



GENERATION

OPEN-ENROLLMENT CHARTER APPLICATION

24

TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin, Texas 78701

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APPLICATION OVERVIEW

NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL	
Avant Preparatory Charter School	
NAME OF SPONSERING ENTITY	
Avant Preparatory, Inc.	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

I. CONTACT INFORMATION

Applicant Name:	Jessica Richardson
Applicant Mailing Address:	807 S Post Oak Lane. 2310 Houston, TX 77056
Applicant Email Address:	jrichardson@buildingexcellentschools.org
Applicant Phone #:	713-210-9671

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested:	1
Number of Districts within Geo Boundary:	4

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

[Click or tap here to enter text.](#)

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:

77080, 77055, 77043

III. GOVERNANCE/LEADERSHIP

Number of Board Members:	8
Chairperson of the Governing Board:	Angela Fulcher
Chief Executive Officer of the Sponsoring Entity:	Jessica Richardson
Superintendent of Proposed Charter School:	Jessica Richardson
Board Member Who Attended Applicant Conference:	Christina Allen-Crowder

Avant Preparatory Charter School

IV. ENROLLMENT OVERVIEW

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

Year 1 - Estimated Enrollment: 156													
☐	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 2 - Estimated Enrollment: 234													
☐	☐	☐	☐	☐	☒	☒	☒	☐	☐	☐	☐	☐	☐
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 3 - Estimated Enrollment: 312													
☐	☐	☐	☐	☐	☒	☒	☒	☒	☐	☐	☐	☐	☐
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 4 - Estimated Enrollment: 390													
☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐	☐	☐	☐
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 5 - Estimated Enrollment: 390													
☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐	☐	☐	☐
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
At Capacity - Maximum Enrollment: 390													
☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐	☐	☐	☐
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12

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



Signature of Chief Executive Officer
of Sponsoring Entity
(in blue ink)

January 2, 2019

Date

Jessica Richardson

Printed Name

Attachment(s):

A 1: Applicant Information Session Documentation

APPLICANT TEAM OVERVIEW

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
Jessica Richardson	Fellow, Building Excellent Schools	Lead Founder, Proposed School Director/CEO
Angela Fulcher	KIPP Data Analyst	Director, Proposed Chairperson
Christina Allen-Crowder	Development Manager, Girls, Inc.	Director
Daneiva Allevato	Senior College Success Advisor, Genesys Works	Director
Christopher Bent	Architectural Consultant	Director
Wendy Gonzales-Neal	Founder, My Child My Voice	Director
Stephen Tolbert	Strategy Implementation Specialist, BP	Director
Sheila Whittle	Program Coordinator, Free the Captive	Director
Chauntelle Wood	Attorney, Liskow & Lewis	Director

II. Board of Directors

Include names of all Board members.
Christina Allen-Crowder
Daneiva Allevato
Christopher Bent
Angela Fulcher
Wendy Gonzales-Neal
Stephen Tolbert
Sheila Whittle
Chauntelle Wood
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III. Application Preparation/Support Services

List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided <u>professional</u> advice on the contents of the application herein. 1. Building Excellent Schools (unpaid review); 2. Texas Charter School Association (paid review); 3. Schulman, Lopez, Hoffer & Adelstein L.L.P. (paid for assistance with 501c3 documentation)
Were any of the above-mentioned paid? Yes ☒ No ☐

OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES

Avant Preparatory Charter School	Avant Preparatory, Inc.
Proposed Generation Twenty-Four Charter Name	Name of Sponsoring Entity

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

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

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

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alief ISD	Spring Branch ISD
Houston ISD	Click or tap here to enter text.
Spring ISD	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.
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OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES (CONTINUED)

Number of charter school campuses currently operating within the occupied district:	5
Number of traditional school campuses currently operating within the occupied district:	48
Number of traditional school districts within ten miles of the proposed location:	4

Will the proposed school be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years?	Yes ☒ No ☐
School Name(s):	Spring Branch Elementary, Westwood Elementary, Woodview Elementary, Treasure Forest Elementary, Spring Woods Middle

1. Provide a rationale for the geographic location selected and the process undertaken to select the primary attendance boundary to be served.

Narrative Response:

Evaluation Criteria-Geographic Boundaries
A strong response will: ✓ Offer realistic attendance boundaries; ✓ Provide a compelling rationale for the geographic location selected; and ✓ Provide a specific location for the charter school campus and describe a school site that will be located in the <u>Attendance Zone</u> of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

1. Rationale for Geographic Location Avant Preparatory Charter School ("Avant Prep") will educate students on the north side of Spring Branch within zip codes 77043, 77055, and 77080. Spring Branch is a community with a population of approximately 90,000. Interstate 10 separates Spring Branch North from Spring Branch South. Spring Branch South has few quality school options for students and families, but historically and to date, schools located within the boundaries of Spring Branch North are significantly underperforming the

state and families struggle to find local quality public school options. When determining the geographic location in which to propose Avant Prep, the decision was informed by the following:

Community Investment: It was critical that we propose our school in a community in which Founding Team members have once lived and/or worked and in which we have authentic investment and insight. In doing so, we are positioned well to build relationships and garner strong support from the community to build a school purposefully designed to meet its unique needs.

Market Share: According to the *Texas Tribune*, Spring Branch ISD educates 35,016 students across elementary, middle and high schools. (<https://schools.texastribune.org/districts/spring-branch-isd/>) Avant Prep is a unique fourth through eighth grade school option that will enroll students from both elementary and middle schools, bridging the gap between elementary needs and middle school demands. There are currently 11 elementary and three middle schools in Spring Branch North. Each campus has between 600 and 1080 students. Proposed School Director Jessica Richardson taught in Spring Branch North and deeply understands the community's challenges around overcrowding and families' desires for smaller schools. We are confident that enrollment goals will be met considering the density of students living in the Spring Branch North community and the chronic overcrowding and underachievement that exists there. (Rptsvr1.tea.texas.gov, 2018)

Parent Demand: We are proposing in a location with four existing charter schools. When determining location, it was important to the Founding Team to strategically propose where parents were asking for additional options. Since July of 2018, we have spoken to over 200 families in the Spring Branch North community and many expressed wanting more school options. One main concern articulated was regarding the Spring Branch, KIPP, and YES Prep (SKY) partnership. Although the partnership is providing two additional middle charter schools to the community, families can only apply to attend Yes Prep: Northbrook or KIPP Courage: Landrum if they are zoned to Northbrook Middle or Landrum Middle. This regulation restricts many families from qualifying to attend even though they live in the Spring Branch North community. Our proposal provides an option available to all.

Current Academic Performance: When determining a geographic location of need, we analyzed the academic performance of schools located in and surrounding Spring Branch North (77055, 77080, and 77043). Currently, five schools operate that earned an Improvement Required (IR) rating based upon 2017 STAAR results. Of those five, four are elementary schools and one is a middle school, all located within six miles of one another. Our proposed grade span was informed specifically by the academic performance of students in grades four through eight. Across all IR-rated schools, about one third of students met all minimum requirements in math, reading, writing, and science. In reading, even fewer (29%) met state requirements. 16% of students met writing standards at Spring Branch Elementary. According to the 2017 STAAR report for Spring Oaks and Spring Woods Middle Schools, fewer than one in five students could read and complete math problems on grade level. (Rptsvr1.tea.texas.gov, 2018)

Specific/Primary Location: Our proposed zip codes of 77055, 77080, and 77043 make up all the Spring Branch North community in a six-mile radius. We will offer transportation to ensure all families who want to enroll their child(ren) are able. (See budget line item 105 in **Financial Plan Workbook** and accompanying **Budget Narrative** details.) We will prioritize finding a facility in 77080 based on chronic academic underperformance of nearby schools. IR-designated Spring Woods is one of three middle schools located in this zip code currently educating roughly 950 students. On the 2017 STAAR results, 20% of students were reading on grade level, 17% could solve math problems on grade level, 17% of seventh graders met standards in writing, 16% of eighth graders were proficient in science, and 4% of eighth graders passed the social studies exam. Spring Branch Elementary (also rated IR) is located in this same zip code and educates approximately 633 students. (Rptsvr1.tea.texas.gov, 2018) ("Spring Branch ISD | District Profile | Ratings, Ranking." Dave Downs, www.davedowns.com, www.davedowns.com/spring-branch-isd-tx.php.)

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS

Projected number of students enrolled in each grade for Year 1:	
EE3	Click or tap here to enter text.
PK 4	Click or tap here to enter text.
Kindergarten	Click or tap here to enter text.
Grade 1	Click or tap here to enter text.
Grade 2	Click or tap here to enter text.
Grade 3	Click or tap here to enter text.
Grade 4	78
Grade 5	78
Grade 6	Click or tap here to enter text.
Grade 7	Click or tap here to enter text.
Grade 8	Click or tap here to enter text.
Grade 9	Click or tap here to enter text.
Grade 10	Click or tap here to enter text.
Grade 11	Click or tap here to enter text.
Grade 12	Click or tap here to enter text.

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

Provide the anticipated demographics for the proposed school as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term "Occupied District" refers to the traditional school district in which the campus will be located. District 2 and 3 must be contiguous to the school district in which the first campus will be located. The term "First Charter Campus" refers to projected enrollment data for the first specific campus.

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Avant Preparatory Charter School	Spring Branch ISD	Houston ISD	Alief ISD
African American	6.3	4.6	23.9	28.7
Hispanic	88.5	60.0	62.1	52.7
White	3.2	26.6	8.7	4.1
American Indian	0.4	0.2	0.2	1.3
Asian	6.4	6.4	3.9	12.3
Pacific Islander	0.1	0.0	0.1	0.1
Two or More Races	0.2	1.9	1.1	0.7
Economically Disadvantaged	86.7	56.0	77.1	82.6
ELL	45.7	34.4	31.8	42.7
At-Risk	78.2	56.7	67.5	75.1
Gifted & Talented	2.8	8.6	5.7	4.5
Special Education	10.4	7.2	7.2	7.2

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

1. Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities. Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s). NOTE: Student demographic data can be found by school district on the Texas Academic Performance Report (TAPR), available by right-clicking [HERE](#).
2. Provide the proposed teacher to student ratio for each grade level served and provide a description of the process by which this ratio was determined.

Narrative Response:

Evaluation Criteria-Enrollment and Demographic Projections

A strong response will:

- ✓ Offer realistic enrollment projections in the first year of operation;
- ✓ Cite realistic demographic projections and accurate district data;
- ✓ Demonstrate a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the school's mission/vision;
- ✓ Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program; and
- ✓ Propose an allowable teacher to student ratio and describe a description of the process by which this ratio was determined and supports the description with research, theory, and/or experience.

1. Proposed Location

"You cannot be a Complete Community unless we have quality schools and great educators to help teach our children. . . Let's build this community up." – Houston Mayor Sylvester Turner

Houston, Texas: The fourth largest populated city in the nation, Houston operates over 50 independent school districts, with Houston Independent School District ("HISD") being the largest in Houston and the seventh largest in the United States. Spring Branch Independent School District ("SBISD") is adjacent to HISD, located in the west corner of Houston. ("Houston Independent School District / Houston ISD Homepage." *Secure Sign In Redirect*, www.houstonisd.org/)

Spring Branch, Texas: The Spring Branch community is home to approximately 90,000 people and has experienced demographic and educational changes within the last two decades. Once known as one of the most desirable communities in Houston, Spring Branch is now distinctly divided by class. Interstate 10 segregates the north from the south, distinguishing one side as the "haves" and the other as the "have nots." ("Houston Independent School District / Houston ISD Homepage." *Secure Sign In Redirect*, www.houstonisd.org/)

Demographic Changes: Community demographics slowly began to change in the early eighties, when a number of Hispanics migrated to Spring Branch North in the hopes of building a better life. In 2005, Hurricane Katrina forced many African American families from New Orleans to Spring Branch North for

affordable housing options. Consequently, the once affluent community of Spring Branch evolved, making Spring Branch North majority Hispanic and black, with an average annual family income of \$34,000, approximately \$3,000 less than the national average. For comparison, Spring Branch South has an average annual household income over \$80,000. (<https://www.houstonpress.com/arts/the-changing-face-of-houston-spring-branch-then-and-now-6372868>) (ZipAtlas.com Development Team)

Educational Changes: Spring Branch ISD operates 51 schools: 5 early childhood centers, 27 elementary schools, 11 middle schools, and 8 high schools. Academic performance data varies drastically when comparing Spring Branch North to Spring Branch South. Every school located in the South met state standards on the 2017 State of Texas Assessments of Academic Readiness ("STARR") with Memorial Middle and Memorial High Schools scoring above the district and state in all tested subjects. Less than 10 miles north, on the other side of Interstate 10, there are currently five schools classified as IR, with several schools scoring below the performance rates of both the state and district. (*Spring Branch Independent School District*, www.springbranchisd.com/about) (Rptsvr1.tea.texas.gov, 2018)

Proposed Charter School Overview: Avant Preparatory Charter School ("Avant Prep") is a proposed fourth through eighth grade charter school for the students and families of Spring Branch North. We anticipate that most students will come from three zip codes within this community: 77055, 77043, and 77080. Two members of our Founding Team – proposed School Director Jessica Richardson and Founding Board Member Sheila Whittle – have taught in Spring Branch North. Though students in this community can achieve, home language and family income adversely impact their success.

Home Language: A significant number of students living in Spring Branch North identify as Hispanic and speak Spanish as their first language. For all elementary and middle schools, the percentage of students entering an English as a Second Language (ESL) program ranges between 30 and 65 percent. Developing the English language is essential to students' academic success, yet not all schools in Spring Branch North have supported the English Language Learner ("ELL") population adequately. Our proposed School Director Jessica Richardson and Founding Board Member Sheila Whittle both experienced many students designated as ELLs, classified as beginners, being placed in classrooms with minimal support. Their professional concern, coupled with the current academic data of the ESL population, outlined in **Figures 1, 2, and 3**, further support our commitment to and the need for a school option uniquely designed with a focus on English Language Development.

Family Income: Zip code 77080 has an average annual family income \$3,000 less than the national average. "Children living in poverty experience the daily impacts that come easily to mind — hunger, illness, insecurity, instability — but they also are more likely to experience low academic achievement, obesity, behavioral problems and social and emotional development difficulties" (Malhomes, American Psychology Association, 2012). In Spring Branch North, approximately 88% of students identify as economically disadvantaged. Our proposed School Director and Founding Board Member too often experienced school staff not equipped with the skills to (a) respond with cultural sensitivity or (b) academically support students experiencing economic challenge at home. As a result, too many students struggled to find success in school. We anticipate that more than 85% of our students will come from low-income households. Our academic program is designed to support them academically and emotionally, ensuring that they have the academic and personal supports to achieve across grade levels and in preparation for the demands and opportunities of high school. Our staff development program is designed to build cultural competence in all staff as they support our students' academic and personal growth. All students can reach their full potential and have access to a world of opportunity when provided with a school uniquely designed to meet their needs, and which invests the full school community in their measurable success. By providing the families and students of Spring Branch North with a high-quality school, within a unique grades 4-8 option that focuses on rigorous academics and character development provided within a structured and joyful community, students

will be positioned to meet all academic goals outlined by the State of Texas placing them firmly on the path to high school success, college graduation, and lives filled with economic and social opportunity for them and their families.

Demographic Projections and District Data

We anticipate that the student demographics of Avant Prep will reflect the demographics of Spring Branch North. **Figure 1** outlines the demographics and academic performance per subgroup in Spring Branch ISD (Spring Branch North and Spring Branch South combined). (Rptsrv1.tea.texas.gov, 2018)

Figure 1: Spring Branch ISD Demographics and 2017 STAAR Results

	Student Population	STAAR Reading Meets Grade Level	STAAR Math Meets Grade Level
African American	4.6%	32%	29%
Hispanic	60.3%	35%	36%
White	26.6%	78%	77%
American Indian	0.2%	43%	48%
Asian	6.4%	83%	90%
Two or more races	1.9%	71%	68%
Special Education	7.2%	22%	27%
Econ. Disadvantaged	56.0%	31%	32%
ELLs	34.4%	18%	25%

We anticipate enrolling a majority of students who currently attend schools in Spring Branch North in zip codes 77080, 77055, and 77043, with a small percentage from Houston, Alief, and Spring ISDs. As a proposed middle school, we will educate students in grades four through eight and anticipate demographics to be the same as those of Spring Woods Middle School. **Figures 2 and 3** display the data from Spring Branch Elementary and Spring Woods Middle Schools, two schools currently in IR status in Avant Prep's proposed territory. (Rptsrv1.tea.texas.gov, 2018)

Figure 2: Spring Branch Elementary Demographic and 2017 STAAR Results

Westwood Elementary	Student Population	STAAR Reading Meets Grade Level	STAAR Math Meets Grade Level
African American	3.8%	N/A	N/A
Hispanic	91.8%	25%	30%
White	2.5%	N/A	N/A
American Indian	0.5%	N/A	N/A
Asian	0.3%	N/A	N/A
Two or more races	1.1%	N/A	N/A
Special Education	8.5%	N/A	33%
Econ. Disadvantaged	89.7%	24%	28%
ELLs	67.5%	19%	33%

Figure 3: Spring Woods Middle Demographic and 2017 STAAR Results

Spring Woods	Student Population	STAAR Reading Meets Grade Level	STAAR Math Meets Grade Level
African American	6.3%	24%	15%
Hispanic	88.5%	18%	17%
White	3.2%	36%	20%
American Indian	0.4%	N/A	N/A

Asian	1.3%	67%	78%
Pacific Islander	0.1%	N/A	N/A
Two or more races	0.2%	N/A	N/A
Special Education	10.4%	15%	12%
Econ. Disadvantaged	86.7%	20%	17%
ELLs	45.7%	4%	5%

Based on district-wide data and the academic performance of Spring Woods Middle School, we anticipate approximately 6.3% of our student population will identify as African American and 88.5% as Hispanic. We anticipate 86.7% to be economically disadvantaged, 45.7% ELLs, 10.4% with special needs, and 2.7% classified as Gifted and Talented. The 2017 math and reading STAAR results show that less than one third of the student population in the subgroups identified in **Figure 3** are reading or computing math according to state grade-level standards. The academic achievement level for ELLs and students with special needs is drastically lower when compared to that of African American, Hispanic, and Special Education students district-wide. Our approach is informed by and designed around this data, and specifically, providing elements necessary to support dramatic academic growth to grade level proficiency, and to sustain or exceed grade level proficiency every year for all students.

Educational Setting: Many families in Houston have applied to the school of their choice and have not been accepted due to limited available seats. Families Empowered reports that for the 2017-18 academic year, over 28,000 application were submitted, yet more than half of families who applied to send their child to a high-performing charter school were waitlisted. Members of the Avant Prep Founding Team spoke to over 20 families at the My Child My Voice luncheon on December 1, 2018. Of the families in attendance, more than half expressed concern regarding the limited number of options in the Spring Branch community. More than one third of families have been on a waitlist for three or more years. We held several events and meetings to speak to the Spring Branch North community to gain better understanding on what families want educationally. See **Outreach and Public Meetings**.

Spring Branch North educates approximately 18,000 students in 21 schools across three zip codes (77043, 77080, and 77055). Of these, 4 are charter, 12 elementary, 5 middle, and 4 high schools; more than 60% of schools within our proposed location are rated a D or F by *Children At Risk* (childrenatrisk.org, 2018). Based on 2017 STAAR results, five schools (4 elementary and one middle) graded as IR (Westwood, Spring Branch, Woodview, Treasure Forest, and Spring Woods). While two schools are performing at a B or above, more than half are underperforming. Comprehensively, students in this community have a higher chance of going to an underperforming elementary, middle, and high school than of attending a school that is meeting academic goals as required by the State of Texas. (Texasschoolguide.org, 2018) (Rptsvr1.tea.texas.gov, 2018)

The percentage of students graduating high school and continuing their education in post-secondary institutions relies heavily on the quality of education in earlier grades. Spring Woods and Northbrook are the two local high schools educating over 4,000 students. The *Texas School Guide* graded Spring Woods a D- and Northbrook an F. Spring Woods educates 2,168 students; 88.1% are Hispanic and 5.5% are African American. At the end of the 2016/17 school year, less than 40% of Hispanic and African American students met state reading and math standards on the 2017 STAAR; less than 45% were deemed college- and career-ready in reading and math based on the Texas Education Agency School Performance Report. (Texasschoolguide.org, 2018) (Rptsvr1.tea.texas.gov, 2018) (Rptsvr1.tea.texas.gov, 2017) When students do not have the opportunity to go to a high-performing school in the elementary and middle school grades, they will have significantly less opportunity to attend high-performing selective magnet high schools. In Spring Branch North, the only options families

have are to send their children to a high school with a D- or F rating, simply because their children had less preparation in elementary and middle school.

Figure 4: Analysis of Public Schools in Proposed Location of Spring Branch North

School	Type	Grades	Enrollment	School Ratings
Harmony	Charter	K-8	660	B-
Sherwood	Traditional SBISD	K-5	478	D
Terrace	Traditional SBISD	K-5	392	D+
Shadow Oaks	Traditional SBISD	K-5	765	D
Westwood	Traditional SBISD	K-5	620	F
Northbrook	Traditional SBISD	K-5	616	D
Spring Branch	Traditional SBISD	K-5	949	F
Valley Oaks	Traditional SBISD	K-5	618	B+
Ridgecrest	Traditional SBISD	K-5	768	C
Treasure Forest	Traditional SBISD	K-5	392	D+
Woodview	Traditional SBISD	K-5	644	F
Housman	Traditional SBISD	K-5	554	D-
KIPP Courage	Charter	5-12	400	Scores merged w/ Landrum MS
Yes Prep: Northbrook	Charter	6-8	435	Scores merged w/Northbrook MS
Spring Oaks	Traditional SBISD	6-8	765	D
Landrum	Traditional SBISD	6-8	1073	D-
Spring Woods	Traditional SBISD	6-8	949	F
Northbrook	Traditional SBISD	6-8	939	D
Northbrook	Traditional SBISD	9-12	2443	F
Spring Woods	Traditional SBISD	9-12	2168	D
Yes Prep: Northbrook	Charter	9-12	700	Scores merged w/ Northbrook HS

The details above indicate that families living in Spring Branch North have minimal access to high-quality schools – schools that prepare students for success in high school and college. Avant Prep will provide the families and students of Spring Branch North with an expanded 4-8 elementary and middle school that prepares each student for success in rigorous high school programs and ensures that each

student is firmly on a trajectory to success in a variety of post-secondary settings. Our unique, research-based school model is designed for the needs of a high-ELL, at-risk community of students, with a focus on literacy and math. Our curriculum and academic program are designed to swiftly address academic gaps, individualize supports, and prepare students to demonstrate grade level proficiency every year.

The Community and Projected Student Population: Spring Branch North falls within the zip codes of 77043, 77080, and 77055. In 2017, 9.27% of the community had an annual household income of less than \$10,000, less than 24% of adults completed high school, and less than 16% graduated from college with a bachelor's degree. (Zipatlas.com, 2018) The U.S. Department of Education conducted research on low-income and minority students to better understand why they were not successful in college. Their research found that "[s]tudents who do not attend college or who drop out quickly are predominantly persons from low-income families, living in underdeveloped areas within major cities or in sparsely populated rural areas, and who have attended ineffective elementary and secondary schools." These findings reinforce that inadequate academic preparation is the key factor in lack of college access and success. Avant Prep is designed to serve the common and unique learning needs of our community and thereby provide the academic preparation that our students from low-income communities will need to be successful in high school and then in college. (Ed.gov, 2018)

Common and Unique Learning Needs: Reading and math are foundational subjects students must master to experience academic success. Comprehensively, on the 2017 STAAR, less than 40% of all students in our proposed location demonstrated the grade-level skills in reading and math necessary to be prepared for college. When measuring college-readiness using the 2017 SAT/ACT scores, less than 5% of Hispanic and African American students at Spring Woods High School met college readiness benchmarks. Students who aspire to attend college and pursue professional careers do not have the college-readiness scores that will allow them access into the colleges of their choice or the ability to succeed once there. More than half of students who go to college must enroll in remedial classes. The dropout rate for students with special needs, identifying as ELL, and those who are economically disadvantaged is almost double that when compared to students who do not classify in such categories (Rptsrv1.tea.texas.gov, 2018). Avant Prep is proposed as a unique, expanded grades 4-8 college preparatory school option currently unavailable to students and families in Spring Branch North. The design of our academic program accounts for additional supports necessary for academic success of all students – and specifically for students with special needs, ELLs, those who are economically disadvantaged, as outlined below:

Students with Special Needs

Anticipated Percentages: We anticipate that approximately 10.4% of students will be classified as having special needs, as informed by Spring Woods Middle School, classified as Improvement Required (IR) in our proposed territory. **Greatest Needs:** According to *Getting Smart, 2018*, students with special needs learn best in small groups. We have created an academic program that supports the growth of students with special needs by creating an all-inclusive classroom community where students with special needs are not pulled out to learn but learn with their peers and receive specialized supports. We will have certified special education teachers who push into general education classrooms to support our students with special academic needs. The additional teacher in the classroom allows for small and targeted group instruction to occur and provides all students with sufficiently trained and dedicated staff.

Design Elements: To address these needs, we incorporate the following design elements.

More Time: Every student will have access to rigorous academics to ensure the highest levels of achievement. Our extended day model ensures that all students receive the support that they need in all classes in all grades. Students at Avant Prep will attend school from 7:45 AM to 4:20 PM and receive approximately 80 additional instructional minutes than students attending Spring Woods Middle, a

middle school in our proposed zip code, with school hours from 8:10 AM to 3:45 PM. **In-class intervention:** Our teachers will intervene throughout class instruction. All teachers will collect data throughout their lesson and provide small group and targeted support during the 55- or-100-minute class blocks. This approach allows teachers to catch misconception before skill gaps are created. **Wednesday Intervention Block:** Our dedicated daily intervention block will be held for 45 minutes from 12:15 PM to 1:00 PM every Wednesday. This block will allow teachers to pull small groups and reteach lessons that an identified group of students did not master. It is critically important that our students master new material before moving on; therefore, our intervention block allows teachers to create targeted lesson plans specifically for the needs of a small subset of students. **Focus:** Our Focus block is from 3:50 PM to 4:20 PM twice per week. During this time, students will engage in a focused intervention based on the academic data collected throughout the week. **Saturday Academy:** Students who need additional support in math will be required to attend Saturday Academy. We will determine which students need to attend based on **lifework**, class work, exit tickets, and interim assessments. There will be 16 sessions across the school year from 9:00 AM to 12:00 PM. **Before and After School Tutoring:** All teachers will be required to sign up to tutor once per week. Students who need additional support will be able to receive before and/ or after school tutoring. Because we will not provide transportation, we will not make this form of intervention mandatory, but will highly suggest it to families if we deem it necessary for student achievement. **Modification/Scaffolding:** We educate all students in general education population and maximize accommodations and modifications. Our teachers will work closely with our Dean of Student Support during Wednesday PD to ensure modifications and scaffolding are implemented based on IEPs and data. **Excellent Teachers:** We will have ongoing observations and feedback to ensure students have excellent teachers every day. All special education teachers will be certified and receive additional professional development on Wednesdays for content planning and co-planning. Our Dean of Student Support will track data weekly and support teachers as they design intervention lessons. For more detail, see **Special Populations**.

