instructional day you will see a teachers take on the role of facilitator, not authority figure, to students deeply engrossed in their studies. Stop by after school and listen as teachers share and assess student work, create and plan STEM +The ARTS lessons together, constantly working on ways to engage students in their "gifted" and give them opportunities to go deeper in their studies. Ivy League Prep Charter is a school looking ahead to meet workforce and societal needs for the 21st Century, we recognize that students must learn the essential skills for success in today's world. These skills include critical thinking, problem solving, communication and collaboration, often referred to as 21st Century Skills. Implementation of 21st century skills requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively will build on a base of core academic subject knowledge. The school will build this foundation, with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—to keep students more engaged in the learning process and graduate better prepared to thrive in the global economy of the future. These kinds of experiences will set Ivy League Prep Charter apart from the average school day at the surrounding districts or charter.

An average school day for a prospective student with an experience that sets itself apart from the average school day at the surrounding districts or charters will mirror the following schedule:

8:00-8:30 a.m. WIN Time (30 mins)- What I Need Time Includes: Tutorials, Library Research, Mentoring, Book Study, STEM Project-based learning, the ARTS (creative expressions).

8:30-9:50 a.m. 1st Period (80 mins)- Science/Engineering (planning and blue printing). Instructions of Science TEKS and National Science Academic Standards.

9:50-11:15 a.m. 2nd period (80 mins)- Social Studies and the ARTS (creative expressions), an integrated approach with Social Studies TEKS. Social Studies teaching and learning research (Epstein 1997), Social Studies Center for Education Development.

Lunch

11:40 a.m.-1:00 p.m. 3rd period (80 mins)- ELA, English(Reading & Writing) TEKS including narratives and persuasive writing.

1:00-2:00 p.m. Physical Education TEKS

2:00-3:00 p.m. 4th period (85 mins)- Math/Technology (computer based research).

3:00p.m. - Dismissal

Sample After School Schedule:

3:15pm - Sign in, snacks, reading and outdoor time

4:00pm - Transition, restroom break, enrichment activities 1

5:00pm - Enrichment activities 2

6:00pm - Sign out and parent pickup.

Student experiences in Ivy League Prep Charter School will be set apart from the average school day at the local school district by having FAMILY SIZED CLASSES.

The school has made a radical commitment to small classes because we believe it is more natural, enjoyable, and effective for children to learn in smaller groups. We make this commitment for three primary, research-based reasons:

Socratic Tutorial: A method in which students talk through their thoughts as they try to figure out everything from a math problem to the meaning of a poem with gentle guidance from a great teacher, is shown to be the most effective mode of instruction. In small groups, each student gets more one-on-one attention and participates more in these group discussions.

Supporting All Students to Meet High Expectations: The common sense notion that students learn best when they do work at an appropriate level of challenge. When given assignments are too far above or below their readiness, students get either frustrated or bored and lose focus and investment. We know it is our responsibility to build in the right supports so that all students get access to grade-level content and rich learning experiences. Ivy League Prep Charter School believe that our small classes are the perfect opportunity to push each student to cite evidence to defend their arguments, or show multiple ways to solve a problem.

Relationships: Particularly in urban education, close and positive relationships between teachers and students impact motivation, perseverance, time on-task, and whether the learning feels relevant to the students' future. Small classes naturally lead to stronger, more positive relationships and at Ivy League Prep Charter School; teachers are asked to stay in frequent touch with parents as a matter of course.

Imagine walking through classrooms and seeing students having hands on experiences with real world tools.

An average day in the life of a child at Ivy League Prep Charter School begins with a welcome from the child's teacher and from friends in his/her classroom that is real world constructed. As student move into the classroom, they become self-motivated and understand the power of working collaboratively in groups, each with a role as: engineer, project manager, designer. All of the students are working together to solve complex, challenging problems that are relevant to their lives and studies. The self-directed and hands-on manipulative on the shelves move throughout the classroom in degrees of difficulty and depth of complexities. Imagine students having conversations with each other that reflect thoughtful thinking, reflective conversations and processing of ideas. Imagine students using different technologies to research information to support their findings, creating visuals, and applying the TEKS to further explain and share their work. Each child will work with hands-on mathematics materials for the concept of addition in the introduction of the concept learning and later, following some guided practice with the concrete manipulative, the student will not use the hands-on materials, eventually forgetting to remove it from the shelf to using with equations on his paper or laptop. Take a stroll outside, to join our investigators in the outside world, exploring nature more deeply and making connections between mathematics and science. Can you see students using binoculars and magnifying glasses to discover and observe more deeply nature's hidden workings? Imagine conversations about how to be responsible citizens with our limited resources. Just as we have uninterrupted work period in the morning, the curriculum day will continue this pattern in the afternoon with an uninterrupted work period. Imagine teachers mentoring with partners in the community to provide deeper, more meaningful lessons for their students and to serve as parent volunteers. Imagine school hallways filled with parent volunteers and community members all here to support students on projects or mentor students for the science fair, or lead and participate in after school clubs.

During the course of a typical instructional day you will see a teachers take on the role of facilitator, not authority figure, to students deeply engrossed in their studies. Stop by after school and listen as teachers share and assess student work, create and plan STEM +The ARTS lessons together, constantly working on ways to engage students in their "gifting" and give them opportunities to go deeper in their studies. Ivy League Prep Charter is a school looking ahead

to meet workforce and societal needs for the 21st Century, we recognize that students must learn the essential skills for success in today’s world. These skills include critical thinking, problem solving, communication and collaboration, often referred to as 21st Century Skills. Implementation of 21st century skills requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively will build on a base of core academic subject knowledge. The school will build this foundation, with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—to keep students more engaged in the learning process and graduate better prepared to thrive in the global economy of the future. These kinds of experiences will set Ivy League Prep Charter apart from the average school day at the surrounding districts or charter.

NARRATIVE (2) Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

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

Ivy League Prep Charter School’s teaching methods will enhance the quality of instruction during the school day in that the school will engage in the ARTs integration. Our reflection process will help staff gain insights into student learning through conversations with their colleagues regarding the intergration of the ARTs. Instructional coaches who are lead teachers will facilitate reflective conversations on STEM and the ARTS during conference planning times and during Professional Learning Communities (PLCs) opportunities. Our after-school program involving persons trained in the ARTS will inspire students to collaborate with teaching artists, in an off-site performance of other celebration of arts integration inside of the school.. Using a structured reflection process, teachers can respond to details they noticed from student work samples and recordings of student interviews based on performance based learning. Ivy League Prep Charter’s staff and stakeholders also commit to ongoing evaluation as a way of maintaining quality instruction each day, both to learn how we can continue to grow the quality of the program, and to validate the important role of the arts in the classroom. Each teacher will be committed to interdisciplinary learning to their classrooms. Together, teachers and students will ignite a culture of creativity at our schools by moving, playing, discovering and making even add a dance step or two.

Every child at Ivy League Prep Charter will bring interests, capabilities, challenges, and needs to the school. A differentiated instructional model is ideally suited to inclusion and meeting students where they are-propeling them to master levels of both the TEKS curriculum, as well as, an arts and leadership curriculum with an arts integrated, project-based approach. Ivy League Prep Charter School will offer a STEM and project-based learning approach. Each has a lot in common when it comes to the core subjects. In the areas of reading, math, science and social studies the following to planned:

- **Balanced Literacy:** The main components of balanced literacy at Ivy League Prep Charter School foundations (e.g. phonics) in K-2, guided reading to push students to higher reading levels, and deep word with texts in both reading and writing. Each teacher will work with our students to get practice with rich, complex texts, to defend their ideas in speaking and writing with evidence from texts, and to build content knowledge through engaging informational texts. Our science and social studies teachers will work deeply to support this work, and often design units that are integrated across subjects. One example of this is a unit in which students will learn the science behind natural disasters, read fiction about how natural disasters impact characters’ lives, and culminate with an opinion speech on how the U.S. should prioritize aid to neighboring countries after a natural disaster.

This is far from a textbook-based approach with worksheets and rote learning. Students are active participants in class discussions, engaging with informational text, literature, and poems on multiple levels of meaning. Critical thinking is a part of every day.

- **Math:** We teach mathematics using a Socratic approach that focuses on student's deeper conceptual number sense rather than teaching students the quickest way to get a right answer. We encourage student-led discussions in which students explain their math.
- **Science and Social Studies:** Here, the main aim of the school's curriculum is to make sure the content feels relevant to students and alive, rather than something to passively receive from a textbook. Themes from social studies and science will be embedded within the literacy and math curricula. They inform the topics of the classroom project-based learning with hands-on science labs/projects on a weekly basis and monthly field trips that are related to the themes and projects.

SPECIALS

- Specials are an important part of experiential learning planned for Ivy League Prep Charter School. Specials classes take place during the school day and will provide all students exposure to various areas of study. Specials have an emphasis on smaller yet meaningful projects and performances to share with others and parents in the school community.

STUDIOS

- Studios are optional, intensive afterschool classes offered to Ivy League Prep Charter School students who are willing to invest the time it takes to develop true expertise in arts or STEM subjects. We know that passion, self-discipline, and a cultivated expertise outside of the four core subjects has the potential to open doors of possibility and contribute to a rich academic experience. Studio options will vary.



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 Assessment(s):

for PreK, Kindergarten, Grade 1, and Grade 2...

TPRI, Reading Mastery, Fountas and Pinnell Reading Inventories, I-Ready Assessment

II. Name(s) of Proposed Assessment(s):

for Grade 3 and up...

STAAR Assessments, Mastery Tests, Common Assessments, Unit Tests, Benchmark Testing

III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.

Yes No

IV. Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.

Including educational or experience requirements.

Lisa Gayten, Principal (former principal), Tracy VanWright, Curriculum Specialist (former curriculum director), Special Teachers Staff

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

Every three weeks, students will be assessed using common assessments and/or unit tests; data will be collected and analyzed. Beginning of the year, middle of the year and end of the year assessments will take place, including the STAAR Assessment. Other assessment will be done based on the school assessment calendar.

VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.

Including educational or experience requirements.

Jacqueline Cobbin, Ed.D, Superintendent (11 years experience as a PSP- Professional Service Provider Lisa Gayden, Principal (3 years experience as a Principal; and Tracy VanWright, Curriculum Specialist (5 years experience as a Curriculum Director/ 8 years experience as a data person/current Ed.D. student) along with teachers will be responsible for the analysis of data.

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

Jacqueline Cobbin, Ed.D, Superintendent (11 yrs experience as a PSP- Professional Service Provider Lisa Gayden, Principal (3 years experience as a Principal and Tracy VanWright. Each person has experience and training in collecting assessment/eval. of data.

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 and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

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

Evaluation Criteria
A response that meets the standard will:

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- 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 clear 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 and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

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.

The school will require teachers to employ both summative and formative assessments to monitor academic success and improve teaching and learning, daily. Information gathered from these assessments will be reviewed and analyzed to be serve the students. The assessments aid teachers with what was taught well and what needs to be retaught. Teachers must review assessment data to evaluate components of instruction.

The following is a list of assessments to be employed:
Summative Assessment would be STAR testing grades 3 math and reading, grade 4 math, reading & writing, grade 5 math, reading and science, grade 6 math and reading & grade 7 math, reading and writing. grade 8 Math, Reading, Science and Social Studies
Formative Assessment will be 3 weeks common assessments; unit test; bench mark assessments
Lower grades; beginning, middle and end of year, CBAs, master checks, diagnostic test from I-READY, DRA/Mondo
High Frequency Word, TPRI/Tejas Lee, TEIPAS, Stanford 10, RTI.

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.

The rationale for the use and applicability of the proposed assessment model(s) is that student progress is monitored closely and consistently throughout the school year. Ivy League Prep Charter School is committed to objective assessments of all students to determine progress of learning and implementation of the curriculum/TEKS with fidelity. Progress monitoring assures that our goals and objectives for teaching and learning will be measured based on results in all areas of instruction and achievement. An aligned curriculum taught by effective teachers who understand the importance of beginning with the end in mind insures that the assessment component of a school is important.



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 that campus. See Letter of Special Assurances if proposing to open more than one campus.

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

Public Meeting held on 10/27/2016/8:00pm

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

A Step Above Preparatory
5203 FM 521 Rd., Fort Bend County, Arcola,
Texas 77583

II. Number of Attendees - # per meeting

60



The term "awareness outreach" refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

IV. Method(s) of Awareness Outreach: check all that apply

In-Person

Other

Printed flyers

Telephone

Social Media

Direct Mail

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

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 that meets the standard will:

- 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 any populations and (or) communities that were targeted for outreach efforts.

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

Outreach for notification of charter meeting are:

- Required public notice
- Flyers posted at several corner stores in the proposed area of location of charter
- Word of mouth from parents at childcare
- Went out into area neighborhoods and got signatures of citizens we spoke with as we notified them about the meeting and the proposed opening of a Charter School- Ivy League Prep School.
- Went to area businesses and spoke to employees about meeting

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

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

Agenda

-The Ivy League Prep Charter School?

We are applying for an open enrollment charter. We will be considered a public school. We will be state funded and will continue to do fundraising, and accept donations to support Our school. The application is due Dec 5, 2016 for a school year open date of Aug 18.

-What Makes the Ivy League Prep Charter School?

We are STEM(Science, Technology, Engineering, and Math) + Arts (STEAM) based School. We are seeking to bring innovation to our community through think outside the box, project-based, and hands-on learning. We encourage creative self-expression. We will use technology in our learning such as but not limited to computers, digital white boards, I-pads, and virtual reality glasses. We will align our curriculum (integrate) with the TEKS to meet the state requirements. We will offer additional after school clubs to include: Performing arts (Dance, voice, theatre), Fine arts (painting and drawing), Media arts (radio and journalism), Coding and Robotics, Entrepreneurship, Tutoring, and Physical enrichment (Gymnastics and Basketball).

-We tested STEM in our Community

We tested STEM this past summer by running a STEM CAMP with a group of 30, 5 to 12 year olds. The kids were ecstatic to be able to do project based learning. It encouraged creativity and team building. The kids were able to engage positively and showed a sincere love for learning. Each day they were excited to see what they would be doing.

-The kids learned about science through numerous experiments. (Some of the experiments were Ice Cream from simple kitchen ingredients and a zip lock bag, blowing up a balloon with a water bottle, how to make rainbow cabbage with food coloring that maps out the veins of the cabbage, balloons used to propel cars, making slime, making glowing bounce balls, potato powered light bulb, rain clouds and soda rockets)

-Who can attend?

Students that live in the acceptable districts (Ft. Bend, Stafford, Alvin, Pearland and Houston)are eligible to attend the school. All students must go through the fair admissions process.

What Type of State Testing will the kids get?

We will administer The STAR standardized test

-Is there transportation?

We will contract bus services to provide transportation.

What about food services?

We will have the National School Lunch Programs. Also, students who don't qualify can purchase their lunch or bring their lunch.

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.

We believe that going out into the community (i.e. local banks and businesses) and physically speaking to the citizens in the community helped our attendance at the meeting.

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? 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, provide the name of the entity, 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) - Detail the proposed acquisition process to account for any lease or purchase agreements.
 Include projected acquisition timelines and associated cost(s) and fee(s).
NARRATIVE (2) - Describe the facility and community and how they will be suitable 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).

Evaluation Criteria
A response that meets the standard will:

- Provide a clear description of the facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Justify the facility and community's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- 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.

NARRATIVE(1)- Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

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

Ivy League Prep Charter School has identified a vacant property centrally locally adjacent to the target geographical boundaries. We have secured a commercial real estate agent and have started researching options for lease/purchase. So far one land owner is willing to lease a land of interest.

Additionally, we will lease to purchase portable classroom buildings through Ramtech Building Systems and have acquired budget proposals. The property is accommodating of our 5 year expansion plan to increase from from a 21 to 28 classroom space. The quoted cost of actual acquisition is \$552,242

Project time lines:

- Nov 2016-Present investigate properties
- Aug 2017-Decide on Building/ Property
- Sept 2017-Planning and Permits Meeting with City
- Oct 2017- LOI / Start Negotiating Lease
- Nov 2017 Investigate comparable financing
- Dec2017- Finalize Negotiations
- Jan 2018 Finalize Financing/Lease

NARRATIVE(2)- Describe the facility and community and how they will be suitable 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).

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

Our mission is to bring innovation to under-served students of the community. Thus, our facility and community will be more than suitable for this purpose by the design and modern plans along with technology. Through the integration of innovative design materials, we will be able to challenge students to reach his or her full creative, intellectual, and physical potential. Thus, we can encourage students to become life-long learners beyond the classroom by developing intellectual curiosity, and a thirst for discovery and achievement. We will engage students in a highly sustainable and challenging academic learning environment designed in its facilities plans. Disabled students will have full access to the entire campus as our school facility plans will adhere in compliance with the Americans with Disabilities Act (ADA). Building 182' x 64' Twelve Classroom Building Wing.

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. Does the applicant intend to use a broker or consultant to procure occupancy? Yes No
If yes, provide name and company?

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

fyi 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 it 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 plans for building or renovating, timelines, and financing.

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 that meets the standard will:

- 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.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process,
- 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 costs and financing arrangements that are congruent with the financial workbook.



All references to "daily transportation" should reflect any transportation services that will facilitate student pick-up and drop-off.

I. Does the applicant intend to offer daily transportation to all students? Yes No

II. If yes, what year will the service begin? Year 1 2 3 4 5

III. Will the charter provide public transportation vouchers? *Ex. public bus passes* Yes No

IV. If yes, what year will the service begin? Year 1 2 3 4 5

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



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 that meets the standard will:

- 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.

Ivy League Prep Charter School will provide daily transportation to students as required by Texas Education Code Sec.12.109 which states: an open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students. In the event that a special education student's Individualized Education Plan requires transportation and in accordance to the Individuals with Disabilities Education Act (IDEA), Ivy League Prep Charter School will pursue a contractual arrangement with a commercial transportation company and seek reimbursement from the School Transportation Allotment. We will strictly ensure the health and safety of all of our students at all times.

The Ivy League Prep Charter School is in a central location among the geographical boundaries of the targeted school districts impacted by this application. We will work towards creating a carpooling system that encourages families to carpool promoting community engagement. Plans includes the facilitation of a transportation process for families to gather specific data to track transportation needs. The schools' administrative staff will arrange a structure to connect parents with geographical consistency in an effort to minimize any transportation concerns.

I. Admission Period: Include start date/end dates to

II. Date of Lottery (if needed):

III. 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

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



This section has a required Attachment E2- 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).

Evaluation Criteria

A response that meets the standard will:

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- 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.

The Ivy League Prep Charter District provides a holistic education system for families with children in kindergarten through fifth grade. Our district model achieves sustainable impact through the integration of academic with family and community services. This comprehensive approach ensures that students are physically, socially, and emotionally ready to learn as part of an integrated system that simultaneously supports the family and community.

Application Period for 2018-2019 school year:

The application period for perspective new students is January 1, 2018 - April 15, 2018.

Enrollment Process and Procedures:

Returning Students

1. Intent to Return forms are given to each student in early March; beginning 2019 school year;
2. Intent to Return forms must be submitted by March 31;
3. Students who submit their Intent to Return form will have a slot assigned to them for next school year.

New Students

1. The application period is April 1st - April 15th;
2. Students/Families may pick up an application at any of our locations;
3. All applications must be submitted by April 15th.

Note: If the number of applications does not exceed the number of vacancies, then all applicants who applied will be offered admission. If there are more applicants than spaces in a class, then a lottery will be conducted.

Lottery Process:

1. May 5th has been reserved to conduct the lottery;
2. All eligible names will be placed in a common pool (based on grade level and campus) and applicants will be randomly selected until all available spaces are filled;
3. The remaining names left in the lottery pool will go on a waiting list;
4. Applicants will be notified of their acceptance or waiting list status on or after May 11th.

No specific talents, skills or abilities will be determining factor for student admission. All students who apply will do so on equal footing. Student registration will be handled on a first-come, first-served basis and be subject only to space availability. A waiting list will be prepared for all applicants for whom there is no space. As space becomes available, slots will be offered to those children who are on the waiting list in the order they applied. Consequently, a lottery designed for students who do not meet the entrance criteria is not needed.

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.

Ivy League Prep Charter School complies with all admissions requirements at the stated in the TEC Sec. 12.117 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). Ivy League Prep Charter will admit only students who reside in Ft. Bend, Texas as of the first day of each school year. In addition, Ivy League Prep Charter School may not accept an applicant who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under TEC Sec. 12.11 (a) (5) Subchapter A, Chapter 37, A review Committee comprised of the Principal, Board President, Curriculum Specialist, and/or a Special Needs Teacher (where applicable) and ESL teacher (will applicable) will review documented cases of violations under TEC Sec.111(a)(5) Subchapter A, Chapter 37 to determine an applicant's eligibility for enrollment.

I. Target number of hours dedicated to student recruitment per month? *If any,* 50

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

All Board Members, Jacqueline H. Cobbin, Ed.D., Lisa Gayten, Principal of the School, Tracy VanWright, Curriculum Specialist and Charter Development Team members will be responsible for planning, implementing, and evaluating recruitment activities.

III. What percentage of the budget will be used towards student recruitment? 4

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

- Low-Income Families
- Gifted and Talented Students
- Students with Special Needs
- Students At-Risk
- Drop-Out Recovery
- Other

Students with previous STEM experience.

NARRATIVE (1) - Outline the needs of the community that are not being met by the local school district or other area charter schools.

NARRATIVE (2) - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

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

NARRATIVE (3) - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Outline the needs of the community that are not being met by the local school district or other area charter schools.