English Language Learners (ELLs)

Anticipated Percentages: We anticipate that approximately 45.7% of students will be classified as ELLs, as informed by Spring Woods Middle School, classified as IR. **Greatest Needs:** Seidlitz Education is a Texas-based organization that provides research-based training and coaching on the development of the English Language in all students. According to Seidlitz, ELLs learn best in mainstream classroom (Structured English Immersion) with well-developed, trained teachers. These teachers understand the importance of having visuals, strategic grouping, and several opportunities for ELLs to speak, listen, write, and read. (Seidlitz, *7 Steps to Language-Rich Interactive Classroom*, 2018)

Design Elements: To address these needs, we incorporate the following design elements:

Staffing: Our hiring is designed with a focus on supporting our ELLs within mainstream classrooms. All literacy teachers will be required to obtain ESL certification within three years of employment. While not a requirement for charter schools, this credential will further support our ELL population which is significantly higher than that of surrounding districts. This staffing requirement aligns directly with our belief that **Developing English Language Learners is Every School's Responsibility**. We will have one lead teacher in all ELA classes with an additional teacher who pushes in to support student learning, allowing for additional small group instruction and targeted supports. Our Dean of English Language Learners will be hired in Y2 and will be required to hold an ESL certification; this role will review all lessons and ensure that appropriate scaffolding is added so that all ELLs are building on their language proficiency in reading, writing, listening, and speaking. Our proposed School Director brings an ESL certification and several years of Texas experience successfully developing the English language in students. **Teacher Development:** The success of our ELLs does not rest solely on our Literacy teachers, but on all teachers. It is our responsibility to develop our math, science, and social studies teachers so

that they are using the appropriate tools to build the English language and content mastery for all students. Our School Director in Y1 will plan and deliver all professional development during **Kickoff** (Summer PD), Wednesday PDs, and whole day PDs. In Y2 and beyond, the Dean of Curriculum and Instruction and Dean of English Language Learners will work closely with the School Director to plan and deliver all PDs. **Visuals:** All classrooms will be language-rich. Regardless of subject, each classroom will have a content specific word wall with accompanying images to support our ELLs' vocabulary development and success. **Grouping:** We will use small teacher-led groups and peer-to-peer collaborative groups to allow several opportunities to speak, use language, and build confidence. As groupings must be strategic, we will group students in quads with varying levels of English proficiency so that ELLs classified as beginner will have several opportunities to develop their English. We understand that many ELLs do not feel confident when speaking; therefore, we will create an environment that is safe, encouraging, and supportive. For more detail, see **Special Populations**.

Economically Disadvantaged Students

Anticipated Percentages: We anticipate that approximately 86.7% of students will be classified as Economically Disadvantaged, informed by Spring Woods Middle School, classified as IR. **Greatest Needs:** "Education is a powerful force for advancing opportunity, prosperity and growth. Educational attainment is also a key determinant of economic success" (brookings.edu, 2018). Our program is designed to support students academically and emotionally as they develop and grow into leaders confident about their future.

Design Elements: To address these needs, we incorporate the following design elements:

Schoolwide Structure and Joy: Our goal is for our students to find joy in their learning. We will create a structured school environment that is free of distraction by having deliberate practices and routines that allow students to focus 100 percent on learning. Our structured environment allows students to feel safe intellectually, physically, and emotionally. We will create joy for learning by normalizing error. Teachers will celebrate when students are "caught trying" and teachers will celebrate their favorite academic mistake. Students will feel empowered answering questions; they know they are surrounded by people who support them as they learn and make mistakes. This will ultimately enable us to create a joyful school community through structure. We will celebrate and reward effort, growth, achievement, and mistakes. **Ongoing Character Development:** Aligned to our belief that **Strong Character Creates Student Leaders**, Character Development is taught through our **PRIDE** values: Professionalism, Respect, Integrity, Determination, and Excellence. It is critical we prepare our students for success after high school, during college, and in their careers. It is our responsibility as a school to develop our students' character so that they set forth as strong student leaders. **Daily Advisory:** At Avant Prep, we are creating a school community built on trust. Trust will be built daily within small Advisory classes where students have a cohort of peers (15 students) and an Advisory teacher that they learn to trust deeply. Some focus areas will include: organization skills, emotional management, how to handle peer conflict, and professionalism. The Advisor will get to know each student and have a professional teacher-student relationship that allows the teacher to support the student academically, emotionally, and personally. The Advisory teacher will develop strong relationships with each advisees' family and serve as one of the first points of contact regarding academics and behavior. **Weekly Community Circle:** We will find joy in our learning and celebrate with one another. Community Circle is one way we celebrate. Students will perform Advisory chants, answer questions about what they learned that week and receive **PRIDE** awards. For more detail see **School Culture**.

Students Performing Below Grade Level

Anticipated Need: We anticipate that approximately 75% of students will be performing below grade level in Reading and more than 80% will be performing below grade level in Math, informed by Spring Woods Middle School, classified as IR in our proposed territory. **Greatest Need:** Students must receive

rigorous, on-grade-level material even if they are behind in order to build cognitive skills, and they must have more dedicated time to learn that material. (Gibson, *Unlock the Einstein Inside*, 2006) Teachers must know their students in order to meet their needs appropriately and move them forward towards clear growth and absolute goals at each grade level, and they must have a daily and weekly schedule that allows them to respond effectively to their students' needs.

Design Elements: To address these needs, we incorporate the following design elements.

Rigorous Academics: We acknowledge the time that it takes to ensure our students are prepared to succeed in high school and college. We anticipate that approximately 80% of students will enroll below grade level; our school model is designed to fill gaps quickly through rigorous academics. All students will receive on grade level material, specific skill remediation, and individualized supports. **Extended**

Time: Through our rigorous academics, all students will receive 130 minutes of literacy and 100 minutes of math instruction each day to build the foundational skills for them to succeed in all classes. The extended time allows us to plan and hold intervention time to provide individualized supports,

time to complete challenging and on grade-level work, and additional time to fill gaps. **Data Driven**

Instruction: We will use cyclical assessments, daily class work, and **lifework** (homework) to inform instruction and track and monitor mastery. Teachers will actively track data to ensure students are receiving targeted support. The School Director will show teachers how to effectively track data during

Kickoff and support them throughout the school year. It is our responsibility to know where our students are academically. We will track data daily and meet regularly to determine which supports students need. **Individualized Supports:** If a student needs targeted support, a team of teachers will

identify a specific problem or barrier preventing the student from experiencing success on a particular skill or objective. Once the problem is identified, a plan will be created to support the student one-on-

one (targeted support), specific to the needs of that student followed by frequent monitoring. Students will receive individualized supports during one or more of our designated intervention time: In-class

intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional tutoring.

2. Student and Teacher Ratio

Year 1 of operation we will enroll 78 fourth graders and 78 fifth graders. We anticipate each classroom will have approximately 26 students. We will hire one additional teacher to support small group instruction during literacy. Student to teacher ratio will vary by instructional focus, outlined below.

Figure 5: Student Teacher Ratio

Class	Ratio	Description
ELA	13:1 and 26:1	ELA classes will have one lead teacher with one ESL certified teacher and/or Special Education certified teacher pushing in to support students and facilitate small group instruction for a minimum of 50-minutes of the 100 minutes block..
Guided Reading (GR)	9:1	GR provides an additional 30-minute block for fourth and fifth grade students. Divided into groups based on Fountas and Pinnell reading level, 9 students are with teacher A, 9 with teacher B, and 9 will complete independent work. Each group will have a specific skill being taught based on small group needs.
Math	13:1 and 26:1	Math classes will have one lead teacher with ESL certified teacher and/or Special Education certified teacher pushing in to support students and facilitate small group instruction for a minimum of 50-minutes of the 100 minutes block. Teachers will assess mastery and pull small groups daily.
Social Studies	26:1	Our social studies classes will have one lead teacher.
Science	26:1	Our science classes will have one lead teacher.
Computer Science	26:1	Our computer science classes will have one lead teacher.
Fine Arts / Cultural Studies	26:1	Our cultural studies/fine arts classes will have one lead teacher.
Physical Education	26:1	Our physical education classes will have one lead teacher.

Our school design is based on what students need in the Spring Branch North community. More than half of students are not reading, writing, or performing math on grade level. We anticipate that more than 70% of students will enroll two to three grades levels behind in all subjects. We base this experientially on Ms. Richardson's and Ms. Whittle's experience as teachers in Spring Branch North and analytically on the 2017 STAAR results. When students are proficient in reading, writing, and math, they will experience success in all subjects such as science, social studies, and computer science. For students to experience success in all courses, we will ensure low literacy and math student-teacher ratios and we will utilize small groups and targeted supports to ensure academic gaps are filled.

EXECUTIVE SUMMARY

PAGE LIMIT: 2 PAGES

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

1. Anticipated Need: Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
2. Mission and Vision: State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
3. Education Plan: Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE.

Avant Prep is uniquely designed to fit the needs of the students and families living in Spring Branch North - a small community of 90,000 in the west part of Houston. Spring Branch has historically been known as an affluent community, home to Memorial Middle and Memorial High Schools, two of the highest performing public schools in the State of Texas, all located in Spring Branch South. Unfortunately, not all students in Spring Branch are receiving this exemplary education.

Less than 10 miles away, encompassing 77055, 77043, and 77080, Spring Branch North has 5 schools that earned an Improvement Required (IR) rating based upon 2017 STAAR results. Of those 5, 4 are elementary schools and 1 is a middle school, all located within 6 miles of one another. Our proposed grade span, 4-8, was informed specifically by the academic performance of students in these grades. Across all IR-rated schools, about one third of students met minimum requirements in math, reading, writing, and science. In reading, even fewer (29%) met state requirements. At Spring Branch Elementary, 16% of students met writing standards. In Spring Oaks and Spring Woods Middle Schools, fewer than one in five students could read and compute math on grade level. (Rptsvr1.tea.texas.gov, 2018) The decision to propose Avant Prep in Spring Branch North is also personal. Proposed School Director Jessica Richardson and Board member

Sheila Whittle once taught here. Their professional experiences and expertise as educators in the district influenced the mission and vision of the school.

For students to experience success, we believe they need the following:

Structure and Joy. We recognize and respect that students cannot learn when they do not feel safe. To ensure learning at all times, we will create an environment that is free from distractions. When students enter the building, they will shake their School Director's hand. There will be clear directions on how students retrieve their breakfast, turn in their **lifework** (homework), and answer questions. Consistent routines enable students to feel safe and trust their school environment. The structured environment allows us to create joy. We will celebrate achievement and effort. We want students to get excited about the number of books they read or making a perfect math score. When students are brave, take risks, and get answers wrong, they are deeply engaged in the learning process. We want our students to be proud of their mistakes because mistakes mean growth. During **Community Circle**, we will celebrate the effort our students make. Our school culture will be joyful, supportive, and accepting of all.

Rigorous Academics. Students need to be challenged and supported through their academic journey. We recognize that it is our responsibility to deliver high-quality instruction every day; therefore, we will develop our teachers into instructional experts. Our hands-on approach will allow us to close gaps quickly so that our students enter high school with the academic knowledge necessary to succeed.

Character Development. Our character development program is rooted in our **PRIDE** values of Professionalism, Respect, Integrity, Determination, and Excellence. For students to experience success in college and life they must have the academic skills, self-awareness, and character traits that will allow them access to a wealth of opportunity. Students, staff, and families will be expected to embody **PRIDE** values and our behavior system is connected directly to these values. Students will have the opportunity to earn credits when they positively display a **PRIDE** value and deductions when they do not.

Avant Prep will educate 390 students at full capacity. Our student enrollment will mirror that of Spring Woods Middle School: 6% African American, 88% Hispanic, 3% white, 6% Asian, 86% economically disadvantaged, and 45% identifying as English Language Learners. Our plan is designed to support diverse learners. Our 4-8 grade middle school model will give us two additional years with our students. The Lower Academy (4-5) is designed to close gaps quickly because we anticipate approx. 85% of our students will enroll 2 -3 grade levels behind in core subjects. The Upper Academy (6-8) will prepare students for the demands and opportunities of high school. We will have 130 minutes of literacy and 100 minutes of math four days a week, as these are foundational subjects in which students must demonstrate proficiency to experience success in their other classes. This additional time also enables us to utilize small group and blended learning. Our focus on developing our English Language Learners has allowed us to create an inclusive ESL program that will benefit all students. The strategies that we will use to ensure academic and language growth include: robust and engaging word walls, frequent and strategic turn and talks, effective and transferable sentence stems, and intentional language-based scaffolding.

Avant Prep will be led by a high-capacity and diverse team personally committed to our community's needs and desires, with the skills needed to launch, oversee, and lead. Our proposal is modeled after high-performing schools with similar demographics, like DC Preparatory Academy. Proposed School Director Jessica Richardson was a member of the leadership team at DC Prep, with two 4th through 8th grade middle schools and over 90% of their students qualifying for free and reduced lunch. In 2018, both middle schools were ranked as Tier 1 schools, the highest achieving rating possible. In comparison, as a 6th grade English teacher in SBISD, more than half of Ms. Richardson's students entered 6th grade two or more grade levels behind in reading, writing, and math – foundational subjects that put students on the path towards college. Informed by professional experiences, local achievement data, and the desires of families to ensure students are ready by the start of high school for a life wealthy with opportunities, the Founding Team is committed to a 4th through 8th grade model.

EDUCATION PLAN

MISSION AND VISION

THIS SECTION IS ONLY TO BE COMPLETED BY A BOARD MEMBER OF THE SPONSORING ENTITY. If this proposal is invited to participate in a capacity interview, the author(s) of this section should be available to discuss the information provided.

Authoring Board Member:	Christina Allen-Crowder
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1. State the mission and vision of the proposed charter school. *NOTE: The application measures innovation across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.*
2. Describe the process by which the mission and vision was established. Identify all stakeholders, who contributed to the creation of the mission and vision.
3. Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. Include any innovative attributes to the proposed mission and vision.

Narrative Response:

Evaluation Criteria-Mission and Vision

A strong response will:

- ✓ Articulate the mission and vision clearly and concisely;
- ✓ Demonstrate five attributes of innovation;
- ✓ Outline a clear and robust decision-making process for the creation of the mission and vision, identifying a significant contribution and buy-in from Board members; and
- ✓ Rationalize the approach that has been proposed for the anticipated student population.

1. Mission and Vision _____

Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE.

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development." – Kofi Annan

Many students across our nation have not had the opportunity to obtain a high-quality education. This lack of equitable access is often a manifestation of just slight differences in zip codes that inform the quality of education a student receives. Students who attend schools in underserved communities

often attend schools not sufficiently designed towards or executed to meet their needs and thus they drastically underperform students attending schools in more affluent neighborhoods and therefore are, in too many cases, not prepared to graduate from high school or attend and succeed in college.

At Avant Prep, we believe when a school is designed towards ambitious goals and with the necessary, research-informed and practice-proven instructional, cultural, and operational elements in place, all students can learn. We also believe that all students want to achieve. We believe that when students are given access to an education framed around rigorous academics at every grade level and in every content area, coupled with character development that instills life-sustaining values for every student, the ceiling that is placed above them will be obliterated, and that all students will be prepared to graduate from high school and access a wealth of opportunity. At Avant Prep, we exist for one reason: to ensure measurable academic achievement for all of our students. We believe that all students can reach their full potential and have access to a world of opportunity regardless of race, socioeconomic status, home language, learning style, or zip code. All students at Avant Prep will receive rigorous, high-quality instruction and will develop into leaders who are confident about and inspired towards their bright future.

The word “Avant” means *before* in French and *innovative* in English. These two meanings inform our purpose. At Avant Prep, our students come *before* anything. As an outcomes-driven school, we strongly believe that our school community must be student-focused and student-centered. Therefore, we do what is best for our students and their measurable, continuous success 100% of the time. With this mindset, we provide rigorous academics within an *innovative* model, through an expanded 4-8 school that remediates elementary gaps and accelerates middle school learning, provides triple the daily literacy and double the mathematics instructional minutes when compared to what is offered in a traditional school option, and a robust computer science class for all students in all grades 4-8. Combined, these elements will set our students on a path filled with success in school, college, and our workforce. As a charter school embracing the autonomy a charter provides in exchange for accountability and the value-added proposition it must deliver, Avant Prep is founded on seven beliefs.

Belief 1: Rigorous academics prepare students for college.

Students thrive when provided a college preparatory curriculum and strong instruction, and when given the chance to apply their learning to real-world, multi-step, challenging problems. We define rigor as “pushing yourself beyond what is easy. We push ourselves beyond our individual limits in order to get better.” (<https://www.huffingtonpost.com/author/lori-ungemah>) The Texas Education Agency (TEA) 2018 Spring Branch Independent School District (SBISD) academic performance reports show that less than 40% of African American and Hispanic students can read and compute math on grade level by the eighth grade. We believe that literacy and math are foundational subjects that unlock future opportunities; therefore, students must have a strong foundation in both subjects to experience academic success. Our day is structured to allow each student to take three literacy classes and two math classes. At Avant Prep, we position and challenge our students to think, learn, and grow in every way possible by starting with the basics: literacy and math. (Rptsvr1.tea.texas.gov, 2018) For more detail see Curriculum and Instruction and School Calendar and Schedule.

Belief 2: Computer Science prepares students for the 21st century.

While central Texas is making strides in providing students with the necessary skills to thrive post-high school and college graduation, there is still a significant need to do so for all children growing up in Spring Branch. In our proposed location, there are currently no elementary and middle schools that offer computer science as a core academic class. Computer Science is a top-paying college degree, and computer programming jobs are rising at two times the national average. Job forecasts for computer science are growing at rapid rate, yet according to University of California at

Irvine, African American and Hispanic students are less likely to attend schools that offer computer science. (Sites.uci.edu, 2018) We believe that it is our responsibility to ensure our students are prepared to succeed in the 21st century; therefore, students will have access to classes that will prepare them for that success. We are inspired by the work of The Greater Austin Chamber of Commerce which “has partnered with Technology Education and Literacy in Schools, a national grassroots organization that partners schools with engineers to teach students computer science skills. The partnership has provided 80 volunteer engineers that have helped over 1,100 students in the Central Texas region.” (Austinchamber.com. (2018). *Computing the importance of computer science in schools*. [online] Available at: <https://www.austinchamber.com/blog/computing-the-importance-of-computer-science-in-schools> [Accessed 18 Nov. 2018]) At Avant Prep, all students in grades four through eight will take 50 minutes of Computer Science four days per week, receiving 200 minutes of computer science weekly. For more detail, see Curriculum and instruction.

Belief 3: Developing English Language Learners is every school’s responsibility.

“The limits of my language are the limits of my world.” – Ludwig Wittgenstein

In Spring Branch North, the number of students identifying as ELL is significantly higher when compared to surrounding districts. Here, ELL population size across elementary and middle schools ranges between 30% and 65%. Yet not all schools in SBISD are adequately staffed or trained to support their ELLs. Our proposed School Director and one Founding Board member worked in schools in Spring Branch North and realized the need to found a school that would have a robust mainstream English as a Second Language (ESL) program. A student’s home-language should not determine destiny, and at Avant Prep, it will not. We have a prioritized focus on developing the English Language in our ELLs and in all students. We anticipate more than 70% of students will enroll reading below grade-level. To support the academic growth of our students we will have language-rich classrooms and require all English teachers to become ESL certified within three years. We will have regular observations and professional development of all teachers on ELL-informed teaching strategies such as word walls, turn and talks, sentence stems, and intentional groupings informed by the needs of our ELLs.

Belief 4: Every student deserves an excellent teacher.

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning.” – Brad Henry

We believe that it is our responsibility to ensure teachers have rigorous, ongoing, and targeted professional development to deliver high-quality instruction to our students every day. When it comes to student performance, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. (Greatschools.com. (2018). *Teachers Matter: Understanding Teacher’s Impact on Student Achievement*. [online] Available at: <https://www.greatschools.org/gk/articles/what-makes-a-great-teacher/> [Accessed 20 Nov. 2018]) Avant Prep’s Founding Team believes that hiring must be purposeful and teacher development must be intentional. We begin our hiring process in October of our planning year, and every year thereafter, to ensure we are finding mission-aligned, eager-to-learn educators. We then develop our teachers’ skills to drive our mission forward: teachers will have several opportunities throughout the school year to participate in rich, expansive, and outcomes-driven professional development. Our professional development is data-driven (informed by student work, best practices, and research) and provides teachers with the skills necessary to teach high-quality, rigorous, and relevant instruction.

Belief 5: Strong character creates student leaders.

“The function of education . . . is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.” - Martin Luther King, Jr.

We believe that strong academics must be accompanied by strong character for students to experience a life full of opportunity and growth. With Avant PRIDE, we build the positive character that we know

each student needs to fully pursue a life of opportunity and promise for themselves, our city, and our state. **Professionalism:** We use professional language and actions to leave positive impressions and build trust with everyone we meet. **Respect:** We act and speak in ways that show we care about others and their well-being. **Integrity:** We show moral leadership by doing the right thing even when no one is looking. **Determination:** We work hard and persevere through the most challenging problems. **Excellence:** We always put our best foot forward. Each **PRIDE** value will be taught, reinforced, celebrated, measured, and lived out daily. Students will be expected to demonstrate **Professionalism, Respect, Integrity, Determination,** and strive for **Excellence** in everything they do. Our character education program will support students in grades four through eight as they continue to develop and grow into leaders who will use their voice to empower and effect positive change in their lives and those of their communities. For more detail see **School Culture**.

Belief 6: A structured and joyful community ensures student achievement.

"A structured classroom often translates to a safe classroom, one where students can enjoy themselves and focus on learning." – Derrick Meador

We believe that students will grow academically and personally when they are welcomed into a safe and structured school environment. Avant Prep will have well-designed and consistently implemented systems, procedures, and routines so that students can focus 100 percent on learning. To ensure that students feel safe intellectually, emotionally, and physically, we will create a school environment where it is okay to make mistakes and get answers wrong and where we are taught and required to support one another in our daily learning and growth. All students and staff will embrace our **PRIDE** Values and encourage and show respect to one another as we work through challenging problems. This will result in students feeling comfortable to make mistakes and becoming excited to tackle difficult problems. This will also result in our students finding joy in their learning. We will build a culture that celebrates academic performance, academic growth, and overall effort. At Avant Prep, we will have school-wide systems for efficient operations, high expectations for behavior, and strong culture - all of which are deeply rooted in and connected to our school's identity and drive our mission forward.

Belief 7: Inviting and engaging families is mission critical.

"Coming together is a beginning; keeping together is progress; working together is success." – Edward Everett Hale

Our families will receive intentional, accessible, and consistent communication so that they are abreast on school and student information and their child(ren)'s growth and achievement. We support and welcome parents' involvement in their student's education by having reoccurring events for our families. Family communication and engagement includes, but is not limited to: **Weekly** communications on student's academic progress, communications on opportunities to attend school events, invitations to Community Circles with the full school community; **Monthly** Invitations to Cafecitos with School Director; **Triannual** invitations to parent-teacher meetings, Literacy Nights with their teachers, Math Nights, and Family Surveys; **Annual** Home Visits and Family Orientations.

Innovation at Avant Prep

Our school model has seven distinct innovations that set us apart from neighboring schools and districts. Our **Fourth Grade Start** is designed specifically to address the needs of the students in Spring Branch North. By starting in the fourth grade, we will have an additional two years with students to ensure that they are prepared to succeed in high school and college. Our extended middle school positions us to have **schools within in a school** (Lower and Upper Academies). Our Lower Academy will consist of grades four through five while our Upper Academy will include grades six through eight. Middle school can be difficult for students, and we recognize that teenage students go through emotional and physical changes and it is our responsibility to view each student as a person and not a number. Our Lower and Upper Academies will allow us to build the needed relationships, provide the

needed support, and value all students at their unique developmental stages. Our schools within a school enables Avant Prep to celebrate all students academically and embrace differences. We will celebrate the different cultures that make up Avant Prep through our **Cultural Studies** program, tied directly to performing arts. Students will study, dance, sing, and celebrate each other's culture. We will teach students that the world around them is filled with beauty and diversity. Avant Prep's culture is rooted in building one another up, embracing challenges, and accepting differences. Our **Focus on English Language Learners** ensures that language will never be a barrier to success at Avant Prep. Our program is inclusive and designed to support the academic growth of all students. Our **Computer Science** program and **Wall Street** (Financial Literacy) provides students with the 21st century and financial skills necessary to access a wealth of opportunity. Last, our **Chess** enrichment class for all Lower Academy students allows students to sharpen their critical thinking skills, think creatively, plan, and forward think - all skills that will benefit students as they transition to Upper Academy.

2. Creation of the Mission and Vision

Christina Allen-Crowder, Daneiva Allevato, Christopher Bent, Angela Fulcher, Wendy Gonzales-Neal, Jessica Richardson, Stephen Tolbert, Sheila Whittle, Chauntelle Woods (Avant Prep Founding Team) all contributed to the creation of the mission and vision of the proposed school. Each member drew on professional and personal experiences that shaped their idea of education and what a strong school should look and feel like for students. The conversations we had with community members, families, teachers, and students also played a pivotal role in the ultimate development of our mission and vision.

Mission: Our mission was created based on what we believe students are capable of achieving. We know that all students can learn and want to achieve. We reflected on personal and professional experiences considering what contributed to our professional success and what students need to graduate from high school and obtain the opportunities that they deserve. The roots of high school success and then college and life success, we believe, lay in the foundation that precedes their high school years. Based on research, experience, and the input of community, we created our mission:

Within a structured and joyful school community focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE.

Rigorous Academics: The Founding Team collectively decided that rigorous academics was a core belief because we are preparing students to graduate from college. Specific academic standards must be mastered for students to experience high school success and have access to a wealth of opportunity. We consider it an injustice to give students material that is below grade level; therefore, we will always keep our bar high and support all students and all learners as they rise up to meet that bar.

Computer Science: The Founding Team spoke to 40 families at the Families Empowered event on November 3, 2018, over 50 families during Meet the Lead Founder gatherings held from November 12 to December 12, 2018, and over 40 families during our Public Meetings. Through all conversations, families expressed concern with the lack of computer education in schools. Founding Board member Stephen Tolbert, an Implementation Specialist for BP, shared with the Founding Team the positive impact that computer science can have on student academic growth and college preparation.

Developing English Language Learners (ELLs): Proposed School Director Jessica Richardson and Founding Board member Sheila Whittle bring teaching experience in SBISD. The academic performance for ELLs was concerning to them while teaching at SBISD and remains true at the time of this application. The 2017 STAAR shows that less than 5% of ELLs can read or compute math on grade level. As a first-generation Latina college student, Founding Board member Daneiva Allevato is passionate about founding a school with a robust, supportive ESL program. Throughout her educational

experience she was placed in isolated bilingual classes and recalls how emotionally challenging it is was to be separated from peers. She knows that mainstream classes using a Structured English Immersion approach with in-class supports for ELLs like herself will better support the development of ELLs and she is passionate about building a program at Avant Prep that address that supports and empowers all.

Excellent Teachers: Excellent teachers are mission aligned – they believe that our students can and want to achieve. Excellent teachers are flexible – they are constantly assessing what is working and will adapt quickly and change a process if it is what is best for students. Excellent teachers are eager to learn – they enjoy being developed because development allows them to impact students. And for us, excellent teachers have Avant **PRIDE**, modeling and embodying **PRIDE** values daily. We will hire, develop, and support teachers because we believe all students deserve an excellent teacher every day.

Character Development: The Avant Prep Founding Team concluded that a character development program was mission-aligned and had to be a key part of the school's mission. In our mission we state that we are preparing students to graduate from high school, access a wealth of opportunity, and lead with **PRIDE**. We understand that leaders have strong character and it is our responsibility to develop that character in our students. Founding Team member Christopher Bent shared with the group that in November 2017, his daughter shared with her class about her learning disability; all students supported and encouraged her. Mr. Bent believes it is important for us to build the character in all of our students so that we have a supportive and empowering school culture, one which allows all children to grow and learn in a community that is values-based and affirming of all.

Structure and Joy: Our families felt strongly about school environments being structured and joyful. Our proposed School Director spoke at the My Child My Voice event on December 1, 2018 and listened to what families expressed regarding school: structure enables students to feel safe. We also know that when structure is embedded into the school culture, it opens more opportunity to create a joyful community focused on celebrating students' growth, achievement, and character.

Family Involvement: The entire Founding Team agreed that this work cannot be done without the support of community and families. We believe that student success can only happen when the school, student, and family are involved. Families expressed to us the importance of being involved in their children's academics and invited into the school, knowing their students' teachers, and having regular opportunities to learn more about how they can support their children's success.

3. Mission and Instructional Program Alignment

Our instructional program aligns directly with our mission. We exist to ensure our students are prepared to graduate from college and lead with **PRIDE**. Our proposed School Director previously taught sixth grade in Spring Branch North; many students came to her reading and computing math on a third-grade level. She recognized then that three years of middle school when students had such significant gaps from the elementary grades was not enough time to catch them up, and because of that, she knew that many of her students would not be prepared to succeed in high school. This is the harsh reality of majority of the students in the Spring Branch North community. Currently, according to the 2017 STAAR assessment, less than 40% of all 8th grade students are proficient in Math, Science, Social Studies, and Literacy by the time they enter high school. (Rptsvr1.tea.texas.gov, 2017)

At Avant Prep we recognize and respect the amount of time it takes to ensure that our students are prepared to succeed in high school and graduate from college. Therefore, we knew it would be critically important that we add an additional two years to our middle school model. Our decision was informed by the current academic data for both elementary and middle schools in our proposed community. We next studied high performing schools with a 4th grade start, particularly DC Prep which was founded

as a 4-8 school and established its success early within that model and saw the tremendous growth students had in just two years. Our extended day and year model further allows us to execute on our mission by giving students the extra time. Students will spend triple the amount of time in literacy and double the amount of time in math as compared to their peers attending a local school.

Our focus on computer science, character development, and cultural studies will support our students' leadership development. Students will matriculate with the 21st century skills, character, and cultural competence to interact, build relationships, and lead a diverse group of individuals in their high schools, colleges, and community. As a Founding Board, our mission is a promise to our community. To deliver on our promise, we have ensured that every component of our instructional program is directly aligned and connected to our mission and to the needs of our community.

Rationale for Approach

ELL Focus: Our proposed School Director has spent her career in education working specifically with ELLs and economically disadvantaged students. Strategies informing this part of our vision are based on her deep experience teaching ELLs from Mexico, Saudi Arabia, Afghanistan, Kenya, and Ghana. Highly effective ESL programs support their ELLs in mainstream classes using Structured English Immersion techniques and all teachers play an intricate role in developing the English Language in all ELLs.

Economically Disadvantaged Focus: Our proposed School Director has studied over 40 high-poverty, high-achieving schools. The Founding Team has drawn from her professional experience working in schools with high numbers of economically disadvantaged students and the schools she has studied. Three elements in all schools studied align closely with what the families in community expressed wanting: character development, small group instruction, and teacher-parent-student partnerships.

Fourth Grade Start: Ms. Richardson was a member of the leadership team at DC Prep, with two 4th through 8th grade middle school and over 90% of students qualifying for free and reduced lunch. In 2018, both middle schools were ranked as Tier 1 schools, the highest achieving rating. In comparison, as a 6th grade English teacher in SBISD, more than half of Ms. Richardson's students entered 6th grade two or more grade levels behind in reading, writing, and math – foundational subjects that put students on the path toward college. Informed by professional experiences, local achievement data, and the desires of families to ensure students are ready by the start of high school for a life wealthy with opportunities, the Founding Team is committed to providing a unique 4th through 8th grade model that gives us two additional years of learning and growth with our students.

EDUCATION PLAN

CURRICULUM AND INSTRUCTION

1. Describe the proposed educational program(s), including Special Education and Bilingual Education/English as a second language. Summarize any core elements and/or non-negotiables. 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 expectations and continuous improvement. Describe how the proposed curriculum will align with the Texas Essential Knowledge and Skills standards. NOTE: As stated in TEC 28.002 (b-1) - (b-4), charter schools may not adopt the common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills.
2. Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.
3. Describe any specific instructional strategies or methodologies to be utilized and rationalize the use of these strategies with the proposed curricular model.
4. Describe the plan and schedule to evaluate the proposed curriculum and instructional strategies.
5. Discuss any plans to offer special programs or extracurricular activities and provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision. NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. Additional information governing tuition and fee restrictions can be found by right clicking [HERE](#).

Narrative Response:

1. Education Program

Our mission is to ensure that every 4th through 8th grade student is on the path to succeed in high school, graduate from college, and lead with PRIDE. Our mission demands that students have the rigorous academics critical to get accepted into and succeed in the high-performing, application-based high schools in Houston such as St. John's, The Kinkaid, St. Agnes Academy, and The Village School, thereby having access to rigorous academics that will set them on the path to take Advanced Placement ("AP") classes in high school. Our Lower Academy (4-5) model is designed to efficiently close gaps that persist from the elementary grades and prepares students to master all on-grade level content by the time they enter our Upper Academy (6-8). To deliver on our mission of academic achievement for every student, our curriculum is modeled closely after that of Success Academy (NY). All curriculum will be closely evaluated, monitored, and fully aligned to the Texas Education Knowledge and Skills ("TEKS").

Focus on Literacy and Math: The ability for students to experience success in school rests heavily on their ability to read, write, and compute math. A strong foundation in literacy and math will play an intricate role in high school and ultimate college readiness; therefore, our literacy and math programs are rigorous, and backwards mapped from high school readiness that allows for full participation in a college preparatory course of study in grades nine through twelve. All students in grades four through eight will take triple the amount of literacy and double the amount of math when compared to local districts, which offer approximately 55 minutes of literacy and math each day. Our goal is that students will be reading on grade level by the 6th grade and prepared to take Algebra 1 in 8th grade.

Literacy Program: We anticipate that more than 75% of students will enroll with academic gaps and approximately 45% will identify as English Language Learners (ELLs). Strategies used to support ELLs will support our learners who enroll below grade level. Our focus is to develop the reading, writing, listening, and speaking skills that will support students as they matriculate from our Lower to Upper Academy and from our Upper Academy to high school.

Literacy Program Grades 4 – 5: Through our 130-minute literacy program, we will teach students to read deeply, write persuasively, and communicate clearly. Our goal is for all students to read and write on or above grade level by the time they enter 6th grade. To meet this goal, students must have a strong preparation for sixth grade coursework. **Guided Reading (GR):** GR is a 30-minute class offering comprehensive and strategic reading supports. It will be structured through homogeneous groupings based on Fountas and Pinnell (F&P) assessment data and teacher observations. With data varying based on the students' reading levels rather than grade level, students in 4th and 5th grades may be placed in the same GR groups to ensure all students receive the support and level of challenge they need. Our two-teacher GR model will allow for two teacher-led small groups and an independent student work group (9 students in each). Students will read and analyze texts on their level while teachers will work to develop specific comprehension skills such as summarizing and explaining the theme of a fictional story, and/or describing the interaction of characters. **Accelerated Reader (AR):** To create a culture of literacy that builds and supports the capacity to read well and the love of reading itself, our goal is for all students to read one million words (25-30 chapter books) per year. Frequent and consistent reading supports students with fluency and building vocabulary. AR time will occur during the first 20 minutes of our 100-minute literacy block. Students will track the number of pages they read on their reading log and complete daily summaries as part of nightly **lifework**. Students will have access to a variety of texts that peek their interest and curiosity. At the end of each month, students will discuss books with classmates to build public speaking skills and confidence leading a class discussion. **Close Reading (CR):** As part of our daily, 100-minute literacy block, 40 minutes will be spent close reading modeled after that of Yes Prep where CR is taught through text and **class novels**. Aligned to the TEKS 4.6F and 5.6F, students will analyze, make inferences, and use evidence to support their understanding of complex text. Selected text will include a higher level of complexity than students would be able to access independently. Teachers will teach strategies on how to break down the language and structure of complex passages to establish and analyze meaning. Students will learn how to annotate, find evidence, and craft a written response aligned to the focus question. (Lemov, Driggs, and Woolway, *Reading Reconsidered*, 2016) **Class Novels (CN):** We will use fiction novels and non-fiction texts to teach a variety of skills. It is critically important that students are exposed to culturally relevant novels to build engagement. Our novel list is informed by the work of Success Academies (NY). (Moskowitz and Lavinia, *Mission Possible*, 2012). **Grade 4:** Proposed books include *My Name is Truth*, *The Life of Sojourner Truth*, *The Whipping Boy*, *Phantom Tollbooth*, *We Are the Ship*, *The Rescue*. **Grade 5:** Proposed books include *The Watsons Go to Birmingham*, *Curtis*, *Claudette Colvin*, *Where the Mountain Meets the Moon*, *Locomotion*, *Holes*. **Writing:** Writing will occur during our 100-minute literacy block. As part of our daily literacy instruction, 40 minutes will be spent developing vocabulary and writing. Aligned to TEKS, students write narrative, descriptive, and expository essays.

Literacy Program Grades 6-8: In our Upper Academy we will prioritize building on the skills mastered in Lower Academy. We will focus in these grades on preparing students for success in high school by preparing them to take on the requirements and demands of Advanced Placement courses in high school. **Accelerated Readers (AR):** In creating a school culture of literacy, our goal is for all students to read one million words (25-30 chapter books) per year. AR will occur during the first 20 minutes of our 100-minute literacy block. Students will track the number of pages they read on their reading log and complete daily summaries as part of their nightly **lifework**. Students will have access to a variety

of texts that peek their interest and curiosity. At the end of each month, students will sit in a circle and discuss their books with their classmates to build public speaking skills, confidence leading a class discussion, and exposes them to more books. **Close Reading (CR):** CR will occur during our 100-minute literacy block. 40 minutes will be spent close reading each day modeled after the approach of Yes Prep. Our selected text will be above grade level with a higher level of complexity. Teachers will teach strategies on how to break down the language and structure of a complex passage to establish and analyze its meaning. (Lemov, Driggs and Woolway, *Reading Reconsidered*, 2016) During CR, students will learn how to annotate, find evidence, and craft a written response aligned to the focus question. Aligned directly to the TEKS 6.6C, 7.5F, and 8.5H, in 6th through 8th grade, students will analyze, make inferences, and use evidence to support understanding of complex text; skills will continue to build upon one another and increase in complexity. **Class Novels (CN):** We will use fiction novels and non-fiction texts to teach a variety of skills. We believe that it is critically important that students are exposed to culturally relevant novels to build engagement. Our novel list is informed by Success Academies (NY). (Moskowitz and Lavinia, *Mission Possible*, 2012) **Grade 6:** Proposed books include *The Giver*, *Before Columbus – The Americas of 1491*, *Chains*, *Home of the Brave*, *Diary of a Young Girl*. **Grade 7:** Proposed books include *The Outsiders*, *Hitler Youth: Growing Up in Hitler's Shadow*, *The Absolutely True Diary of a Part-Time Indian*, *The House on Mango Street*, *Brown Girl Dreaming*, *Fahrenheit 451*. **Grade 8:** Proposed books include *The Other Wes Moore: One Name, Two Fates*, *To Kill a Mockingbird*, *The Autobiography of Malcolm X*, *Animal Farm*, *Freakonomics*. **Writing:** Writing will occur during our 100-minute literacy block. As part of our daily literacy instruction, 40 minutes will be spent developing vocabulary and writing. Aligned to the TEKS, students will write narrative, descriptive, and expository essays that are aligned directly to their class novels.

Mathematics Program: Our math curriculum is designed to build students' conceptual understanding along with their computational fluency aligned with the requirements of the TEKS.

Mathematics Grades 4 – 5: Aligned directly to the TEKS, we will prepare students in grades four and five to dive deeply into algebraic reasoning, order of operations, math process standards, data analysis, and personal financial literacy. For students to gain the necessary skills to close gaps that persist and confidently enter our Upper Academy on grade level, we will teach skills through research-based methods. **Fluency:** Our 4th and 5th grade students must add, subtract, multiply, and divide two-digit numbers without using a calculator. However, approximately 80% of our students will enter not having the fluency needed to solve complex grade-level problems. We will build their fluency and fill gaps explicitly and efficiently through a blended learning platform that consist of flashcards and interactive math games. The purpose behind fluency is to build speed and accuracy. Students will receive 15 minutes of targeted fluency time each day during their 100-minute math block. **Cognitively Guided Instruction (CGI):** CGI is a math instructional approach focused on the four operations of addition, subtraction, multiplication, and division in which students draw on intuitive understanding of numbers and grouping to solve real world problems while learning new strategies. The class will be given one problem to model the teacher's thinking. The teacher will lead with a think aloud and allow the students to represent their thinking. Throughout the lesson, students will be required to demonstrate thinking in at least three ways, explaining the strategy they used. This instructional method develops and reinforces depth of thinking and has proven to increase conceptual understanding of math.

Mathematics Program Grades 6-8: Priorities for our Upper Academy includes: (1) all students being on grade level and on the track to take Algebra 1 by 8th grade and (2) all students being ready to matriculate into high school with the foundation that can lead them to taking calculus by their senior year. Academics will remain rigorous and will be taught through two main methods. **Skills & Procedures (S&P):** 50 minutes of S&P will occur during our 100-minute math block. The focus of knowledge, concept, and skill development for 6th – 8th grade will be rational numbers and operations;

proportionality; expressions, equations, and relationships; and measurement and data. Student will demonstrate mastery of TEKS such as 6.1 B, 7.1 B, and 8.1 B, thus expressing mathematical understanding. **Application (APP):** 50 minutes of Application will occur during our 100-minute math block. Application is a math instructional approach with a focus on the four operations of addition, subtraction, multiplication, and division with 2- and 3-digit numbers. Aligned to the TEKS, students will use mathematical processes to acquire and demonstrate mathematical understanding. Students will analyze mathematical relationships (6.1 F), display, explain, and justify mathematical ideas (7.1G), and generalize ratios (8.3 A). Students will draw on their intuitive understanding of numbers and groupings to solve real world problems while learning new strategies. Students will model their thinking by using different strategies while the teacher pushes thinking by asking intentional questions, requiring students to demonstrate their depth of thinking. Ensuring we close gaps and teach on grade-level content in the Lower Academy and focusing on rigorous academics in the Upper Academy, all grade 8 students will be prepared to take and succeed in Algebra 1. **Algebra 1:** Our goal is for all students to be prepared to take Algebra I in 8th grade. Students will graduate having mastered how to solve mathematical and scientific formulas (A1.12E), having earned high school credit, with the skills and knowledge to take advanced and AP Math courses throughout high school.

Computer Science 4-8: Students will attend computer science for 50 minutes four days per week, for a total of 200 minutes per week in all grades. Our goal is to expose students to 21st century skills that will make them competitive when applying to high school and ultimately to college and in their career. Our computer science model and curriculum are influenced by nationally recognized Brooke Charter Schools which consists of a sequence of age-appropriate computer education learning. At the end of 8th grade, students will have the opportunity to attend a computer science boot camp. **Grade 4:** Scratch & Creative Computing. Students engage with animation/stories/games. **Grade 5:** Pencil Code. Students engage with animations/stories/music, complete capstone. **Grade 6:** Scratch & CS First. Students create game design and conclude with capstone. **Grade 7:** LEGO Robotics. Students are introduced to movement through robotics. **Grade 8:** App Inventory. Students create applications from beginner to advanced.

Science 4-8: Natural environment, life science, biology, chemistry, and physics are the five specific disciplines in middle school science. Each science lesson will begin with a question that sparks curiosity and leads into a mini-lesson. Students in all grades will have the opportunity to conduct experiments and solve scientific problems and each class will conclude with a written response on the day's investigation. Students will develop skills such as recording and making predictions – critical skills for their academic growth. In 4th grade, students learn how to make informed choices (4.1B), while in 5th grade they collect and analyze data (5.2D). As students' progress to 6th and 7th grades, they plan and implement comparative data and descriptive investigations (6.2 A and 7.2 A). Before students graduate from middle school, they are able to design and implement experimental investigations (8.2B).

History 4-8: We believe that history shapes our world today. Understanding of the ideas, events, and cultural events of our world, nation, and state allows students to develop a clear understanding of U.S. History, Contemporary Studies, and Texas History. As students' progress through the Lower and Upper Academies (4-5 and 6-8), they build the foundational historical knowledge needed to excel in accelerated high school history courses. Examples of some of the TEKS that will be taught from 4th to 8th grade include: 4.1 Explaining the possible origins of American Indian groups; 5.1 Understanding the cause and effects of European colonization; 6.1 Understanding historical events; 7.1 Understanding traditional historical points referenced in Texas History; 8.1 Understanding U.S. History through 1877.

Physical Education/Health 4-8: All students in grades four through eight will have 150 minutes of physical education per week. Our curriculum will align directly to the standards in the TEKS to ensure our students are being exposed to and engaged in active and healthy living.

Fine Arts 4-8: Our fine arts program will be the hallmark of our **Cultural Studies program**. Students will read the history, listen to historical music, and engage in traditional dance movements tied directly to the cultures represented at Avant Prep. Each trimester we will select a culture to study deeply. Students will have the opportunity to create and engage in culturally relevant art, dance, and song. During the last Community Circle of each trimester, we will have a **Culture Circle** in which each grade will share their art, dance, and/or song with the community. We will invite families to join as we represent, respect, and acknowledge the beautiful cultures of our school.

Special Education and English Language Learners (ELLs) 4-8: Our curriculum and academic program are designed to support the academic growth and learning for all students, including Special Education and ELLs. Our model and instructional strategies will allow our School Director, Dean of Curriculum and Instruction, and teachers to access data daily and provide additional support for all students.

Lower Academy (4-5) Instructional Model

Two Teacher Model: To ensure our students have the literacy foundation to succeed and are reading at or above grade level by 6th grade, we will implement a two-teacher model (13:1 student-teacher ratio) for all literacy classes in grades 4 and 5. We will increase the amount of small group instruction by utilizing this effective model. Teachers will differentiate curricular and material to meet the individual needs of each student and propel their measurable success across all grades. **Content Specialization:** The Lower Academy will have three cohorts per grade and three teachers per grade (six cohorts and six teachers). Each teacher will teach two subjects - Reading/Writing, Math/CGI, or Science/Social Studies. Teachers will teach all students and use teacher collaboration to track students' progress across subject areas and provide additional supports as needed. All classes will be taught by content specialists, meaning that our teachers will not teach more than two subjects and will hone their instructional strength in these areas; teachers only plan the subjects that they teach to build the skills and reinforce the content knowledge necessary to be an excellent teacher. Teachers who specialize in their content will bring an increased level of excitement to learning for students. **Targeted Interventions:** Teachers will collect data throughout the day – classwork, **lifework**, formative, and summative assessments - to provide students with specific targeted interventions. Student will have several different intervention options: In-class intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional before or after school tutoring. **More Time:** Students will have 90,690 instructional hours year, approximately 20,000 more hours than Spring Branch ISD. We will have an extended school day from 7:45 AM to 4:20 PM on M/T/TH/F and 7:45 AM to 1:30 PM on Wednesdays. The additional time allows us to incorporate triple literacy and double math and provide interventions during the school day. The extended day and additional hours within the school day makes academic achievement possible for our students, especially those who are most at-risk.

Upper Academy (6-8) Instructional Model

Content Specialization: The Upper Academy will have three cohorts per grade and three teachers per grade (six cohorts and six teachers). Each teacher will teach two subjects: Reading/Writing, Skills & Procedures/ Applications, or Science/Social Studies). Teachers will teach all students and use teacher collaboration to track students' progress across subject areas and provide additional supports. **Targeted Interventions:** Teachers will collect data throughout the day to provide students targeted interventions through in-class intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional before or after school tutoring. **More Time:** Students will have 90,690 instructional hours per year, approximately 20,000 more hours than Spring Branch ISD. We will have an extended school day from 7:45 AM to 4:20 PM on M/T/TH/F and 7:45 AM to 1:30 PM on Wednesdays. Additional time allows us to incorporate triple literacy and double math and provide interventions during the school day. The extended day and additional hours within the school day makes academic achievement possible for all students, especially those most at-risk.

2. Rationale for Proposed Curriculum

Curriculum will be designed based on its alignment with the TEKS and its measurable effectiveness as used in urban charter schools and with various groups of students (ELL, Special Education, Gifted and Talented). The School Director and Dean of Curriculum and Instruction will use Success Academy's curriculum and align it directly to the TEKS during the startup year. Proposed School Director Ms. Richardson previously served as a teacher and Principal Intern in Spring Branch and has coached multiple novice teachers at KIPP-Connect through Breakthrough Collaborative Houston. We are confident that she can adapt the chosen curriculum to align directly with the TEKS. Each teacher will be provided with the first month of detailed lesson plans during **Kickoff** (summer PD). Internal adaptation ensures vertical alignment across grade levels and horizontal alignment across content areas, allowing teachers to build understanding on how one grade supports the next and maintain consistency between skills being taught in content classes. It is critical that teachers focus on mastering school-wide instructional practices that will result in structured, engaged, and joyful classrooms. Therefore, we provide teachers with complete a scope and sequence, road map, unit plans, interims, and final assessments for all units. In Year 1, the School Director will adapt chosen curriculum materials and align them directly to the TEKS. In Years 2 through 4 our Dean of Curriculum and Instruction, with the guidance and support from the School Director, will modify and adapt the curriculum. In Year 6 and beyond, Department Leaders will work closely with the DCI to develop and/or revise curriculum in each grade and content area.

3. Instructional Strategies

We recognize that students must receive high-quality instruction every day by every teacher in order to meet our ambitious goal of high school and college success. Therefore, we will implement specific school wide instructional strategies that align directly to our mission. Our mission states that our students will achieve within a structured and joyful school community; our instructional methods and model will allow us to create this school community and ensure achievement for all students and are primarily drawn from Lemov's *Teach like a Champion 2.0: 62 Techniques That Put Students on the Path to College* (2015.). As we believe that instructional strategies maximize student achievement when they consistent throughout the school community, our strategies will live in every classroom regardless of content or grade level. As students matriculate from the Lower (4-5) to Upper Academy (6-8), strategies will mature, and students will be expected to take more ownership in their learning, such as using the teacher's tutoring log to sign up for learning support and forming student study groups.

Aggressive Monitoring: We use this strategy to collect in-the-moment data to inform and drive our instruction. At different points throughout the lesson, the teacher will allot time for students to solve a problem or answer a question in groups or independently. The teacher will circulate the room and check in with every student, looking for specific criteria for success. Teachers will know which students to check-in with first based on previous data. In each lesson plan, teachers will write out their aggressive monitoring pattern to ensure all student work is being thoroughly checked during the lesson. The expectation is that the teacher is able to check-in with every student multiple times throughout the lesson, determining which students need additional support, gathering information on misconceptions, scaffolding questions to close learning gaps, and assessing mastery of the objective before the exit ticket is given.

Habits of Discussion: Aligned with our mission, our emphasis on literacy and our core value of Professionalism are aligned to habits of discussion. Students will be required to speak in complete sentences and express their thoughts to the class in a professional and respectful way. Lower Academy (4-6) students will receive sentence stems to support their academic class discussions: *I agree with you because...; I respectfully disagree with you because...; I know my answer is correct because...; I would like to build on Juan's answer...; Can you clarify what you mean by that?* In Upper Academy (6-8),

student discussion will be led largely by students. Students will be taught to lead Socratic discussions, using text-based observations to build on and propel thematic and/or conceptual discussions, thus learning how to take ownership of the direction of class discussion by using their classmates' insights and contributions to learn and grow.