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

The Ivy League Prep School (ILPS) has been working to establish parental support as well as local community support for the past two years. In order for ILPS to prosper in our community, we realize that we must engage in community partnerships. Therefore, college relationships, business partnerships and relationships with talented individuals and community groups are an important part of our support and engagement. In defining what it means to be a community-based school, we have established relationships with many groups and individuals to create relational learning environments. Through partnering with businesses, we are creating educational opportunities for the student to move from the classroom into the real world proving to stimulate entrepreneurship. The following groups are partnering with ILPS:

- Key Innovations Music Studios – will provide performing arts camps
- Rhythmic Attitudes- Dance and Gymnastics Camps
- Larry Micheaux Basketball Camps- will provide after-school physical enrichment activities
- The Tutoring Stop – will provide after-school mentoring and tutoring
- Missouri City Chamber of Commerce– will provide entrepreneurship clubs support
- Robotics and Coding Camps provided by volunteers
- Empower Magazine – will provide Kids in Media and Kids Biz media arts and entrepreneur clubs
- Sugarland School of Fine Art will provide visual arts camps

NARRATIVE (2) - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

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

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

In an effort to assess the demand within our target demographic, community surveys were done. We have strong support and interest of many individuals and community groups. Overall, these efforts have resulted in over 300 prospective families who believe in parent choice in education and the Ivy League Prep School. These families represent approximately 625 students between the ages of K-8th grade. Many of the families have been supportive of this proposed charter for a couple of years and it is this type of commitment that deems it necessary to get this school started.

NARRATIVE (3) - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

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

We will become more aggressive with the advertisement of school using social media and a public relations person within the ranks of the board and planning team. We will events, such as fairs to draw citizens of the community.

I. Anticipated Date of Opening:

August, 2018



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 :

PreK	<input type="text" value="8am"/>	to	<input type="text" value="11am"/>
K-5	<input type="text" value="8am"/>	to	<input type="text" value="3pm"/>
6-8	<input type="text" value="8am"/>	to	<input type="text" value="3:20pm"/>
9-12	<input type="text" value="N/A"/>	to	<input type="text" value="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.

Pre K	<input type="text" value="3"/>			
Kindergarten	<input type="text" value="7"/>	5th Grade	<input type="text" value="7"/>	10th Grade <input type="text" value="0"/>
1st Grade	<input type="text" value="7"/>	6th Grade	<input type="text" value="7"/>	11th Grade <input type="text" value="0"/>
2nd Grade	<input type="text" value="7"/>	7th Grade	<input type="text" value="7"/>	12th Grade <input type="text" value="0"/>
3rd Grade	<input type="text" value="7"/>	8th Grade	<input type="text" value="7"/>	
4th Grade	<input type="text" value="7"/>	9th Grade	<input type="text" value="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 that meets the standard will:

- 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.

The following is a full school day schedule that includes a total of seven hours and fifteen minutes of an instruction times per day: Monday, Tuesday, Thursday, and Friday and five hours of instruction on Wednesdays (1:00pm, Early Dismissal of Professional Development/Professional Learning Communities.:

7:20am-8:00am Early Morning Care/Breakfast

8:00am-11:00am Morning Work Period

11:00am-1:00pm Staggered Lunch and Recess (Additional classroom work period for students not at lunch or recess)

1:00pm-3:00pm Afternoon Work Period

3:15pm-6:00pm After School Program

This proposed school week/day structure will help facilitate the vision and educational plan by allowing Professional Development/Professional Learning Communities on Wednesdays. Additionally, students will have an extended amount of time to engage in further STEM+the ARTs during the after-school program.



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. Number of Certified Special Education Teachers anticipated in Year 1

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

III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C).

IV. What method(s) will the applicant use to identify, recruit, and hire qualified teachers? *Choose all that apply*

- Web Advertising e.g. *Monster, Indeed, Idealist etc*
- Print Media
- Social Media e.g. *Facebook, Twitter, Forums etc.*
- Partnerships with University or Colleges

Other

Recruitment at local universities networking at job fairs, public school conferences, workshops and word of mouth.

V. Person(s), position(s), and/or entities that will plan, implement, and evaluate staff recruitment activities. *Include educational or experience requirements.*

Jacqueline H. Cobbin, Ed.D., Superintendent (a former principal) and Lisa Gayden, Principal (a former principal) will plan, implement and evaluate staff recruitment activities based on teaching and administrative experiences.



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



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: 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.

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

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and (or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE - 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.

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

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

The process used to identify, recruit and hire individuals with the expertise necessary to facilitate the school's mission and educational goals will be a collaborative process among the school staff, local universities, job fair personnel and Region 4 ESC certification program. Local media and newspapers, as well as, social media will be used . The hire process will follow the guidelines established by the Board of Directors.

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

Lisa Gayden, Principal of School (former principal)
 Tracy VanWright, Curriculum Specialist (former curriculum director)
 Lead Teachers
 Board President, Jessica Davis

II. Will the applicant require any professional development prior to the start of the school year?

Yes No

If yes, briefly explain.

Lisa Gayden, Principal of School
 Tracy Van Wright, Curriculum Specialist
 Lead Teachers
 We will require the following professional development prior to the start of school as follows: The Principal will complete the T-PAS administrative training through Region 4 Education Service Center. In addition, The Principal and the Curriculum Specialist will complete the TEA Charter School Administrators Training in the first year of operation if he/she has not yet done so.

III. How often will teachers be appraised?

Annually

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 that meets the standard will address:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- 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.
- 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

To make the best possible use of time, Ivy League Prep Charter School will give priority to professional development time for all staff because we believe that if you “grow people”, you grow your school. Therefore, time is an important resource for quality professional learning. In First Things First, Stephen Covey and his associates state that “empowerment is from the inside out”. Our schools supports his notion of three things necessary from empowerment from the within to occur:

- Cultivating the necessary conditions for empowerment
- Feasting on feedback, and
- Becoming a leader and servant

As in all professional, Ivy League Prep Charter School’s teachers need to be empowered to continue learning throughout their entire careers. According to research professional development that is conducted as a integral part of the daily work routine is more effective than disjointed activities conduced as one---shot inservice throughout the school year. Our professional development will be majority campus based to ensure the alignment of content, process and product. Content

is what will be necessary to know and be able to do that allows the teacher to better instruct students; process includes the instructional strategies that best responds to the various learning styles/needs of the students and the product---what are the learning outcomes met.

Ivy League Prep Charter will provide as part of its core components of the professional development plan the following: subject specific, best---practice professional development opportunities, as well as, practices centered around differentiated instructions, technology and as much as possible STEM effective practice research for elementary and middle schools. Professional development will reflect the needs of the faculty and staff and will be embedded in the evaluation part of a teacher’s assignment. Peer observation and feedback, mentoring, peer coaching, reflective thinking and dialogue, study groups, modeling and presenting during PLCs are all ways to support effective implementation of the core components of the professional development plan and one will see professional development occurring on our school.

Teachers will overcome the challenges of transferring a new skill into daily practice. Immediate transferring of job---embedded professional development will be demonstrated in each classroom, having placed in the teacher lesson plans within 7 days.

Change means leaving what we are and becoming what we are not for the betterment of ourselves. Therefore, we expect teachers at Ivy League Prep Charter School to embrace learning as an agent of change. We value the knowledge we have gained through the State Accountability System as we observe schools all across this state change in a way that the system has created high---performing schools filled with high---performing students. Our school was be another example of how to use professional development as vehicle for change.

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

The school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and

provide guidance on professional development and growth by scheduling grade level teachers with common planning periods and utilizing early release days on the school calendar for professional development time. effective implementation of the Professional Development Plan will yeald growth among the staff.



The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

I. Number of Board Members:

II. Number of Board Members Domiciled in Texas:

III. Number of Board Members with Prior Charter Experience:

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

If yes, briefly explain.



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 Other

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

Weekly Bi-Weekly Monthly Quarterly Annually Other

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



This section has a required Attachment G4- Board Member Biographical Affidavit Form.

NARRATIVE (1) - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- 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 proposed governance structure will be effective.

NARRATIVE (1) - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

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

The governance structure of the school is a 5 member school board with a President, Secretary and Treasurer. The governing board will serve as policy makers of the school and will only interact with the principal in the capacity via the Superintendent.



For a list of specific activities that make up each financial projection below, refer to the start-up tab located in the *Financial Plan Workbook*. Applicants should make sure that the projections below match any budgeted items in the workbook.

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

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

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

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

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

VI. 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) - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Include any contingencies if funding is not as anticipated.

NARRATIVE (2) - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- 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.



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...*

How many donors reflect this amount?

II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? *If any...*

How many donors reflect this amount?

III. What is the cumulative amount of all other donations ANTICIPATED? *If any...*

How many donors reflect this amount?

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? *If any...*

How many donors reflect this amount?



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) - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- 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) - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

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

The Ivy League Prep Charter School has many sources of finances, which include state funding, after school tuition fees, fundraising, and other sources of contributions, such as private donations.

As we continue building our fundraising base, Lead2Mastery has identified several foundations to which we will submit grant applications throughout 2017.

- \$150,000 The Brown Foundation (Start up Funds)
- \$200,000 The Cullen Foundation (Start up Funds/ On going)
- \$100,000 Michael and Susan Dell Foundation (Start up Funds)
- \$25,000 WD Kelley Foundation (Start Up Funds)
- \$75,000 The Brad Brock Foundation
- \$100,000 Charter Growth Fund
- \$50,000 Agee Family Foundation
- \$3,000 Whole Kids Foundation
- \$125,000 H.L. Brown Jr. Family Foundation
- \$100,00 The Bill Gates Foundation
- \$50,000 Leo Daniel Foundation
- \$35,000Helen Boylan Foundation
- \$20,000 Pat and Jane Bolin Foundation

The Ivy League Prep Charter School will offer an after---school program for students until 6:00 pm each day. This will bring in additional revenue, but keep in mind that due to fluctuations in attendance and enrollment the amounts will fluctuate.

After School Revenue projections are:

- Year 1 – 108 students: 43.2 @ \$200mth and 64.8 \$100mth x 9mths= \$136,080
- Year 2 – 135 students: 54 at \$200mth and 81 at \$100mth x 9mths = \$170,100
- Year 3 – 150 students: 60 at \$200mth and 90 at \$100mth x 9mths = \$189,000
- Year 4 --- 165 students: 66 at \$200mth and 99 at \$100mth x 9mths = \$207,000
- Year 5 – 228 students: 99 at \$200mth and 108 at \$100mth x 9mths =\$226,800

Due to the variations of daily attendance and student turnover, the Ivy League Prep Charter School has budgeted a daily attendance rate of 85% to account for these fluctuations that will affect state funding. Our projected amounts of receiving state funding monies for all our students are as follows:

- Year1-\$2,179,944
- Year2-\$2,367,054
- Year3-\$2,570,022
- Year4-\$2,803,857
- Year5-\$3,052,808

We have include amounts of approximately 25% of all students that will buy lunch.

Projected Revenue from Federal Funding of the USDA:

- Year 1 --- 88 students x \$5.50 x 180 days = \$87,120
- Year 2 – 113 students x \$5.50 x 180 days = \$111,870
- Year 3 – 125 students x \$5.50 x 180 days = \$123,750
- Year 4 --- 137 students x \$5.50 x 180 days = \$135,630
- Year 5 --- 150 students x \$5.50 x 180 days = \$148,500

Additionally, Lead2Mastery has established banking relationships and will use secure lines of credit as a back up plan for school facilities, working capital, technology, and materials. These funds will be used very conservatively and only out of necessity.

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

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

The financial statements and the statement of cash balances of Lead2Mastery Inc will be closely monitored on a monthly basis. These reports will be shared in review amongst the Superintendent and Board of Directors. This will ensure that adjustments can be made to expenditures as needed in a timely manner. If enrollment is not met as expected, the school materials and furniture, as well as personnel will be adjusted immediately. The cost of classroom materials for STEM +Arts integration is higher than traditional classroom material, but if we don't have the expected revenue, we will institute shared resources between the classrooms. This would reflect a significant amount of savings.

We have modestly built in a lower than expected daily attendance into the budget to account for projections in attendance that may not be met immediately or that might fluctuate. We built in an 85% daily average attendance rate, but we are striving to have a much higher daily student attendance. In addition, if there is low attendance or anticipated revenues are not received, we can delay assistant positions until funds are available to allocate for that expense.

On the other, additional fundraising campaigns will be launched to make up for the shortage of funds. We have established a relationship with Aramark Non-Profit Fundraising which we have already begun to bring in monies over \$30,000. Also, we are establishing a crowdfunding campaign that will help subsidize shortages of funds.

I. Does the applicant plan to outsource 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 provides for an Open-Enrollment Charter School. If you indicated "no" above, proceed to the next page.

FINANCIAL INFORMATION - Contracted Services

II. What area(s) of service will be outsourced?

Check all that apply.

Human Resources	Beginning in Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Food Services	Beginning in Year	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
Transportation	Beginning in Year	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
Janitorial and Grounds	Beginning in Year	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>

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. Briefly describe the fee structure of the Charter Management Organization (CMO) 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 that meets the standard will:

- Rationalize the need for each proposed service.
- 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: 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.

Food Services

-Food Services Provider role, duties and qualifications are: to provide food to students; to deliver healthy and nutritional foods, food handlers certification. (approx. \$3.30 per student per day, selected by bid.) We have not selected a final vendor, but have began our research for companies offering services.

Transportation

-Transportation Provider roles, duties and qualifications: transport students safely; background checks done; follow all driver/safety laws; good driving record. (approx. \$19,000 budgeted, selected by bid). We have not selected a transportation provider.

Janitorial Services Provider: Role, duties and qualification are: to maintain the upkeep of the school; cleaning the building; requiring good references regarding cleaning services of a school plant. (approx. \$22,000 budgeted). A provider has not been selected.

CPA provider duties; to provide audit's of financial statements and keep up with IRS compliances.

Payroll Services Provider: Role, duties and qualifications are: to process payroll and taxes are handled in a timely manner; company that upholds state and local laws in reporting taxes. (approx. \$3,000, annually. Payroll is to be processed on a bi-monthly bases, and direct deposited into the employees bank account.

Special Education Services: to assist school in complying will all special education requirements, follow the requirements and qualification to understand the special education requirements and adhere to all requirements (approx. \$9,000 per year). We have not determined the providers, but will be seeking sourcing through ESC4.

Legal Insurance will be obtained to cover any liabilities (\$6,000 budgeted).

We 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 this application.

I. Is the applicant an Out-of-State organization?

Yes No



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.

II. 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.

[Empty text box for listing other states]

III. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

IV. All other states in which the applicant plans to apply and(or) begin serving students within the next five years. Include all proposed year(s) of opening.

[Empty text box for listing future states]

V. Applicant currently has a pending charter school application in another states.

Yes No

If yes, list all states

[Empty text box for listing pending states]

NARRATIVE (1) - Provide an overview for the out-of-state organizations' overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

NARRATIVE (2) - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.

NARRATIVE (3) - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- 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 clear selection criteria for other target markets/communities and projected enrollment.
- 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



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.*

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 school administration 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

Evaluation Criteria

A response that meets the standard will:

- 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 school administration.



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.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- 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.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 13 and 19, 2016, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. 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 person(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-Two 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 prior to attending the applicant information session.

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: The Ivy League School

Sponsoring Entity Name as reflected on the 501(c)(3): Lead 2 Mastery

Application Contact Name: Ivy Ford

Title/Role: CEO

Email: Speakitandbelieveit@gmail.com Phone: 281-831-9987

Board Member Attending: Marie James

Board Member Attending: Lora Goree

Board Member Attending: April Spikes April Spikes

Board Member Attending: Ivy Ford

Board Member Attending: _____

Date of Session: Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.

Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

RECEIVED
TEXAS EDUCATION AGENCY
SEP 19 AM 9:38
REGISTRATION CONTROL CENTER
GRANTS ADMINISTRATION

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 John Garland at
512-463-3533 or john.garland@tea.texas.gov.

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint stating the name of the paper and date published.

Each notice shall 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.

Applicants must hold a public meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of deminimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

Legal Notices

To place legal notices
email legals@chron.com or call 713.224.6868.

BIDS & PROPOSALS

BIDS & PROPOSALS

BIDS & PROPOSALS

LEGAL NOTICES

LEGAL NOTICES

LEGAL NOTICES

LEGAL NOTICES

LEGAL NOTICES

Solicitation for Bids
Harris County - Barbara Jordan Community Center - Bid Packages

Rogers-O'Brien Construction, a CMAR, is requesting proposals for the above referenced project located at 6400 Winfield Road, Houston, TX 77050. The following bid packages are available to bid: site demolition, earthwork, concrete, masonry, EIFS, insulation, fireproofing, millwork, drywall, finishes, toilet accessories, operable partitions, roofing, waterproofing, glass & glazing, security caulking, mechanical, electrical, plumbing systems, site utilities. All competitive sealed proposals are due on November 8th, 2016 at 2:00 PM at 11200 Richmond Avenue, Suite 110, Houston, Texas 77082 or via fax 713-589-8501 or email at houstonbids@r-o.com. Late bids will not be accepted. A non-mandatory pre-bid conference will be held on October 31, 2016 at 10:00 AM at 6400 Winfield Road, Houston, TX 77050. Bid documents can be viewed at Rogers-O'Brien Construction Office at 11200 Richmond Ave. Suite 110 Houston, TX 77082. Electronic bid documents are available at <https://secure.smartbidnet.com/External/PublicPlanRoom.aspx?id=25397&i=1>. See supplemental CM Specifications in bid documents for additional details. HUB participation is highly encouraged. Contact Amber Austin at aaustin@r-o.com or Sung Kang at skang@r-o.com or call 713-783-2500 for any questions regarding bid.

The Harris County Appraisal District (hereinafter referred to as HCAD) is accepting sealed bids on a contract for the purchase of custom designed envelopes as specified in **RFP2016-09**. Bid documents must be physically received no later than **2:00 p.m. on Wednesday, November 16, 2016** in the Purchasing Office of HCAD. Bid documents may be mailed, but must be physically received in the Purchasing Office, located at 13013 Northwest Freeway, Houston, Texas 77040, by the required date and time. The mailing address is PO Box 92097, Houston, Texas 77292-0975. The statement **BID #2016-09 ENCLOSED** must be indicated on all bid envelopes and sent to the attention of Tammy Argento, Purchasing Manager. To receive a copy of the Request For Proposal, contact the HCAD Purchasing by calling 713-957-7401 or download the document from the www.HCAD.org website

LEGAL NOTICES

CAUSE NO: 2015-72166

In the 125TH Judicial District Court of Harris County, Texas

PLAINTIFF: KIZZIE PICKENS

vs.

DEFENDANT: MATTHEW CASEY

CITATION BY PUBLICATION

THE STATE OF TEXAS COUNTY OF Harris

To: **MATTHEW CASEY 8455 WILL CLAYTON PARKWAY, APT 403 HUMBLE, TEXAS 77388**

YOU ARE HEREBY COMMANDED to be and appear before the 125TH Judicial District Court of Harris County, Texas in the Courthouse in the City of Houston, Texas at or before 10:00 o'clock A.M. Monday, the 28TH day of NOVEMBER, 2016, being the Monday after the expiration date of forty-two days after this citation is issued, and you are hereby commanded and required then and there to appear and file written answer to the Plaintiff's Original Petition, filed in said Court on the DECEMBER 1, 2015, in suit numbered 2015-72166 on the docket of said court, wherein **KIZZIE PICKENS** is the Plaintiff and, **MATTHEW CASEY** the Defendant, the nature of plaintiff's demand being and the said petition alleging: Other Civil

Plaintiff, Kizzie Pickens filed suit against Defendant, Matthew Casey to recover damages for personal injuries sustained by plaintiff in a collision in Harris County, Texas which was collision proximately caused by the negligence of the Defendant Matthew Casey. The case is styled, Cause No. 2015-72166. Kizzie Pickens v Matthews

NOTICE FOR PUBLICATION
NOTICE OF APPLICATION TO AMEND/DECERTIFY A PORTION OF A CERTIFICATE OF CONVENIENCE AND NECESSITY (CCN) NO. 12781 IN HARRIS COUNTY, TEXAS

The Commons Water Supply, Inc. has filed an application with the Public Utility Commission of Texas to decertify a portion of their water CCN No. 12781 in Harris County.

The area subject to this transaction is located approximately 5 miles northeast of downtown Kingwood, Texas, and is generally bounded on the north by Lago Trace Drive; on the east by FM 2100; on the south by Magnolia Point Drive; and on the west by East Fork San Jacinto River.

The total area being requested includes approximately 144 acres and serves 0 current customers.

A copy of the proposed service area map is available at 3303 W. Davis Street, Suite 100, Huffman, TX 77304, 512-472-8021.

A request for a public hearing must be in writing. You must state (1) your name, mailing address, and daytime telephone number; (2) the applicant's name, application number, or another recognizable reference to this application; (3) the statement, "I/we request a public hearing"; (4) a brief description of how you or the persons you represent, would be adversely affected by the granting of the application for a CCN; and (5) your proposed adjustment to the application or CCN which would satisfy your concerns and cause you to withdraw your request for a hearing.

Persons who wish to intervene or comment should write the Filing Clerk Public Utility Commission of Texas 1701 North Congress Avenue P.O. Box 13326 Austin, Texas 78711-3326

within thirty (30) days from the date of this publication or notice. A public hearing will be held only if a legally sufficient hearing request is received or if the commission on its own motion requests a hearing. Only those individuals who submit a written hearing request or a written request to be notified if a hearing is set will receive notice if a hearing is scheduled.