100 Percent: Avant Prep teachers understand the importance of having 100 percent of students' attention before giving directions. They understand that when giving a direction, 100 percent of students should comply and remain focused on the work at hand. Teachers will use the least invasive intervention to correct students not meeting the expectation and assign a consequence (**paycheck deduction**). Our paycheck system is designed as a communication tool between families, students, and the school. The paycheck will track grades and positive/negative behavior.

Positive Narration: This technique ties directly to our structured and joyful school culture. After a teacher gives clear and concise directions, s/he will begin positively narrating student actions. Teachers will acknowledge students meeting the expectations within 30 seconds of the direction being given. The teacher will remove emotion from that narration by saying, "I see" and avoiding words such as, "I Like," and the positive narration will encourage all students to follow their classmates' modeling.

Strong Voice: Teachers will speak in a strong voice to build positive and respectful teacher-student relationships. When giving directions, they will stand up straight, scan the room, and only speak only when they have 100 percent of students' eyes and attention. Strong voice requires teachers to demonstrate economy of language, using only necessary words when giving clear, concise directions.

Turn and Talk: This instructional move begins with the teacher posing a question followed by clear directions. The teacher will state which students are partnered together and which partner should begin speaking first. During Turn and Talks, the teacher will circulate, listen to conversations, and notify students when to switch the speaker. Turn and Talks enable students to engage in meaningful, purposeful conversations, learn from classmates, utilize academic vocabulary.

Joy Factor: Aligned to our mission, teachers and leaders will intentionally incorporate joy throughout the school day. Students will engage in claps, chants, and call and response to build energy and create a love for learning. Teachers and students will create advisory chants shared during community circle.

4. Evaluation of Curriculum and Instruction

Although teachers will receive all curriculum materials during **Kickoff**, they will be responsible for submitting pacing and daily lesson plans six days prior to the lesson. This will ensure that the Instructional team (School Director and Dean of Curriculum and Instruction in Y1) can provide feedback before the delivery of the lesson. In Y2 and beyond, our Dean of Curriculum and Instruction, Dean of Student Support, and Dean of English Language Learners with oversight of the School Director will evaluate curriculum and instruction. Twice per year, the School Director will lead a review of all curricular materials to revise or update as needed in response to students' needs and informed by student achievement. This will be done first in December and January to inform the budget-building process for the upcoming school year and again in the summer after receiving results from all major assessments. More frequently, we will look at instruction. **Figure 6** outlines the lesson plan cycle. Teachers will have opportunities to practice the execution of their lesson during Wednesday Professional Development. Teachers will be required to follow *The Five Components of a Strong Lesson* structure for each lesson, displayed in **Figure 7**. See **Teacher Development** for more detail.

Figure 6: Lesson Plan Feedback Cycle

Timeline	Action
Thu by 6pm	Teachers turn in weekly lesson plans for next week to School Director/Instructional Leaders.
Mon by 7am	School Leader and/or Instructional Leaders provide targeted feedback with next steps.

Wed by 7am	Teacher resubmits with revisions incorporated.
Wed - Fri	Teacher practices upcoming lesson during Wednesday PD.

In Y1 the School Director and Dean of Curriculum and Instruction will meet every Tuesday to discuss

Figure 7: Lesson Components

Lesson Component	Student Participation	Teacher Actions
Activator	Students access prior knowledge and practice skill from previous lesson required for new skill.	Teacher circulates class with exemplar to push students' thinking and ask probing questions. Teacher identifies student work to debrief as class.
Mini-Lesson	Students build on prior knowledge to apply more complex skills. Students begin to make inferences on how new rules may be applied.	Teacher uses predetermined questions to support students as they problem solve and build deeper understanding of skill. Teacher challenges thinking by asking students to elaborate, build upon, and explain thinking. In literacy, students taught to give textual evidence with answers. During conversations, teacher collects data on which students are developing deeper understanding and those needing additional support.
Processing	Students discuss their understanding and connect it to their prior knowledge and ask clarifying questions.	Teacher target questions towards students demonstrating that they need additional support. Teacher push students thinking in appropriate areas. Teacher continue to collect data on which students are developing deeper understanding and which students need additional support.
Application/ Intervention	Students continue to make inferences, discuss the problem/ question, and practice in groups or independently to apply their learning.	During independent work, teacher circulates (aggressively monitors) students' progress and provide one-on-one support. If small group of students need additional support, teacher pulls small group during class. Students receive intervention in the following ways: In-class intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional before or after school tutoring.
Assessment (Exit Ticket)	Students take assessment "Exit Ticket" for teachers to gauge content mastery.	Teachers circulate as students complete Exit Ticket and takes notes on common misconceptions.

the curriculum, lesson plans, and lesson execution. In Y2 and beyond, the School Director and all Deans will meet every Tuesday. Instructional leaders will use data from observations to determine where mastery occurred and what prevented mastery. If the gap lies with instruction, the School Director or Dean will work closely with the teacher to practice content delivery. If we notice a trend across one content grade span, we will revisit the curriculum and lesson plan. We meet regularly and consistently to discuss curriculum and instruction to ensure academic achievement for all of our students.

5. Special Programs (Enrichment)

We develop skills and interests for students through our practice-based, extracurricular programming. Students will select one activity each trimester.

Lower Academy (4-5) Enrichment: Students will take Chess during the first trimester of 4th and 5th grades. Students will select from a variety of different enrichment classes trimesters two and three. Advisory teachers will teach all enrichment classes. **Chess:** Chess is a mandatory enrichment for all 4th and 5th grade students. The model and curriculum are influenced by Success Academy. Students will transition into Upper Academy having developed deeper critical thinking and problem-solving skills necessary to thrive in rigorous academics. **Speech and Debate:** Students will develop and sharpen their speech and debate skills through this enrichment class. We will support students interested in competing professionally with local schools. **Spelling Bee:** Students interested in enhancing their vocabulary and competing in the state Spelling Bee will sign up for this class. **Yoga:** Yoga is a positive addition to schools, improving behavior, physical health, and academic performance, helping students to focus and minimizes stress. (Ferretti, Andrea, Griffin, Katherine, and Worth, Carmel. "How Yoga in Schools Helps Kids De-Stress." *Yogajournal*, 23 8 2012, <https://www.yogajournal.com/lifestyle/on-your-mat-get-set-go>) **Dance:** Students create their own school dance and chant. This group will lead several Community Circle performances. **Journalism:** Focused on school topics and events, students will form a school newspaper and work closely with their peers to collect information to share with the school community.

Upper Academy (6-8) Enrichment: In addition to Chess, Speech and Debate, Spelling Bee, Yoga, Dance, and Journalism, Upper Academy students will take Wall Street (Financial Literacy) during the first trimester of 6th, 7th, and 8th grades. Students will select from a variety of different enrichment classes in trimesters two and three. **Wall Street (Financial Literacy):** This is a mandatory enrichment for all 6th through 8th grade students. The Founding Team had multiple conversations with families in Spring Branch North and they expressed the need for financial awareness to be taught in schools. We believe financial literacy is a core life skill directly aligned to the mission of Avant Prep. When designing our academic program we budgeted \$3,000 in Y1 for student supplies and materials, \$5,450, for technology, and \$180 per teacher for classroom materials. Supplies, technology, and all teaching materials will allow us to successfully implement our program.

Evaluation Criteria-Curriculum and Instruction

A strong response will:

- ✓ Distinguish itself from educational/ instructional models currently implemented within the geographic boundaries;
- ✓ Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills (TEKS)* standards;
- ✓ Align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience;
- ✓ Describes specific instructional strategies and rationalizes their use with the proposed curricular model, supported by research, theory, an/por experience;
- ✓ Describe a consistent and robust plan to evaluate the proposed curriculum and instructional strategies; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/ or necessary realignment;
- ✓ Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program, with associated budget cost(s); and
- ✓ Present well designed extracurricular activities and programs.

EDUCATION PLAN

SPECIAL POPULATIONS

1. Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. NOTE: Federal IDEA law requires that all children with disabilities residing in the state, who need special education and related services, must be identified, located, and evaluated (Child Find) and that charter schools provide a continuum of alternative placements to students with identified disabilities. Additional information about IDEA requirements is available by right-clicking [HERE](#).
2. Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and will be assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS).
3. Discuss plans to provide any screenings, accommodations, instruction, and/or placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.
4. Identify the person(s), position(s), and/or entities that will be responsible for implementing services for Special Education students, English Language Learners, and Gifted and Talented students with fidelity and describe education and experience requirements for these roles.

Narrative Response:

1. Special Education

We believe that all students can learn and achieve regardless of race, social economic status, home-language, or zip code. We believe that a high-quality education is the right of all students and have designed a school that will prepare each student with a college preparatory education. Every student will have access to rigorous academics, and we will maximize accommodations and minimize modifications to ensure the highest levels of access and achievement. Upon completion of grade eight, our students will have the academic knowledge and skills to succeed in high school and eventually graduate from college and lead with PRIDE, regardless of their exceptionalities. To enrich students of all levels, we are offering a well-developed RTI program in addition to our Special Education program.

RTI for Academics: Avant Prep will use a three-tiered academic approach coordinated by the School Director, Dean of Student Supports, and Special Education teachers. All students, including English Language Learners ("ELLs") and students with individualized Education Plans ("IEPs"), will receive Tier 1 supports, including regular small group instruction during literacy and math, individualized attention and support from an Advisor, and targeted supports from classroom teachers throughout all instructional periods. The School Director, Dean of Curriculum and Instruction Dean of Student Supports, and grade teams will evaluate data and determine which students need additional support and should be moved to Tier 2. Tier 2 services will be provided to students who either earn below a 75% in a class or are in the bottom quantile of their cohort when averaging all assessment and assignments. Tier 2 supports will include family meetings with the advisor where academic goals are created with family input, weekly meetings with content teachers, and one-on-one support during designated intervention time each week. The School Director, Dean of Student Supports, and Special

Education team will collect data and assess student progress every six weeks. Tier 3 supports encompass all Tier 1 and 2 supports. Students will also be required to attend targeted interventions twice per week. Lead teachers will provide the targeted intervention with the support of our certified Special Education teachers during double literacy and math blocks and every Wednesday from 12:15 PM to 1:00 PM. That includes student grades, credits (strong positive behavior) and/or deductions (unprofessional behavior), and an attendance report that must be signed and returned on Monday. Our PEIMS Coordinator will track all returned paychecks. If a student does not turn in his/her paycheck signed, a phone call will go home to parents and the student will receive five (5) deductions. The Dean of Operations will compile a list of all students who were absent for three or more days – these students will receive Tier 2 supports with the consent and involvement of each family. Tier 2 consists of a phone call home to discuss attendance in addition to ongoing student-advisor check-ins to discuss attendance. At the end of each trimester, students who have more than five unexcused absences will receive Tier 3 supports, again with the consent and involvement of the family, with the Dean of Culture arranging an in-person meeting with the family to create attendance goals and formal attendance plan. Tier 3 supports also require weekly check-ins with the Advisor during enrichment to improve attendance.

RTI for Behavior: Behavior RTI will be overseen by the School Director and Dean of Student Supports. All students will begin in Tier 1 with academic and behavioral reports sent home every Friday, including current details on student attendance, tardiness, grades, and behavior. When students show their **PRIDE** values they will receive a credit and when unprofessional behavior is displayed, a deduction will be given, all documented on the weekly report. If a student earns a detention, the Dean of Culture will call home and discuss the infraction. Any student who receives six or more detentions by mid-trimester will receive Tier 2 supports with family consent and involvement. Students in Tier 2 will set goals with the Dean of Culture and have weekly check-ins with the Dean of Culture and/or anyone on the staff as may be helpful to the student. Every Friday, students will write a weekly reflection on their behavior which will be sent home with the weekly report for parents to review and sign. Any student in Tier 2 who does not show significant improvement in six weeks will be moved to Tier 3 supports with the consent and involvement of the family. Movement to Tier 3 will be measured by the amount of lunch and Wednesday detention received and overall behavior deductions. Tier 3 supports begin with an in-person family meeting led by the School Director and Dean of Culture in Y1. In Y2 and beyond, the Dean of Culture will lead all meetings. The meetings will focus on creating and discussing behavioral goals. Students will receive a behavior tracker where each credit and deduction will be documented by the student. Grade level teams, the Dean of Culture, and the student will meet weekly to discuss the behavior plan and progress.

Special Education: Our Special Education Program ensures that exceptional students have the appropriate supports to thrive academically. As noted in **Teacher Development**, teachers will receive annual Special Education development each year during **Kickoff**. We will dedicate an entire day of training when we will go over program components and review FAPE, RTI, the IEP process and document, and LRE, and we will go over the difference between accommodations and modification, all to ensure that all of our teachers can adequately and accurately read specific plans and deliver the required and necessary supports, services, accommodations, and modifications that students need to make adequate yearly progress.

We will have a team of leaders certified in special education and well-informed to support the special education work of our teachers and the academic growth of our students who receive special education services. Our team will consist of the School Director, Dean of Student Supports, Dean of Curriculum and Instruction, and our advisors. General education teachers will play a critical role and attend all required meetings. Our Special Education team will work closely together to collect data. The

team will engage in weekly informational flow setbacks to discuss each student's progress and analyze data.

The School Director and Deans will use our academic dashboard to analyze attendance, behavior, and academic progress. The behavioral data will include credits/deductions accompanied by the action that was displayed, family contact with notes, and student awards. The attendance data will show all excused and unexcused absences and student tardiness. Academic data includes interim assessment scores, class grades, Lexile Levels, and course pass rates. This data will allow the School Director and Dean of Curriculum and Instruction to discuss academic, behavioral, and/or attendance trends and create a plan to support and will be shared with stakeholders. Families will have the opportunity to evaluate the overall success of Avant Prep. Students will have a clear understanding on how they are contributing to the academic and cultural achievement of the school community. Once per month, the Board will appraise the dashboard and assess how well we are delivering on our promise and fulfilling each goal, and as necessary, require the School Director to provide a measurable, time-bound plan of action when any measures are not being met by all subgroups of students across all grade levels.

Child Find: We will ensure students have the appropriate accommodations to master rigorous academics. When students apply to Avant Prep, families will not be asked if their student(s) requires special services; when the student is admitted, we will request special education information. If a student transfers to our school after the first day of school, we will request information from the previous school. In the event that the school does not send the student's file before the first day, we will implement a temporary plan to ensure the student is receiving support. Our Dean of Student Supports and staff will review data and student interactions in order to identify students who may have special needs throughout the school year.

Records and IEPs: All student records and IEPs will be stored in a locked file cabinet in the Dean of Student Supports' office to ensure privacy. Teachers will have access to student records and IEPs as needed with the oversight of the DOSS. During **Kickoff**, teachers will be trained on the importance of keeping each record and IEP secure and how to access them when needed using a time-stamped sign-in and sign-out process, with the purpose for the review. Teachers will be evaluated on the how they have implemented student plans during their weekly feedback meeting which will also be document in their final evaluation.

504 Plans: We will comply with all 504 requirements. Our Dean of Student Supports will ensure that all staff are fully aware of students' legal rights as outlined in Section 504 and that each requirement is being met. The training will be led by the School Director in Y1. In Y2 and beyond, the Dean of Student Supports will lead the training with the support of the School Director. The training will take place each year during **Kickoff**, before the start of the school year, with a review training held in January. The Dean of Student Supports will meet with individual teachers to review legal requirements when/if needed.

2. English Language Learners

A high-quality education is the legal right of all students, regardless of home language. We will implement an English as a Second Language ("ESL") Program to provide English Language Learners ("ELLs") with the supports to thrive in their academics. Based upon local demographics, we anticipate that approximately 45.7% of our student will be ELLs; we based this information on Spring Woods Middle School, an IR school in our proposed territory. In order to have a robust ESL program, we have \$20 per student.

Staffing: Our ELL team will consist of the following: teachers, ESL certified teacher/coordinator, and Dean of Curriculum and Instruction who is ESL certified starting in Y1. In Y2, we will add a Dean of

English Language Learners. These roles will make up our Language Proficiency Assessment Committee (LPAC). Based on the projected amount of ELL students we expect, all English teachers will have three years, from the date of hire, to become ESL certified. Teachers who teach a subject other than English will attend a robust ELL PD during **Kickoff**, led by the School Director, to support ELLs in general education classrooms.

Identification: During enrollment, families will complete one home language survey in their home language and will include the following questions: *“What language is spoken in your home most of the time?” “What language does your child (do you) speak most of the time?”* If the home language survey indicates any language other than English is the student’s primary language, the student will be tested in accordance with TAC §89.1225. The LPAC will identify all students who requires our English Language Program within 20 days of student’s enrollment TEC §29.053(b). If a student is identified, the LPAC will notify the family within 10 days. During **Kickoff**, teachers will receive training on how to effectively identify students for our ESL program based on their writing, speaking, reading, and listening.

Learning Environment: ELLs benefit most in developing their English language proficiency by having a large amount of interaction with their peers who speak English. We will use a Structured English Immersion (SEI) model where ELLs will learn and thrive in general education classrooms with supports in place to build their English language. Any student who attends as a newcomer (classified as a beginner in writing, speaking, reading, and listening – these students are typically brand new to the country) will attend a specialized English class taught by either our ELL Coordinator or Dean of English Language Learners. Our LPAC will be trained on how to identify students with little to zero proficiency in reading, writing, speaking, and listening. We anticipate our specialized English class will consist of approximately 10 students at full capacity. We are basing this number on the amount of newcomer students neighboring schools currently have. All newcomers will attend general education classes for Math, Science, History, and electives. During these classes, our ELL Coordinator and/or Dean of English Language Learners will push into classes and provide support to any newcomers and ensure that the teacher is using the appropriate instructional strategies that will support their English language growth. All ELLs will be encouraged to become involved in before and after school clubs and try out for sports.

Assessments: We will measure our ELLs’ language proficiency through the English Language Proficiency Standards (ELPS). Our LPAC will work to identify students who should enter the ESL program and will be responsible for assessing them through the Texas English Language Proficiency Assessment System (TELPAS) once a year. The TELPAS will assess our students in writing, speaking, reading, and listening. Students will score beginner, intermediate, advanced, or advanced high in each assessed area; these designations will provide the LPAC with the data necessary to support individual students in each class.

Instructional Supports: ELLs must receive several opportunities to write, speak, read, and listen to build their English language proficiency. All teachers, regardless of grade level or content, will use the following instructional strategies so that our ELLs build their vocabulary, oral literacy, and writing skills.

Figure 8 outlines the common ELL strategies that will be used daily in every classroom.

Figure 8: ELL Instructional Strategies	
Instructional Strategy	Strategy in the Classroom
Teacher Speech	Teachers slow down their speech to allow ELLs to understand each word’s pronunciation, building comprehension and content as they listen to proper English.
Sentence Stems	Teachers post sentence stems in front of the classroom and add them to worksheets. Sentence stems will be used to support students’ written and

	oral language development. Some of the sentence stems will include the following: <i>Can you explain how? I disagree with ____ because... I thought about it a different way... I would like to build on to what ____ said... The strategy I used was....</i>
Turn and Talks	Students will engage in Turn and Talks to engage in oral communication with peers, allowing ELLs to engage in structured academic conversation and gain confidence.
Word Walls	Classrooms will be print-rich and regardless of subject taught, will have a word wall of high-frequency words for each unit arranged in alphabetical order.
Small Groups	All English classes will have two teachers, allowing ELLs to receive small group support.
Call and Response	Teachers will give students the words that they need to build comprehension on new content. When a teacher introduces a new concept/word, the teacher will have students repeat the word and or phrase after him/her.

Progress Monitoring/ Evaluation: There will be time scheduled during Wednesday PD for our ELL Coordinator, Dean of English Language Learners, and teachers to analyze data and add additional supports when needed. The Dean of English Language Learners and School Director will use the TELPAS data, daily assignments, and assessments to monitor student progress from year to year. The TELPAS is administered once per year. We expect ELL students will grow a minimum of one level, in each category, each year. Our academic program is designed with a focus on literacy and language.

Communication with Parents: We will engage in regular communication with parents. The ELL Coordinator, Dean of English Language Learners, Advisors, and teachers will work together to write a progress note on the weekly report that is sent home every Friday. The progress note will highlight one area (writing, speaking, reading, or listening) in which the student is making progress in and one area that the student should focus on next week. An example of the progress note sent home in English and in the student's native language is displayed in **Figure 9**.

Figure 9: Juan's Progress Notes

Progress – Keep it up	Next Week's Focus
In math class you used your resources to answer questions and speak fluently. Continue to use the word wall to build your academic vocabulary.	Next week, focus on using the sentence stems to ensure your class responses (oral and written) are in complete sentences.
Progreso - Sigue así	Enfoque de la próxima semana
En la clase de matemáticas usaste tus recursos para responder a preguntas y hablar con fluidez. Continúa usando la pared de palabras para construir tu vocabulario académico.	La próxima semana, concéntrate en usar los orígenes de las oraciones para asegurar que sus respuestas de clase (orales y escritas) estén en oraciones completas.

3. Gifted and Talented ("G/T")

The Texas Education Agency (TEA) does not require that open-enrollment charter schools have G/T programs. However, we understand the unique needs of this population and believe a G/T program will further drive our mission of college preparation. In order to ensure we are meeting the needs of our Gifted and Talented students, we have allocated \$20 per student.

Assessment: We will hold two GT assessments each year. The assessments will be made public to the full school community. Students identified to take the assessment will be required to get a form signed by their parent(s). Students not identified by staff or parents to take the assessment can still sit for the test if the signed form is returned. Avant Prep will not deny any student from testing for G/T. In addition, the test will not be denied to students who require special accommodations (TAC §89.1(3); State Plan 1.6C).

Instruction: To ensure students receive the highest quality instruction, we will have one teacher per content and grade level qualified to teach G/T. Our G/T teachers will be required to receive six hours of professional development each year (TAC §89.2(3); TAC §233.1; State Plan 4.2C).

4. Staffing

Special Education: All staff will play a critical role in our special education students' success. These positions, with required qualifications and accounted for within our budget for all years, are detailed here:

General Education Teachers will hold a bachelor's degree and attend our ongoing professional development including annual training on serving students with special needs. **Special Education Coordinators** will teach and push into classrooms to support our special education students. They will hold a bachelor's degree and a TX certification in special education. **Dean of Student Supports** will push into classrooms to support our special education students and manage the special education department, including but not limited to, communicating with families according to all required timelines, conducting all assessments as required, developing teachers to support all students, conducting IEP meetings, overseeing evaluations and writing of IEPs, and maintaining all paperwork. The Dean is required to hold a bachelor's degree and a TX certification in special education. **Dean of English Language Learners** will manage our ELL Coordinator and support academic growth and language development of all students. We anticipate that some ELLs may also be identified as special education students; the Dean of ELLs will work closely with our Dean of Student Supports and special education population. Our Dean of ELLs is required to hold a bachelor's degree and TX certification in English as a Second Language (ESL). The **Dean of Curriculum and Instruction** will work closely with the Dean of Student Supports and oversee instruction and its implementation. The Dean will hold a bachelor's degree. The **School Director** will manage all staff and ensure academic progress of all students. Our School Director will be required to hold an advanced degree and hold either a certification in Special Education or in English as a Second Language.

English Language Learners ("ELL"). All staff will play a critical role in the success of our ELLs. The following positions work closely with our ELLs and their qualifications are outlined below: **English Teachers** will be required to obtain their English as a Second Language ("ESL") certificate within three years of employment. All teachers will hold a bachelor's degree and attend our ongoing professional development. **Math, SS, Science, CS Teachers** will hold a bachelor's degree and attend our ongoing professional development. **ELL Coordinator** will teach and push into classrooms to support our special education students. They will hold a bachelor's degree and English as a Second Language (ESL) certification. **Dean of ELLs** will manage the ELL Coordinator and support academic growth and language development of all students. Our Dean is required to hold a bachelor's degree and a certification in English as a Second Language (ESL). **ELL Coordinator** will hold a bachelor's degree and certification in English as a Second Language (ESL). **Dean of Student Supports** will push into classrooms to support our special education population, which may also include ELLs, and manage the special education department, including but not limited to, communicating with families according to all required timelines, conducting all assessments as required, developing teachers to provide accommodations, conducting IEP meetings, overseeing evaluations and writing of IEPs, and

maintaining all paperwork. The Dean is required to hold a bachelor's degree and a TX certification in special education. The **Dean of Curriculum and Instruction** will work closely with the Dean of Student Supports and oversee all instruction and the implementation of it. The Dean will hold a bachelor's degree. The **School Director** will manage all staff and ensure student growth of all students. Our School Director will be required to hold an advanced degree and hold either a certification in Special education or English as a Second Language.

Gifted and Talented ("G/T"): All staff will play a critical role in the success of our G/T students. The following positions with accompanying qualifications work closely with our G/T students: **General Education Teachers** will hold a bachelor's degree and attend our ongoing professional development, including annual training on supporting our G/T students. **Dean of ELLs** will manage the ELL Coordinator and support the academic growth and language development of all students. We anticipate some G/T students may also be classified as ELL; the Dean will work with G/T teachers to deliver rigorous, language-rich instruction. The Dean will hold a bachelor's degree and TX certification in English as a Second Language (ESL). **Dean of Student Supports** will push into classrooms to support our special education population, which may also include G/T students, and manage the special education department, including but not limited to, communicating with families according to all required timelines, conducting all assessments as required, developing teachers to support all students, conducting IEP meetings, overseeing evaluations and writing of IEPs, and maintaining all paperwork. The Dean will hold a bachelor's degree and a TX certification in special education. **Dean of Curriculum and Instruction** will work closely with the Dean of Student Supports and oversee all instruction and the implementation of it. The Dean will also oversee the G/T program. The Dean will hold a bachelor's degree. **School Director** will manage all staff and ensure academic progress of all students. Our School Director will hold an advanced degree and hold either a TX certification in Special Education or English as a Second Language.

Evaluation Criteria-Special Populations

A strong response will:

- ✓ Present detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan;
- ✓ Demonstrate thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education;
- ✓ Present detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan;
- ✓ Demonstrate thorough understanding of the English Language Proficiency Standards [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS];
- ✓ Present detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services; and
- ✓ Describe sufficient staffing to oversee supports for Special Education students, English Language Learners, and Gifted and Talented students with fidelity.