If a public hearing is requested, the commission will not issue the CCN and will forward the application to the State Office of Administrative Hearings (SOAH) for a hearing. If no settlement is reached and an evidentiary hearing is held, the SOAH will submit a recommendation to the commission for final decision. If an evidentiary hearing is held, it will be a legal proceeding similar to a civil trial in state district court.

Si desea informacion en Espanol, puede llamar al 1-888-782-8477

NOTICE TO CREDITORS

NOTICE TO CREDITORS
Notice is hereby given that original Letters Testamentary for the Estate of **MARY FRANCES GRANGER, Deceased**, were issued on October 18, 2016, in Cause No. 452007, pending in the Probate Court No. 4, Harris County, Texas, to JOHN WEDDON GRANGER. All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law. c/o Kevin M. Camp Attorney at Law 10,000 Memorial Dr., Suite 888 Houston, Texas 77024 DATED the 21st day of October, 2016. Kevin M. Camp Attorney for JOHN WEDDON GRANGER State Bar No.: 24064996 E-mail: kcam@jonesgranger.com

LEGAL NOTICES

CAUSE NUMBER: 2015-70306 IN THE 270TH JUDICIAL DISTRICT COURT OF HARRIS COUNTY, TEXAS Plaintiff: REMINGTON GROVE COMMUNITY ASSOCIATION INC vs. Defendant: ALBERTO BONILLA AND DARLA ALEMAN CITATION BY PUBLICATION THE STATE OF TEXAS County of Harris To: DARLA ALEMAN, (WHOSE RESIDENCE AND WHEREABOUT ARE UNKNOWN) YOU ARE HEREBY COMMANDED to be and appear before the 270th Judicial District Court of Harris County, Texas in the Courthouse in the City of Houston, Texas at or before 10:00 o'clock A.M. Monday, the 31st day of OCTOBER 2016, being the Monday next after the expiration date of forty-two days after this citation is issued, and you are hereby commanded and required then and there to appear and file written answer to the Original Petition, filed in said Court on the 23rd day of NOVEMBER 2015, in suit numbered 2015-70306 on the docket of said court, wherein, **REMINGTON GROVE COMMUNITY ASSOCIATION INC**, the Plaintiff, and **ALBERTO BONILLA AND DARLA ALEMAN**, are the Defendants, the

BIDS & PROPOSALS

COMPETITIVE SEALED BIDS WILL BE RECEIVED BY PROCUREMENT SERVICES, PORT OF HOUSTON AUTHORITY EXECUTIVE OFFICE BUILDING, ATTN: BID/PROPOSAL RECEIPT DEPARTMENT, 111 EAST LOOP NORTH, HOUSTON, TEXAS 77029 UNTIL 11:00 A.M. ON NOVEMBER 9, 2016 FOR THE FOLLOWING:

BI-ANNUAL CONCRETE REPLACEMENT AT TURNING BASIN TERMINAL 2017-2018 (CSB-164)

A PRE-BID CONFERENCE WILL BE HELD IN THE 3RD FLOOR SOUTH CONFERENCE ROOM AT THE PORT AUTHORITY EXECUTIVE BUILDING, TEXAS 77029 ON OCTOBER 27, 2016, 9:00 AM SO THAT THE PROSPECTIVE PROPOSERS MAY ASK QUESTIONS CONCERNING THIS PROJECT.

SPECIFICATIONS MAY BE OBTAINED FROM THE PORT OF HOUSTON WEBSITE WWW.PORTOFHOUSTON.COM, AT THAT SITE CLICK THE

LEGAL NOTICES

HOUSTON POLICE DEPARTMENT ABANDONED VEHICLE AUCTION

Notice is hereby given to the owners and lien holders of the vehicles listed below that unless such vehicles are redeemed within 20 days of the date of this notice, they may be sold at public auction. Failure of the owner or lien holder to exercise their right to reclaim the vehicle within the time provided constitutes a waiver by the owner and lien holder of all rights, title and interest in the vehicle at public auction. The last registered owner/lien holder could not be determined on the following vehicles.

YR	MAKE/MODEL	VEHICLE ID NO
'08	HYUN	5NPET46C28H378163
'02	PONT	1G2WR12192F241944
'95	DODG	JB3AM84J1SY010617
'04	HOND	JHMCM56604C020701
'08	HOND	JHMGD386X85067877
'13	WABA	1JJV532B5DL754157

AUCTIONS ARE HELD DAILY FOR TIMES AND LOCATIONS CALL 713-247-5812 TERMS ARE CASH AT TIME OF SALE.

Notice of Intent to Apply for Open Enrollment Charter School Lead2Mastery, a 501(c)3 organization is applying to Texas Education Agency (SBOE) to open The Ivy League Prep School. An informal meeting will be held at: A Step Above 5203 FM 521 Rd Arcola, TX 77583 on Thursday Oct 27th @ 8:00pm. Lead2Mastery board members are Emmitt Walton, Jessica Davis, Tyrone Yarbrough, April Spikes, Lora Goree, Marie James.

BIDS & PROPOSALS

NOTICE TO BIDDERS
SAGEMEADOW UTILITY DISTRICT will receive bids for construction of "SAGEMEADOW WATER-LINE REPLACEMENT PHASE 2" in H.N. 0649.

TEXAS COMMISSION ON ENVIRONMENTAL QUALITY NOTICE OF RECEIPT OF APPLICATION INTENT TO OBTAIN WATER QUALITY PERMIT RENEWAL PERMIT NO. WQ0010495076

APPLICATION. City of Houston, % Dept of Public Works and Engineering, P.O. Box Houston, Texas 77251, has applied to the Commission on Environmental Quality (C) to renew Texas Pollutant Discharge Elimination System (TPDES) Permit No. WQ0010 (EPA I.D. No. TX0063011) to authorize discharge of treated wastewater at a volume to exceed an annual average flow of 18.6 gallons per day. The domestic waste treatment facility is located at 5423 Mc Road, Houston, in Harris County, Texas. The discharge route is from the plant site to Creeks thence to Whiteoak Bayou Above TCEQ received this application on Septem 2016. The permit application is available for viewing and copying at the City of Houston Dept of Public Works and Engineering, Waste Operations, 10500 Bellaire Boulevard, Hc Texas. This link to an electronic map of the facility's general location is provided public courtesy and not part of the application. For exact location, refer to application http://www.tceq.texas.gov/assets/public/inline_html/18129_8448&ln=95_420081381081

ADDITIONAL NOTICE. TCEQ's Executive Director has determined the application administratively complete and will conduct a technical review of the application. A technical review of the application is conducted by the Executive Director may prepare a permit and will issue a preliminary decision on the application. Notice of the Application Preliminary Decision will be published mailed to those who are on the county mailing list and to those who are on the mailing list for this application. That notice will contain deadline for submitting public comments.

PUBLIC COMMENT/PUBLIC MEETING may submit public comments or request a meeting on this application. The purpose of a meeting is to provide the opportunity to submit comments or to ask questions about the application. TCEQ will hold a public meeting if the Executive Director determines that there is a significant degree of public interest in the application requested by a local legislator. A public meeting is not a contested case hearing.

OPPORTUNITY FOR A CONTESTED HEARING. After the deadline for submitting comments, the Executive Director will conduct all timely comments and prepare a response to all relevant and material, or significant comments. Unless the application is referred for a contested case hearing, the response to comments and the Executive Director's decision on the application, will be mailed to everyone who submitted public comments and to those who are on the mailing list for this application. If comments are received, the mailing will provide instructions for requesting reconsideration of the Executive Director's decision on a contested case hearing. A contested case hearing is a legal proceeding similar to trial in state district court.

TO REQUEST A CONTESTED CASE HEARING YOU MUST INCLUDE THE FOLLOWING ITEMS IN YOUR REQUEST: your name, address, phone number; applicant's name and permit number; the location and distance of property/activities relative to the proposed facility; a specific description of how you would be affected by the facility in a way not common general public; a list of all disputed issues that you submit during the comment period; the statement "I/we request a contested hearing." If the request for contested case hearing is filed on behalf of a group or association, request must designate the group's representative for receiving future correspondence; identify name and physical address an individual member of the group who would be adversely affected by the proposed facility or activity; provide information discussed above regarding the affected member's location and distance from the facility; activity; explain how and why the member is affected; and explain how the interests the member seeks to protect are relevant to the group's purpose. Following the close of all applicable comment and request periods, the Executive Director will forward the application and any request for reconsideration or for a contested case hearing to the TCEQ Commissioners for their consideration at a scheduled Commission meeting. The Commission may only grant a request

Ivy League Prep Charter School Public Meeting

Meeting held on Oct 27, 2016 8:00pm

Outreach for notification of charter meeting

- Required public notice
- Flyers posted at several corner stores in the proposed area of location of charter
- Word of mouth from parents at childcare

The Ivy League Prep Charter School?

We are applying for an open enrollment charter. We will be considered a public school. We will be state funded and will continue to do fundraising, and accept donations to support our school. The application is due Dec 5, 2016 for a school year open date of Aug 2018.

What makes the Ivy League Prep Charter School?

We are a STEM (Science, Technology, Engineering, and Math)+ Arts (STEAM) based school. We are seeking to bring innovation to our community through think outside the box, project-based, and hands-on learning. We encourage creative self-expression. We will use technology in our learning such as but not limited to computers, digital white boards, Ipads, and virtual reality glasses. We will align our curriculum (integrate) with the TEKS to meet the state requirements. We will offer additional afterschool clubs to include: Performing arts (Dance, voice, theatre), Fine arts (painting and drawing), Media arts (radio and journalism), Coding and Robotics, Entrepreneurship, Tutoring, and Physical enrichment (Gymnastics and Basketball).

We tested STEAM in our Community

We tested STEAM this past summer by running a STEAM CAMP with a group of 30, 5 to 12 year olds. The kids were ecstatic to be able to do project based learning. It encouraged creativity and team building. The kids were able to engage positively and showed a sincere love for learning. Each day they were excited to see what they would be doing.

-The kids learned about science through numerous experiments. (Some of the experiments were Ice Cream from simple kitchen ingredients and a zip lock bag, blowing up a balloon with a water bottle, how to make rainbow cabbage with food coloring that maps out the veins of the cabbage, balloons used to propel cars, making slime, making glowing bounce balls, potato powered light bulb, rain clouds and soda rockets).

-They were able to take a trip inside of the solar system and experience a safari using virtual reality glasses.

-They were able to understand math by doing project-based learning by using real world examples such as research the pulled from the computer, then drawing and measuring of a great white shark and other animals on the floor of the classroom

using a tape measure and masking tape. Also they were able to use normal kitchen items such as toothpicks, straws, and food to create measurement devices and geometric shapes.

-They also enjoyed Building Bridges and Marshmallow Engineering

-Some were able to attend the Media portion of the Camp and experience journalism and participate in hosting a Live Radio Show at a local Radio Station

Who can attend the school?

Students that live in the acceptable districts (Fort Bend, Alvin, Stafford, Pearland, And Houston) are eligible to attend the school. All students must go through the fair admissions process.

What type is state testing will the kids get?

We will administer the STAAR standardized test

Is there transportation?

We will contract bus services to provide transportation.

What about Food Services?

We will have the National School Lunch Programs. Also, students who don't qualify can purchase their lunch or bring their lunch.

Number of attendees: 60

Meeting was given by CEO: Ivy Ford

Assisted in speaking: April Spikes, Board Member

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 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.

Applicants shall 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 adverse 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 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.

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Postage \$0.47
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Sent To: Pearland ISD / Dr. John Kelly Superintendent
 Street and Apt. No., or PO Box No. 1928 N Main
 City, State, ZIP+4® Pearland TX 77581

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Postage \$0.47
 Total Postage and Fees \$6.47

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Sent To: Houston ISD Richard Carranza Superintendent
 Street and Apt. No., or PO Box No. 4400 W 18th St
 City, State, ZIP+4® Houston TX 77092

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Postage \$0.47
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Sent To: The Honorable Rooney EMHC
 Street and Apt. No., or PO Box No. 2140 Texas Pkwy Ste 110
 City, State, ZIP+4® Missouri City TX 77489

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 Adult Signature Restricted Delivery \$0.00

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Sent To: State Rep Al Green
 Street and Apt. No., or PO Box No. 303 South Loop West Ste 460
 City, State, ZIP+4® Houston TX 77054

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 Certified Mail Restricted Delivery \$0.00
 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00

Postage \$0.47
 Total Postage and Fees \$6.47

0403
48
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11/23/2016
Superintendent

Sent To: Alvin ISD Mr Buck Gilcrease Fed D
 Street and Apt. No., or PO Box No. 301 E House St
 City, State, ZIP+4® Alvin TX 77511

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00

Postage \$0.47
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48
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Sent To: Alvin ISD President Board Cheryl Harris
 Street and Apt. No., or PO Box No. 301 E House St
 City, State, ZIP+4® Alvin TX 77511

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Postage \$0.47

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Sent To *The Honorable John Whitmire*
 Street and Apt. No., or PO Box No.
803 Yale St
 City, State, ZIP+4®
Houston TX 77002

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Postage \$0.47

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Sent To *Rebecca Decker President Board of Trustees*
 Street and Apt. No., or PO Box No.
3706 Pine Brook Ct
 City, State, ZIP+4®
Pearland TX 77581

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 Adult Signature Required \$0.00
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Postage \$0.47

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Sent To *Mr. Ron Reynolds State Rep*
 Street and Apt. No., or PO Box No.
2100 Mexico Plaza Ste 102
 City, State, ZIP+4®
Missouri City TX 77489

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 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00

Postage \$0.47

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Sent To *Mr. David Bradley SBE*
 Street and Apt. No., or PO Box No.
2165 W. Street
 City, State, ZIP+4®
Bourmont TX 77701

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 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00

Postage \$0.47

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Sent To *Salford MSO Robert Bostic Superintendent*
 Street and Apt. No., or PO Box No.
1625 Staffordshire Rd
 City, State, ZIP+4®
Stafford TX 77477

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 Adult Signature Required \$0.00
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Postage \$0.47

Total Postage and Fees \$6.47

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Sent To *Arthur Jackson Board of Trustees President*
 Street and Apt. No., or PO Box No.
1625 Staffordshire Rd
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Stafford TX 77477

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Extra Services & Fees (check box, add fee as appropriate)	\$7.70	48
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <i>Congresswoman Sheila Jackson Lee</i>		
Street and Apt. No., or PO Box No. <i>919 Smith St Ste 1180</i>		
City, State, ZIP+4® <i>Houston TX 77002</i>		

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HOUSTON TX 77002
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<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <i>Senator Sylvia Garcia</i>		
Street and Apt. No., or PO Box No. <i>3425 Bolle St Ste 125</i>		
City, State, ZIP+4® <i>Houston TX 77023</i>		

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<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <i>State Rep Pete Olson</i>		
Street and Apt. No., or PO Box No. <i>6332 W Broadway St Ste 220</i>		
City, State, ZIP+4® <i>Pearland TX 77581</i>		

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<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <i>Ms Barbara Caszill</i>		
Street and Apt. No., or PO Box No. <i>610 W Wedgemere</i>		
City, State, ZIP+4® <i>The Woodlands, TX 77381</i>		

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<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <i>Representative Denna Banner</i>		
Street and Apt. No., or PO Box No. <i>12 East Myrtle</i>		
City, State, ZIP+4® <i>Angletown TX 75855</i>		

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HOUSTON TX 77072
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Certified Mail Fee	\$3.30	0403
Extra Services & Fees (check box, add fee as appropriate)	\$7.70	48
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <i>Ms Donna Bohanck</i>		
Street and Apt. No., or PO Box No. <i>PO Box 19842</i>		
City, State, ZIP+4® <i>Houston TX 77079</i>		

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 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00

Postage \$0.47

Total Postage and Fees \$6.47

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 Street and Apt. No., or PO Box No.
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 City, State, ZIP+4®
 Houston TX 77047

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 Adult Signature Restricted Delivery \$0.00

Postage \$0.47

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Sent To
 Street and Apt. No., or PO Box No.
 6117 Disability St 122
 City, State, ZIP+4®
 Pearland TX 77581

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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 \$0.47

Total Postage and Fees \$6.47

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11/23/2016

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 Sugarland TX 77479

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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 \$0.47

Total Postage and Fees \$6.47

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11/23/2016

Sent To
 Street and Apt. No., or PO Box No.
 4400 W 18th St
 City, State, ZIP+4®
 Houston TX 77092

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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

Postage \$0.47

Total Postage and Fees \$6.47

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48
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11/23/2016

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 PO Box 2129
 City, State, ZIP+4®
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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

Postage \$0.47

Total Postage and Fees \$6.47

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Certified Mail Fee	\$3.30	0403 48
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$11.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <u>Senator Jean Huffman</u>		
Street and Apt. No., or PO Box No. <u>PO Box 341774</u>		
City, State, ZIP+4® <u>Houston TX 77254</u>		

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Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$11.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <u>State Rep. Jarvis Johnson</u>		
Street and Apt. No., or PO Box No. <u>PO Box 2910</u>		
City, State, ZIP+4® <u>Austin TX 78768</u>		

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HOUSTON OFFICIAL USE

Certified Mail Fee	\$3.30	0403 48
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$11.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <u>State Representative Alma Allen</u>		
Street and Apt. No., or PO Box No. <u>10101 Fordham Rd Ste 500</u>		
City, State, ZIP+4® <u>Houston TX 77096</u>		

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Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$11.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <u>State Rep. Rich Miller</u>		
Street and Apt. No., or PO Box No. <u>130 Industrial Blvd #126</u>		
City, State, ZIP+4® <u>Sugarland TX 77478</u>		

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Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$11.00	Postmark Here
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	11/23/2016
Total Postage and Fees	\$6.47	
Sent To <u>Senator Paul Bottencourt</u>		
Street and Apt. No., or PO Box No. <u>11451 Katy Freeway</u>		
City, State, ZIP+4® <u>Houston TX 77079</u>		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Address
 B. Received by (Printed Name) 1-29-16
 C. Date of Delivery
 D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

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 Priority Mail Express®
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 Registered Mail Restricted Delivery
 Certified Mail®
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 Signature Confirmation
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1. Article Addressed to:
 State Rep Pete Olsen
 6302 W Broadway St
 Ste 200
 Garland TX 75841

9590 9402 1951 6123 2263 03

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Address
 B. Received by (Printed Name) JACKIE CAN
 C. Date of Delivery
 D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

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 Priority Mail Express®
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1. Article Addressed to:
 AWIN 180 / Buck Gilcrease
 Superintendent
 301 E House St
 Alvin, TX 77511

9590 9402 1951 6123 2264 19

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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1. Article Addressed to:
 Mr Ron Reynolds
 2440 Texas Parkway Ste 102
 Missouri City TX 77489

9590 9402 1951 6123 2263 89

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
 B. Received by (Printed Name) R. Mitchell
 C. Date of Delivery 1/29/16
 D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

3. Service Type
 Priority Mail Express®
 Adult Signature
 Registered Mail™
 Registered Mail Restricted Delivery
 Certified Mail®
 Return Receipt for Merchandise
 Collect on Delivery Restricted Delivery
 Signature Confirmation™
 Signature Confirmation Restricted Delivery
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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
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1. Article Addressed to:

State Rep Al Green
 3003 South Loop West
 Ste 460
 Houston TX 77054



9590 9402 1951 6123 2262 11

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent
 Address
- B. Received by (Printed Name) _____ C. Date of Delivery 11-9-16
- D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below: _____

3. Service Type
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 - Insured Mail (over \$500)
 - Restricted Delivery
 - Adult Signature Restricted Delivery
 - Certified Mail Restricted Delivery
 - Collect on Delivery Restricted Delivery
 - Insured Mail Restricted Delivery (over \$500)
 - Priority Mail Express® Registered Mail™
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 - Return Receipt for Merchandise
 - Signature Confirmation
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1. Article Addressed to:

Alvin ISD / Cheryl Harris
 Board of Trustees Resident
 301 E House St
 Alvin TX 77511



9590 9402 1951 6123 2264 26

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent
 Addressee
- B. Received by (Printed Name) Jackie Cain C. Date of Delivery _____
- D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below: _____

3. Service Type
- Priority Mail Express®
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 - Registered Mail™
 - Certified Mail®
 - Collect on Delivery
 - Insured Mail (over \$500)
 - Restricted Delivery
 - Adult Signature Restricted Delivery
 - Certified Mail Restricted Delivery
 - Collect on Delivery Restricted Delivery
 - Insured Mail Restricted Delivery (over \$500)
 - Priority Mail Express® Registered Mail™
 - Registered Mail Restricted Delivery
 - Return Receipt for Merchandise
 - Signature Confirmation™
 - Signature Confirmation Restricted Delivery

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- Print your name and address on the reverse so that we can return the card to you.
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1. Article Addressed to:

*Pearlwood ISD
Dr. John Kelly Superintendent
1928 N Main
Arlene TX 777581*



9590 9402 1951 6123 2264 57

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]* Agent
 Address

B. Received by (Printed Name) *[Signature]* C. Date of Delivery

D. Is delivery address different from item 1? Yes
if YES, enter delivery address below: No

3. Service Type
- Priority Mail Express®
 - Registered Mail™
 - Registered Mail Restricted Delivery
 - Certified Mail®
 - Certified Mail Restricted Delivery
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 - Collect on Delivery
 - Collect on Delivery Restricted Delivery
 - Signature Confirmation
 - Insured Mail
 - Insured Mail Restricted Delivery (over \$500)

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1. Article Addressed to:

*Robert MSD
Robert Basic Superintendent
1625 Staffordshire Rd
Stafford TX 77477*



9590 9402 1951 6123 2264 64

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]* Agent
 Address

B. Received by (Printed Name) *[Signature]* C. Date of Delivery

D. Is delivery address different from item 1? Yes
if YES, enter delivery address below: No

3. Service Type
- Priority Mail Express®
 - Registered Mail™
 - Registered Mail Restricted Delivery
 - Certified Mail®
 - Certified Mail Restricted Delivery
 - Return Receipt for Merchandise
 - Collect on Delivery
 - Collect on Delivery Restricted Delivery
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 - Insured Mail
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- 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:

*SEE
Mr. David Bradley
2165 N. Street
Beaumont, TX 77701*



9590 9402 1951 6123 2263 72

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]* Agent
 Addressee

B. Received by (Printed Name) *[Signature]* C. Date of Delivery *11.28.16*

D. Is delivery address different from item 1? Yes
if YES, enter delivery address below: No

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 - Registered Mail Restricted Delivery
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- 2. Print your name and address on the reverse so that we can return the card to you.
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Article Addressed to:

Seaboard Paul Botten Court
 11451 Katy Freeway #204
 Houston TX 77079

9590 9402 1951 6123 2262 66

Article Number (Transfer from service label)

Form 3811, July 2015 PSN 7530-02-000-9053

SENDER: COMPLETE THIS SECTION

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- 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 mailpiece, or on the front if space permits.

Article Addressed to:

Mr Larry Taylor, Senator
 6117 Broadway St 132
 Dallas, TX 75288

9590 9402 1951 6123 2263 41

Article Number (Transfer from service label)

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
- B. Received by (Printed Name) Addressee
- C. Date of Delivery
- D. Is delivery address different from item 1? Yes No
If YES, enter delivery address below:

[Signature]

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
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- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
- B. Received by (Printed Name) Addressee
- C. Date of Delivery
- D. Is delivery address different from item 1? Yes No
If YES, enter delivery address below:

[Signature]

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
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SENDER: COMPLETE THIS SECTION

- 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 mailpiece, or on the front if space permits.

1. Article Addressed to:

Stafford MSO
 Andrew Jackson Board of Trustees
 President
 1625 Stafford Drive RD
 Stafford TX 77477



9590 9402 1951 6123 2265 18

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
- B. Received by (Printed Name) Addressee
- C. Date of Delivery
- D. Is delivery address different from item 1? Yes No
If YES, enter delivery address below:

[Signature]

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
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- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
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Domestic Return Receipt

80

Provide the following:

State the proposed school's primary 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.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 Texas Administrative Code (TAC), §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept students from the secondary boundary if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will establish its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

Geographical Boundaries

Fort Bend ISD
Alvin ISD
Stafford MSD
Pearland ISD
Houston ISD

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

Ivy League Prep Charter School

Teacher Student Ratio

PreK3	1:15
PreK4	1:15
Kindergarten	1:18
1 st Grade	1:18
2 rd Grade	1:18
3 rd Grade	1:18
4 th Grade	1:18
5 th Grade	1:18
6 th Grade	1:18
7 th Grade	1:18
8 th Grade	1:18

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. 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 documents in response to this attachment.

Attachment E1

• Discuss as a class.

LESSON THREE (3)- *Student Activities*

Write a number on the board, such as "112,306." Have the class help you draw place value blocks to represent the picture. Students should also draw and label this picture in their math journal/notebooks. Next, draw place value blocks on the board to represent a number to the thousands place. Working together, write the number that is represented by the blocks. Now, use the "Share and Show" problems on pg. 18 of Texas Go Math and work together numbers 1-6.
• **Problem Solving:** With their shoulder partner, have students to complete questions 7-10.

LESSON THREE (3)- *Student Assessments*

Teacher will pull a small group of 5-6 students to work on page 19 for further illustration of the objective of Have the day.
• Return to the KWL chart started at the beginning of this lesson. Students will tell the teacher what they have learned about place value, and the teacher will add their ideas to the chart. This chart should be displayed throughout the whole place value unit, added to as students learn new information about place value.

GEN TWENTY 22 TWO

CURRICULUM SCOPE & SEQUENCE

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

Student Expectations/Learning Outcomes

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

Objective: 3.5D Explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Explain to students why it is important in real life situations to know how mixtures are formed.

Guiding Questions

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

Ask students if they ever noticed that Ranch dressing does not separate after awhile? Tell them that the oil and vinegar separates because it is a mixture. A mixture is a combination of two or more substances that can be easily separated in some physical way. Explain that there are many ways to separate mixtures (using your hand, using a magnet, filtering, evaporating, etc.).

Texas Essential Knowledge & Skills Alignment

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

3.5D Science

Materials & Resources

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

Kamico STAAR Connection

Review

If a unit review will be provided, please describe the format and nature of the review.

Teacher will pull a small group of 5-6 students to work on Motivation Science questions while other students rotate through centers.

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Teacher will assess the class on how and why the magnet was able to remove the iron filings from the sand. Students will explain that iron filings are very small pieces of iron that look like a powder. Although the iron filings are small like the sand and looks as though it cannot be separated, iron filings are magnetic.

GEN TWENTY 22 TWO

CURRICULUM SCOPE & SEQUENCE

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

Student Expectations/Learning Outcomes

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

Objective: *3.5A Measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float.
 * = Aligned with STAAR Assessed Curriculum at Grade 5

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

The Teacher will ask the students why they believe it is important in real life situations to be able to compare and contrast physical properties of matter.

Guiding Questions

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

The Teacher will begin the lesson by asking students "What is a magnet?"

Texas Essential Knowledge & Skills Alignment

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

3.5A Math

Materials & Resources

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

Kamico STAAR Connection

Review

If a unit review will be provided, please describe the format and nature of the review.

Teacher will ask students if they know how to move a paper clip (attached to a paper car) on top of the paper by using a magnet. Discuss how a magnet can pull or push an object that is magnetic.

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Students will take turns racing one another on the race track. After the activity, the students will discuss how magnets can attract through paper



Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Student Expectations/Learning Outcomes

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

Objective: 3.2.B Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.

Guiding Questions

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

Have students tell you what they already know about place value, and fill in their answers underneath the "K (Know)" section.

Texas Essential Knowledge & Skills Alignment

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

3.2B Math

Materials & Resources

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

Texas Go Math

Review

If a unit review will be provided, please describe the format and nature of the review.

Return to the KWL chart started at the beginning of this lesson. Students will tell the teacher what they have learned about place value,

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

The teacher will add their ideas to the chart. This chart should be displayed throughout the whole place value unit, added to as students learn new information about place value



Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template



Student Expectations/Learning Outcomes

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

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

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Knowledge of mathematical process standards to represent and compare whole numbers and understand relationships related to place value.

Guiding Questions

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

What are the mathematical process Standards to represent and compare whole numbers....

Texas Essential Knowledge & Skills Alignment

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

Objective 3.2B Describe the mathematical relationships found in the base-1 hundred thousands place.

Materials & Resources

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

Complete the assessment task on pg. 20 in their Texas Go Math textbooks.
• Small Group: (TIER 2 Intervention)

Review

If a unit review will be provided, please describe the format and nature of the review.

STAAR formatted review.

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Move to a larger number of representation

GEN TWENTY 22 TWO

CURRICULUM SCOPE & SEQUENCE

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- Instructional Strategies

- Write a number on the board, such as "112,306." Have the class help you draw place value blocks to represent the picture. Students should also draw and label this picture in their math journal/notebooks. Next, draw place value blocks on the board to represent a number to the thousands place. Working together, write the number that is represented by the blocks.
- Problem Solving: With their shoulder partner, have students to complete questions 7-10. Discuss as a class.

LESSON ONE (1)- Student Activities

- On large chart paper, display a KWL chart labeled "Place Value." Have students tell you what they already know about place value, and fill in their answers underneath the "K(Know)" section. Then, ask students what they want to know about place value, and record their answers under the "W(Want to Know)" section. Leave the "L(Learned)" section blank for now. Tell students that last year they learned place value up to the thousands place. Today, you will be reviewing up to the hundred thousands place and applying this objective to problem solving. Remind students: You have learned how to find the value of a digit in a 5-digit number. You can use a pattern to find the value of a digit in any number. Review Unlock the Problem on Page 17 In Texas Go Math textbook.

LESSON ONE (1)- Student Assessments

- Have students complete the assessment task on pg. 20 In their Texas Go Math textbooks.
- Small Group: (TIER 2 Intervention)
- Teacher will pull a small group of 5-6 students to work on page 19 for further illustration of the objective of the day.
- Return to the KWL chart started at the beginning of this lesson. Students will tell the teacher what they have learned about place value, and the teacher will add their ideas to the chart. This chart should be displayed throughout the whole place value unit, added to as students learn new information about place value.

Attachment E1

<p>LESSON TWO (2)- <i>Instructional Strategies</i></p>	<p>The teacher will have students to observe the magnets and explain that magnets always have 2 poles- a north pole and a south pole. The north pole attracts the south pole, and the south attracts the north pole. Like poles (north-north or south-south) repel. The teacher will explain that a magnet is a device that attracts iron. Any item that contains IRON has the potential to be magnetized.</p>
<p>LESSON TWO (2)- <i>Student Activities</i></p>	<ul style="list-style-type: none"> • The Teacher will begin the lesson by asking students "What is a magnet?" "Where have you seen magnets?" The teacher will ask students to name items in their home that is magnetic. The teacher will ask students to look around the room and name some items that are magnetic. The teacher will pass out a two small bar magnets to each student that has N and S on each end. • Kamico STAAR Connection/Assessment for Learning: Pg. 138 #5...A student uses a magnet to test the magnetism of different objects. She records the data in a table. Based on the test data, what type of material is magnetic? • A Head Start on Science: Encouraging a Sense of Wonder. "What's Magnetic" pg. 109. The teacher will give each group of 4 students a baggie with assorted items (paper clips, cotton, rubber ball, coins, pencil, key, etc.) for testing. The teacher will instruct students to predict which items they think are magnetic. Then students will have to use their magnets to test the items to see if their predictions were accurate. • Students will determine what fraction of the items in their baggies was magnetic and non-magnetic. For example, if they had 6 items in their bag and 2 of them were non-magnetic, then, $\frac{2}{6}$ of their items were non-magnetic. • Students will read Magnets: Pulling Together
<p>LESSON TWO (2)- <i>Student Assessments</i></p>	<p>"Magnetic Race" Students will participate in a hands-on activity with a partner. Each pair of students will be given a pre-drawn racetrack, a pre-drawn race car made of construction paper with a paper clip attached, and a hand held bar magnet. Teacher will ask students if they know how to move a paper clip (attached to a paper car) on top of the paper by using a magnet. Discuss how a magnet can pull or push an object that is magnetic. Students will take turns racing one another on the race track. After the activity, the students will discuss how magnets can attract through paper.</p>
<p>LESSON THREE (3)- <i>Instructional Strategies</i></p>	<ul style="list-style-type: none"> • On large chart paper, display a KWL chart labeled "Place Value." Have students tell you what they already know about place value, and fill in their answers underneath the "K(Know)" section. Then, ask students what they want to know about place value, and record their answers under the "W(Want to Know)" section. Leave the "L(Learned)" section blank for now. Tell students that last year they learned place value up to the thousands place. Today, you will be reviewing up to the hundred thousands place and applying this objective to problem solving. Remind students: You have learned how to find the value of a digit in a 5-digit number. You can use a pattern to find the value of a digit in any number. Review Unlock the Problem on Page 17 in Texas Go Math textbook. • Write a number on the board, such as "112,306." Have the class help you draw place value blocks to represent the picture. Students should also draw and label this picture in their math journal/notebooks. Next, draw place value blocks on the board to represent a number to the thousands place. Working together, write the number that is represented by the blocks. Now, use the "Share and Show" problems on pg. 18 of Texas Go Math and work together numbers 1-6. • Problem Solving: With their shoulder partner, have students to complete questions 7-10. Discuss as a class. • On large chart paper, display a KWL chart labeled "Place Value." Have students tell you what they already know about place value, and fill in their answers underneath the "K(Know)" section. Then, ask students what they want to know about place value, and record their answers under the "W(Want to Know)" section. Leave the "L(Learned)" section blank for now. Tell students that last year they learned place value up to the thousands place. Today, you will be reviewing up to the hundred thousands place and applying this objective to problem solving. Remind students: You have learned how to find the value of a digit in a 5-digit number. You can use a pattern to find the value of a digit in any number. Review Unlock the Problem on Page 17 in Texas Go Math textbook.

Provide the following:

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.

ADMISSION and ENROLLMENT POLICY

Purpose:

The Ivy League Prep Charter District provides a holistic education system for families with children in kindergarten through fifth grade. Our district model achieves sustainable impact through the integration of academic with family and community services. This comprehensive approach ensures that students are physically, socially, and emotionally ready to learn as part of an integrated system that simultaneously supports the family and community.

Application Period for 2018-2019 school year:

The application period for new students is April 1st – 15th.

Enrollment Process and Procedures:

Returning Students

1. *Intent to Return* forms are given to each student in early March;
2. *Intent to Return* forms must be submitted by March 31st;
3. Students who submit their *Intent to Return* form will have a slot assigned to them for next school year.

New Students

1. The application period is April 1st - April 15th;
2. Students/Families may pick up an application at any of our locations;
3. All applications must be submitted by April 15th.

Note: If the number of applications does not exceed the number of vacancies, then all applicants who applied will be offered admission. If there are more applicants than spaces in a class, then a lottery will be conducted.

Lottery Process:

1. May 5th has been reserved to conduct the lottery;
2. All eligible names will be placed in a common pool (based on grade level and campus) and applicants will be randomly selected until all available spaces are filled;
3. The remaining names left in the lottery pool will go on a waitlist;
4. Applicants will be notified of their acceptance or waitlist status on or after May 11th.

No specific talents, skills or abilities will be determining factor for student admission. All students who apply will do so on equal footing. Student registration will be handled on a first-come, first-served basis and be subject only to space availability. A waiting list will be prepared for all applicants for whom there is no space. As space becomes available, slots will be offered to those children who are on the waiting list in the order they applied. Consequently, a lottery designed for students who do not meet the entrance criteria is not needed.

ADMISSIONS POLICY

1. Ivy League Prep Charter School Application Process

STEP 1	<ul style="list-style-type: none"> • Parents will be given ample opportunity to learn about the program to be offered at the Ivy League Prep Charter School • Parents and children attend Education Open House Week activities (December 2017, February 2018 Individual tours and opportunities to meet one-on-one with administrators will take place December through March. • Parents Attend Formal Information Session at Ivy League Prep (February 2018)
STEP 2	<ul style="list-style-type: none"> • Parents get application from Ivy League Prep or call (xxx) xxx-xxxx, or applications are available online. • Parents collect required records from their child's current school (see application for details) • Parents complete application form. • Parents submit form to Ivy League Prep. Form must be submitted by April 1, 2018. Late applications will be accepted on a space-available basis
STEP 3	<ul style="list-style-type: none"> • Ivy League Prep notifies parents if and when their child is scheduled for any tests or interviews. • Ivy League Prep notifies parents by mail that their child has or has not been accepted to the program (April 30, 2018)
STEP 4	<ul style="list-style-type: none"> • Parents will notify Ivy League Prep that they accept the invitation for their child to attend by returning acceptance documents by May 7, 2018. • Parents complete registration materials provided by Ivy League Prep. • Parents follow enrollment procedures as indicated by Ivy League Prep.

Applications will be accepted from January 1, 2018 - April 1, 2018. Late applications will be placed on a waiting list and enrolled as space is made available.

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.

Attachment E4 – Discipline Policy

Ivy League Prep Charter School

Code of Conduct

POLICY STATEMENT

The School Code of Conduct is response to the requirements of the Texas Education Code. This law requires schools to define misconduct that may or must result in a range of specific disciplinary consequences including suspension or expulsion from school. Ivy League Prep Charter School promotes values and has behavioral expectations for all students that are in keeping with the Mission and Vision of its sponsoring entity.

The Code of Conduct for the school allows the Board of Directors to adopt a code of conduct for the charter. The practices the school will use is outlined in the following descriptions and will promote good discipline, including penalties for infractions and incentives for positive behavior. A list of offenses that students may be disciplined for or suspended in shown. Explanations have explanations and take into account the rights of students with disabilities in disciplinary actions and proceedings.

DISCIPLINE PLAN

School Rules

- I will be trustworthy
- I will be respectful
- I will be responsible
- I will be fair
- I will be caring
- I will be a good citizen

Inappropriate behaviors at Wood roe Petty Elementary fall into 3 Categories or levels of offenses. Each level is addressed either by the classroom teacher or school administration.

Examples of Level 1 Offenses

- Handled by the teacher - documentation of behavior and action highly suggested.

Level 1 Offenses	
Not following directions Running in the hallways Excessive talking Derogatory notes/pictures Teasing/put downs Inappropriate language	Eye rolling Interrupting Consistent tardiness Name calling Misuse of materials Wandering Mocking

Examples of Level 2 Offenses

- Handled by the teacher with documentation of behavior and action.
- Parents contacted

Level 2 Offenses	
Back talking Inappropriate gestures/language Taunting Refusing to work	Open defiance Cheating/lying Throwing objects Hitting

Examples of Level 3 Offenses

- Handled by the administration. Direct office referral with accompanying Character violation form.
- Parent contacted

Level 3 Offenses	
Fighting Ethnic Slurs Obscene gestures Inappropriate touching Damaging Property Direct and willful disobedience of school Disruptive clothing Disrespect for authority	Bullying Threatening / taunting Threatening bodily harm Stealing Use of profanity Pulling fire alarm Harassment, including sexual harassment

Zero Tolerance	
Drugs Weapons/facsimile of weapon/dangerous weapon	Leaving school without permission Assault without permission

Discipline Referrals

All students sent to the office **MUST** have a discipline referral completely filled out and signed. Referrals should be precise and to the point. Do not include names of other children on the referral. Referrals should state facts of the situation **NOT** opinions. This referral becomes necessary for documentation purposes. Once a student has been sent to the office, campus administration will determine the type of disciplinary action necessary. Teachers should try as many options as possible before resorting to an office referral.

Based on Capturing Kids Hearts Training, Petty Elementary staff will adhere to the "Four Questions"

Four Questions:

1. _____, excuse me, what are you doing? (Maintain positive tone and proximity.)
2. What are you supposed to be doing?
3. Are you doing it?
4. So what are you going to do about it now?

Repeat offenders:

5. What is going to happen if I come to you again?
 Affirm the student (Good choice)

Special Education Students

Severity Clause for Immediate Office Referral:

- Physically aggressive behavior
- Fighting
- Threatening
- Overt disrespect
- Weapon possession
- Bullying

Consequences for Misbehavior:

- Verbal correction
- Removal from class
- Parent phone call/ conference
- Lunch detention
- Loss of privileges
- Behavior contract
- Cooling off time
- Suspension
- Involvement of campus police
- Corporal Punishment

Provide the following:

The code of conduct for the proposed school to address 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.

GUN-FREE SCHOOL POLICY

It is a violation of the Ivy League Prep Charter School and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. Dangerous weapons include but are not limited to the following: firearms, slung shots, sand clubs, metal knuckles, daggers, dirks, spring blade knives, num-chuck sticks, throwing stars, air guns, stun guns, and devices intended to injure a person by an electric shock.

(www.k12.wa.us/safetycenter/Weapons/pubdocs/LanguageforCPR)

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

Attachment F1

After our charter application submission, the Ivy League Prep Charter Development Team will continue to work on planning and executing the completion of the Charter Project Timeline. Lead2Mastery's Board of Directors will work diligently use their best skills as well as areas of expertise to complete all tasks necessary to successfully open the school. The Board Members will work in conjunction with the Superintendent and Administration starting February 2018 to begin the specific ordering of furniture, materials, and supplies for the classrooms and offices.

Charter Project Timeline:

Secure Commercial Agent	November 2016
Investigate various properties	Nov 2016 – Present
Decide on property /building site	August 2017
Meet with City Planning Dept.- Permits and Zoning Requirements	September 2017
Secure with Letter of Intent /Negotiate	October 2017
Investigate Financing Options	November 2017
Negotiate Lease or Purchase	December 2017
Finalize Financing	December 2017
Complete Purchase Order/ Begin Construction	January 2018
Prepare to Purchase Furniture and materials (Review payment terms and delivery schedule)	February 2018
Finalize Payment Terms (Furniture and materials order)	February 2018
Update Assessment of timeline for completion of construction –make any adjustments to meet May occupancy	March 2018
Complete updates and construction	May 2018
Final Inspection and Occupancy	June 2018
Start Classroom and Administration Installation of Furniture and Materials	June 2018
Complete Classroom and Administration Installation of Furniture and Materials	June 2018

Facilities

The Board President and CEO are working with a community commercial real estate agent for existing properties in the area. Thus far, RamTech Building Systems have proposed a prefabricated building that will allow for growth. With RamTech's prefabricated school buildings, the Ivy League can expand by adding

Attachment F1

additional classrooms as needed to accommodate our student growth without incurring unnecessary expenses in the start-up year. This is a promising way to support our growth throughout the years and our "at capacity" numbers beyond year 5. We have budgeted for this project and will continue to explore properties to ensure this will be the best option for the Ivy League Prep Charter School.