EDUCATION PLAN

ASSESSMENT AND ACADEMIC PROGRESS MONITORING

1. Detail all plans to track the academic performance of individual students and student cohorts. NOTE: Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operation, 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 operation.
 - a. Specifically outline how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.
 - b. Describe roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.
2. What common assessments (formative and/or summative) will be used to measure student progress and achievement, including for students in early education grades and those in grades 3 and above? NOTE: As of June 19, 2017, specific Early Childhood Education progress monitoring tools have been approved for the period from 2017-2021. Additional information about the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments is available by right clicking [HERE](#).
3. Provide a rationale for the use and applicability of the proposed assessment model(s).
4. List the person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data and describe educational or experience requirements for these roles.

Narrative Response:

1 and 2. Academic Progress and Assessments _____

Evaluation Criteria-Assessment and Academic Progress Monitoring

A strong response will:

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

At Avant Preparatory Charter School (“Avant Prep”), we will ensure all students achieve ambitious and measurable goals across all grades. The Board and School Leadership will regularly analyze data from assessments to ensure we are on track towards our goals, and we will communicate our progress to all stakeholders, including families and the authorizer. Our comprehensive, cyclical, data-driven approach will allow us to measure how well we are delivering on our mission of college and life success for all students and across all subgroups, including but not limited to, students with special needs, those identified as English Language Learners (“ELLs”), students identified as Gifted and Talented (“G/T”), or those who may be dually identified across subgroups. We will inform each internal stakeholder (Board members, parents, students, and staff, etc.) regarding the purpose of assessments and hold four data analysis meetings at the school level and review performance data monthly at the Board level within regular and open monthly Board meetings. For more detail on our calendar and data analysis days, please see [School Calendar and Schedule](#); for more detail on our Board’s use of academic dashboards to inform academic oversight, please see [Academic Performance Indicators](#). For more detail on reports to families on student growth and achievement, please see [School Culture and Family Engagement](#). Our focus on student growth aligns with our mission and core values of Determination and Excellence that together inform decisions and processes at the school and Board levels. Board Members will know where each grade and subgroup of students are in terms of academic performance throughout the year and across years; School Leaders and Teachers will know where each student stands academically and where gaps persist so that students are provided with the appropriate supports to close those gaps and accelerate learning. Families and students will know the growth and absolute goals towards which they are striving and where they stand in light of those goals throughout the year and across years. To ensure alignment and to better highlight and build up strengths and close skill gaps, we implement a variety of formative and summative assessments throughout the year.

The School Director and Dean of Curriculum and Instruction (DCI) will work closely with Teachers to create and grade TEKS-aligned exit tickets and weekly quizzes. Our School Director and DCI will write the TEKS-aligned end-of-trimester and end-of-year assessments; both will be required to have advanced degrees, ESL and/or Special Education certification, and a minimum of two years teaching in Texas. The School Director and Teachers will work together during Student Work Analysis (SWA) (content-specific collaborative planning) to grade quizzes, assess data, and create action plans. SWA will occur once per week during Wednesday PD. Teachers, with support and guidance from the School Director and DCI, will modify lesson plans and instruction in order to meet the needs of all students based on the assessed data. [Figure 10](#) illustrates the purpose of each assessment and how we will use the data to make instructional decisions that will support the academic growth of all of our students.

Figure 10: Description of Assessments

Assessment	Administer	Description	Purpose	Analysis & Use
Daily Exit Tickets	Classroom Teachers	Short assessment (1-4 TEKS-aligned questions) given at end of each class	To measure mastery of TEKS-aligned class objective and skills taught in lesson	Teachers score and analyze exit ticket data daily during SWA. Results determine appropriate approach: whole group instruction, small group, one-on-one intervention. DCI joins SWA meetings to support teachers as they adapt lesson plans.
Weekly Classroom Quizzes	Classroom Teachers	Content specific, TEKS-aligned	To measure mastery of weekly	Weekly quizzes are analyzed during SWA every Wednesday. Quiz data illustrates which students need

		quizzes given at end of each week	TEKS-aligned objectives and skills taught in lessons over course of week	support and which are mastering content. Students track all weekly quiz data and receive interventions if they fall under an 83%. Students receive one or more of: In-class intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional before or after school tutoring.
Interim (Mid- and End-of-Trimester)	Classroom Teachers	Cumulative, TEKS-aligned assessments given in each subject area at midpoint and conclusion of each semester aligned to STAAR	To assess mastery of TEKS-aligned objectives and skills taught in lessons throughout year; gauges success with answering questions similar those on STAAR	Data from unit assessment is placed in conference room for leaders and teachers to analyze w/in two days of results being available. Data shows which skills students mastered and any gaps. Following each assessment cycle, leaders and teachers meet to modify lessons and signal group or individual tutoring/ remediation. Students track all weekly quiz data and receive tutoring if students fall under 83% average. Students receive one or more of the following: In-class intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional before or after school tutoring.
TELPAS	Trained School Personnel	ELL specific assessment to measure student levels in reading, listening, speaking, and writing annually	To assess reading, listening, speaking, writing and score students as beginner, intermediate, advanced, or advanced high.	Provides School Leaders, Teachers, and Families details on ESL reading, writing, speaking, and listening level. Teachers use data to form small groups, pull-out supports, word walls, strategic partner work grouping, and scaffolded lessons. The Board will use these scores along with others to annually assess the performance of the School Director.
Fountas & Pinnell	Classroom Teachers	Literacy assessment given 4-5x year to track reading progress	Measures literacy success and growth, determines reading level	Assessment data informs instructional practices, skills needing to be retaught and to inform families and Board on reading growth. Board will use scores along with others to annually assess performance of School Director.
NWEA/ MAP	Instr. Leadership Team (School	Nationally-normed assessment that measures	Provides percentile score estimating	NWEA/MAP is a nationally normed assessment that will allow Avant Prep to compare performance with that of schools across the country. We will

	Director, DCI, DOSS, DELL)	Language, Math, Reading; adaptive, it assesses a student's exact level. Given 3 x year (beginning, middle, end)	grade level in Math, Reading, Language; students set goals, track progress throughout year and year to year	have the ability to measure growth of students over time. Scores will be used for scheduling, ensuring students are getting the supports and enrichments that they need. Scores also used to inform families and Board as to students' comparative performance, growth performance, and percentile ranking. The Board will use scores along as part of annual performance of School Director.
The State of Texas Assessments of Academic Readiness (STAAR)	Trained School Personal	State assessment in Reading, Writing, Math, History, and Science	Measures student mastery in each subject throughout year	STAAR is state assessment that will allow Avant Prep to compare performance with that of schools across state. We will measure growth of students over time. Scores will be used for scheduling and to ensure all students are getting needed supports and enrichments. Scores used to inform families and Board on students' absolute, comparative, and growth performance. Board uses scores and others to annually assess performance of the School Director.

We communicate relevant data to our stakeholders; **Figure 11** outlines each stakeholder's role.

Figure 11: Data Reporting To Stakeholders	
Stakeholder	Reporting
Students Families	Families receive updates through lifework and paycheck summaries. The lifework folder will go home daily for families to review and sign; paycheck summary of student grades, lifework completion for the week, and behavior will be sent home at the end of each week. Parents can log into the family portal and see real-time grades. When assessments are returned to students, students will be required to write down grades and track class average. If any student's test average is lower than an 83, they will be required to attend one or more of the following interventions: In-class intervention, Wednesday Intervention Block, Focus, Saturday Academy, and optional tutoring.
Teachers and Admin.	All teachers will track student data in their classrooms visually. A Data Room will exhibit key data (benchmarks assessments, attendance, behavior, etc.) to all staff. The School Director will hold weekly meetings to discuss trends and make informed, data-based decisions. The School Director and DCI will use data to create PD and coach teachers. Teachers will use data to inform instructional decisions and student supports.
Board of Directors	The School Director will prepare monthly data reports for Board, outlining progress on all relevant data (enrollment, academics, behavior, withdrawals, etc.) and Board will use this data to evaluate academic program and the School Director.
Community and State	We will post all state and nationally normed assessments in annual report and will post that report on our website, and will provide assessment results to TEA.

Figure 12 illustrates the assessments grade levels will take to inform instruction. Each assessment has been selected to provide the appropriate data on individual students. Interims are internally created.

Figure 12: Assessment Tools, Subject, and Grade Level

	Reading	Writing	Math	Science	History	Computer Science
4	Fountas & Pinnell (F&P) NWEA: MAP STAAR	Interims STAAR	Interims NWEA: MAP STAAR	Interims	Interims	Interims
5	F&P NWEA: MAP STAAR	Interims	Interims NWEA: MAP STAAR	Interims STAAR	Interims	Interims
6	F&P NWEA: MAP STAAR	Interims	Interims NWEA: MAP STAAR	Interims	Interims	Interims
7	F&P NWEA: MAP STAAR	Interims STAAR	Interims NWEA: MAP STAAR	Interims	Interims	Interims
8	F&P NWEA: MAP STAAR	Interims	Interims NWEA: MAP STAAR	Interims STAAR	Interims STAAR	Interims

3. Rationale for Assessment Model

We anticipate that approximately 75% of our students will enroll below grade level in reading and approximately 80% below grade level in math. Our Lower Academy (grades 4-5) is designed to fill these gaps quickly so that students are on grade level by 6th grade (Upper Academy). To fulfill this goal, we must know what each student needs; our assessments provide us with the necessary data to create targeted and individualized supports for our students. **Figure 10** provides the rationale for each assessment and how the data will be used to close gaps. **Strengths/Weaknesses:** We believe that there is strength in knowing what our students need so that our lessons and small group instruction is designed to promote academic growth. We anticipate there may be weaknesses when using Fountas & Pinnell for our ELL students, however, we will also support our ELL students by using the TELPAS assessment which is intended for the ELL population.

4. Staffing

Figures 10 and 11 outline the staff that will be responsible for collecting and evaluating assessment data, and our staff requirements are detailed here: **Teachers** will hold a bachelor's degree and attend our annual ongoing professional development. **Dean of English Language Learners** will hold a bachelor's degree and a TX certification in English as a Second Language (ESL) and have a minimum of two years teaching ELLs. The **Dean of Student Supports** will hold a bachelor's degree and a TX certification in special education and have a minimum of two years teaching special education. The **Dean of Curriculum and Instruction** will hold a bachelor's degree and have a minimum of two years teaching. **School Director** will hold an advanced degree and a TX certification in Special Education or English as a Second Language and have a minimum of two years teaching.

EDUCATION PLAN

SCHOOL CULTURE

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

Narrative Response:

1. School Culture

Within a structured and joyful school community focused on rigorous academics and character development, Avant Prep prepares students to graduate from college and lead with **PRIDE**. We will create a highly structured and joyful school community that will build student character. We will incentivize strong character, while empowering our students to be student leaders in their classes, advisory, and community. A school community that is free from distraction sets the foundation for student learning and achievement. We will have school-wide systems for efficient operations, high expectations for behavior, and a strong culture for learning and growth - all of which are deeply rooted in and connected to our school's identity and drive our mission forward. To ensure student learning, safety, structure, and joy, we **Sweat the Details**. At Avant Prep, details matter. Like the meaning of our school name Avant, our students come **before** anything else. We pay attention to how our students enter the building, how they shake our hands, how they express their voice, and how they engage in learning. With a strong start, students are more likely to have a successful school day. Sweating the details allows us to hold all students to high academic and behavioral expectations. Our team will create a school community that is supportive and joyful by preparing for the day and having all materials set up before and after school because when our students arrive in the morning, they come **before** anything else. **Figure 13** depicts how teachers Sweat the Details.

Figure 13: Sweat the Details

Morning Preparation	End of Day Preparation
Teachers will: <i>ensure breakfast area is organized; ensure breakfast materials are in correct location: supply bin, breakfast bin, milk bin; lay out Brain Work (morning work) folders; ensure lifework section is neat, organized, and the bins are empty; lay out math manipulatives; empty pencil sharpener; ensure teacher desk is organized.</i>	Teachers will: <i>post lesson plans on clipboard; blackboard configuration: write the objective, quote of the day, agenda, homework; sharpen all dull pencils; ensure class is neat and organized: straighten desk, file papers in correct location; hang up any anchor charts; make family calls, as needed.</i>

To ensure student learning, safety, structure, and joy, we show **AVANT PRIDE**. Our behavioral expectations will be rooted in and taught through our **Pride** values of Professionalism, Respect, Integrity, Determination, and Excellence. **PRIDE** is taught to students at the start of the school year during the first week of school in which we fully orient our students to our school community and then continually reinforced throughout the school year. All staff will constantly model what it looks like to have and show Avant **PRIDE** during class, Community Circle, and Advisory. There will be a common

language to support and celebrate academic growth and achievement. As students grow from 4th to 8th grade, their understanding of our PRIDE values will deepen. **Figure 14** illustrates various ways Avant PRIDE is shown across the school and our Lower and Upper Academies.

PRIDE: Professionalism: We use professional language and professional actions to build the character we will need to succeed in high school, college, and careers. **Respect:** We act in a way that shows we care about others and their well-being. **Integrity:** We show moral leadership by doing the right thing, even when no one is looking. **Determination:** We work hard and persevere through the most challenging problems. **Excellence:** We always put our best foot forward.

Figure 14: Avant Prep Core Values in Action

VALUE	ACTION
Professionalism	I dress in my complete uniform.
Professionalism	I am prepared for my classes and have the materials to master the day.
Professionalism	I speak clearly, enunciate my words, and always give evidence when answering a question. I understand my thoughts and words can be an opportunity to teach my peers, so I never hold back what I am thinking.
Respect	I say please, thank you, and excuse me.
Respect	I track the speaker and think about how I can build on others' answers
Respect	In study groups, I contribute to discussion and support my classmates.
Integrity	I am silent in the hallways during restroom break.
Integrity	If I walk into the restroom and there is trash on the floor and water around the sink. I throw the trash away and wipe down the sink.
Integrity	As a moral leader, I believe I always represent myself, my race, my family, and my school. I always model moral leadership for my Academy and my grade.
Determination	I keep working even when the work is challenging. I ask my teacher for help.
Determination	I keep working even when challenging. I sign up for tutoring and support.
Determination	I keep working even when the work is challenging. I form a study group with my peers to work through difficult problems. I speak with my teacher about a specific problem and can articulate exactly what I am not understanding. I know that with hard work anything is possible, so I have the stamina to keep persisting and keep learning.
Excellence	I write and speak in complete sentences.
Excellence	I ask questions and challenge others to get a better understanding of a topic.
Excellence	I am eager and committed to learning, so I am prepared to take Algebra I in 8th grade, and I work closely with my Advisor to apply, interview, and get accepted into the top performing high schools in Houston.

To ensure student learning, safety, structure, and joy, we hold a **College Emphasis**. All students must be prepared to succeed in high school and eventually graduate from college. Our school community embodies college-readiness with college pennant flags hanging throughout the building as a constant reminder of this goal. Our clear focus on college is outlined via: College Chants for every homeroom; College and university tours; Banners throughout school; Inspirational quotes about importance of college mounted on the walls; and College Gallery where students can read and learn about colleges.

To ensure student learning, safety, structure, and joy, we **Celebrate Culture**. We learn about, embrace, and respect the many cultures in our school. Avant Prep students will be exposed to cultural dance, music, song, and art through our Fine Arts **Cultural Studies Program**. Students will show respect for all

cultures and understand that we all have unique differences that make us who we are. Each flag that represents our students will be hung in the cafeteria and highlighted during monthly **Culture Circles**.

To ensure student learning, safety, structure, and joy, we provide **Challenge and Joy**. We embrace challenge and we build joy. During challenging and rigorous instruction, students are encouraged to take intellectual and emotional risks by answering questions that are difficult. Their classmates support them by giving supportive snaps, silent praise of shaking hands and wiggling fingers, and agreeing and disagreeing respectfully and professionally. Throughout instruction, students will say things such as, "Way to go, Juan" and "You got this, Biante" when students are gathering and collecting their thoughts. We recognize that students need to feel safe to learn; therefore, we intentionally create a classroom and school community that is supportive, and celebrates academic achievement, risk, and effort.

To ensure student learning, safety, structure, and joy, we implement **PRIDE Points**. Students are taught, supported, held accountable to, and rewarded for working as a team and having **PRIDE** throughout the day. At the end of each class, the teacher will discuss how well the class embodied **PRIDE**. The class community will get a point for each value that is upheld by 100% of the class during the entire class period. Students can earn up to five points per class period (ELA, Math, Enrichment, History, Science, Computer Science, and Focus), with the opportunity to earn 35 points per day. Points are publicly tracked in each classroom; teachers and students engage in regular conversations and reflect on behavior. The master PRIDE Point tracker hangs in every Academy and is updated daily by the Dean of Culture. In Y1, the dean of Operations will manage the tracker. During Community Circle, the Advisory with the most PRIDE points will be recognized and celebrated. PRIDE Points highlight our core values and promote teamwork, ownership, and responsibility, which are characteristics our students will need to succeed in college.

To ensure student learning, safety, structure, and joy, we have a personalized **Morning Greeting**. Our School Director will greet every student at the threshold with a professional hand shake, smile, and eye contact, saying, "We are committed to teaching" and the students saying, "I am committed to learning." The greeting allows the School Director and student to restate what they each care about, one to one, each school day. Morning greetings also allow leaders to check student uniform and reinforce our PRIDE value of Professionalism. The School Director will then look at each student for any hint of worry, problem, or concern and address it immediately. To ensure student learning, safety, structure, and joy, we start and end every day with **Advisory**. Students start each day and end each day in their advisory classes. Based upon developmental needs of our maturing students, the Lower Academy (4-5) advisories will be coeducational while those in the Upper Academy (6-8) will be gender-specific. Advisors will have topics that promote students to build strong and safe relationships within a small group of peers and one teacher. Each advisory topic and lesson will be grade-level appropriate and range from organization tools, conflict resolution, personal conflict, current event items, shared feelings, and goal-setting. The Advisor will be the first point of contact for families and complete weekly check-ins with students regarding behavior and grades. To ensure student learning, safety, structure, and joy, we hold **Community Circles**. We will have one Academy-specific Community Circle each week and one school-wide Community Circle each month and that is led by the leadership team and two student leaders. Community Circles are designed to build a sense of **PRIDE** and recognize hard work and will be used to publicly reward students for their accomplishments. Teachers will collaborate and identify one student for each letter in our **PRIDE** values and reward them for demonstrating Professionalism, Respect Identity, Determination, or Excellence. The five students who are rewarded will have their photos taken and posted in the school's hallways and they will receive two copies of an Avant **PRIDE** certificate – one to post in their Advisory and one to bring home to their families. We will also celebrate and reward the Advisory which has the most **PRIDE** points with a **PRIDE** trophy that will

be displayed in their classroom. We will end each Community Circle by rewarding one student with the **NERD of the WEEK** certificate. The **Nerd of the Week** will go to a student who had displayed an immense amount academic drive and ambition to succeed and grow in every content area. We embrace and uplift nerdiness and celebrate it as a school community. We will invite families to attend and celebrate with us during our Community Circles. To ensure student learning, safety, structure, and joy, we have a clear **Discipline Philosophy**. We believe that it is our responsibility to build the character within our students so that they can serve as moral leaders within and beyond our school community. It is our belief that when students have a consistent code of conduct to follow, they will develop professional habits and moral compass to thrive academically in high school, college, and careers. When designing our behavior management system, we recognized developmental stages of our students across grades and have created a progressive system that develops students' ability to take ownership of behavioral choices and self-regulate.

Lower Academy (4-5) Paycheck: This system tracks credits and/or deductions a student receives over a week. Students can receive credits or deductions for showing or not showing **PRIDE**. Students begin with 50 credits (10 credits for every letter in **PRIDE**). Trackers include student names and a list of behaviors for teachers to track in Kickboard (an education-based software to track and manage student behavior). Any Lower Academy student who drops below 40 credits before the end of the week will have lunch detention. Paychecks will be sent home every Friday. Students turn the paycheck in every Monday signed by a parent with a written reflection on the back. The PEIMS Coordinator will track turned in Paychecks and notify the Dean of Culture of any that are missing, who will then call the students' parents. Non-signed Paycheck also result in 5 deductions. Paychecks will include easy-to-read summaries of attendance, homework completion, and academic performance. Each week Paycheck credits will be transferred to **PRIDE** dollars that can be spent on school supplies, lunch with a teacher, college paraphernalia, and school field trips monthly. **Upper Academy (6-8) Paycheck:** Upper Academy students are the school's student leaders. They represent what it means to dress, speak, and act as professionals. In our single gender Advisory classes, students will develop into leaders who are empowered and confident. Our Upper Academy will have a paycheck system that focuses on our first value Professionalism. Upper Academy students will receive credits for being Professional (prepared for class, in complete uniform, using evidence when speaking) and deductions for being unprofessional (late for class, unprepared, speaking out in class, submitting subpar class and lifework). Upper Academy students will begin each week with 50 professional credits. Any student who drops below 45 credits before the end of the week will have an immediate lunch detention. Paychecks will be sent home every Friday and returned signed with a written reflection. Paychecks will include easy-to-read summaries of attendance, lifework completion, and academic performance. Each week all Paycheck credits will be transferred to **PRIDE** dollars to be spent at **PRIDE** auctions. This system allows students to develop habits that will support their academic success in high school and college.

Figure 15: Paycheck Credit and Deduction Examples

Core Values	Example of Credit	Example of Deductions
Professionalism	Leadership; Engagement; Use of appropriate voice levels	Out of uniform; Speaking in incomplete sentences; Using inappropriate voice levels
Respect	Teamwork; Organization; Tracking the speaker	Disrespect to peer; Disrespect to teacher; Disrespect to property
Integrity	Picking up trash; Silent during independent work; Academic honesty	Putting trash on floor; Playing in restroom; Plagiarism

Determination	100% Lifework complete; Hard work; Working through difficult problem	99% or less completed Lifework; Stopping when classwork is challenging; Not asking for support
Excellence	Well thought-out, detailed class and lifework; Mastery/growth on assessments	Low engagement; Disengagement; Incomplete class and lifework; Distracting the class

Discipline infractions are grouped into three different categories based on severity of the act/behavior. **Figure 16** outlines the infraction category and the possible consequences.

Figure 16: Infraction Categories	
Minor Infraction (1-2 deductions)	Range of Possible Consequences
Uniform Violation; Failure to have appropriate class supplies; Tardy to school; Speaking in the hallway; Low to zero engagement in class; Speaking out; Failure to turn in mandatory signed forms; Chewing gum; Incomplete HW	Re-teach behavioral expectation*; Student Apologizes; Reset Table*; Deduction*
	Repeated offense Contact and/or conference with family* ; Lunch detention*; Referral to RTI Team for behavior plan; Effort Academy; Deduction*
Moderate Infraction (3-5 deductions)	Range of Possible Consequences
Minor infractions done consecutively; Any pattern of minor infractions; Possession of non-school related electronics/ technology; Minor Vandalism: writing on desk/wall/book; Using unprofessional words like "shut up"; Physically disrupting learning; Making others feel uncomfortable; Inappropriate response to teacher re-direction; Tardy to class	Contact and/or conference with family*; Lunch detention*; Wednesday Detention; Effort Academy; Referral to RTI Team to access and potentially design a behavior plan; In School Suspension (ISS); Dean's office*
Major Infraction (all credits for the week are deducted)	Range of Possible Consequences
Moderate infractions done consecutively; Any pattern of moderate infractions; Violence; Threats; Damaging school property; Cheating; Stealing; Gambling; Attempt to assault anyone in school; Possession of obscene or offensive materials; Possession of real/toy-like weapons; Profanity; Intimidation or harassment (including teasing); Being out of area	Sent to the Dean's office; Sent home for the remainder of the day; Hearing for suspension or expulsion

Reset Table: To ensure students spend the majority of their day in class and achieve academically we will provide an in-class reset table for all Lower Academy classrooms. Students will have the opportunity to reset after receiving three consecutive deductions in one class period. Within the classroom, at the reset table, a student is able to respond in writing to a behavior sheet that prompts him/her to reflect on his/her actions. The student will have a reflection conversation with the teacher before returning to the whole class community. The reset table is designed to last no longer than 10 minutes because our main priority is to ensure students are learning. **Conversation Request Form:** We encourage student voice. If students feel that they have received an unjust deduction, students can fill out a conversation request form. The form allows students to reflect on the deduction and the actions leading up to the deduction. Students will then schedule time to speak with their teacher (typically before or after school, during lunch, recess, or enrichment). The conversation between the teacher and student allows them both to share their perspective on the actions that led to the deduction

allowing each student to express themselves in a professional manner and protect the student-teacher relationship. **Community Apologies:** Aligned to our **PRIDE** value of Respect, students must show respect to one another and the building. We support our students through character growth when poor decisions are made. When students engage in activity that is not in line with our **PRIDE** values and affects the entire school community (i.e. writing negative words in the bathroom stall), the student will apologize during whole school Community Circle and serve the appropriate consequence. The Dean of Culture will support and work closely with the student to prepare, write, and deliver his/her apology. **Effort Academy:** Given our ambitious mission and academic goals for all students, we hold students accountable for doing nightly **lifework** (Homework) and demonstrating the **PRIDE** value of Excellence in work completion. Students must complete and turn in quality work every day; students who fail to turn in their **lifework** or submit low quality work in class will be required to attend Effort Academy during enrichment and electives where they will complete missing **lifework** and redo class work. This system encourages students to build the academic habits that are woven into successful high school and college students – sacrificing things we want to do (enrichment) for things we need to do (**lifework**), will get us one step closer to our end goal. In Y1, the School Director, Dean of Operations, Dean of Curriculum and Instruction, and PEIMS Coordinator will rotate who oversees Effort Academy. In Y2 and beyond the Dean of Culture will oversee Effort Academy. **Lunch Detentions:** Student who fall below weekly minimum dollar amount (40 for Lower Academy; 45 for Upper Academy) will be required to serve lunch detention. In Y1, our Dean of Operations will oversee this. In Y2 and beyond, our Dean of Culture will manage lunch detentions. **Extended Detentions:** Any student who receives more than three lunch detentions in one week will be required to serve extended detention on Wednesday from 1:30 PM to 4:30 PM the following week. In Y1, our Dean of Operations will oversee this. In Y2 and beyond, our Dean of Culture will oversee extended detention. Students who earn extended detention will receive a phone call home and the detention will be documented on their paycheck which is sent home every Friday and returned signed every Monday and turned into our PEIMS Coordinator.