Technology

It is important that our technology exceeds the standards of innovation and our website is user friendly and interactive for our staff, parents, and community. We will conduct quarterly reviews of our system for website and computer security, as well as administrative passwords and access rights security.

Website Development Timeline:

Website Development / Design For Inquiries and Marketing	January 2017
Complete Needs and Use Assessment for (Parent portals, staff etc.) -web developer	March 2017
Complete Web Development	June 2017
Web –Complete Functionality Testing	July 2017
Test and Refine Website	August 2017
Launch Full Website	October 2017
Monitor Functionality	October 2017 (on-going)

Admissions

To ensure that the integrity of the admissions policy and procedures process will be correctly followed by all participants, there will be close monitoring of the enrollment and admissions functions by the Superintendent. Although, the Administrative Assistant/ Registrar fulfills the admissions and enrollment process, at least one Board Member and the President of the Board shall be present for a lottery, if one is necessary. Furthermore, the Administrative Assistant/ Registrar will review student enrollment documents and files for completion and accuracy.

Attachment F1

Admission Timeline:

December 2017	Create Online Application
December 2017	Advertisements in local paper- announce application timeframe
January 1, 2018	Open online application
	Hold information session for interested parents to assist in putting an application in.
April 15 th 2018	Close of Application Period New Students
May 5 th	Lottery (If necessary)
May 21, 2018	Notify parents of acceptance (email or mail as designated by parents)
May 30, 2018	Registration Materials – Deadline 1
August 21, 2018	Registration Materials Deadline 2

Fundraising

Lead2Mastery has employed many tactics for fundraising and will continue to pursue more innovative ways to raise funds as we grow. The Board will continue to reach out to many philanthropists and establish a Crowd Funding Campaign. The Board of Directors will create a grant writing team with in the Board of Directors that will adhere to the Fundraising Timeline. The Business Manager will hold in strict confidentiality the reporting of the fundraising data and will communicate directly to the Board Directors. All office staff will receipt fundraising checks and cash, record all transactions for accuracy and deliver to the Business Manager.

Fundraising Timeline:

November 2016 (on-going)	Grant Research by Board Team
January 2017 (on-going)	Start Applications for Grants Review deadlines
February 2017 start & ongoing	Fundraising through Aramark Non-Profit Opportunity
March 2017	Start Crowd funding Campaign
April 2017	One on One fundraisers

Provide the following:

A detailed budget narrative which includes 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). Also include any commitments of financial support or pledge letters from parents or other sources.

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 secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Attachment F2

REVENUE

INCOME

STATE FUNDING

Based on the community response to the public meeting and number of interested families, we anticipate on achieving the projected numbers quickly as the Ivy League Prep Charter School opens.

Total funded enrollment is anticipated to be per year:

Year 1 - 360 students

Year 2 - 450 students

Year 3 - 500 students

Year 4 - 550 students

Year 5 - 600 students

FEDERAL FUNDING

We have budgeted for federal USDA funds from the National School Lunch and School Breakfast Program reimbursement. School breakfast is reimbursed at \$.29 per breakfast for non-economically disadvantaged students, \$1.41 per student for reduced price breakfast, and \$1.71 per student who is served free breakfast. The National School Lunch is \$.30 per lunch for non-economically disadvantaged students, \$2.76 per lunch for reduced price, and \$3.16 per lunch for each student classified as free. The assumptions are the same daily for each meal period in which we project that 36% of the students will fall in the free category, 36% will fall into the reduced category, and 20% into the non-economically disadvantaged category that fill out the student USDA application for food services. In the budget, it is assumed that 25% of the student body will purchase meals daily.

Projected Annual Reimbursement:

Year 1 - \$155,228

Year 2 - \$192,323

Year 3 - \$214,009

Year 4 - \$235,695

Year 5 - \$256,811

LOCAL FUNDS

After School Program

Attachment F2

Ivy League Prep Charter School plans to have an After School Program that is included in the local funds. A fee of \$200 per month will be assessed for non-economically disadvantaged students. For those who are economically disadvantaged a fee of \$100 will be assessed. We anticipate that 30% of the student body will utilize the afterschool program with an annual growth increase. Of the anticipated percentage, approximately 60% will be economically disadvantaged.

After School Revenue projections are:

Year 1 - 108 students: 43.2 @ \$200mth and 64.8 \$100mth x 9mths = \$136,080
Year 2 - 135 students: 54 at \$200mth and 81 at \$100mth x 9mths = \$170,100
Year 3 - 150 students: 60 at \$200mth and 90 at \$100mth x 9mths = \$189,000
Year 4 - 165 students: 66 at \$200mth and 99 at \$100mth x 9mths = \$207,000
Year 5 - 228 students: 99 at \$200mth and 108 at \$100mth x 9mths = \$226,800

Breakfast/ Lunch Program

Federal reimbursement rates are used for students that are considered economically disadvantaged. In the federal funding, we calculated reimbursements amounts for all that have filled out the USDA application and fell into 1 of 3 categories. For those who don't qualify under the USDA reimbursement program, they are included in our purchase breakfast/ lunch program. Our breakfast/ lunch program income is included in our local revenue. We assumed that 25% of all students will purchase lunch at \$3.50 per lunch meal and \$2.00 per breakfast meal daily.

Projections are as follows:

Year 1 - 88 students x \$5.50 x 180 days = \$87,120
Year 2 - 113 students x \$5.50 x 180 days = \$111,870
Year 3 - 125 students x \$5.50 x 180 days = \$123,750
Year 4 - 137 students x \$5.50 x 180 days = \$135,630
Year 5 - 150 students x \$5.50 x 180 days = \$148,500

Fundraising

Ivy League Prep Charter School will have annual fundraising campaigns. We have budgeted \$45,000 per year in fundraising revenue.

Expenses

School Operations

The cost of classroom technology, supplies, materials, and teaching aids are considered prior to the start of each year. Ivy League Prep Charter has budgeted

Attachment F2

\$10,500 annually for Pre K classrooms, and for elementary classrooms we have budgeted \$15,000 annually.

Educational workbooks textbooks are included in the budget at \$4,500 annually. This amount will increase as enrollment increases as well as the need for more materials are necessary. An annual budget for special education materials is \$5,500. This also increases as enrollment increases.

Field trips are budgeted \$1100 annually with an increase seen as the student enrollment increases. This will be reviewed on a yearly basis as the progressive innovative needs of the students increase.

Office expenses covering supplies are budgeted at \$8000 annually along with Office equipment – (1st year) \$13,000 (technology, software, desk, chairs, tables) and \$3500 annually for upgrades and additions. We have also budgeted a 3% increase annually.

Student assessment/ testing is budgeted to cost \$6000 annually and will increase as enrollment increases.

On going staff development is crucial to keeping up with the innovation of STEM + Arts and is budgeted at \$1000 monthly to cover training with increases being applied from year to year.

Annual budgeted amounts for utilities are projected to include: telephone Systems at \$4800, lights and water at \$25,200, and trash at \$5,700.

The budgeted amounts for Internet accessibility is \$3840 annually, web design, hosting, and IT services at \$5,000 annually.

Janitorial and custodial supplies are budgeted at \$4200 annually 2% increases as our enrollment grows.

Fundraising costs have been budgeted at \$800 annually to cover the cost of fundraising campaign materials and supplies.

In order to assist in growing the Ivy League School, recruitment is budgeted at \$6150 for students and for staff \$1750 annually.

To cover board expenses that include board insurance, meals, travel, and conferences, we have budgeted \$1500 annually.

Personnel

Attachment F2

The Ivy League Prep Charter School will focus on STEM + the Arts. We will have STEM Certified Lead Teachers that support 1st Level certified teachers. All salaries are based on comparable salaries of teachers in the same district. Most comparable at a salary of \$50,00 in addition to Special Needs Teacher- \$49,000 budgeted; Substitute Teachers - \$ 10,000 budgeted.

Payroll Benefits and Taxes

Payroll taxes are a necessary and normal deduction to account for and are follows; TRS, Health Insurance, Worker Comp, Unemployment, Medicare, and Social Security Each year as there are a fluctuation of staff these numbers will vary. A projection year to year will resemble these amounts:

Year1- \$231,841
Year2-\$281,456
Year3-\$351,812
Year4-\$412,190
Year5-\$451,348

Contracted Services

To stay in strict compliance financially, we will contract the annual audit of the financial statements of Ivy League Prep Charter School. This is budgeted at \$13,000 annually.

Our Food Services is budgeted at \$3.30 per day. It is assumed that 25% of all students enrolled will purchase meals; breakfast and lunch. Food services will be negotiated with the food vendor to secure a fair cost per child amount. Janitorial Services are budgeted at \$18,000 annually.

Assisted Payroll Services through ADP have been budgeted at \$3000 per year with increases at 2% annually as the number of teachers increase.

Special Education outside services have been budgeted at \$9,000 per year.

Legal Insurance has been projected into the budget at \$6000 annually.

We will contract a trustworthy transportation company to provide transportation for our students, and we have budgeted \$19,000 annually.

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 \$5,700 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.

Ivy League Prep Charter School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Ivy League Prep Charter School
Contact Email:	speakitandbelieveit@gmail.com
Contact Phone:	281-831-9987
Startup Fiscal Year End:	2018
Year One Fiscal Year End:	2018
Fiscal Year End Date:	June 30
Total School Year Minutes:	75,600

A	B	C
1	Ivy League Prep Charter School	
3	Estimate of State Aid Entitlement Input	12/5/16 9:00
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)	72
6	Kindergarten	72
7	1st Grade	54
8	2nd Grade	54
9	3rd Grade	54
10	4th Grade	54
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	360.0
21	Total Number of High School Students Enrolled	-
22	Percentage Rate of Attendance	85%
24	Special Education Data:	
25	Number Enrolled in Homebound	-
26	Number Enrolled in Hospital Class	-
27	Number Enrolled in Speech Therapy	-
28	Number Enrolled in Resource Room	-
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	-
36	Career and Technology (C&T) Data:	
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	-
44	Number of Pregnancy Related Students Enrolled	-
45	Number Enrolled in Bilingual/ESL	-
46	Special Education Error Check	-
47	Career and Technology Error Check	-
48	Available School Fund ADA	-
49	Compensatory Education Enrollment	-
50	Regular Program Transportation Allotment	-
51	Special Education Program Transportation Allotment	-
52	Career and Technology Program Transportation Allotment	-
53	Transportation Total	\$ -
54		

114

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11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
24	Extended Year Service	
25		-
26		-
27		-
28		-
29		-
30		-
31		-
32		-
33		-
34		-
35		-
36	Advanced C&T FTE	
37		-
38		-
39		-
40		-
41		-
42		-
43		
44		
45		
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115

Ivy League Prep Charter School ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2018	2019	2020	2021	2022
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	72.00	36	36	36	36
Kindergarten	72.00	72	72	90	90
1st Grade	54.00	54	72	90	90
2nd Grade	54.00	54	72	72	82
3rd Grade	54.00	54	54	72	72
4th Grade	54.00	54	54	72	90
5th Grade	-	54	54	54	72
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)	360.00	378.00	414.00	486.00	532.00
Average Daily Attendance (ADA)	306.00	321.30	351.90	413.10	452.20
Average Daily Attendance %	85%	85%	85%	85%	85%
Percent change YOY		5%	10%	17%	9%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.								
	2018	EYS 2018	2019	EYS 2019	2020	EYS 2020	2021	EYS 2021	2022
Special Education Data:									
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	-	-	-	-	-	-	-	-	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-
Special Education Student Count (SPED)	-	-	-	-	-	-	-	-	-
Special Education Student Count %	-	-	-	-	-	-	-	-	-
Percent change YOY			0%	0%	0%	0%	0%	0%	0%
Career and Technology (C&T) Data:	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019	2020	Advanced C&T FTE 2020	2021	Advanced C&T FTE 2021	2022
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%	0%	0%	0%

	Data for following fiscal years must be based on reasonable estimates and projections.			
	2018	2019	2020	2021
Number Gifted and Talented Students Enrolled	-	-	-	-
% of Gifted and Talented Students Enrolled	-	-	-	-
Number of Pregnancy Related Students	-	-	-	-
% of Pregnancy Related Students Enrolled	-	-	-	-
Number of Students Enrolled in Bilingual/ESL	-	-	-	-
% of Students Enrolled in Bilingual/ESL	-	-	-	-
Special Education Error Check	-	-	-	-
Career and Technology Error Check	-	-	-	-
Available School Fund ADA	-	-	-	-
Comensatory Education Enrollment	-	-	-	-

Transportation	Data for following fiscal years must be based on reasonable estimates and projections.				
	2018	2019	2020	2021	2022
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY		0%	0%	0%	0%

Ivy League Prep Charter School

REVENUE AND EXPENSE ASSUMPTIONS

2018 2019 2020 2021 2022

REVENUE	
TOTAL STATE REVENUES	2,141,176.50
TOTAL FEDERAL REVENUES	155,228
TOTAL LOCAL & OTHER REVENUES	268,200
TOTAL REVENUE	2,564,604.50

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%	10.00%	10.00%	10.00%	10.00%	10.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%

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	13,000
Legal	6,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	181,764
Payroll Services	3,000
Special Ed Services	9,000
Titlement Services (I.e. Title I)	-
Mental Health Counseling	2,500
Substitute Teachers	10,000
TOTAL CONTRACTED SERVICES	-

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.

6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%
0.75%	0.75%	0.75%	0.75%	0.75%
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%
9.50%	9.50%	9.50%	9.50%	9.50%
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%	0.00%	0.00%	0.00%	0.00%
3.50%	3.50%	3.50%	3.50%	3.50%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

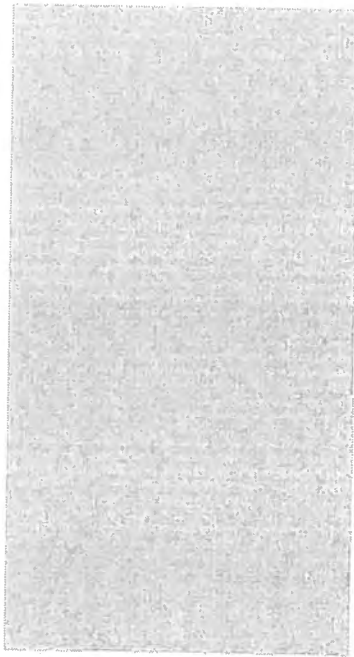
Enter the % increase below for which the amount entered in column F should increase each year.

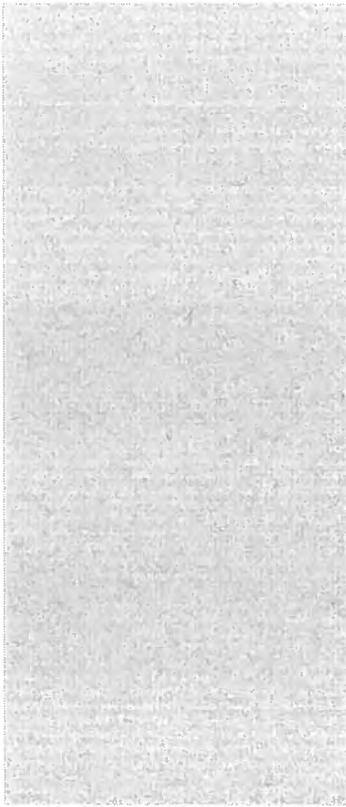
0.00%	5.00%	5.00%	0.00%	5.00%
0.00%	5.00%	5.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	5.00%
0.00%	15.00%	8.00%	8.00%	8.00%
0.00%	3.00%	3.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	3.00%	3.00%	3.00%	3.00%
0.00%	0.00%	0.00%	0.00%	0.00%



NOTES







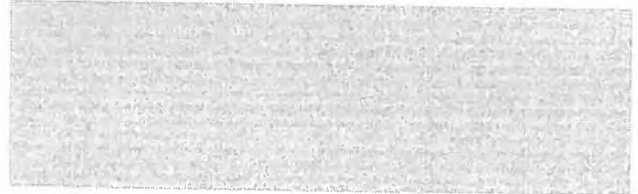
**Ivy League Prep Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	2,146,177
Total Expenses	2,162,745
Net Operating Income (before Depreciation)	(16,569)

Description of Assumptions and Variances

Start-Up Period

REVENUE	
TOTAL STATE REVENUES	\$ 2,146,177
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	
TOTAL REVENUE	\$ 2,146,177



EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	90,000
Instructional Management	125,000
Deans, Directors & Coordinators	42,000
CFO / Director of Finance	-
Operation / Business Manager	45,000
Administrative Staff	60,000
Other - Administrative	89,000
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 451,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	675,500
Teachers - SPED	49,000
Substitute Teachers	10,000
Teaching Assistants	43,000
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	38,000
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 815,500

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	25,000
Security	-
Other - Non-Instructional	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 25,000

TOTAL PERSONNEL EXPENSES**\$ 1,291,500****PAYROLL TAXES AND BENEFITS**

Social Security	64,170
Medicare	15,008
State Unemployment	7,763
Worker's Compensation Insurance	10,350
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	98,325
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	36,225
Custom Fringe #1	-
Custom Fringe #2	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 231,841

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**\$ 1,523,341****CONTRACTED SERVICES**

Accounting / Audit	13,000
Legal	6,000
Management Company Fee	-
Nurse Services	2,000
Food Service / School Lunch	181,764
Payroll Services	9,600
Special Ed Services	35,000
Titlement Services (i.e. Title I)	-
Mental Health Counseling	2,500
Substitute Teachers	-
0	-
TOTAL CONTRACTED SERVICES	\$ 249,864

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	35,000
Special Ed Supplies & Materials	-
Textbooks / Workbooks	5,000
Supplies & Materials other	3,000
Equipment / Furniture	30,000
Telephone	4,800
Technology	3,840
Student Testing & Assessment	4,000
Field Trips	2,000
Transportation (student)	-
Student Services - other	-
Office Expense	3,000
Staff Development	12,000
Staff Recruitment	1,500
Student Recruitment / Marketing	4,500
School Meals / Lunch	-
Travel (Staff)	1,000
Fundraising	500
Dues and Subscriptions	2,000
Web Design IT Services	-
Custom Operations #3	-
TOTAL SCHOOL OPERATIONS	\$ 112,140

FACILITY OPERATION & MAINTENANCE

Insurance	6,500
Janitorial Services	5,700
Building and Land Rent / Lease	240,000
Repairs & Maintenance	-
Security Services	-
Utilities	25,200
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 277,400

RESERVES / CONTIGENCY

	-
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TOTAL EXPENSES

\$ 2,162,745

NET OPERATING INCOME (before Depreciation)

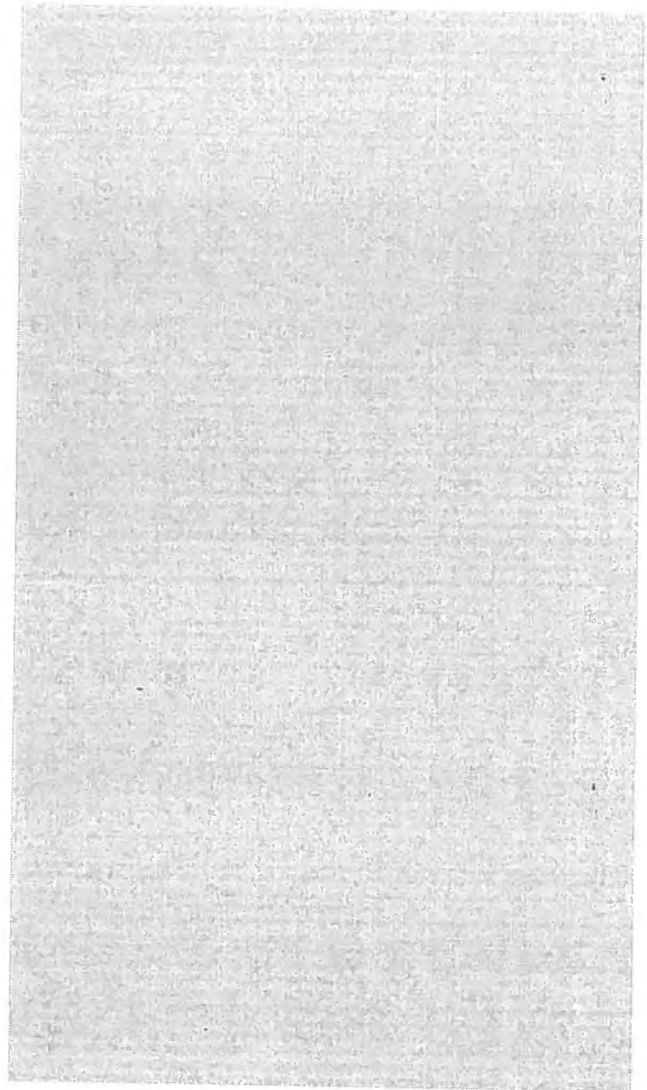
\$ (16,569)

DEPRECIATION & AMORTIZATION

-

NET OPERATING INCOME (Including Depreciation)

\$ (16,569)



Ivy League Prep Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020	2021
SUMMARY						
Total Revenue	2,146,177	2,564,605	2,787,191	3,031,358	3,299,251	3,593,229
Total Expenses	2,162,745	2,212,303	2,652,620	2,823,120	3,098,155	3,385,452
Net Operating Income (before Depreciation)	(16,569)	352,302	134,570	208,239	201,096	207,777
Revenue Per Pupil		7,124	7,374	7,322	6,789	6,754
Expenses Per Pupil		6,145	7,018	6,819	6,375	6,364
REVENUE						
TOTAL STATE REVENUES	\$ 2,146,177	\$ 2,141,177	\$ 2,355,294	\$ 2,590,824	\$ 2,849,906	\$ 3,134,897
TOTAL FEDERAL REVENUES	\$ -	\$ 155,228	\$ 158,333	\$ 161,499	\$ 164,729	\$ 168,024
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ 268,200	\$ 273,564	\$ 279,035	\$ 284,616	\$ 290,308
TOTAL REVENUE	\$ 2,146,177	\$ 2,564,605	\$ 2,787,191	\$ 3,031,358	\$ 3,299,251	\$ 3,593,229