2. Creating and Implementing School Culture

Kickoff (annual summer teacher orientation) will begin three weeks prior to the first day of school. During **Kickoff**, teachers engage in development and preparation opportunities, one being culture week prep (students' first week of school each year). The first week of school is designed to build school culture and unpack and practice every expectation we have for students. Each day of the week will have a clear lesson and objective aligned to our **PRIDE** values. Students will have several opportunities to practice how they line up, transition, and appropriate voice levels. Teachers will focus on the critical pieces and continue to develop students throughout the school year. To ensure culture week is a success, we will spend 32 hours practicing each lesson with our teachers during **Kickoff**. The week prior to the first day of school, Avant Prep will host a mandatory Family Orientation. The School Director will go over the Student and Family Handbook, including **lifework** expectations, uniform, behavior, and upcoming and reoccurring events and families will meet their child's Advisor. Each family will receive an Avant Prep: Commitment to Excellence Contract that articulates clear expectation of academics and behavior to be signed and turned in by each student on the first day of school. If not signed, the Dean of Culture will follow up with families to see if they have any concerns regarding how we plan to build and maintain our school culture. While not mandatory that a family sign the commitment for their child to attend the school, we believe it is critical that the school, parent, and students are all in clear agreement on what it will take to ensure success. When we admit students and families into our school mid-year, all expectations for student academics and behavior remain high. We will host a personalized Family Orientation that includes the student, parent, Advisor, and School Director. The School Director (Y1) Dean of Culture (Y2 and beyond) will go over the Avant Prep: Commitment to Excellence Contract and obtain a signed copy. Our new student will be partnered with a student leader who will ensure the

new student learns the college chant, hand signals, voice levels, and **PRIDE** Points. The new student will have check-ins with the Advisor and a school leader every day for a week. The Advisor will contact the family with updates bi-weekly. Our school community will allow any student to transition to Avant Prep mid-year and succeed.

At Avant Prep, we believe that data should be used to inform all decisions about the school, not just academics. We will track, read, and analyze data regularly to ensure our school is safe, structured, joyful, and embodies Avant **PRIDE**. **Family Feedback:** We engage families in a variety of ways. Every event we host will require families to sign in so that we can track how many families are attending and which ones. If we see a trend within and across data, we will reach out to families not attending to understand why and action plan to better invest them. Families will be invited to complete Family Surveys three times per year; school leadership will continuously review family feedback to inform the growth and improvement of the school in all years; summary of Family Survey results will be provided to the Board in its oversight role; any trends will be discussed with the School Leader to inform continuous growth. **Home Visits:** Teachers will visit all families prior to the first day of school. This will allow us to build the needed relationships, ask questions, and receive feedback. In Y1, the School Director, Dean of Operations, and Dean of Curriculum and Instruction will complete all home visits. In Y2 and beyond, the School Director will train teachers on how to conduct a home visit. **Student Feedback:** During Advisory, students will take monthly surveys about their school community. It is important that our student feel safe and find joy when learning. Our Advisor-student professional relationship will promote feedback. Students will fill out feedback cards that will be collected and analyzed twice each trimester (8 times per year).

4. Measuring School Culture

We will measure our school culture's implementation of structure and joy and our focus on academic achievement. We will know that our school culture embodies Avant **PRIDE** when we see: all students arriving to school on time and in uniform; all students prepared for class with materials ready prior to the first bell; all students answering challenging problems and classmates giving them silent shine and using level 1 voices (whisper) saying, "You've got this." We will know our culture is strong when: students are doing the majority of speaking and discussing in class, and the teacher is there to pose more questions and guide student thinking; if there is trash on the floor a student picks it up and throws it away without being asked; our 4th graders admire our 8th graders because they take academics seriously. We will measure and assess our culture through weekly behavioral reports, trimester family surveys, and monthly school culture audits using qualitative and quantitative criteria, with reports provided to our Board, staff, and families.

Evaluation Criteria-School Culture

A strong response will:

- ✓ Contain appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals and supports the approach with research, theory, and/or experience;
- ✓ Offer a concrete plan for norming social/cultural expectations at the start of each semester as well as for students who enter mid-semester and supports the plan with research, theory, and/or experience; and
- ✓ Establish well-defined goals around school culture and plans to monitor progress.

EDUCATION PLAN

PROMOTION AND GRADUATION

1. Discuss promotion and retention requirements for all proposed grades.
2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.
 - a. Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.
 - b. Describe strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.
3. Define and discuss metrics that will be used to assess successful transition between grade level, school type (e.g., elementary to middle to high school), and/or post-graduation. If applicable, indicate whether GPA class ranks will be listed on all student transcripts in grades 11 and 12.
4. Describe the proposed matriculation rate in each year of operation and provide a justification for all assumptions.

Narrative Response:

Evaluation Criteria-Promotion and Graduation

A strong response 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 the required curriculum, that will help students promote to the next grade level and support features with research, theory, and/or experience;
- ✓ Identify specific external (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation;
- ✓ Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation; and
- ✓ Describes and provides justification for the proposed matriculation rate in each year of operation.

1. Promotion and Retention

Avant Preparatory Charter School ("Avant Prep") will promote and retain students by following all state and local guidelines. As stated in TEC §28.021 (a) and §28.021 (c), students will be promoted based on teacher recommendations, academic achievement, grade in each subject, and scores on state and internal assessments. We will adhere to the Student Success Initiative (SSI). All student in grade 5 and 8 will receive three opportunities to pass the Reading and Math STAAR. If a student does not pass, we will provide additional instruction. Promotion in Grades 4-5 will be based on an average of 70% on subject specific and grade level specific standards (math, science, social studies, language arts).

Promotion in grades 6-8 will be based on average of 70% on subject specific and grade level specific standards. (math, science, social studies, language arts). ([https://pol.tasb.org/Policy/Download/599?filename=EIE\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/599?filename=EIE(LOCAL).pdf)) Students in grades 6, 7, and 8 not meeting promotion requirements will be required to attend summer school and master the requirements in order to be promoted. **Special education students** will be held to the same requirements and be expected to earn an academic average of 70%, unless otherwise specified within their IEPs. The Admissions, Review, and Dismissal (ARD) Committee will serve as Grade Level Placement Committee. (springbranchisd.com/secondary/Grading_Expectations_2018_19.pdf). **English Language Learners** ("ELLs") will be held to the same requirements and be expected to earn an academic average of 70%. The Language Proficiency Assessment Committee (LPAC) will determine appropriate assessment for ELLs and accelerated instruction needed. As needed, the LPAC and Grade Level Placement Committees will determine promotion. (springbranchisd.com/secondary/Grading_Expectations_2018_19.pdf)

2. Additional Features

Family Engagement: We invite and engage our families in the life of the school, and we understand that families must be a part of their students' education. We view families as our partners and work together with them. **Advisory:** Our Advisory class supports students academically, emotionally, and personally. Advisors will have a cohort of students with whom s/he builds professional teacher-student relationships and will be the first person to contact families regarding student academics and behavior. The constant communication between students and families will allow us to support students before they fall behind, resulting in students being prepared to transition to the next grade. If a parent is not proficient in English, we will not allow home language to serve as a barrier between our partnership. The advisor will use several different means of communication: written and translated communication, a staff member translating during a phone call or in-person, or the student serving as the translator. **High School Preparation Specialist:** This person will work closely with all 7th and 8th grade students. S/he will track grades, have one-on-one High School Prep check-ins, organize high school tours, and work with each student as they apply for high schools, scholarships, and transition into the high school of their choice. Once students have transitioned from Avant Prep, the High School Preparation Specialist will maintain contact with all of our graduates by visiting them twice per year, holding annual alumni gatherings, and tracking high school data. We will continue to build relationships and work closely with **Families Empowered** which ties families to public and private school options. The Avant Prep Founding team has attended Families Empowered fairs and events and has had the opportunity to build strong relationships with high performing private and public high schools through this network. When designing Avant Prep, it was important that we created a program that supports our students as they transition to high school. **Character Development** programs teach students the "why" behind doing and being their best. Our goal is to build the character within all of our students that will stay with them forever. When our students enter high school, they will embody **PRIDE** values, which will support them as they succeed in high school. **Lower Academy** is designed to close academic gaps with which our students will enter Avant Prep. The intentional supports our students will receive in Lower Academy will ensure they are on grade-level by Upper Academy. **Upper Academy** is designed to challenge students academically. Students will receive the same rigorous academics students in more affluent neighborhoods receive. Students will be prepared to take Algebra 1 in 8th grade and Calculus in 12th grade. The **High School Preparation Specialist** will work closely with all 7th and 8th grade students, tracking grades, having one-on-one High School Prep check-ins, organizing high school tours, and working with each student as they apply for high schools, scholarships, and transition into the high school of their choice. Once our students have transitioned from Avant Prep, our Dean of High School Preparation will maintain contact with all of our graduates by visiting them twice per year, holding annual alumni events, and maintaining up-to-date high school attendance and grade information.

3. Metrics and Matriculation

Collaboration: Avant Prep is a school that values collaboration. We will collaborate across grade levels and content areas to ensure vertical and horizontal alignment. Through our collaboration, teachers will have the opportunity to work closely with their deans to analyze data and create effective action plans that will address the need of each student. Teachers will engage in Content meetings, Co-panning, Whole Team PD, and Grade-level meetings so that all students receive what they need to experience academic success and continue on their path to college. For more detail on how we will collaborate at Avant Prep, please see **Teacher Development**. **Metrics:** Metrics outlined below will be used to assess transition between middle school grade levels.

Metric 1: Students Achieve Mastery in English Language Arts. Measure 1.01 (Absolute and Longitudinal): 75% of students who have attended for two or more years will Meet or Exceed standards on the STAAR Reading exam; 85% of students who have attended for three or more years will Meet or Exceed standards on the STAAR Reading exam; 95% of students who have attended for four or more years will Meet or Exceed standards on the STAAR Reading exam. Measure 1.02 (Absolute): 75% or more of each cohort of students who have attended for two or more years will read at or above grade level informed by performance on the NWEA MAP Reading Comprehension assessment; 80% will read at or above grade level after three years in school and 95% after five years. Measure 1.03 (Comparative): All students who have attended for two or more years will attain proficiency rates 15% higher than those of surrounding districts and the state.

Metric 2: Students Achieve Mastery in Writing. Measure 2.01 (Comparative): All students in grade 4 will attain proficiency rates that are 10% higher than those of surrounding districts and the state. Measure 2.02 (Absolute and Longitudinal): 80% of students who have attended for two or more years will Meet standards on the STAAR Writing exam in grade 7.

Metric 3: Students Achieve Mastery in Mathematics. Measure 3.01 (Absolute and Longitudinal): 75% of students who have attended for two or more years will Meet standards on the STAAR Mathematics exam; 85% of students who have attended for three or more years will Meet standards on the STAAR Mathematic exam; 95% of students who have attended for four or more years will Meet or Exceed standards on the STAAR Mathematics exam. Measure 3.02 (Absolute): 75% or more of each cohort of students attending for two or more years will compute math at or above grade level as measured by performance on the NWEA MAP Math assessment; 80% will read at or above grade level after three years in school and 95% after five years. Measure 3.03 (Comparative): All students who have attended for two or more years will have proficiency rates 15% higher surrounding districts and the state.

Metric 4: Students Achieve Mastery in Science. Measure 4.01 (Absolute and Longitudinal): 75% of all students who have attended for two or more years will Meet standards on the STAAR Science exam in grade 8; 90% who have attended for three or more years will Meet standards on the STAAR Science exam in grade 8. Measure 4.02 (Comparative): All grade 5 students who have attended in grade 4 will attain proficiency rates that are 15% higher than surrounding districts and the state.

Metric 5: Students Achieve Mastery in Social Studies. Measure 5.01 (Absolute and Longitudinal): 85% of all students who have attended for two or more years will Meet standards on STAAR exam for grade 8. Measure 5.02 (Comparative): All students who have attended for two or more years will attain proficiency rates that are 15 % higher than those of surrounding districts and the state. The metrics outlined below will be used to assess transition from middle school to high school:

Postsecondary Readiness Standard: Rates for Reading, Math, Writing, and Science

TELPAS: 80% of ELLs advance one level in each language domain (reading, writing, listening, speaking).

TELPAS: 60% of students exit out of the ESL program by the 8th grade. Informed by the work of other

charter schools serving a high needs community, we may anticipate slight movement of students each year due to economic factors beyond our control and may enroll in other schools as a result; we will replace all seats as they become available. We also anticipate a very modest retention rate at the grade level, as we have provided a wide array of student supports through the year and will respond quickly to data to support student growth. We expect 100% of students in grade 8 to successfully matriculate into high school.

EDUCATION PLAN

TEACHER RECRUITMENT

1. Describe the process to be used to identify, recruit, and hire instructional staff with the expertise necessary to facilitate the school's mission and educational goals. NOTE: 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.
2. Provide information on the person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities, including educational or experience requirements.
3. Discuss strategies that will be utilized in the event of unforeseen staff shortages of instructional staff.

Narrative Response:

1. Teacher Recuitement

For students to experience academic success, all teachers must be mission-aligned, keeping the bar high when students complete difficult assignments. Teachers will understand that academic struggle is equivalent to student growth; rigorous academics and instruction is a must for every student. Mission-aligned teachers believe that all students can learn and that all students want to achieve, and that it is their responsibility to ensure that each student experiences academic success. Our teachers believe that race and home language do not determine destiny, and that all students have the ability to graduate from college and become moral leaders. Informed by The New Teacher Project and the experiences of high achieving charters, including DC Prep, Yes Prep, and Brooke Schools, to ensure we hire mission-aligned teachers, we begin our five-step hiring process in October, consisting of an application, phone interview, lesson plan, demonstration lesson, and in-person interview.

Figure 17: Five-Step Hiring Process

Steps	Process
1. Application	Prospects will submit an application with: Background and eligibility information; Resume; Two essay questions
2. Phone Interview	Each application will be screened by our talent team and/or School Leader. If the candidate's skills match the needs of the school, they will be invited to a phone interview.
3. Lesson Plan	Candidates who successfully complete phone screen will be asked to create lesson plan based on pre-determined objective aligned to TEKS.
4. Demo Lesson	Candidates invited to campus will have opportunity to teach first 20 minutes of lesson to students. The School Director and Dean of Curriculum and Instruction will observe the lesson and take notes. In Year 1, before we have students, Etoile Academy's School Director, will allow candidates to complete demo lessons during after school program.
5. In-Person Interview	Once lesson is complete, the School Director and Dean of Curriculum and Instruction will conduct formal in-person interview to debrief the lesson and provide feedback. The candidates will then practice a targeted area of the lesson.

6. References	If School Director and Dean of Curriculum and Instruction agree to move forward, they will call references candidate provided on application. The School Director will ask predetermined question to gage fit, commitment, and work history.
7. Background Check	If references are strong, School Director will work with contracted back office team to run a background check on the candidate.
8. Extend Offer	If background check is clear, offer will be extended to the candidate.

Belief 4 states that **Every Student Deserves an Excellent Teacher**. To fulfill this belief, our School Director and DCI will have an advanced degree and hold a certification in either ESL or Special Education. This allows the leadership team to develop and support all teachers and students. Our Instructional Deans (Dean of English Language Learners and Dean of Student Supports) will be required to have a certification in ESL or Special Education. Because of our focus on literacy and ESL, all ELA teachers will be required to obtain their ESL certification within three years of employment. We plan to partner with Relay Graduate School of Education and Yes Prep: Teaching Excellence to ensure our teachers receive a robust yet cost efficient certification program. We will encourage all teachers to enroll. **Figure 18** outlines our teacher requirements.

Figure 18: Teacher Requirements

Instructional Positions	Degree Requirements	Teacher Requirements	Certification
Superintendent	Adv. Degree	2 Years	Must hold TX cert in ESL or Special Ed.
School Director	Adv. Degree	2 Years	Must hold TX cert in ESL or Special Ed.
DCI	Adv. Degree	2 Years	Must hold TX cert in ESL or Special Ed.
Dean of ELLs	Bachelor's Degree	2 Years	Must hold TX cert in ESL
Dean of Student Support	Bachelor's Degree	2 Years	Must hold TX cert in Special Ed.
ELL/ SPED Coordinator	Bachelor's Degree	1 Year	Must hold TX cert in ESL or Special Education
English Teachers	Bachelor's Degree	None - we will develop and train.	Must hold TX cert in ESL or obtain within 3 years.
Special Education Teacher	Bachelor's Degree	None, we will develop and train.	Must hold TX Special Education Certification
Math Teachers	Bachelor's Degree	None, we will develop and train..	
Science Teachers	Bachelor's Degree	None, we will develop and train.	
Social Studies Teachers	Bachelor's Degree	None, we will develop and train.	

2. Evaluation of Recruitment

The School Director and DCI will plan, implement, and evaluate our recruitment efforts. Data will be a critical part of our decision-making. We will send surveys to all candidates who apply to work at Avant

Prep . The questions will allow us to gain a deeper understanding on how candidates view the process. We will use the data to determine if strong candidates are withdrawing their application and factors that might be contributing to the decision. The School Director and DCI will collect data, analyze common trends, and create solutions to ensure we hire and retain high quality and mission-aligned teachers every year. We will use the following metrics to determine recruitment success: 90% of all job offers are accepted; 90% of all staff are retained; 100% of all unfilled positions are filled by **Kickoff** (Teacher Orientation); 0% of our teachers resign in the middle of the year.

3. Staff Shortage Strategies

According to edmentum, a Texas-based organization that provides school and adaptive curriculum, schools across Texas have experienced challenges filling open teacher positions. To ensure we overcome this obstacle, we will begin recruiting early and create a school environment where teachers are valued, supported, and developed. (<http://www.edmentum.com/>) Should we experience a staff shortage, most instructional leadership jobs will require certification in either ESL or Special Education to support unfilled positions, and will be positioned to fill immediate or short-term, unexpected needs. In addition, we will have teachers that can support additional classes and grade levels. We will work closely with Good Reason Houston, Teach For America, and Texas Teachers to fill positions with qualified teachers. We will attend multiple teacher networking events such as TFA Corps Member recruitment events, TFA Alumni recruitment events, and Texas Teachers events to recruit the best talent in the state and nation.

Attachment(s):

- E 1: Organizational Chart
- E 2: Staffing Chart
- E 3: Supplemental Human Resources Information Form

Evaluation Criteria-Teacher Recruitment

A strong response will:

- ✓ Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers;
- ✓ Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- ✓ Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and clearly describes educational and/or experience requirements;
- ✓ Present specific strategies, activities, and schedules that will gauge recruitment effectiveness and identifies sufficient metrics that will determine success;
- ✓ Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- ✓ Present specific strategies to support unforeseen staff shortages of instructional staff.

EDUCATION PLAN

TEACHER DEVELOPMENT

1. Discuss all core components of the professional development plan, including embedded coaching and support, and how these components will support effective implementation of the educational program.
2. Describe the roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. Include a description of any educational or experience requirements for these roles.
3. Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct observations and promote the professional growth of teachers. Describe any professional development that will be required prior to the start of the school year.
4. Describe the process for evaluating teachers, including the frequency of evaluation activities and any instruments or protocols that will be used.

Narrative Response:

Evaluation Criteria-Teacher Development

A strong response will:

- ✓ Describe the proposed professional development plan and discusses how these components align with the mission, vision, and proposed educational program;
- ✓ Support the proposed professional development activities with research, theory, and/or experience;
- ✓ Provide specific examples of embedded professional development activities (e.g., modeling, co-teaching);
- ✓ 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 and provide a description of desired educational and/or experience requirements;
- ✓ Explain how the school calendar, daily schedule, and staffing structure will help facilitate the professional development plan;
- ✓ Outline evaluation processes, including instruments and protocols and substantiates their use with supportive research, theory and/or experience; and
- ✓ Reference budget amounts that are congruent with the financial workbook.

1 to 3. Professional Development Plan

Annual July Leadership Retreat (JLR): All leaders, including the School Director and all Deans, will attend a JLR the first week in July. Led by the School Director to create a strong, capable, and normed leadership team, the team will dive deeply into our core values and policies and will develop and practice all sessions for the annual **Kickoff** with the full staff. **Annual Kickoff:** The New Teacher Project ("TNTP") explains the importance of having strong teachers in each classroom: "Teaching is the essence of education, and there is almost universal agreement among researchers that teachers have an outsized impact on student performance" (Robb, *Reversing the 'widget Effect': The Introduction of*

Performance-Related Pay for All Teachers in English Schools, 2012). One of our core beliefs is that all students, not just some students, deserve excellent teachers. Our belief is aligned directly to our mission and is the reason we prioritize professional development as a critical lever for student academic and character success. Beginning four weeks prior to the first day of school for students, **Kickoff** will focus on: mission and vision, PRIDE values, discipline, and instructional methods. **Mission and Vision:** 3 days will be dedicated to developing a deep understanding of our mission and vision. Teachers will reflect on why they do this work, will commit to our mission of academic achievement for all students, and effectively communicate the mission and vision to students, parents, and stakeholders. **PRIDE Values:** We will create an adult culture grounded in our **PRIDE** values of Professionalism, Respect, Integrity, Determination, and Excellence. Teachers will participate in activities that build a culture of structure and joy amongst the adults, and begin to practice how to speak to, teach, honor, and expect these values to and from students. A strong team that holds one another accountable is a united team. Teachers will speak to our core values and uplift our values daily. **Discipline:** Teachers will build a deep understanding of our Paycheck system. Teachers will be able to articulate the purpose of our system to parents, students, and stakeholders, manage its daily and weekly systems, and explain how it is connected to our PRIDE values and lives within our mission. **Content and Instructional Methods:** Teachers will rehearse full school systems, complete home visits, and work in their content teams to internalize week one's lesson plans. Teachers will practice the execution of their lessons by incorporating the instructional methods that will create mission-aligned, structured, and joyful classrooms. Teachers also will practice core instructional taxonomies from Lemov's *Teach Like a Champion*: 100%, Strong Voice, Do it Again, and Cold Call. **Cyclical Data Days:** Data Days will occur 4 times each school year from 9:00am - 4:30pm and will be led by the School Director and DCI. Data Days will occur within 5 business days of receiving the results to Interim assessments. Data Days allow us the dedicated professional time to analyze trends in student work, complete error analysis, and create action plans. Prior to the whole-school Data Day, the School Director and Deans will meet and hold an abbreviated Data Day to prepare for execution of the whole staff day. We recognize that facilitators must be well-informed in order to deliver an effective Data Day that will result in teachers being informed and prepared to strategically know and meet their students' needs. **Weekly Professional Development (PD):** Every Wednesday from 2:00pm to 5:00pm will be dedicated to teacher PD. We believe that a team that learns together grows together, so we meet weekly to discuss progress towards school-wide goals, elevate and recognize our PRIDE values, and address any logistical and operational requirements and needs such as evacuation drills. Reinforcing our mission, Wednesday PD is broken into four sections.

Figure 19: Wednesday Professional Development

Time	Agenda	Description of Development
2:00-2:30	Content Meeting	The content team across all grade spans will meet for the first 30 minutes to discuss highlights, challenges, and problem solve. Time is structured by the department leader, and can include discussing assessment trends, teaching methods, best practices, and standards. Each member of the content team will rotate facilitating the meeting each week to build leadership skills. The School Director and Dean of Curriculum and Instruction will participate in and observe all content meetings for 5 to 6 minutes.
2:30-3:00	Co-Planning	All grade level content teachers will work together to plan upcoming lesson(s). Time is used to add any specific instructional supports based on student need. Time is also used to discuss wins and instructional practices.

		Co-Planning is a shared responsibility within the small group of teachers; each teacher will rotate making the agenda and facilitating the meeting. During Kickoff we will spend time discussing teamwork and accountability, so that if needed a leader will not need to be present for every meeting.
3:30-4:10	Whole Team PD	The School Director will typically deliver the whole team PD portion. PD will be planned out during JLR and delivered every Wednesday. The School Leader will use weekly observations and data to inform content selection. If the topic is centered on the taxonomy of 100%, the School Director will play an exemplar video of an Avant Prep teacher executing 100% in the classroom. As teachers watch the video, they will fill out a graphic organizer where they will be prompted to write teacher actions and student actions, and then teachers will have opportunity to practice with one another and get feedback in the moment. Whole team PDs will end with teacher and leader shout outs.
4:10-4:40	Improving Reading Instruction	We have a strong focus on literacy as we firmly believe literacy is the foundation that will set students on the path towards college. All 4th through 8th grade literacy teachers will have an additional PD, Improving Reading Instruction, facilitated by the Dean of Curriculum and Instruction. Teachers will work in mixed grade level groups to analyze an upcoming lesson while teammates ask probing questions. Different action steps will be required at the end of every Improving Reading Instruction PD. For example, teachers will be required to bring a video of themselves teaching during the next PD with analysis and review of the technique being mastered.
4:40-5:00	Grade Level Meeting	The grade level will meet for the last 30 minutes to discuss highlights, challenges, and problem solve. Time is structured by a rotating grade leave team member and periodically will consist of discussing TEKS to ensure alignment across grades.

Weekly Individualized Instructional Coaching: Teachers will receive 1:1 development/coaching in instruction and curriculum that will result in growth in a targeted area over a course of time. Teachers are observed, formally and informally, minimally 20 times each year by the School Director or DCI. Evaluators are required to have a minimum of 2 years of teaching experience and hold an ESL and/or Special Education certification. **Pop-Ins (informal):** The School Director in Y1 and DCI in Y2 and beyond will be responsible for observing each teacher twice per day (morning and afternoon) for 10 to 15 minutes per observation. The School Director and Deans will collect data and gather notes. The notes will then be used to drive feedback and coaching meetings later in the week. **Weekly:** Each teacher will receive a weekly observation for 30 minutes during which the School Director or DCI will video a key portion of the lesson. Each teacher will be videotaped at least five times per year. The video, along with student data, will support the feedback meeting. Teaching videos will be normed and used as learning tools. Strong teaching videos will be uploaded to an online video platform such as TORSH and made available for teachers to learn and grow. **Scheduled Live Coaching:** The Instructional team will conduct 5 scheduled live coaching sessions each year. The live coaching will occur during one of the weekly 60-minute observations. The School Leader or Instructional Leader will provide the teacher with coaching in the moment using verbal and non-verbal feedback.