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	90,000	90,000	91,800	93,636	95,509	97,419
Instructional Management	125,000	125,000	127,500	130,050	132,651	135,304
Deans, Directors & Coordinators	42,000	-	-	-	-	-
CFD / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	45,000	45,000	45,900	46,818	47,754	48,709
Administrative Staff	60,000	60,000	61,200	62,424	63,672	64,946
Other - Administrative	89,000	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 451,000	\$ 320,000	\$ 326,400	\$ 332,928	\$ 339,587	\$ 346,378

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	675,500	675,500	976,140	1,064,329	1,223,573	1,386,054
Teachers - SPED	49,000	49,000	49,980	50,980	51,999	53,039
Substitute Teachers	10,000	-	-	-	-	-
Teaching Assistants	43,000	43,000	43,860	44,737	45,632	46,545
Specialty Teachers	-	87,000	88,740	90,515	92,325	94,172
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	38,000	42,000	42,840	43,697	44,571	45,462
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 815,500	\$ 896,500	\$ 1,201,560	\$ 1,294,258	\$ 1,458,100	\$ 1,625,272

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	40,000	40,800	41,616	42,448	43,297
Librarian	-	-	-	-	-	-
Custodian	25,000	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 25,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297

TOTAL PERSONNEL EXPENSES

TOTAL PERSONNEL EXPENSES	\$ 1,291,500	\$ 1,256,500	\$ 1,568,760	\$ 1,668,802	\$ 1,840,135	\$ 2,014,947
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PAYROLL TAXES AND BENEFITS

Social Security	64,170	77,903	97,263	103,466	114,088	124,927
Medicare	15,008	18,219	22,747	24,198	26,682	29,217
State Unemployment	7,763	9,424	11,766	12,516	13,801	15,112
Worker's Compensation Insurance	10,350	12,565	15,688	16,688	18,401	20,149
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	98,325	119,368	149,032	158,536	174,813	191,420
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	36,225	43,978	54,907	58,408	64,405	70,523
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 231,841	\$ 281,456	\$ 351,402	\$ 373,812	\$ 412,190	\$ 451,348

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,523,341	\$ 1,537,956	\$ 1,920,162	\$ 2,042,613	\$ 2,252,325	\$ 2,466,296
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CONTRACTED SERVICES

Accounting / Audit	13,000	13,000	13,650	14,333	14,333	15,049
Legal	6,000	6,000	6,300	6,615	6,615	6,615
Management Company Fee	-	-	-	-	-	-
Nurse Services	2,000	-	-	-	-	-
Food Service / School Lunch	181,764	181,764	209,029	225,751	243,811	263,316
Payroll Services	9,600	3,000	3,090	3,183	3,246	3,311
Special Ed Services	35,000	9,000	9,000	9,000	9,000	9,000
Titlment Services (i.e. Title I)	-	-	-	-	-	-
Mental Health Counseling	2,500	2,500	2,500	2,500	2,500	2,500
Substitute Teachers	-	-	-	-	-	-
0	-	3	4	5	6	7
TOTAL CONTRACTED SERVICES	\$ 249,864	\$ 215,267	\$ 243,573	\$ 261,386	\$ 279,511	\$ 299,798

SCHOOL OPERATIONS

Board Expenses	-	1,500	1,500	1,500	1,500	1,500
Classroom / Teaching Supplies & Materials	35,000	35,000	35,000	35,000	35,000	35,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	5,000	500	500	500	500	500
Supplies & Materials other	3,000	3,000	3,000	3,000	3,000	3,000
Equipment / Furniture	30,000	45,000	46,350	47,741	49,173	50,648
Telephone	4,800	4,800	4,800	4,800	4,800	4,800
Technology	3,840	3,840	3,840	3,840	3,840	3,840
Student Testing & Assessment	4,000	6,000	6,000	6,000	6,000	6,000
Field Trips	2,000	1,100	1,342	1,476	1,624	1,786
Transportation (student)	-	19,000	19,950	20,549	21,165	21,800
Student Services - other	-	-	-	-	-	-
Office Expense	3,000	11,840	11,840	11,840	11,840	11,840
Staff Development	12,000	10,000	12,200	12,810	13,451	14,123
Staff Recruitment	1,500	1,750	1,750	1,750	1,750	1,750
Student Recruitment / Marketing	4,500	6,150	6,458	6,780	6,780	6,780
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	1,000	1,000	1,000	1,000	1,000	1,000
Fundraising	500	800	800	800	800	800
Dues and Subscriptions	2,000	2,000	2,000	2,000	2,000	2,000
Web Design IT Services	-	5,100	5,100	5,100	5,100	5,100
Custom Operations #3	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 112,140	\$ 158,380	\$ 163,430	\$ 166,486	\$ 169,322	\$ 172,267

FACILITY OPERATION & MAINTENANCE

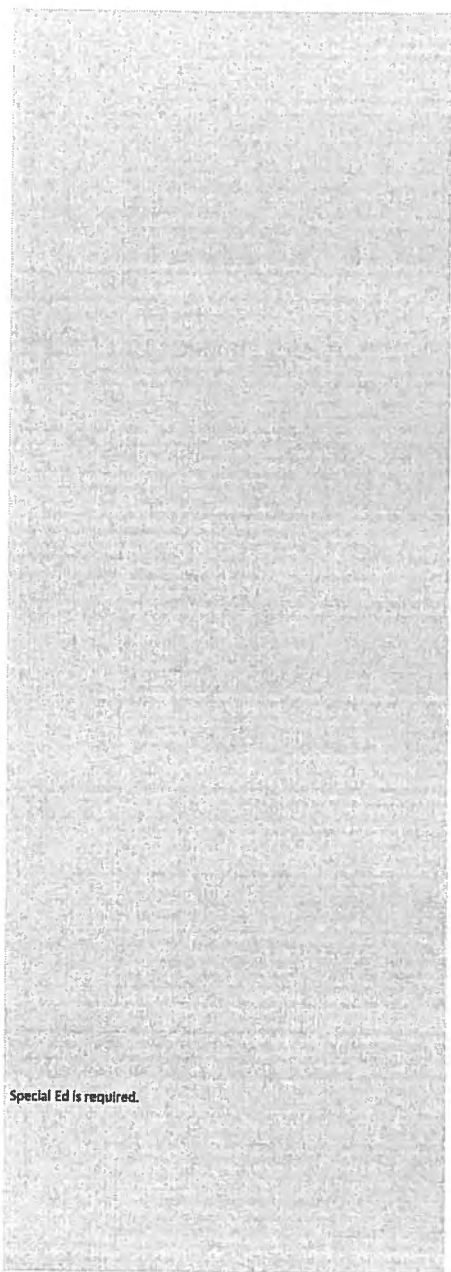
Insurance	6,500	6,500	6,500	6,500	6,500	6,500
Janitorial Services	5,700	29,000	29,000	29,000	29,000	29,000
Building and Land Rent / Lease	240,000	240,000	264,000	290,400	333,960	384,054
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	-	-	-	-	-
Utilities	25,200	25,200	25,956	26,735	27,537	27,537
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 277,400	\$ 300,700	\$ 325,456	\$ 352,635	\$ 396,997	\$ 447,091

RESERVES / CONTINGENCY

TOTAL EXPENSES	\$ 2,162,745	\$ 2,212,303	\$ 2,652,620	\$ 2,823,120	\$ 3,098,155	\$ 3,385,452
NET OPERATING INCOME (before Depreciation)	\$ (16,569)	\$ 352,302	\$ 134,570	\$ 208,239	\$ 201,096	\$ 207,777
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (Including Depreciation)	\$ (16,569)	\$ 352,302	\$ 134,570	\$ 208,239	\$ 201,096	\$ 207,777

Description of Assumptions and Variances





Special Ed is required.

Internet

FINANCIAL PLAN WORKBOOK SUMMARY

Ivy League Prep Charter School

	Year 0 (Start-Up) 2016	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021
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	Year 0 (Start-Up) 2016	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021
REVENUE					
Total State Revenue		\$ 2,141,177	\$ 2,355,294	\$ 2,590,824	\$ 2,849,906
Total Federal Revenue		\$ 155,228	\$ 158,333	\$ 161,499	\$ 164,729
Total Local and Other Revenue	\$ -	\$ 268,200	\$ 273,564	\$ 279,035	\$ 284,616
TOTAL REVENUE	\$ 2,146,177	\$ 2,564,605	\$ 2,787,191	\$ 3,031,358	\$ 3,299,251

EXPENSES					
Total Administrative Staff Personnel Costs	\$ 451,000	\$ 320,000	\$ 326,400	\$ 332,928	\$ 339,587
Total Instructional Personnel Costs	\$ 815,500	\$ 896,500	\$ 1,201,560	\$ 1,294,258	\$ 1,458,100
Total Non-Instructional Personnel Costs	\$ 25,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
Total Payroll Taxes and Benefits	\$ 231,841	\$ 281,456	\$ 351,402	\$ 373,812	\$ 412,190
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 1,523,341	\$ 1,537,956	\$ 1,920,162	\$ 2,042,613	\$ 2,252,325
Total Contracted Services	\$ 249,864	\$ 215,267	\$ 243,573	\$ 261,386	\$ 279,511
Total School Operations	\$ 112,140	\$ 158,380	\$ 163,430	\$ 166,486	\$ 169,322
Total Facilities Operations and Maintenance Reserves and/or Contingency	\$ 277,400	\$ 300,700	\$ 325,456	\$ 352,635	\$ 396,997
TOTAL EXPENSES	\$ 2,162,745	\$ 2,212,303	\$ 2,652,620	\$ 2,823,120	\$ 3,098,155

NET OPERATING INCOME (before depreciation)	\$ (16,569)	\$ 352,302	\$ 134,570	\$ 208,239	\$ 201,096
---	-------------	------------	------------	------------	------------

STUDENT ENROLLMENT					
Projected Student Enrollment		360	378	414	486
Revenue Per Pupil	\$ -	\$ 7,124	\$ 7,374	\$ 7,322	\$ 6,789
Expenses Per Pupil	\$ -	\$ 6,145	\$ 7,018	\$ 6,819	\$ 6,375

W

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/.

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.

Attachment F4

Lead 2 Mastery, Inc.
STATEMENT OF FINANCIAL POSITION
September 30, 2015

ASSETS	
Current Assets	
Cash In Bank	\$ 11,977
Accounts Receivable	100,000
Note Receivable - Auto	-
Total Current Assets	<u>\$ 111,977</u>
Property and Equipment, net	<u>-</u>
TOTAL ASSETS	<u>\$ 111,978</u>
LIABILITIES AND MEMBERS' EQUITY	
Current Liabilities	
Accounts payable	\$ -
Current portion of long-term liabilities	-
Total Current Liabilities	<u>-</u>
Long-Term Liabilities	\$ -
Net Assets	
Unrestricted	\$ 111,978
Temporarily Restricted	<u>\$ -</u>
TOTAL Liabilities and Net Assets	<u>\$ 111,978</u>

ATTACHMENT F4

Lead 2 Mastery, Inc.
 STATEMENTS OF REVENUES & EXPENSES
 For the Nine Months Ended September 31, 2016

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>2016</u>
Revenues			
Local Support			
Contributions	\$ -	\$ -	\$ -
Fundraising activities	\$ 81,883	\$ -	\$ 81,883
Interest and other income	\$ -	\$ -	\$ -
Total local support	<u>\$ 81,883</u>	<u>\$ -</u>	<u>\$ 81,883</u>
State program revenues:	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	\$ -	\$ -	\$ -
Federal program revenues:	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	\$ -	\$ -	\$ -
Net assets release from restrictions:	<u>\$ 81,883</u>	<u>\$ -</u>	<u>\$ 81,883</u>
Expenses			
Program Services:	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	\$ -	\$ -	\$ -
Support Services:	<u>\$ 69,906</u>	<u>\$ -</u>	<u>69,906</u>
	\$ 69,906	\$ -	69,906
Total Expenses	<u>\$ 69,906</u>	<u>\$ -</u>	<u>\$ 69,906</u>
Change in Net Assets	<u>\$ 11,977</u>	<u>\$ -</u>	<u>\$ 11,977</u>
Net Assets, Beginning of year	<u>\$ 100,000</u>	<u>\$ -</u>	<u>\$ 100,000</u>
Net Assets, ending of year	<u>\$ 111,977</u>	<u>\$ -</u>	<u>\$ 111,977</u>

ATTACHMENT F4

Lead 2 Mastery, Inc.
STATEMENTS OF CASH FLOWS
For the Nine Months Ended September 31, 2016

OPERATING ACTIVITIES:	
Fundraising activities	\$ 11,977
Depreciation Expense	-
Accounts Receivable	-
Accounts Payable	-
Cash Provided by operating activities	<u>11,977</u>
INVESTING ACTIVITIES:	
Cash Provided by investing activities	\$ -
FINANCIING ACTIVITIES:	
Cash Provided by financing activities	\$ -
Net cash increase for period	\$ 11,977
Cash at beginning of period	\$ -
Cash at end of period	<u>\$ 11,977</u>

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015, 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, 2015."

Attachment F5

Credit Report

Lead2Mastery Inc was incorporated on May 10, 2016. No documents are being provided because the, Lead2Mastery Inc was incorporated after January 1, 2015.

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.

Attachment F6

Irs Form 990

Lead2Mastery Inc was incorporated on May 10, 2016. No documents are being provided because the, Lead2Mastery Inc is a new company of less than 1 year and does not have a 990 yet to file.

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

RICHMONDS ELECTRICAL

P.O. Box 372
Missouri City, TX 77459
832-309-3702

Nov 25, 2015

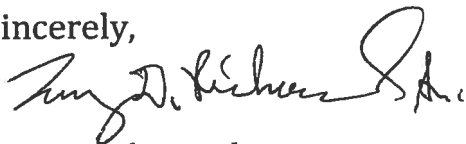
To Whom It May Concern,

I am writing in support of The Ivy League Prep Charter School to apply for an open-enrollment charter PK through 6th grade. This community is growing and the charter is necessary to support the needs of our community. The resources and funding from TEA will greatly serve the children and families of our community for years to come

I personally support The Ivy League Prep Charter School and their efforts to support quality education for all children. I look forward to the growth and continued partnership providing opportunities for our youth.

In addition, I am pledging \$100,000 over a 3 year period. Thank you for considering The Ivy League Prep Charter School as a Charter School Recipient.

Sincerely,



Larry Richmond
Master Electrician
Richmonds Electrical

RICHMONDS ELECTRICAL
(a registered dba of Richmond's Complete Electrical Services, LL

ME
MASTERelectrician
TEML #131447
TECL #23980

LARRY RICHMOND, SR.
Owner – Licensed Master Electrician
Office Phone: (832) 309-3702
Email: larry@richmondsselectrical.com
Website: www.richmondsselectrical.com

PO Box 372 • Missouri City • Texas 77459

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Consulting • Recruiting • Training

January 6, 2014

LETTER OF SUPPORT

I support the creation of The Ivy League Prep school serving students in grades Kindergarten through twelve in the Greater Fort Bend Community. I support Ivy League Prep because it will provide another educational option for families.

I support the mission statement because The Ivy League Prep school will provide a rigorous academic curriculum emphasizing on liberal arts, mathematics, technology, engineering, and science curriculum. Ivy League Prep will set high standards of achievement for all students, coupled with the development of critical thinking, problem solving, and decision-making skills. Ivy League Prep will stress personal growth and social awareness, which will enable all students to successfully advance to the next educational level.

Warm regards,

A handwritten signature in black ink, appearing to read "Emmitt Walton", is written over a large, horizontal, looping scribble.

Emmitt Walton
President/CEO

Tel 832.449.6884
Fax 281.849.4636

P.O. Box 308
Fresno, TX 77545

evosourcenetwork.com
info@evosourcenetwork.com

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THIRD COAST SPORTSMAN CLUB

January 09, 2015

Ivy League Prep School Board of Directors

12033 Hwy 6, Ste 600

Fresno, Tx 77545

Re: Support for Proposed Charter School

Ivy League Prep School

Board of Directors,

I enthusiastically support establishing The Ivy League Prep School as a charter School in the Texas Fort Bend Independent School District . The need for improvement in our public schools is compelling and the Ivy League Prep School model will make a difference for all of our public school students.

I believe The Ivy League Prep School directors and staff will create an academic environment of excellence, leadership, and character development. Their commitment to building strong relationships between students, parents, and school faculty ensures an environment of excellence. The Ivy League Prep School proposed charter is a model for public education ; Purposefully designed to impact our communities positively. They have the right vision, the right heart, and the right team to be successful.

Please use of support in your Ivy League Prep School/charter school application,

Sincerely,

Simmer Harry, S.C.S.C. Club Board Member

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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.

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 7, 2017, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

Attachment G1

501c3

Lead2Mastery has already submitted the application for the determination as a 501c3. It will send the determination letter as soon as it is received.

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.

Form 202
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: \$25



Certificate of Formation
Nonprofit Corporation

This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas

MAY 10 2016

Corporations Section

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Lead2Mastery

Article 2 – Registered Agent and Registered Office

(See instructions. Select and complete either A or B and complete C.)

A. The initial registered agent is an organization (cannot be entity 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:

<u>Ivy</u>	<u>Ford</u>		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

C. The business address of the registered agent and the registered office address is:

<u>3931 Teal Run Place Ct</u>	<u>Fresno</u>	<u>TX</u>	<u>77545</u>
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

Article 3 – Management

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

A minimum of three directors is required.

Director 1				
<u>Ivy</u>	<u>Ford</u>			
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
<u>PO Box 1392</u>	<u>Fresno</u>	<u>TX</u>	<u>77545</u>	<u>USA</u>
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

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Director 2				
Chris		Crafton		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
PO Box 540933	Houston	TX	77254	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Yolanda		Ford		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
16531 Lacy Ln	Missouri City	TX	77549	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

Article 4 – Membership

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

- A. The nonprofit corporation shall have members.
 B. The nonprofit corporation will have no members.

Article 5 – Purpose

(See instructions. This form does not contain language needed to obtain a tax-exempt status on the state or federal level.)

The nonprofit corporation is organized for the following purpose or purposes:

To offer high quality educational programs and services to children of all ages and grades Pre K through high school. We will accomplish this goal by offering a program that will meet on a daily basis and provide students with well rounded education using the TEA curriculum and trained instructors.

The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.

No substantial part of the activities of the corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, any political campaign on behalf of any candidate for public office.

The Corporation is organized exclusively for charitable, religious, educational and scientific purposes including for such purposes, the making of distributions to organizations that qualify as an exempt organization under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

Lead2Mastery
File Number: 802462926

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation 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 effective on the date shown below.

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 common law.

Dated: 05/10/2016

Effective: 05/10/2016



A handwritten signature in black ink, appearing to read "Cascos", followed by a horizontal line.

Carlos H. Cascos
Secretary of State

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The manner of distribution of assets in this Corporation's winding up is as follows:
 Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

Supplemental Provisions/Information
 (See instructions.)

Text Area: [The attached addendum, if any, is incorporated herein by reference.]

Organizer

The name and address of the organizer:

Ivy Ford
Name

3931 Teal Run Place Ct

Fresno

TX

77545

Street or Mailing Address

City

State

Zip Code

Effectiveness of Filing (Select either A, B, or C.)

- 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 signing. The delayed effective date is: _____
- C. This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

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 to execute the filing instrument.

Date: 5/9/16



Signature of organizer

Ivy Ford

Printed or typed name of organizer

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Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

BY LAWS

OF

Lead2Mastery, Inc.

**A NOT-FOR-PROFIT CORPORATION
INCORPORATED UNDER THE LAWS OF
THE STATE OF TEXAS**

BY - LAWS

Of

Lead2Mastery, INC.

ARTICLE I - OFFICES

The principal office of the corporation shall be in the City of Fresno, in the County of Fort Bend, in the State of Texas.

The corporation may also have offices at such other places within or without this state as the board may from time to time determine or the business of the corporation may so require.

ARTICLE II - PURPOSES

The purposes for which this corporation has been organized are as stated in the Certificate of Incorporation which may be amended as required.

The Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as an exempt organization under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The organizational purpose of Lead2Mastery, Inc. is to offer high quality educational programs and services to children of all ages from grades Pre K through high school. We will accomplish this goal by offering a program that will meet on a daily basis and provide students with a well rounded education using the TEA approved curriculum and trained instructors.

Lead2Mastery, Inc. admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in the administration of educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III - DIRECTORS

1. MANAGEMENT OF THE CORPORATION.

The corporation shall be managed by the board of directors which shall consist of at least three directors. Each director shall be at least eighteen years of age.

2. ELECTION AND TERM OF DIRECTORS.

At each annual meeting of members the membership shall elect directors to hold office until the next annual meeting. Each director shall hold office until the expiration of the term for which he was elected and until his successor has been elected and shall have qualified, or until his prior resignation or removal.

3. INCREASE OR DECREASE IN NUMBER OF DIRECTORS.

The number of directors may be increased or decreased by a vote of a majority of all of the directors. No decrease in number of directors shall shorten the term of any incumbent director.