4. Evaluations

All teachers will receive two formal performance evaluations each year. The School Director and DCI will perform the first evaluation before December 15, 2020 and the second before April 15, 2021. Teachers will have access to the evaluation sheets in advance to schedule their formal evaluation. In our planning year, we will develop a formal evaluation tool aligned to student achievement, teacher growth in response to feedback, and core professional requirements. The School Director and DCI will actively engage in formal feedback meetings with teachers weekly. Teachers will receive informal and formal feedback to drive swift growth. During 10-minute Pop-Ins, the observer will leave a note with a “glow” and “grow,” highlighting what the teacher should continue doing accompanied by an area to work on, i.e.: *Grow: Make sure you have 100% of your students’ attention before giving directions.* This strategy allows a teacher to work on a targeted skill until the formal feedback meeting. The meeting will be reflective and practiced-based where the leader will identify a component of the lesson and model execution. Each meeting will end with clear action steps for the teacher; the observer will begin the next observation cycle looking for execution of the practiced skill. This format is informed by *The Six Steps to Effective Feedback*, implemented in multiple high performing charter schools across the country (Lemov, Bambrick-Santoyo, *Leverage Leadership*, 2018). We have chosen our teacher development model based on Ms. Richardson’s experience in Yes Prep’s Teaching Excellence program. This specific teacher development approach is also used in several high performing schools such as Yes Prep, DC Prep, and Brooke. In Y1 we have budgeted \$200 per teacher to ensure strong development. For more details, see **Financial Workbook**.

EDUCATION PLAN

PARENT ENGAGEMENT

1. Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
2. Outline specific strategies to be employed to engage parent as partners in promoting student academic achievement.
3. Describe any additional work to involve parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

Narrative Response:

1 to 3. Inviting and Engaging Families

We will engage with families through weekly and monthly events. Meet the Founder Events have been very successful with approximately 50 families attending within one month. We will continue Meet the School Director Events once per week at a centralized location to engage and build relationships with families in the Spring Branch North. We will canvass, hold tabling events, maintain social media accounts, and send weekly Newsletters. All strategies listed are ones we used during our initial community engagement and had the opportunity to speak to over 100 families and 100 businesses and organizations. **Frequent Communication:** Families receive bi-weekly phone calls from their Advisor to provide academic and behavioral updates and quick reminders. Families receive, in their home language, school and class updates by mail monthly. Families have access to the parent portal where they can review weekly PRIDE reports. The School Director will send monthly leader emails to families in their home language. **Home Visits:** We prioritize the building of strong foundational relationships by doing **Home Visits** for every family during the spring and summer prior to the start of the academic school year. This gives us the chance to meet new students and revisit returning students. During the **Home Visit**, we learn our families' hopes and dreams for their child(ren) and discuss academic goals and their life's dreams. Before we complete any **Home Visit**, we will gather information and note if a family needs a translator and in what language. We anticipate that a minimum of 15% of our staff will speak Spanish fluently and can serve as a translator during **Home Visits**. In the event that our family does not speak English or Spanish we have budgeted \$1,500 to contract an external translating company during **Home Visits**, Parent-teacher conferences, and all major family-focused events. **Continuously Invite and Engage Families into the Life of the School:** Avant Prep's school community welcomes families into the school before and throughout the school year. Families will begin each year by attending an informative Family Orientation in August. Once school begins, families will be invited to Community Circles during which we celebrate and highlight our students' academic and character growth and success. Monthly, families are invited to hands-on, engaging school events. Our Math and Literacy Nights are two monthly events that allow families, students, teachers, and leaders to celebrate learning through joyful activities. We will

host monthly cafecitos to mingle with the School Director and Deans. Each trimester the School Director will host Family First, a formal gathering that allows the School Director and Deans to provide families with updates and discuss changes within the school community. During Family First, parents can take a survey about their satisfaction with Avant Prep and meet with teachers to obtain student report cards. We will use the results of feedback, formal and informal, to continuously inform our growth and improvement, including how to continuously engage families on behalf of their students' achievement and success. Avant Prep believes that families should be a part of celebrating students' achievement and growth. Annually, we will invite families on college visits so that families are fully engaged in the mission and vision and share with their children their thinking and working towards college choice, access, and success.

4. Community Partnerships

Spring Branch Development Center (SBDC) serves over 12,000 Houstonians each year. Their mission is to enhance the well-being and development of the families of Spring Branch through a multi-agency collaboration that provides educational, recreational, health, and social services in English and Spanish. SBDC is located in zip code 77080. We will work closely with SBDC so that families and students have additional services such as ESL classes, medical, and Women, Infants, and Children (WIC) assistance. **Boys and Girls Club of America (BGCA)** is in zip code 77080. We plan to build this partnership so that students and families have access to a safe community option after school. We recognize that our Wednesday 1:30pm dismissal may be difficult for some families. BGCA will serve as an after-school option for our families. The Founding Team has been in ongoing communication with the two local libraries - **Hillendahl** in 77043 and **Ring** in 77080. As reading is a core component of our academic model, it is mission critical for students to have access to books of all genres. Although we will spend extended instructional time reading in all classes, students also should have the option to select independent books to further their love of reading. In Y1, we will have classroom libraries, but not a complete school library until Y3. To ensure students have access to a multitude of novels, we will work closely with local libraries to ensure that every student has an active library card. Once per month, we will travel to the library for students to exchange books. **Good Reason Houston (GRH)** is a non-profit organization focused on advancing educational equity for all students across Houston. Our proposed School Director met with Executive Director Alex Hales Elizondo on October 26, 2018 to discuss a partnership. GRH is committed to providing us with a pipeline of high-quality teachers and supporting us with our student enrollment. Our proposed School Director is a **TFA-Houston** Alumna and has access to the TFA Job Board. We plan to utilize this system to post our positions to ensure we receive high capacity, mission-aligned staff. Our proposed School Director went through the **YES Prep – Teaching Excellence** program to obtain her TX ESL certification. Because it will be required for all our English teachers to gain ESL certification within three years of employment, we have spoken to Calvin Stocker, Director of Partnerships to support our teachers as they become certified. **Families Empowered** supports families to find a school of their choice, connecting families to public and private school options. Our Founding Team has spoken to local representatives committed to sharing our information with families. The Avant Prep Founding Team has attended many of Families Empowered Houston Connection Fair on November 3, 2018 and had opportunity to build early strong relationships with high performing private and public high schools. **My Child My Voice** is a Houston non-profit committed to advocating for school choice. Our Founding Team spoke at a local event on December 1, 2018 at the Southwest Multi-service Center filled with families and school-aged students. In addition, we had several conversations with the Founder, Wendy Gonzales-Neal, which resulted in her joining our Founding Team. **Swag to College** means Students With Ambition Go to College. Our proposed School Director spoke with Founder Raj Salhotra on August 6, 2018 about the possibility of a future partnership. The organization lends supports high school students as they prepare for college. Students will have the opportunity to learn about the critical components of college

and what they need to do to get into the college of their choice and receive a college mentor. While Avant Prep is a college preparatory middle school, we believe it is our responsibility to ensure students are prepared for college even after they leave us. This partnership will allow us to enroll graduates into Swag to College courses to ensure college-readiness. **Girls on the Run (GOTR)** is an organization that empowers girls and builds confidence through a specialized curriculum supplied to schools by GOTR. The program begins every February and students meet twice per week with their GOTR coach, who is a school employee, typically a teacher. At the end of the program each Spring, every school in Houston that is part of the program runs a 5K. Our proposed School Director was a GOTR coach in 2017 at DC Prep. and can recall how strong of an impact the program had on her students. Our proposed School Director met with the local Executive Director Mary Callahan on August 14, 2018 at City Center at Fellini's, 794 Sorella Court, Houston, 77024 to discuss a future partnership.

Evaluation Criteria-Parent Engagement

A strong response will:

- ✓ Outline plan to effectively engage parents, community members, and other neighborhood partners from the time that the operator is approved and supports the plan with research, theory, and/or experience;
- ✓ Incorporates a feedback loop to surface the priorities and concerns of parents and the broader school community; and
- ✓ Include a plan to incorporate parents into the life of the school, once open, including to promote student academic achievement.

EDUCATION PLAN

A DAY IN THE LIFE

1. Provide a description of an average school day for Madison, a student enrolled in the proposed school in its first year of operation. Provide *allotted time, time of day, name, and description of each program/activity* that guide Madison's school day and describe how this experience sets itself apart from the average school day at another school in the surrounding area. Additionally, provide a description of how the school day might look different for each of the following students:
 - a. Steven, a student with an identified learning disability; and
 - b. Maria, a newly arrived English language learner.

Narrative Response:

Evaluation Criteria-A Day in the Life

A strong response will:

- ✓ Provide a clear sequence of events throughout each student's school day;
- ✓ Establish clear and reasonable support for each students' experience, instruction, and/or accommodations;
- ✓ Provide an evidence base for the proposed approach with research, theory, and/or experience; and
- ✓ Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.

Madison

Madison wakes up at 6:30 AM to get ready for school each day. She puts on her khaki pants and yellow polo with the Avant Prep logo. She checks to make sure her parents signed her reading log and agenda before packing her bookbag. At 7:05 AM, she kisses her mother goodbye and walks to school with friends Maria and Steven. Madison arrives to school at 7:15 AM and silently waves to her friends who arrived before her. Madison greeted by a wide smile and bright face. The School Director reaches out her hand and says, "Good morning, Madison. We are committed to teaching." Madison shakes the School Director's hand and says, "I am committed to learning." The School Director scans Madison's uniform before wishing Madison a great day. Madison loves that her school leader knows her name and greets her every morning. At 7:30 AM, Madison walks silently to the café where she retrieves her breakfast. Madison sits at her advisory table labeled University of Texas and begins her Brain Breakfast, school practice work laid out for her and other students every morning, and each day it is a different subject but always includes some inspirational words tied to the school's values. Madison is excited to do her Brain Breakfast today because it is ELA, her favorite subject. Once done with her Brain Breakfast, Madison takes out her Independent Reading (IR) book and reads silently. She can always know what to expect and everything is very calm and focused right from the start. At 7:45 AM, the School Director calls out, "Who has Avant Pride?" Madison and the entire University of Austin Advisory are excited because they will get to show their Avant PRIDE through their personalized college chant. Each advisory performs their chant before transitioning to their Advisory. In Advisory, Mr. Johnson revisits the

organizational strategies the class discussed on Monday. “Turn and talk to your shoulder partner and discuss two organizational strategies you used this week and how they supported your learning and achieving.” Madison shared how her binder tabs helped her organize her papers in each subject which helped her to use her notes for homework when she needed them. Last year at her old school, she struggled to find her materials when she needed them. After sharing out their responses to the whole class, Mr. Johnson signaled for students to file their lifework in the four, color-coded file bins labeled: ELA (blue), History (green), Math (red), Science (yellow), and Computer Science (purple). Middle school classes at Avant Prep are self-contained, and so from 8:00 AM to 9:40 AM Madison and her classmates remain in their classrooms and teachers switch rooms. Madison’s first period of the day is ELA. Madison loves reading and enjoys spending 100 minutes in ELA each morning, where she engages in reading, writing, and building her vocabulary. Whole group, close reading lessons are her favorite because the lessons are taught through novel study. Today, they are reading their second novel of the year – *The Whipping Boy* with a focus on author’s purpose and characterization. Mr. Cage (a TX certified English and ESL teacher with 5 years of experience) always gives an exemplar example by modeling his thinking before allowing Madison and the class to work in small groups. This is helpful for Madison because she has the opportunity to see how she should approach the assignment. ELA ends at 9:40 AM and fourth grade students take a break. Madison chooses to stay in the class, have a granola bar, and play chess with her classmates because she does not need to use the restroom. At 9:50 AM, Math begins. Math is not Madison’s favorite subject, but Ms. Foster makes it easy to understand. Similar to ELA, Math is 100 minutes. Madison participates in 15 minutes of fluency (math fact practice) before Guided Cognitive Instruction (CGI) where the teacher introduces a math story problem to Madison and her classmate, reading it to them three times but not letting them see or write it down, but instead asking them to think about the problem and to come up with a strategy to solve the problem. Madison likes this method because there are always several ways to solve a math problem and Madison likes knowing all of them. During independent work time, Ms. Foster pulls Madison to the back table with four other students to provide targeted support. Madison and the other four students had received 70% or below on their Exit Tickets the previous day which indicated to Ms. Foster that they needed additional support – Ms. Foster understands the importance of catching misconceptions early and providing support as soon as possible. Math ends at 11:30 AM and Madison transitions to lunch with Ms. Foster. All 4th grade students eat lunch together. Students are supervised by the School Director and Dean of Operations who engages students with questions connected to what they are learning that day. At 11:55 AM, the School Director says, “One minute” which signals for students to pass their trash to the trashcan when it comes around. Students will have four minutes to throw trash away before transitioning to Guided Reading (GR) where groups are not based on Advisory classes, but instead on Fountas & Pinnell data. Madison is in the Astronaut group and lines up with Ms. Kennedy and Mr. Cage. Madison enjoys GR because today she is in Ms. Kennedy’s small group and the groups are no more than nine students. In GR, there are two additional groups: independent reading practice and Mr. Cage’s small reading group. This is the most that Madison has ever read, and she really like it; she even looks forward now to reading on her own at home. At 12:30 PM, Madison transitions to Physical Education (“PE”). Madison receives PE three days out of the week for a total of 150 minutes. On the other days, she participates in Cultural Studies, which is her second favorite class because she is learning about the Latin culture and gets to sing, dance, and prepare for their cultural performance during Community Circle. Madison’s mom and the other families were invited to the Circle, and her mom said she will be able to make it this week for her performance! From 1:20 PM to 3:50 PM Madison attends Science, Social Studies and Computer Science, all 50 minutes each. Madison enjoys seeing her teachers twice per day since Ms. Perry teaches Cultural Studies and Social Studies and Mr. Gonzalez teaches Science and Computer Science. Her teachers know her strengths and weaknesses and can

support her in areas where she needs more support, and Madison always feels noticed and valued. Madison is excited that today is Tuesday because she gets to end her day in her **Advisory** playing a competitive game of chess. She had never even seen a chess board before her mother enrolled her at Avant Prep. Ten minutes before dismissal, Mr. Johnson reminds the class to stay organized, checking agendas to ensure they are completed with **lifework** assignments and upcoming events. Madison walks home with Steven and Maria and completes her **lifework** – she knows Mr. Johnson will be checking it first thing Wednesday morning.

Steven

Steven wakes up at **6:30 AM** to get ready for school each day. He puts on his khaki pants and yellow polo with the Avant Prep logo. He carefully checks to make sure his parents signed his reading log and agenda before packing his belonging in his bookbag. At **7:05 AM**, he kisses his mother goodbye and walks to school with his friends Maria and Madison. Steven arrives to school at **7:15 AM** and silently waves to his friends who arrived before him. Steven is greeted by a wide smile and bright face. The School Director reaches out her hand and says, "Good morning, Steven. We are committed to teaching." Steven shakes the School Director's hand and says, "I am committed to learning." At **7:30 AM** Steven walks silently to the café where he retrieves his breakfast. Steven sits at his Advisory table that is labeled University of Texas and begins his brain breakfast. "Who has Avant **Pride**?" says the School Director. Steven looks at Madison and says, "Let's show our **PRIDE**." Each Advisory performs their chant before transitioning to their **Advisory**. In Advisory, Mr. Johnson revisits the organizational strategies the class discussed on Monday. "Turn and talk to your shoulder partner and discuss two organizational strategies you used this week and how they supported your learning and achieving?" said Mr. Johnson. Steven shared how the agenda helps him keep track of events and lifework assignments, which always seems especially hard for him if there is not a clear system that he can rely on and use every day. After sharing out their responses to the whole class, Mr. Johnson gestures for students to file their lifework in the four color-coded file bins. Colors really help with Steven's organization! Middle school classes at Avant Prep are self-contained, and so from **8:00 AM to 9:40 AM** students remain in their classrooms and teachers switch to maximize instructional time. Steven's first period of the day is ELA, which is double blocked. In ELA, Steven engages in reading, writing, and building his vocabulary. Steven's IEP requires teachers to scaffold the written response, which allows Steven to masterfully complete one section of the assignment before moving to the next. Teachers have found scaffolding to support Steven's academic growth in all his classes. Whole group, close reading lessons are his favorite because the lessons are taught through novel study. Today, they are reading *The Whipping Boy* with a focus on author's purpose and characterization. Mr. Cage always gives an exemplar by modeling his thinking before allowing Steven and the class to work in small groups. This is helpful for Steven to see how he should approach the assignment. Ms. Martinez, the Dean of Student Support and a teacher with experience and certification in special education in TX, pushes into the University of Texas and checks on Steven. Ms. Martinez sees that he is on track and using his guiding questions to master the assignment. Ms. Martinez gently whispers, "Good job, Steven, I will be circling the class, and will be to check on you in 5 minutes. Make sure you are answering the questions in complete sentences." ELA ends at **9:40 AM** and the 4th grade has a break. Steven puts a granola bar on his desk for later and chooses to line up at the door so that he can use the restroom. Math is Steven's favorite subject because Ms. Foster makes it easy to understand. Similar to ELA, Math is 100 minutes. Steven participates in 15 minutes of fluency (math fact practice) before Guided Cognitive Instruction (CGI) where the teacher pushes Steven's and other students' thinking about a problem and students come up with the strategy to solve the problem. Steven likes this method because there are always several ways to solve a math problem and Steven likes knowing all of them. During independent work time, Ms. Foster pulls Steven to the back table with four other students to

provide targeted support. Steven and four other students had received 70% or below on their Exit Tickets the previous day which indicated to Ms. Foster that they needed additional support – Ms. Foster understands the importance of catching misconceptions early and providing support as soon as possible. He will also be sure to check in with Ms. Martinez later in the day to give her an update on Steven’s progress. Math ends at **11:30 AM** and Steven transitions to lunch with Ms. Foster. All 4th grade students eat lunch together. Students are supervised by the Leadership team who engages students with questions connected to what they are learning that day. At **11:55 AM**, the School Director says, “One minute” which signals students to clean up and begin transition to Guided Reading (GR). Steven is in the Brave group and lines up with Ms. Martinez, a special educator, and Mr. Allen. Steven always appreciates his time with Ms. Martinez because she breaks things down for him in a way that makes him feel confident. In GR, there are two additional groups: independent reading practice and Mr. Allen’s small reading group – 9 students in each group. At **12:30 PM**, Steven transitions to Physical Education (PE). Steven receives PE three days out of the week for a total of 150 minutes. On the other days, he participates in Cultural Studies, which is his favorite class because he is learning about the Latin culture and gets to sing, dance, and prepare for his cultural performance during community circle. From **1:20 PM to 3:50 PM** Steven attends Science, Social Studies, and Computer Science. Steven enjoys seeing his teachers twice per day since Ms. Perry teaches Cultural Studies and Social Studies and Mr. Gonzalez teaches Science and Computer Science. One day per week his Speech and Language Therapist joins during 30 minutes of his Social Studies class, and they work on his goals using the social studies text. His teachers know his strengths and weaknesses and can support him in areas that are needed – Steven feels noticed and valued. Steven is excited to end his day in his **Advisory** playing a competitive game of chess. Ten minutes before dismissal, Mr. Johnson reminds the class to stay organized and checks agendas to ensure they are filled out with all **lifework** assignments and upcoming events. Steven adds that he will have a 15-minute Previewing session tomorrow morning with his math teacher before class – which helps a lot since he knows what the key problems are that they will be working on together in class. Steven walks home with Madison and Maria and completes his **lifework** – he knows Mr. Johnson will be checking first thing Wednesday morning.

Maria

Maria wakes up at **6:30 AM** to get ready for school each day. She puts on her khaki pants and yellow polo with the Avant Prep logo. She checks to make sure her parents signed her reading log, which has one side written in English and the other in Spanish, and agenda, which is in both languages, before packing her belonging in her bookbag. At **7:05 AM**, she kisses her mother, father, and baby sister goodbye and walks to school with her friends Madison and Steven. Maria enjoys walking to school with Madison because she speaks Spanish and translates, if needed. Maria arrives to school at **7:15 AM** and silently waves to her friends who arrived before her. Maria walks to the back of the line and waits patiently. Within 5 minutes, Maria has made her way to the front of the line and is greeted by the School Director with a warm smile. She quickly scans Maria’s uniform before wishing Maria a great day. At **7:30 AM** Maria walks silently to the café where she retrieves her breakfast. Maria sits at her Advisory that is labeled University of Texas and begins her Brain Breakfast. Once done with her Brain Breakfast, Maria takes out her Independent Reading (IR) book and reads silently. Maria enjoys reading because her ELA teacher, Mr. Cage, helps her select books on her level. They also went through her book and identified challenging words together. Mr. Cage taught Maria how to decode words and the importance of building vocabulary and fluency when reading. He also gave her two bilingual dictionaries – one for class and one for home - so that Maria can find the definition of words when reading. Maria knows that whenever she is stuck, Mr. Cage will be there to support her. Each Advisory performs their college chant before transitioning to their **Advisory**. In Advisory, Mr. Johnson revisits the organizational strategies the class discussed on Monday. “Turn and talk to your shoulder partner

and discuss two organizational strategies you used this week and how they supported your learning and achieving.” Maria uses the sentence stems on the wall to begin her conversation with her partner. After sharing out their responses to the whole class, Mr. Johnson motions for students to file their lifework in the labeled file bins. Maria’s first period of the day is ELA and today they are reading *The Whipping Boy*. Mr. Cage always gives an exemplar by modeling his thinking before allowing Madison and the class to work in small groups. Mr. Cage is a certified ESL teacher and provides several opportunities throughout the lesson for his ELL students to speak, listen, read, and write. In addition, Mr. Cage monitors the amount of times he checks in with his students, ensuring that his students who need additional support are seen more. During ELA, Mr. Quest, an ELL Coordinator, is also in the class supporting all students and reminding students to use the posted sentence stems when writing sentences. Answering the last question of her assignment, Maria quickly glances at the word wall to build comprehension of the question. ELA ends at 9:40 AM and now time to take a break. Maria chooses to stay in the class, enjoy her granola bar, and play chess with her classmates because she does not need to use the restroom. At 9:50 AM, Math begins. Math is not Maria’s favorite subject, but Ms. Foster makes it easy to understand. Maria participates in 15 minutes of fluency (math fact practice) before Guided Cognitive Instruction (CGI) where the teachers push Maria’s and other students’ thinking about a problem and students come up with the strategy to solve the problem. CGI is a time where students speak, listen, and write, Maria frequently uses the word wall to guide and support her as she answers questions like a mathematician, and she gets support from the ELL Coordinator to be able to use and pronounce these math words. During independent work time, Ms. Foster pulls Maria to the back table with four other students to provide targeted support. Maria and four other students received 70% or below on their Exit Tickets the previous day which indicated to Ms. Foster that they did not master the objective – Ms. Foster understands the importance of catching misconceptions early and providing support as soon as possible. Math ends at 11:30 AM and Maria transitions to lunch with Ms. Foster. All 4th grade students eat lunch together. Students are supervised by the Leadership team who engages students with questions connected to what they are learning that day. At 11:55 AM begin cleanup and transition Guided Reading (GR) where groups are based on Fountas & Pinnell data. Madison is in the Brave group. She enjoys GR because today she is in Ms. Kennedy’s small group. In GR, there are two additional groups: independent reading practice and Mr. Cage’s small reading group. (Mr. Cage is a TX certified English and ESL teacher with 5 years of experience.) Reading has been hard for Maria, but she has already moved up on level in F&P, which makes her family very proud. At 12:30 PM, Maria transitions to Physical Education (PE). From 1:20 PM to 3:50 PM Maria attends Science, Social Studies and Computer Science, all 50 minutes each. Maria enjoys seeing her teachers twice per day since Ms. Perry teaches Cultural Studies and Social Studies and Mr. Gonzalez teaches Science and Computer Science. Her teachers know her strengths and weaknesses and can support her in areas that are needed – Maria feels noticed and valued. Maria sits next to Jasmine who also speaks Spanish but is more advanced in English. Maria gets several opportunities to speak and develop her language proficiency with her partner Jasmine through turn and talks. Jasmine is a good listener and corrects Maria in a professional way when she mispronounces a word. Maria is excited that today is Tuesday because she gets to end her day in her Advisory playing a competitive game of chess. Before dismissal, Mr. Johnson reminds the class to stay organized and checks agendas to ensure they are filled out with all lifework assignments and upcoming events. He does a special check in with Maria and a few other students who are still learning English to ensure that she and her classmates are all set for a successful end to the day. Maria walks home and completes her lifework.

FINANCE/OPERATIONS/GOVERNANCE PLANS

OUTREACH AND PUBLIC MEETINGS

1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. NOTE: Applicants must prepare a Meeting Question Protocol for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.
2. Discuss specific outreach strategies that were or will be taken. Include:
 - a. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
 - b. Selection process/rationale for all strategies used for community outreach/advertisement; and
 - c. Considerations for any barriers to engagement for parents and families.
3. List and describe all public meetings held to date. NOTE: 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 one year prior to opening any campus. See Letter of Special Assurances (available to download on the Subchapter D Charter Applicant page which can be accessed [HERE](#)) if proposing to open more than one campus.
Include:
 - a. Date and location of each meeting;
 - b. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
 - c. Outreach efforts to promote each meeting; and
 - d. Board Member(s) in attendance at each meeting.
4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.
5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

Narrative Response:

1. Outreach

To gain the most support from the Spring Branch North Community, we have gone to and have held multiple events to bring awareness about, seek input towards, and garner support for the proposed school. When building our community support, we have built the strongest relationships within zip codes 77080, 77055, and 77043, which represent our target community.