4. NEWLY CREATED DIRECTORSHIPS AND VACANCIES.

Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the board for any reason except the removal of directors without cause may be filled by a vote of the majority of the directors then in office, although less than a quorum exists, unless otherwise provided in the certificate of incorporation. Vacancies occurring by reason of the removal of directors without cause shall be filled by vote of the other directors. A director elected to fill a vacancy caused by resignation, death or removal shall be elected to hold office for the unexpired term of his predecessor.

5. REMOVAL OF DIRECTORS.

Any or all of the directors may be removed for cause by action of the board. Directors may be removed due to nonfulfillment of duties required by board, misconduct, theft and misrepresentation of our organization all by majority vote of the board members.

6. RESIGNATION.

A director may resign at any time by giving written notice to the board, the president or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

7. QUORUM OF DIRECTORS.

Unless otherwise provided in the certificate of incorporation, a majority of the entire board shall constitute a quorum for the transaction of business or any specified item of business.

8. ACTION OF THE BOARD.

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the board. Each director present shall have one vote.

9. PLACE AND TIME OF BOARD MEETINGS.

The board may hold its meetings at the office of the corporation or at such other places, either within or without the state, as it may from time to time determine.

10. REGULAR ANNUAL MEETING.

A regular annual meeting of the board shall be held.

11. NOTICE OF MEETINGS OF THE BOARD, ADJOURNMENT.

Regular meetings of the board may be held without notice at such time and place as it shall from time to time determine. Special meetings of the board shall be held upon notice to the directors and may be called by the president upon three days notice to each director either personally or by mail or by wire; special meetings shall be called by the president or by the secretary in a like manner on written request of two directors. Notice of a meeting need not be given to any director who submits a waiver of notice whether before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given to all directors who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other directors.

12. CHAIRMAN.

At all meetings of the board the president, or in his absence, a chairman chosen by the board shall preside.

13. EXECUTIVE AND OTHER COMMITTEES.

The board, by resolution adopted by a majority of the entire board, may designate from among its members an executive committee and other committees, each consisting of three or more directors. Each such committee shall serve at the pleasure of the board.

ARTICLE IV - OFFICERS

1. OFFICES, ELECTION, TERM.

Unless otherwise provided for in the certificate of incorporation, the board may elect or appoint a president, one or more vice-presidents, a secretary and a treasurer, and such other officers as it may determine, who shall have such duties, powers and functions as hereinafter provided. All officers shall be elected or appointed to hold office until the meeting of the board. Each officer shall hold office for the term for which he is elected or appointed and until his successor has been elected or appointed and qualified.

2. REMOVAL OR RESIGNATION.

Any officer elected or appointed by the board may be removed by the board with or without cause. In the event of the death, resignation or removal of an officer, the board in its discretion may elect or appoint a successor to fill the unexpired term. Any two or more offices may be held by the same person, except the offices of president, treasurer, and secretary.

3. PRESIDENT.

The president shall be the chief executive officer of the corporation; he shall preside at all meetings of the members and of the board; he shall have the general management of the affairs of the corporation and shall see that all orders and resolutions of the board are carried into effect.

4. VICE-PRESIDENTS.

During the absence or disability of the president, the vice-president, or if there are more than one, the executive vice-president, shall have all the powers and functions of the president. Each vice-president shall perform such other duties as the board shall prescribe.

5. TREASURER.

The treasurer shall have the care and custody of all the funds and securities of the corporation, and shall deposit said funds in the name of the corporation in such bank or trust company as the directors may elect; he shall, when duly authorized by the board of directors, sign and execute all contracts in the name of the corporation, when countersigned by the president; he shall also sign all checks, drafts, notes, and orders for the payment of money, which shall be duly authorized by the board of directors and shall be countersigned by the president; he shall at all reasonable times exhibit his books and accounts to any director or member of the corporation upon application at the office of the corporation during ordinary business hours. At the end of each corporate year, he shall have an audit of the accounts of the corporation made by a committee appointed by the president, and shall present such audit in writing at the annual meeting of the board, at which time he shall also present an annual report setting forth in full the financial conditions of the corporation.

6. SECRETARY.

The secretary shall keep the minutes of the board of directors and also the minutes of the members. He shall have the custody of the seal of the corporation and shall affix and attest the same to documents when duly authorized by the board of directors. He shall attend to the giving and serving of all notices of the corporation, and shall have charge of such books and papers as the board of directors may direct; he shall attend to such correspondence as may be assigned to him, and perform all the duties incidental to his office.

7. SURETIES AND BONDS.

In case the board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the board may direct, conditioned upon the faithful performance of his duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his hands.

ARTICLE V - CONSTRUCTION

If there be any conflict between the provisions of the certificate of incorporation and these by-laws, the provisions of the certificate of incorporation shall govern.

ARTICLE VI - AMENDMENTS

The by-laws may be adopted, amended or repealed by the board at the time they are entitled to vote in the election of directors. By-laws may also be adopted, amended or repealed by the board of directors but any by-law adopted, amended or repealed by the board may be amended by the board members entitled to vote thereon as herein before provided.

If any by-law regulating an impending election of directors is adopted, amended or repealed by the board, there shall be set forth in the notice of the next meeting of all board members for the election of directors the by-law so adopted, amended or repealed, together with a concise statement of the changes made.

ARTICLE VII - CONDUCT

Because of its strong beliefs in high moral standards based on traditional values, the organization reserves the right to expect from all of its officers and directors to maintain high moral standards and social values that do not conflict with traditional spiritual morals.

ARTICLE VIII - INDEMNITY

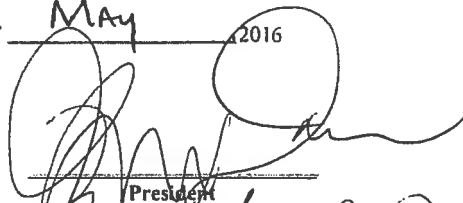
The Corporation shall indemnify its directors, officers, and employees as follows:

Every director, officer, or employee of the Corporation shall be indemnified by the Corporation against all expenses and liabilities, including counsel fees, reasonably incurred by or imposed upon him in connection with any proceeding to which he may be made a party, or in which he may become involved, by reason of his being or having been a director, officer, employee, or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of the Corporation, whether or not he is a director, officer, employee, or agent at the time such expenses are incurred, except in such cases wherein the director, officer, employee, or agent is adjudicated guilty of willful misfeasance or malfeasance in the performance of his duties. The Corporation shall provide any person who is an officer, director, employee, or agent of the Corporation or was serving at the request of a director, officer, employee, or agent of the Corporation the indemnity against expenses of suit, litigation, or other proceedings which is specifically permissible under applicable law.

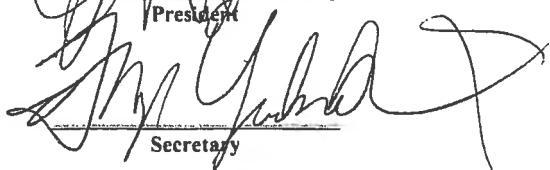
The foregoing By-Laws were adopted by the directors of:

Lead2Mastery, Inc.

On the 9 day of MAY 2016



President



Secretary



Treasurer

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.

Name of proposed charter school: Ivy League Prep Charter School

Name of sponsoring entity: Lead2Mastery Inc

BACKGROUND

Full Legal Name: Marie James

Home Mailing Address: 11042 Ramp Creek Ln Sugarland, TX 77498

Phone Number: 281-240-6311

E-mail Address: [REDACTED]

Business Name:

Business Mailing Address:

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: N/A

1. What was your motivation to serve on the board of the proposed charter school?

I have a keen desire for education and would like to help ensure that all children are given the opportunity to receive quality education.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding is to actively participate in ensuring that policies and procedures are being followed for the charter. Make sure all financial recording and standards are being met to keep the charter viable.

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 consider my leadership in the nursing field to allow me to be an effective board member. I serve in a leadership position for educating nursing students and younger nurses.

4. Describe the specific knowledge and experience that you would bring to the board.

I am an experienced supervisor and am knowledgeable about the applicable standards in education.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs is that there is a great desire to create a community of excellence in education. The students will be challenged and encouraged to demonstrate excellent character and exert educational prowess to become competitive on national and international levels.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is to guide and stimulate less fortunate students toward reaching their potential in the field of Science, Technology, Engineering, Mathematics, and Arts. The students will build a strong academic background whereby mastering the State Standards.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school includes understanding of student's needs; implementation of high quality programs; and ensuring a student-friendly learning environment. The faculty and staff must stay focused to enforce goals and principles.

4. How will you know that the school is succeeding (or not) in its mission?

The success or failure of the school's mission can be assessed by constant review and re-planning as needed.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board is to implement a strong core foundation to ensure high student achievement, execute the mission, and that the legal and fiduciary responsibilities are followed.

2. How will you know if the school is successful at the end of the first year of operation?

The school will deem success by the student's success, and the outcome upon the review of the operation and financial process.

3. How will you know at the end of four years if the school is successful?

The four year success of the school will be determined by the students successful progress, and the evaluation of the school's mission.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Specific steps needed to take to ensure the school's success will include strong business and technical measures, constant reviews and evaluations.

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?

A full review and investigation must be done on any unethical act by a school's board member. The situation must be dealt with in an ethical and legal manner.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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 managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

11. 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.

N/A

12. 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.

N/A

13. 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).

N/A

CERTIFICATION

I, MARIE JAMES, 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 Marie James Date 11-30-2016

Verification

State of Texas

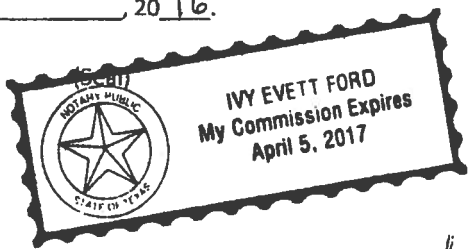
County of Ft Bend

On this day, Marie James (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 30 day of November, 2016.

(Notary Public) [Signature]

My commission expires April 5, 2017



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

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?

I am a strong advocate for educational growth. I support the mission of the Academy. The community in which this school will operate has a need that can be fulfilled by this school, and I want to make a difference in my community and in its children's lives.

Page 1
JDD

2. What is your understanding of the appropriate role of a public charter school board member?

It is my understanding as a board member, it is my responsibility to ensure that the organization is operated in a way that provides students with effective, consistent and high quality education that is facilitated in accordance with the board's policies. All decisions made by the board should adhere to the agreed standards as set forth in the charter's governing documents. As professionals, we should never lose sight

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 that my personal, educational, and professional goals and experiences align me with the roles and responsibilities to ensure that the children serviced in this area receive a quality education.

4. Describe the specific knowledge and experience that you would bring to the board.

I am an Assistant Professor, Assistant Dean at a university. I am also a licensed therapist (LPC) in the state of Texas.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

As a professor, administrator and clinical therapist, it is my understanding that the mission is focused on academic excellence, honor, respect, responsibility. These guiding beliefs are consistent with ensuring that the children in this area will receive a quality education.

2. What is your understanding of the school's proposed educational program?

It is my understanding the proposed educational program will focus on STEM Education. The focus will tailor programs that are reflective of the community needs. In addition, the program allows the school to run autonomously of the existing public school system.

3. What do you believe to be the characteristics of a successful school?

A successful school requires a partnership. This partnership includes the board, parents, teachers and the community to be successful. Further, a board that drives for positive stakeholder satisfaction while adhering to its fiscal policies, ethical and fiduciary responsibilities, and other chartered obligations is vital to success.

Page 2

SDD

4. How will you know that the school is succeeding (or not) in its mission?

Success will take many forms to include academic progress, stable test scores, and parent satisfaction. Open communication between parents and teachers/board/administration will help all know that the mission is being achieved. The school should be thriving, as evidenced by increased enrollment applications via enrolled family referrals and overall academic progress.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

From my research, the board shares a common vision and mission and creates policy accordingly. It hires the CEO/Superintendent to implement those policies. Perhaps most importantly, it gauges success by comparing results against the vision/mission and adjusts policies as needed.

2. How will you know if the school is successful at the end of the first year of operation?

As stated earlier, success will be seen in many forms to include academic progress, stable test scores, parent satisfaction and enrollment growth.

3. How will you know at the end of four years if the school is successful?

Success will be seen in many forms to include academic progress, stable test scores, parent satisfaction and enrollment growth. In addition, success will also be seen in stakeholder satisfaction, upward trend of academic success, financial stability, high teacher and student retention with increased enrollment applications.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The policies and procedures established by the board should set forth a system through which degrees of success can be measured. The mission includes more than mere academic success and to ensure that those values are properly conveyed, choosing the most qualified administrators is of utmost importance.

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 speak with the board member to apprise of the roles and responsibilities that we all agreed to uphold. If that did not prove to be helpful, I would then share my concern with a higher body.

Page

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SND

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.

Page 1
500

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Jessica Davis and Associates

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.

11. 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.

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JAD

12. 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.

13. 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, Jessica Davis, 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 11-2/2016

Verification

State of Texas

County of Ft Bend

On this day, Jessica Davis (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 2 day of Nov, 2016.

(Notary Public) [Signature]

(Seal)

My commission expires April 5, 2017



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[Signature]

Name of proposed charter school: Ivy League Prep Charter School

Name of sponsoring entity: Lead2Mastery Inc

BACKGROUND

Full Legal Name: Emmitt Walton

Home Mailing Address: 1307 Peacham Ct. Fresno, TX 77545

Phone Number: 281.389.1461

E-mail Address: [REDACTED]

Business Name: EvoSource LLC

Business Mailing Address: 1307 Peacham Ct. Fresno, TX 77545

Phone Number: 281.389.1461

E-Mail Address: Emmitt@evosourcenetwork.com

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: N/A

1. What was your motivation to serve on the board of the proposed charter school?

I have worked to enhance education, including children's education. I have a passion to help bring innovation to the kids in our community.

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2. What is your understanding of the appropriate role of a public charter school board member?

To assist with business and education decisions. Also, to make sure the mission and values are consistently upheld.

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 written educational material for both children and adults. I have also, trained classes. I have an MBA in Global Management as well as a good understanding of both technical and business development and planning.

4. Describe the specific knowledge and experience that you would bring to the board.

I have business, technical, and education background. I also have a career of working with businesses as a consultant.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to bring innovation that serves less fortunate students of the community. Through the integration of innovation, we challenge students to reach his or her full creative, intellectual, and physical potential. We encourage students to become competitive on national and international levels while establishing life-long learners through developing intellectual curiosity, and a thirst for discovery and achievement.

2. What is your understanding of the school's proposed educational program?

It will be innovative and guide students from the classroom into the world of science, technology, engineering and mathematics while embracing the ARTS. Not only will the students exceed the state standards academically but will be encouraged towards self expression and thirst for knowledge. Ultimately, a well rounded program like this will produce highly informed and productive citizens.

3. What do you believe to be the characteristics of a successful school?

To understand, design, and execute programs that use the learning abilities of students. Listen to learners "the students" to better understand what makes each student successful. At the same time, we concurrently plan and execute for each business need of the school.

4. How will you know that the school is succeeding (or not) in its mission?

By always adjusting, planning, and reviewing our system so that it continuously reflects the mission. Also, measuring each student's success as they advance. As well as the ultimate test of success is the positive progression of all of our students.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Legal and fiduciary responsibilities for the school, creating a core foundation to execute the mission and ensure high student achievement.

2. How will you know if the school is successful at the end of the first year of operation?

Review of operational and financial planning successes as well as student achievement.

3. How will you know at the end of four years if the school is successful?

Review of the applied mission and vision as well as a complete evaluation of operational, financial, and student data. In addition to our school success as it matches and/or exceeds our projections.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will implement refined business and technical planning, student planning and evaluation, review and forecasting.

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?

Request a full review of the situation and mandate the matter be handle in an ethical as well as legal manner.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

7. List all business or organizations of which you are a partner or in which you have a majority interest.

EvoSource LLC

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.

N/A

11. 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.

N/A

12. 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.

N/A

13. 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).

N/A

CERTIFICATION

I, Emmitt Walton, 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 10/28/16

Verification

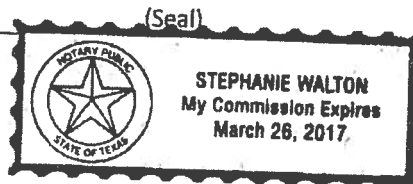
State of Texas

County of Fort Bend

On this day, Emmitt Walton (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 28th day of October, 2016.

(Notary Public) [Signature]
My commission expires 3-26-2017



Name of proposed charter school: Ivy League Prep Charter School

Name of sponsoring entity: Lead2Mastery Inc

BACKGROUND

Full Legal Name: April Lynn Spikes

Home Mailing Address: 8275 Creekbend Dr Houston, TX 77071

Phone Number: 832-297-8676

E-mail Address: [REDACTED]

Business Name: [REDACTED]

Business Mailing Address: [REDACTED]

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: N/A

1. What was your motivation to serve on the board of the proposed charter school?

I believe that the Ivy League Prep Charter School can further the education of lower income students, and allow them the opportunity to expand their educational horizons. I wanted to be a part of helping the community experience innovation and technology through education.

2. What is your understanding of the appropriate role of a public charter school board member?

To establish a clear vision with high expectations for quality teaching and high academic standards. Also, to set cohesive guidelines to transform vision into reality.

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 an Administrator in a Pre-School, I have had experience in early childhood education, policy, and procedures. Also, I am experienced in state and local rules and regulations, and the importance of adhering to them.

4. Describe the specific knowledge and experience that you would bring to the board.

I am experienced in using a governing board of rules, regulations, policies, and procedures as they apply to educational environments.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The Ivy League Prep Charter is establishing a clear vision with high expectations that is allowing child who are of lower income to experience and grow in a hands-on (STEAM) learning environment that will foster the love of learning for them. This will change the way they see education and will encourage them to strive to be better well rounded citizens with an edge to compete in the world.

2. What is your understanding of the school's proposed educational program?

There will be a focus on STEAM that will tailor the students educational needs to our technological world.

3. What do you believe to be the characteristics of a successful school?

A school that will put children's needs and desires first, and looks at the needs of the community and family dynamics to create better programs. Also, one that involves parents so that they will learn how to teach at home to continue the learning process.

4. How will you know that the school is succeeding (or not) in its mission?

There will be an ongoing assessment of the school progress as it compares to its mission. True success is when the children will be "whole-child" thriving and no child will be left behind. There will be a love of learning sensation amongst the children.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Making sure that the school policies are being followed, and that the school is attuned to its mission and vision at all times. Making sure all goals are being met.

2. How will you know if the school is successful at the end of the first year of operation?

When we have demonstrated that we have met all of our goals for the year: academically, financially, and in growing the school.

3. How will you know at the end of four years if the school is successful?

The school will have continued to maintain and excelled in growth. The test scores for the school will exceed state standards, and we will have met projected enrollment. Also the parents and students will be happy with the school and will be well rounded productive citizens.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Continuously reflect on its vision and mission as to the direction the school is going. Monitor the school's financial records and make sure all policies are being followed by meeting with the Superintendent on a monthly basis.

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 request a meeting with the board members to address the issues. We would come to a unanimous resolve to approach things legally.

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 managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

11. 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.

N/A

12. 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.

N/A

13. 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).

N/A

CERTIFICATION

I, April Spikes, 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 April Spikes Date 11/28/16

Verification

State of Texas

County of Tarrant

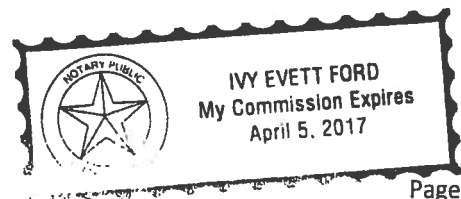
On this day, April Spikes (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 28 day of November, 2016.

(Notary Public) [Signature]

(Seal)

My commission expires April 5, 2017



Page _____

Name of proposed charter school: Ivy League Prep Charter School

Name of sponsoring entity: Lead2Mastery Inc

BACKGROUND

Full Legal Name: Elbert Tyrone Yarbrough

Home Mailing Address: 12033 Hwy 6 Ste 600 Fresno, TX 77545

Phone Number: 281-703-7128

E-mail Address: [REDACTED]

Business Name: Tax Biz

Business Mailing Address: 12033 Hwy 6 Ste 600 Fresno, TX 77545

Phone Number: 281-703-7128

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: N/A

1. What was your motivation to serve on the board of the proposed charter school?

To be a part of the growing and uprising board governing of the school that is striving to educate and build meaningful and more productive students.

2. What is your understanding of the appropriate role of a public charter school board member?

Offer leadership and guidance by collaborating knowledge and experience with fellow members in order to create a productive and successful program.

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 Managerial/ Supervisory skills along with experience of being a Mechanical Engineer. Also, I have experience in STEM as it applies to the real world.

4. Describe the specific knowledge and experience that you would bring to the board.

My educational background and experience in handling all sorts of situations dealing with policies and procedures in the Engineering Field.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Ivy League Prep Charter is striving to encourage our youth to be more productive and motivated students by introducing a more rigorous and hands on curriculum.

2. What is your understanding of the school's proposed educational program?

It is guided by fostering leadership and responsibility for our youth. Also, it encourages creativity amongst our community.

3. What do you believe to be the characteristics of a successful school?

It exceeds the State Standards and produces productive and motivated students who enjoy looking forward to education and its rewards. It holds true to its mission and vision.

4. How will you know that the school is succeeding (or not) in its mission?

By evaluating the success of the students and realigning the outcomes with the mission statement.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Used as a aligning agent for its curriculum, standards, and policies.

2. How will you know if the school is successful at the end of the first year of operation?

Evaluate the progress from day one. Also, students will reflect a productive year and will have a desire for future enrollment at the school. The students will meet the State Standards and align with TEKS and STEM.

3. How will you know at the end of four years if the school is successful?

Through parent teacher conferences, one will know if the parents are happy with the program. The parent will share if the student is just as productive in his or her home environment as they are in school. The school will have met the State Standards for the students, and all financial goals will be met.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will implement a system that keeps checks and balances for the school adhering to school and state policy and that they are meeting all of their goals. Also, we will ensure that the financial books are in order.

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?

Bring it to the attention of all members and find a combined solution to the problem, and implement it asap.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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 managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. 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.

12. 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.

13. 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, Tyrone Yearbough, 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 [Handwritten Signature]

Date 11/15/16

Verification

State of Texas

County of Ft Bend

On this day, Tyrone Yearbough (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 15 day of November, 2016.

(Notary Public) [Handwritten Signature]

My commission expires April 5, 2017



Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Lead2Mastery, Inc.
Code of Ethics & Conflict of Interest

Article I - Purpose

The purpose of the conflict of interest policy is to protect the interest of Lead2Mastery, Inc. 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, 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.

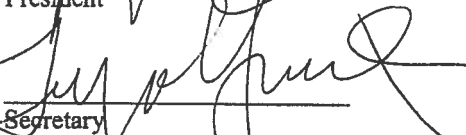
Article VIII - Use of Outside Experts

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.



President

5/9/16
Date



Secretary

5/9/16
Date



Treasurer

5-9-16
Date

Provide the following:

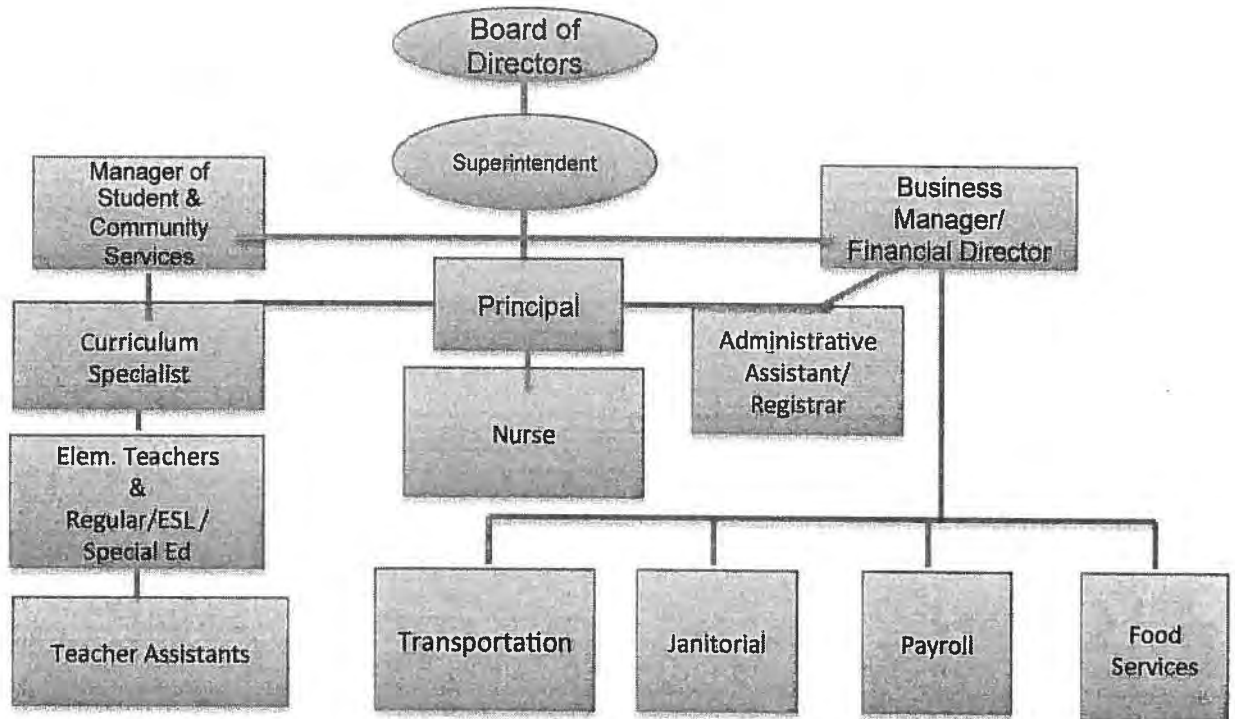
Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

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.

Attachment O1

Ivy League Prep Charter School – Year 1



Attachment 01

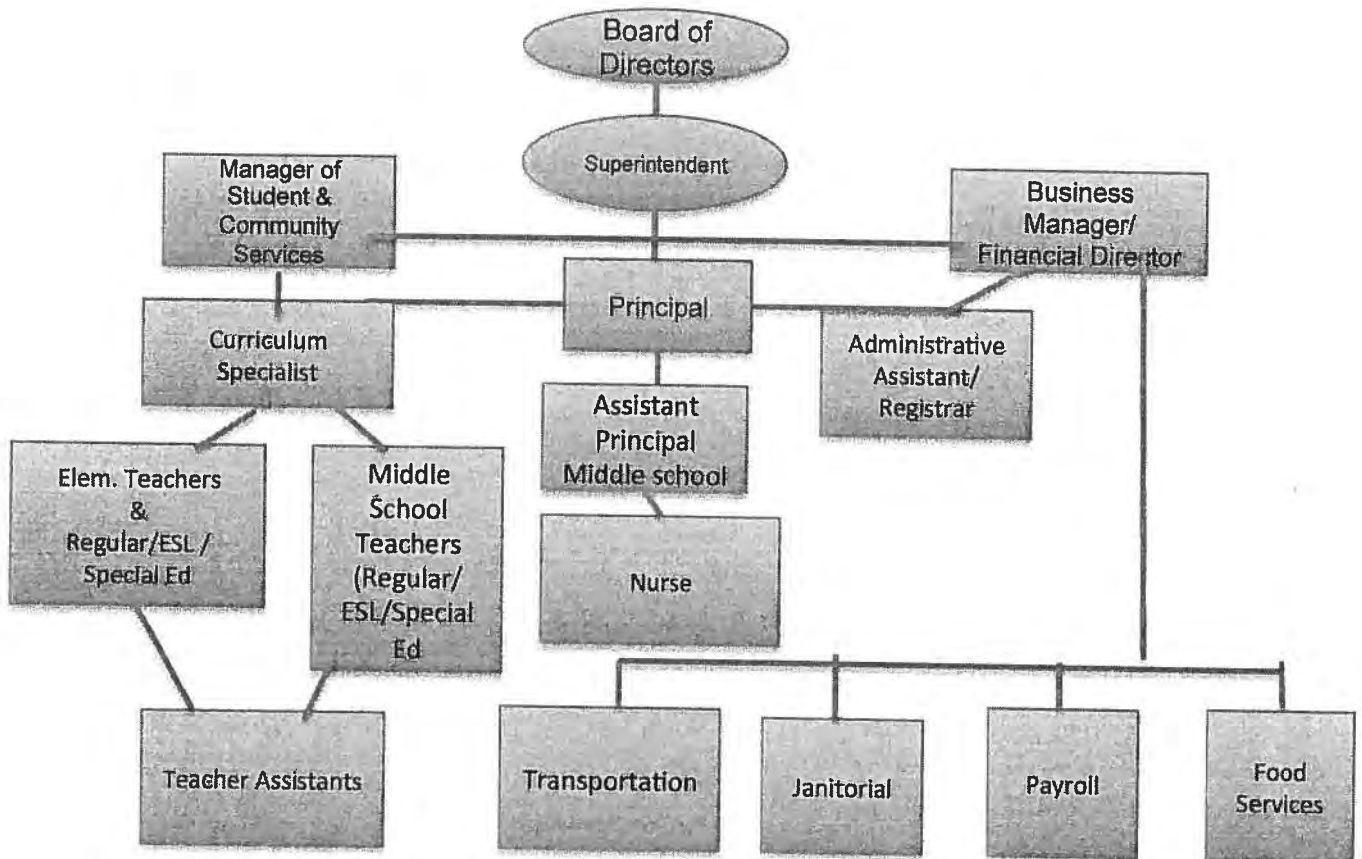
Superintendent	Oversee and ensure student achievement in all areas of the school. Recommend hiring, evaluation, and dismissal of employees. Ensure the accuracy of finances. Responsible ensuring that Board is trained as it relates to policy.
Principal	Serves as instructional leader of the campus. Manages programs processes and supervises staff. Oversees student achievement and is responsible for the overall direction, coordination, and evaluation of the charter school. Carries out supervisory responsibility in accordance with the Agency's policies and applicable laws. Interviews, hires, and trains employees; appraises performance; rewards and disciplines employees; addresses complaints and resolves problems.
Business Manager	Coordinates activities of accounts payable, cash receipts and payroll and generates monthly financial statements and reports by performing the following duties. Ensures compliance with filing requirements of IRS and other regulatory authorities as needed. Ensures accuracy of monthly cash receipts and journal entries. Reviews general ledger for errors and responds to queries regarding same
Manager Student & Community Services	Coordinate family and parent educational events. Secure, maintain, and manage community partnerships. Coordinate student services.
Administrative Assistant/ Registrar	Coordinates enrollment and attendance, prepares invoices, substitute teacher coordination, PEIMS data entry, orders supplies, coordinates communications with parents, provides clerical support to the Charter school and the Director, as necessary; coordinates the resource availability for resource library; tracks parent volunteer hours. Create and maintains a filing system for all essential documents, coordinates and documents enrollment and attendance, prepares invoices for submission to accounting, manages inventory of school and office supplies, manages textbook inventory.
Nurse	Responsible for the implementation of health programs, health counseling with pupils, parents and school personnel, provision of preventive health services, augmentation of health education program and liaison with the school community. Provides direct health care, emergency first aide and related health services according to policies and procedures. Provide preventive health care by: providing appraisals, screening programs, referral and follow-up; recognizes reports and uses control measures on communicable diseases; and monitors follow-up on immunization needs.
Teacher	Implement the curriculum framework. Plan, instruct, evaluate student learning. Ensures the TEKS objectives and STEM elements are taught. Will work closely with ESL and Special Education accommodations/ modifications. Plan and prepare students for State Assessments.
Special Ed Teacher	Responsible for providing classroom instruction. Develop and implement lesson plans. Meet and instruct assigned classes at designated times and locations, using lesson plans and curriculum objectives to meet students' needs. Develop and implement Individual

Attachment 01

Special Ed Con't	Education Plans for each student in class. Ensure all Federal and state rules and regulations are followed as regards special education. Responsible for scheduling, holding, attending, and documenting Admission, Review, and Dismissal (ARD) meetings for all Special Education students. Arrange for additional support services as needed. Provide educational services to special education students as prescribed in IEPs.
ESL Teacher	Utilizing effective teaching techniques. Develop and implement lesson that promote TEKS mastery and classroom instruction of ELL students. Work closely with teachers to create learning environments conducive to meeting the needs of ELL students.
Teacher Assistants	Assist in the delivery of instruction during the school day, as well as in the after school in the after school program. Prioritize the health and safety of students in the after school program.
Curriculum Specialist	Implement the curriculum framework. Coordinate with teachers to create effective teaching strategies aligned to the curriculum. Maintain student progress data, and effectively communicate progress to all stakeholders. Lead teachers in the collaboration process regarding curriculum, instruction, and assessment.

Attachment O1

Ivy League Prep Charter School – Organizational Chart year 2



*Denotes expansion beyond year 5

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Attachment O2

Attachment O2

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2Mastery Inc

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal					
Add'l Campus Leadership Position 1 Curriculum Specialist	1	1	1	1	1
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)	16	21	24	27	30
Classroom Teachers (Specials)	1	1	1	1	1
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 Nurse	1	1	1	1	1
Specialized Campus Staff 1-Special Ed / 1-ESL	2	2	2	2	2
Teacher Aides and Assistants	2	3	3	3	3
Campus Operations Support Staff	3	3	3	3	3
Total FTEs at elementary campus(es)	27	33	36	39	42

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)					

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2Mastery Inc

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	27	33	36	39	42

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 01* and on the staffing chart submitted in Attachment 02.

ATTACHMENT 03

Name of Proposed Charter School: Ivy League Prep Charter School

Name of sponsoring entity: Lead2MasteryInc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 85,000 - 95,000

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.

Proposed Location (City and County): Arcola, Ft. Bend County

Number of Students anticipated in year one: 360 In year five: 600

Minimum Qualifications Required:

Education Required: Masters of Education, required
Doctorate of Education, preferred

Experience Required: Classroom Teacher Experience, required
Central Office Administration, required

Certification Required: Superintendent Certification, required
Principal Certification; Elementary 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	Salary Range
Granger ISD	246-905	Granger	426	\$64,006
Thrall ISD	246-912	Thrall	649	\$65,879
Holland ISD	014-905	Holland	654	\$84,499

ATTACHMENT 23

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.
3.
4.
5.
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.

ATTACHMENT 03

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	Salary Range
<input type="text" value="Granger ISD"/>	<input type="text" value="246-905"/>	<input type="text" value="Granger"/>	<input type="text" value="426"/>	<input type="text" value="\$64,006"/>
<input type="text" value="Thrall ISD"/>	<input type="text" value="249-912"/>	<input type="text" value="Thrall"/>	<input type="text" value="649"/>	<input type="text" value="\$65,879"/>
<input type="text" value="Holland ISD"/>	<input type="text" value="014-905"/>	<input type="text" value="Holland"/>	<input type="text" value="654"/>	<input type="text" value="\$84,499"/>

ATTACHMENT 03

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Curriculum Specialist

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Models the use of effective teaching technique
2. Models and trains teacher to develop and implement lesson that promote TEKS mastery
3. Understands the "look fors" in classroom instruction of ELL students
4. Work closely with all teachers to create learning environments conducive to meet the needs of students
5. Implement the curriculum framework
6. Coordinate with teachers to create effective teaching strategies aligned to the curriculum
7. Maintain student progress data, and effectively communicate progress to all stakeholders.
8. Lead teachers in the collaboration process regarding curriculum, instruction, and assessment.
- 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.

ATTACHMENT 23

Name of Proposed Charter School: Ivy League Prep Charter School

Name of sponsoring entity: Lead2MasteryInc.

Position: Business Manager

Reports to: Superintendent

Salary Range: 30,00 - 40,000

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.

Proposed Location (City and County): Arcola, Ft. Bend County

Number of Students anticipated in year one: 360 In year five: 600

Minimum Qualifications Required:

Education Required: MBA, preferred
CPA, preferred

Experience Required: Accounting experience

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	Salary Range
Granger ISD	246-905	Granger	426	\$64,006
Thrall ISD	246-912	Thrall	649	\$65,879
Holland ISD	014-905	Holland	654	\$84,499

ATTACHMENT 23

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Business Manager

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinates activities of accounts payable, cash receipts and payroll and generates monthly financial
2. Ensures compliance with filing requirements of IRS and other regulatory authorities as needed
3. Ensures accuracy of monthly cash receipts and journal entries.
4. Reviews general ledger for errors and responds to queries regarding same
5. |
- 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:

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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<input type="text" value="Holland ISD"/>	<input type="text" value="014-905"/>	<input type="text" value="Holland"/>	<input type="text" value="654"/>	<input type="text" value="\$84,499"/>

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Manager Student & Community Services

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate family and parent educational events
2. Secure, maintain, and manage community partnerships
3. Coordinate student services
- 4.
- 5.
- 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: Ivy League Prep Charter School

Name of sponsoring entity: Lead2MasteryInc.

Position: Administrative Assistant

Reports to: Principal

Salary Range: 35,00 - 40,000

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.

Proposed Location (City and County): Arcola, Ft. Bend County

Number of Students anticipated in year one: 360 In year five: 600

Minimum Qualifications Required:

Education Required: High School, required
College or Business School, reired

Experience Required: Administrative Assistant Expearence, 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).

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Thrall ISD	246-912	Thrall	649	\$65,879
Holland ISD	014-905	Holland	654	\$84,499

ATTACHMENT 23

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Administrative Assistant

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinates enrollment and attendance, prepares invoices, substitute teacher coordination,
2. PEIMS data entry, orders supplies, coordinates communications with parents, provides clerical support
3. Coordinates the resource availability for resource library; tracks parent volunteer hours.
4. Create and maintains a filing system for all essential documents,
5. Coordinates and documents enrollment and attendance,
6. Prepares invoices for submission to accounting
7. Manages inventory of school and office supplies,
8. Manages textbook inventory
- 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).

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<input type="text" value="Holland ISD"/>	<input type="text" value="014-905"/>	<input type="text" value="Holland"/>	<input type="text" value="654"/>	<input type="text" value="\$84,499"/>

ATTACHMENT 623

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Nurse

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Responsible for the implementation of health programs, health counseling with pupil school personnel
2. Provides direct health care, emergency first aide and related health services
3. Provide preventive health care by: providing appraisals, screening programs, referral and follow-up
4. Recognizes reports and uses control measures on communicable diseases;
5. Monitors follow-up on immunization
- 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: Ivy League Prep Charter School

Name of sponsoring entity: Lead2MasteryInc.

Position: Teacher

Reports to: Principal

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.

Proposed Location (City and County): Arcola, Ft. Bend County

Number of Students anticipated in year one: 360 In year five: 600

Minimum Qualifications Required:

Education Required: BS or BA degree
Elementary Education, required

Experience Required: Classroom Teaching experience (elementary)

Certification Required: Texas Teacher Certification K-8 grades

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	Salary Range
Granger ISD	246-905	Granger	426	\$64,006
Thrall ISD	246-912	Thrall	649	\$65,879
Holland ISD	014-905	Holland	654	\$84,499

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Implement the curriculum framework. Plan, instruct, evaluate student learning
2. Ensures the TEKS objectives and STEM elements are taught
3. Will work closely with ESL and Special Education accommodations/ modifications
4. Plan and prepare students for State Assessments. Special Ed Teacher Responsible for providing classroom
- 5.
- 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: Ivy League Prep Charter School

Name of sponsoring entity: Lead2MasteryInc.

Position: Special EducationTeacher

Reports to: Principal

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.

Proposed Location (City and County): Arcola, Ft. Bend County

Number of Students anticipated in year one: 360 In year five: 600

Minimum Qualifications Required:

Education Required: BS or BA degree
Elementary Education, required
Special Teacher minor

Experience Required: Special Education Classroom Teaching experience (elementary)

Certification Required: Texas Teacher Certification K-8 grades
Certification in Special Education, 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	Salary Range
Granger ISD	246-905	Granger	426	\$64,006
Thrall ISD	246-912	Thrall	649	\$65,879
Holland ISD	014-905	Holland	654	\$84,499

Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Special EducationTeacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Implement the curriculum framework. Plan, instruct, evaluate student learning
2. Ensures the TEKS objectives and STEM elements are taught
3. Will work closely with ESL and Special Education accommodations/ modifications
4. Plan and prepare students for State Assessments. Special Ed Teacher Responsible for providing classroom
5. Education Plans for each student in class. Ensure all Federal and state rules and regulations are followed a
6. Responsible for scheduling, holding, attending, and documenting Admission, Review, and Dismissal (ARD)
7. Provide educational services to special education students as prescribed in IEPs
- 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.

ATTACHMENT Q3

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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ATTACHMENT IV

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.
3.
4.
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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).

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Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: ESL Teacher

Reports to: Teacher/Curriculum Specialist

Job Duties: List up to 10 key duties this individual will perform.

1. Utilizing effective teaching technique

2. Develop and implement lesson that promote TEKS mastery

3. Classroom instruction of ELL students

4. Work closely with teachers to create learning environments conducive to meet the needs of ELL students

5.

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.

ATTACHMENT 23

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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Name of Proposed Charter School: Ivy League Prep Charter School

Name of Sponsoring Entity: Lead2MasteryInc.

Position: Business Manager

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinates activities of accounts payable, cash receipts and payroll and generates monthly financial
2. Ensures compliance with filing requirements of IRS and other regulatory authorities as needed
3. Ensures accuracy of monthly cash receipts and journal entries.
4. Reviews general ledger for errors and responds to queries regarding same
5. |
- 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.

Provide the following:

The state performance data from all applicable states for all charter schools currently operated.

Attachment OS 1

State Performance Data

Not Applicable

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.

Attachment OS 2

Financial and Business Plans

Not Applicable

Provide the following:

In addition to the information provided in Attachment OS2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

Attachment OS 3

Related Business Entities

Not Applicable

Provide the following:

Identify any current or past litigation, 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)

Attachment OS 4

Current or Past Litigation

Not Applicable

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Two
Special Assurances Document

Sponsoring Entity:


Lead2Mastery


Proposed Charter School Name:

Ivy League Prep Charter School

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:

Lead2Mastery

Proposed Charter School Name:

Ivy League Prep Charter School

VII. Admission and Enrollment

JS 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.

JS 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.

JS 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.

JS 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.

JS 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)

JS 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

JS 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.

JS 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: Lead2Mastery

Proposed Charter School Name: Ivy League Prep Charter School

AS 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).

AS 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. Federal and State Funding

AS 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.

AS 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.

AS 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.

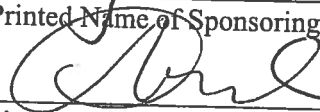
XI. Required Disclosure

_____ 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.

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.

Ivy FORD

Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

12-5-2016
Date