Local Businesses: The Founding Team has visited, met with, and talked to over 100 businesses within the community to share the mission and vision of the proposed charter school and to invite community members to our public meeting. In every business we entered, we provided the manager with a school flyer containing detailed information about Avant Prep. Due to a large family presence, several local businesses were selected for Avant Prep tabling events: Oct 20, 2018: Fiesta @ 2323 Wirt Road, Houston, TX 77055; Nov 17, 2018: King Dollar @ 2555 Gessner Road, Houston, TX 77080; Nov 24, 2018: King Dollar @ 8215 Long Point Road, Houston, TX 77055; Nov 30, 2018: CC Pizza @ 10086 Long Point

Road Suite A, Houston, TX 77055; Dec 4, 2018: Family Dollar @ 9492 Hammerly Boulevard, Houston, TX 77080 **Local Libraries:** Ring Neighborhood Library and Hillendahl Neighborhood Library (location of our Public Meeting) gave permission to place a flyer on each library's announcement bulletin board. Both libraries are community/neighborhood gathering places that families and their children visit often. **Social Media:** During conversations, families conveyed the importance of having multiple ways by which to learn about Avant Prep to stay informed about our progress and proposed opening. We launched a website and commonly used social medias: Facebook, LinkedIn, and Instagram. To spread the word about our public meeting and ongoing events, we posted updates on our LinkedIn and Instagram accounts. Students in Spring Branch, teachers in Spring Branch ISD and Houston ISD, as well as local business and organizations across our target zip codes have shared our event on Instagram and Facebook, reaching more than 500 people and over 600 views on LinkedIn. **Spring Branch Development Center (SBDS):** SBDC provides education, health, and social services in one location. Located in 77080, one of our proposed zip codes, it offers services to individuals across the City of Houston. Our Founding Team has placed flyers in their main entrance to the Boys and Girls Club, connected to SBDS, and we attended their Fall Fiesta on Oct 27, 2018. **Families Empowered:** Families Empowered is a non-profit organization that brings awareness to school choice. Each year, it hosts an event where families can learn about different school choices and make application to enroll their children into the school of their choice. Our proposed School Director Jessica Richardson attended the School Connection Fair on Nov 3, 2018 at Houston Community College West and had 40 families sign up to support Avant Prep. **My Child My Voice:** Wendy Gonzalez-Neal, Founder of My Child My Voice, is a community advocate for families to have awareness about school options. On Dec 1, 2018, she invited Ms. Richardson to present at a family luncheon on behalf of Avant Prep; 20 families attended, with all families signing up to learn more about Avant Prep. All families took our survey, the results of which informed our decision to add a Gifted and Talented program. Due to her support of Avant Prep, Ms. Gonzales-Neal agreed to join the Founding Board as well. **Flyers:** We printed over 2,000 flyers in English and Spanish, handing them out at multiple events, to local stores and business, and to any individual that we met. The Founding Team distributed the flyers every week starting the week of December 3 in zip codes 77043, 77055, and 77080. **Houston Chronicle:** We published notice of our Dec 12, 2018 Public Meeting in the *Houston Chronicle* on Dec 6, 2018. We published notice of our Dec 15 and Dec 22, 2018 Public Meetings in the *Houston Chronicle* on Dec 12, 2018. This allowed us to expand our community outreach to the entire city. Our Public Meeting notices can be found in **Attachment FOG 1 – Published Notice(s)**. Our Meeting Question Protocol can be found in **Attachment FOG 3 – Community Efforts and Support**. **Avant Prep Events:** We have also held our own events, listed below. **Giving for the Holidays:** Avant Prep Food Drive – We hosted a Food Drive for Spring Branch families, collecting canned goods from Nov 13 - 21, 2018, giving all donations to the Spring Branch Development Center for distribution based on their homeless family list. **Close the Gap: Tutoring Tuesday:** We partnered with University of Houston college students to tutor students in grades K-8. Tutoring Tuesday began on Nov 13, 2018 and ended on Dec 11, 2018, with plans to resume after the holidays. **Meet the Lead Founder:** Every Monday and Wednesday from Nov 12 – Dec 12, 2018 our Lead Founder met with families one-on-one to share the mission and vision of Avant Prep. On Mondays from 10:00 AM – 2:00 PM our Lead Founder met with families at the Hillendahl Library (77080) and on Wednesdays from 10:00 AM – 2:00 PM at the Ring Neighborhood Library (77055).

2. Outreach Strategies

a. All Founding Board Members played a large role in our outreach strategies prior to the Public Meeting, creating and implementing a robust community outreach plan. **Christina Allen-Crowder** attended the Texas Charter School Gen 24 Information session on Oct 12, 2018 with Jessica Richardson.

Ms. Allen-Crowder has taken the lead on translating several of our documents, as well as canvassing the community and attending our events. **Daneiva Allevato** worked closely with her non-profit to gain support. Ms. Allevato has canvassed, handed out flyers, secured two community support letters, and attended Avant Prep events. **Christopher Bent** connected the Founding Team to the West Chamber of Commerce and invited its membership to attend our meeting. Mr. Bent has spoken to the community and attended our events. **Angela Fulcher** built relationships with local schools, families, and community members. Ms. Fulcher attended our events, handed out flyers, and posted our school information on her social media pages. **Wendy Gonzales-Neal** has spoken to over 100 families, business, and organizations about Avant Prep. Ms. Gonzales-Neal has worked closely with Jessica Richardson to speak with families, canvass neighborhoods, and translate all flyers into Spanish. **Stephen Tolbert** shared our flyer, website, and social media pages with multiple community members and organizations. Mr. Tolbert has attended community events and community meetings. **Sheila Whittle** posted our public meetings to the *Houston Chronicle* and personally invited businesses and organizations to Meet the Founder days and our Public Meetings. **Chauntelle Wood** created the Avant Prep Food Drive flyer and supported donation of food to the Houston Food Bank. Ms. Wood has attended community events and community meetings.

b. We selected the outreach strategies listed above based on where we would find the largest community presence and where we would have the opportunity to speak to the greatest number of families. The two libraries allowed us to build relationships with families in the most personal and impactful ways. As a proposed school, we hosted events such as Close the Gap: Tutoring Tuesday to provide additional free support for families and students and establish relationships with students and families. Many families use the Spring Branch Development Center (SBDC) for education, health, and social service support, so that working closely with SBDC allowed us to learn more about the community and the hopes and dreams that local families have for their children.

c. Avant Prep is aware that many families living in Spring Branch North are working families, working on weekdays and weekends. To provide the widest degree of access, we planned our Public Meetings to fall on different days of the week: Wednesday and Saturday. We also know that many local families do not often have access to transportation; therefore, we held our public meeting at Hillendahl Neighborhood Library, a three-minute walk from the bus stop. To ensure informational access, all flyers were in English and Spanish. Several Board members speak fluent Spanish and were able to communicate with interested families during our outreach and Public Meeting.

3. Public Meeting_____

Dates and Locations. Public Meetings were held on Wed/Dec 12, Sat/Dec 15; and Sat/Dec 22 at Hillendahl Neighborhood Library, 2436 Gessner Road, Houston, Texas 77080. **b. Number of Attendees and Degree of Residence Proximity.** On the Dec 12 date, 22 families attended; 17 resided within 5 miles of the meeting location and 5 within 10 miles. On Dec 15, 29 families attended; 18 resided within 5 miles of the meeting location, 8 within 10 miles, and 3 within 20 or more miles. On Dec 22, 12 families attended; 10 resided within 5 miles of the meeting location, and 2 within 10 miles. We determined distance from the proposed school location based upon the home address with local zip code that families provided through sign-in sheets at each meeting. **c. Outreach Efforts To Promote Each Meeting.** To promote the Public Meeting, we used door-to-door canvassing and social media. The Founding team created over 2000 flyers in English and Spanish and passed them out to business, restaurants, day cares, and the boys and girls club. Hillendahl Library, posted our event on its community bulletin board. We advertised our event on all of our social media platforms. In addition, we placed all of our Public Meeting in the *Houston Chronicle* to further our outreach across Houston.

d. Board Members at Each Meeting. Dec 12 - Christopher Bent, Wendy Gonzales-Neal, and Jessica Richardson; Dec 15 - Jessica Richardson and Sheila Whittle; Dec 22 - Jessica Richardson and Sheila Whittle.

4. Outreach Strategies

We believe that all outreach strategies contributed to 52 people attending our Public Meetings. We did, hear that many families were interested in enrolling their child into school for SY 2019/20, and with Avant Prep not proposing to open until SY 2020/21, many expressed wanting to stay connected by signing up for our newsletter but would not attend the event. In addition, we hosted Meet the Lead Founder every Monday at the Hillendahl Neighborhood Library and every Wednesday at the Ring Neighborhood Library from Nov 12, 2018 – Dec 12, 2018. Over 50 families came to meet Ms. Richardson, using this friendly setting to learn more about Avant Prep, and, therefore, did not attend our Public Meeting.

5. SBOE and Elected Officials

The Founding Team has reached out to the following **SBOEs** sending emails on Dec 10, to introduce ourselves, set up a meeting to share the mission and vision of Avant Prep, make invitation to our Public Meeting on December 12, and share our website: SBOE Member Lawrence A. Allen, Jr.; SBOE Member Donna Bahorich; SBOE Member Barba Cargill; SBOE Member Ruben Cortez, Jr.; SBOE Member Aicha Davis; SBOE Member Marisa B. Perez-Diaz; SBOE Member Kevin Ellis; SBOE Member Patricia Hardy; SBOE Member Pam Little; SBOE Member Tom Maynard; SBOE Member Sue Melton-Malone; SBOE Member Ken Mercer; SBOE Member Matt Robinson; and SBOE Member Marty Rowley. The Founding Team has reached out to the following **elected officials**, sending emails on Dec 28, 2018 to introduce ourselves, set up a meeting to share the mission and vision of Avant Prep, and share our website: Senator Paul Bettencourt; Representative Dwayne Bohac; Representative Sarah Davis; Representative Jessica Cristina Farrar; Senator Joan Huffman; Representative Jarvis Johnson; Representative Jim Murphy; and Senator John Whitmire.

Attachment(s):

- FOG 1: Published Notice(s) of Public Meetings
- FOG 2: Certified Mail Receipt Cards
- FOG 3: Community Efforts and Support

Evaluation Criteria-Outreach and Public Meetings

A strong response will:

- ✓ Discuss method(s) of outreach used to engage potential students, parents, and families implementing robust and/or innovative strategies;
- ✓ Present a clear rationale for all strategies used for community outreach and/or advertising;
- ✓ Demonstrate significant Board involvement with the planning and implementation of outreach activities;
- ✓ Present evidence that the majority of attendees at public meetings reside within five miles of the public meetings; and
- ✓ Describe outreach to both Texas State Board of Education Representatives and elected officials.

FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS REQUEST AND GROWTH PLAN

Applicant proposes to open ONE campus by Year 5?	Yes ☐	No ☐
Applicant proposes to open MULTIPLE campus by Year 5?	Yes ☐	No ☐

1. If requesting more than one campus, 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.
2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Narrative Response:

Evaluation Criteria-Campus Request and Growth Plan

A strong response will:

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

1. Number of Campuses _____

The Founding Team is proposing to found one campus within the initial five-year contract period. Our priority is to bring a high-quality school option to a community that deserves one. When determining the number of campuses to request, we thought through the following. **Community Need:** We are proposing to found Avant Prep for the students and families of Spring Branch North, a small community located in West Houston. Interstate 10 divides Spring Branch North from Spring Branch South, serving as a barrier that limits access to high performing schools for students living on the Northside. Many schools in Spring Branch North mirror Spring Woods Middle School, with 87% of students receiving Free and reduced lunch, 10% classifying as requiring special education, and 45% classifying as English Language Learners There are five schools in Spring Branch North with an Improvement Required (IR) rating from the state (Rptsrvr1.tea.texas.gov, 2018). When determining the need for Avant Prep, we also considered local demographics. Spring Branch North is majority Hispanic and black, with an average annual income approximately \$3,000 less than the national average. Families cannot afford private school tuition, and with extremely long waitlists to get accepted into high performing charter schools, local students in typically attend D- and F-graded schools. One local mother said that her son has been on two charter schools' waitlists for 3+ years. (ZipAtlas.com Development Team) (Zipatlas.com, 2018) We looked closely at academic performance. Our grade span was informed by the academic performance of students in grades four through eight; looking at all four elementary schools

FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS REQUEST AND GROWTH PLAN

Applicant proposes to open ONE campus by Year 5?	Yes ☒ No ☐
Applicant proposes to open MULTIPLE campus by Year 5?	Yes ☐ No ☒

1. If requesting more than one campus, 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.
2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Narrative Response:

Evaluation Criteria-Campus Request and Growth Plan

A strong response will:

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

1. Number of Campuses

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currently identified as IR, we saw less than 32% of students met the minimum requirement in math, reading, writing, and science. In reading, less than 29% met the requirement; in math, less than 32%. The percentage of students meeting the writing standard was as low as 16% at Spring Branch Elementary. When we looked at the 2017 STAAR Report for Spring Oaks and Spring Woods Middle Schools, we saw that less than 20% of all students could read and compute math on grade level. (Rptsvr1.tea.texas.gov, 2018) When looking closely at the academic performance of English Language Learners (ELLs) at Spring Woods Middle, we saw that less than 5 percent met standard on the 2017 Reading and Math STAAR. Driven by Avant Prep's **Belief 3: Developing English Language Learners is every School's Responsibility** our ESL program is designed to specifically support the academic success of Spring Branch North's ELL population. **Community Voice/Input:** We have spoken to many community members and families in the Spring Branch North community. Although they are extremely supportive and excited that an additional option is being proposed in Spring Branch North, they asked several questions regarding expansion to a high school. We listened to families as they voiced their gratitude for starting a middle school that includes traditional elementary grades (4 and 5) but expressed the need for a school that educates students in third grade and below. The Founding Team agreed with every family – there are simply not enough options in the Spring Branch North community. If approved, we will continue our conversations with our stakeholders and determine if we should add a high school, elementary, or replicate our middle school in Y6. **Replication Plan:** Avant Prep is committed to delivering a quality expanded middle school option because we see that as a significant point of need for students and high priority desire of families. We have witnessed the negative effects poor replication plans can have on students, families, and a whole community. CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve education reform and student performance at secondary levels. In order to gather the information needed, CREDO completed research on replication and determined the following: "While some of the elements of school start-up may be familiar, the skills and resources required to plan and launch a subsequent school while simultaneously keeping focus and momentum in the flagship school are complex and challenging" (CREDO, 2015). The Founding Team has personal and professional ties to the Spring Branch community and is committed to ensuring the negative effects which rapid expansion can create are not the outcome for our students and families. We will dedicate our first five years to providing them one quality school with an education that sets our students on the path to college. During the first five years we will continue conversations with stakeholders and may begin writing a well-developed and thorough replication plan. We understand that we will have to receive an expansion amendment before moving forward.

2. Strategic Choice

Avant Prep will educate students in grades four through eight in the initial contract period. When determining our initial and primary campus development, we considered the following. **Location:** Our proposed zip codes of 77055, 77080, and 77043 make up the entire Spring Branch North community; all zip codes are within six miles of each other. We will offer transportation to ensure all families who want to enroll their child(ren) have that option. We will prioritize finding a facility in 77080, the same zip code as Spring Woods Middle, one of three middle schools located in 77080. Spring Woods currently educates approximately 950 sixth, seventh, and eighth graders and has been IR for three consecutive years. (Rptsvr1.tea.texas.gov, 2018) **Facilities:** The Avant Prep Founding Team is working closely with JLL Commercial Real Estate to secure a facility upon approval. As indicated in response to question 1, we will prioritize finding our facility in 77080, but will be prepared to look in our other two zip codes if a suitable facility is not identified by our proposed timeline.

Has the applicant identified a specific location for at least one campus in Year 1?	Yes ☐	No ☒
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FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY IDENTIFIED

THIS SECTION IS ONLY TO BE COMPLETED if you indicated “yes” above to indicate that you have already identified a specific facility. 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, do not complete and proceed to the next section.**

Physical Address of Facility:	Click or tap here to enter text.
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Does the applicant intend to lease or purchase the property?		
Currently Own ☐	Lease ☐	Purchase ☐

Has the building been issued a certificate of occupancy for educational use?	Yes ☐	No ☐
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1. Describe the process used to identify and select the proposed facility. Identify individuals/organizations that had a significant role in the selection and/or procurement process.
2. Describe the facility and community and how they will be ideal for the proposed charter school’s mission, vision, educational model, and scope of operation. If any, detail all construction and/or renovations that must take place before serving students. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA). NOTE: 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.
3. Detail the proposed acquisition process to account for any lease or purchase agreements. Include projected acquisition timeline(s) and associate cost(s) and fee(s). If leasing, provide evidence that the applicant will be within the 2nd or 3rd degree of consanguinity or affinity to the lessor.

Narrative Response:

Click or tap here to enter text.

Evaluation Criteria-Campus Facility Identified

A strong response will:

- ✓ Provide a clear description of the facility and explain how it will be an ideal setting to serve the needs of the target population;
- ✓ Describe how the facility aligns to the mission, vision, educational model, and enrollment growth and rollout;
- ✓ Describes a clear process that was used to identify and select the proposed facility, including market research, factors/ considerations, timelines, relevant individuals/organizations that had a significant role in the process;
- ✓ Provide a specific 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, including timeline(s), costs(s), and fee(s); and
- ✓ Present budget costs and financing arrangements that are congruent with the financial workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY NOT IDENTIFIED

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

1. Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
2. Describe the process for identifying and securing a facility. Include:
 - a. Results from market research and analysis;
 - b. Plans for modification, building, and/or renovation including any work with a Charter Support/Development Company for facility build-out, modification, renovation, etc.;
 - c. Time lines;
 - d. Financing; and
 - e. Relevant individuals/organizations that will have a significant role in the selection and/or procurement process.
3. If any, detail all anticipated 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). *NOTE: 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 Response:

1. Desired Facilities

We have begun the work of finding an appropriate facility within our budget and with the needed space to deliver on our mission for all students. Determined to find a facility within our proposed school community of Spring Branch North, our desired facility will need to be large enough to accommodate mandatory spaces such as classrooms, bathrooms, cafeteria, offices, pull-out space, and a gym, and it will need to allow for a safe drop-off and pick-up zone for families and students, in addition to meeting all ADA, life, and safety requirements. Our desired facility will be located in one of three zip codes: 77043, 77055, and 77080. We anticipate that the majority of our students will come from Spring Branch ISD, with a small percentage coming from Alief ISD and Houston ISD. The Founding Team is working with JLL Commercial Real Estate in Houston which has worked with and supported many charters schools in finding facilities, including most recently Etoile Academy and Bloom Academy Charter Schools. We have spoken to the founders of both schools who assure us that they are a reputable and affordable company. We are currently allocating \$92,820 for our facility; JLL has provided us facility options ranging from \$6/sq. ft. to \$26/sq. Ft. in Spring Branch, which is within our budget. We have conservatively allocated \$7 per \$85sq. ft. per student and \$26,520 for construction, repairs, and renovations. In Y1 of operations, we anticipate needing 13,345 square feet for six classrooms, two offices, two open spaces for a cafeteria and gym, and two small rooms for intervention and small group

instruction. In Y1, we will have 11 employees and 156 students. In Y5, we will be at full capacity, with 33 employees and 390 students, and anticipate needing 33,150 square feet.

2. Identifying and Securing Facilities

The most reasonable financial option is for us to lease our facility for the first five years of our initial contract with the option to either continue leasing or buying the facility after the contract. In the lease, we will request to complete any renovations necessary for operating a school and to create the school culture critical to deliver on our mission. All renovations will ensure facility compliance with the Americans with Disabilities Act (ADA) prior to the first day of school. Founding Board Member Christopher Bent brings a background in designing K-12 buildings across Houston. Mr. Bent and the Founding Team will supervise the plan for our flagship facility. The Founding Team will continue to work closely with the continuing support of JLL in Spring 2019 to determine what facilities are available within our proposed community. If approved, we intend to secure an appropriate facility by January 2020 (please see [Start Up Plan](#)), with renovations being completed with plans to occupy by May 2020, ensuring we can welcome students in August 2020. We will provide TEA with the Certificate of Occupancy with an "E" or Education rating for the facility issued from the appropriate local authority.

Evaluation Criteria-Campus Facility Not Identified

A strong response will:

- ✓ Provides a clear description of the desired facility and community and how it will be the ideal setting to serve the needs of the target population;
- ✓ Describes how a potential facility would align with the mission, vision, educational model, and enrollment growth and rollout;
- ✓ Provide a clear process for identifying and securing a facility with support from market research and analysis;
- ✓ Identify relevant individuals that will have significant roles in the facility selection and procurement process, including clear qualifications and/or experience;
- ✓ Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities; and
- ✓ Present budget figures that are congruent with the financial workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

TRANSPORTATION

1. Provide an overview of how students will be transported to and from the proposed school. If the proposed school will be a “neighborhood campus”, outline the factors, experience, and/or community outreach efforts that substantiate that designation. NOTE: A “neighborhood campus” is one in which it is foreseeable that at least 50% of the enrolled student body resides will reside within five miles of the campus.
2. If student transportation will be provided, detail any student transportation plans, including:
 - a. Whether daily bus transportation will be offered to all students;
 - b. Whether the school will provide public transportation vouchers (e.g., bus passes);
 - c. What year bus services will begin; and
 - d. The dollar amount budgeted for transportation services.NOTE: All references to “daily bus transportation” should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. More information on transportation funding can be found by right-clicking [HERE](#).
3. If student transportation will not be offered, articulate the reasoning that contributed to this decision.
4. Outline transportation plans for students with Individualized Education Plans (IEP) that designate required transportation. NOTE: Charter schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

Narrative Response:

Evaluation Criteria-Transportation

A strong response will:

- ✓ Present a detailed transportation plan, or travel voucher program, and robust reasons to believe the charter school will establish neighborhood campus(es) or articulate compelling reasons why transportation will not be provided;
- ✓ Present a clear transportation plan for students with IEPs; and
- ✓ Present budget costs and financing arrangement(s) that align with the financial workbook.

1 to 4. Transportation

Avant Preparatory Charter School (“Avant Prep”) will operate as a neighborhood campus. We anticipate that more than 60% of our enrolled students will live less than five miles away. Spring Branch North is a small community, and our proposed zip codes of 77055, 77080, and 77043 are all within six miles of one another. In all years of operation, we anticipate the majority (60%) of students will walk to school or get dropped off. We base this number on the Founding Team’s experience teaching in SBISD, with more than 60% of their students walking to school or being picked up. For the 40% whom we anticipate will need additional transportation options, we will provide a bus. In Y1, with 156 fourth and fifth graders, we anticipate that approximately 63 students will need transportation. We have budgeted for one bus at \$12,600 and \$31,421 in Year 5 at full capacity. See [Budget Narrative](#) and [Financial Plan Workbook](#) for all expenditures. Avant Prep will also sign up for GoKid, a platform for schools to help families team up to plan daily and safe carpools with families in the same neighborhood.

creating partnership amongst families and building school community. During parent orientation held in August, we will introduce GoKid and invite families the opportunity to sign up. Our Dean of Student Supports will work closely with our PEIMS Coordinator and Dean of Operations to ensure all students who require and qualify for transportation receive it. Avant Prep will fully comply with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Education Act ("IDEA") to provide transportation for students with disabilities as may be specified within their Individualized Education Plans ("IEPs"). Without fully knowing our students' needs prior to their enrollment, for planning purposes we have allocated \$7,000 for transportation in Y1 for students with special needs. During **Kickoff** in Y1, the School Director will train all staff to ensure that our full community can confidently read and execute on individualized student transportation plans. Our Dean of Student Support will lead these training beginning in Y2.

FINANCE/OPERATIONS/GOVERNANCE PLANS

STUDENT RECRUITMENT

1. Identify any groups targeted for student recruitment (e.g., charter school wait lists, low-income families, Gifted and Talented students, students with special needs, students at-risk, students in need of drop-out recovery, etc.).
2. Discuss recruitment strategies (with associated timelines) that will effectively reach the anticipated community. If the applicant has identified "charter school wait lists" as a targeted need, provide specific reasoning to validate the belief that prospective parents will choose the proposed program over other existing school options.
3. Describe the roles and responsibilities for anyone involved in planning, implementing, or evaluating recruitment activities as well the experience and expertise of any person(s) doing this work, if known.
4. Provide metric(s) that will determine effectiveness of recruitment strategies in Year 0 (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Narrative Response:

1. Targeted Groups

Avant Preparatory Charter School ("Avant Prep") is proposing in the Spring Branch North community and targeting all groups of students that reside within this community. We will actively recruit all students regardless of race, socioeconomic status, home language, or learning need. We anticipate having a diverse student population, with approximately 6.3% of students identifying as African American and 88.5% as Hispanic. We anticipate that 86.7% of students will be economically disadvantaged, 45.7% will be English Language Learners ("ELLs"), 10.4% will have special needs, and 2.7% will be classified as gifted and talented. We expect our school to mirror the community.

2. Recruitment Strategies

Canvassing Door-to-Door: We will have predetermined dates to regularly canvass. We will canvass businesses, organizations, and go door-to-door to hand out flyers, invite families to our events, and speak to the community and families one-on-one about Avant Prep. **Public/Informational Meetings:** We will host public informational meetings to inform families about Avant Prep. During these meetings, families will have the opportunity to apply. **Social Media:** We will continue to use our LinkedIn, Website (avantprep.org), and Instagram accounts, and will establish a Facebook page to provide continual updates and engage with families. **Good Reason Houston (GRH):** GRH is a non-profit organization focused on advancing educational equity for all students across Houston. Our proposed School Director met with Executive Director Alex Hales Elizondo on Oct 26, 2018 to discuss a partnership, at which time Good Reason Houston committed to supporting us with student enrollment. **Families Empowered:** Families Empowered supports families to find a school of their choice, connecting families to public and private school options. Our Founding Team has spoken to local representatives committed to sharing our information with families. The Avant Prep Founding Team attended the Houston School Connection Fair on Nov 3, 2018 hosted by Families Empowered at which we had the opportunity to build early strong relationships with high performing private and public high schools. **My Child My Voice:** This Houston non-profit is committed to advocating for school choice. Our Founding Team has spoken at a local event on Dec 1, 2018 filled with families and school-aged students. In addition, we

have had several conversations with the Founder Wendy Gonzales-Neal who would like to work closely with us and share Avant Prep updates with families; these conversations led to the Ms. Gonzales-Neal joining the Founding Team. **Newsletter:** As of Jan 1, 2019, we have had more than 60 families sign up for our monthly Newsletter, as we continue to build community support and interest, we will leverage our Newsletter to provide updates and enrollment information. **Supporters:** In addition to our teacher supporters, we will continue to leverage individuals, organizations, and businesses as outlined in multiple sections here and who have expressed interest in supporting Avant Prep to share updates, flyers, and social media pages. **School Visits:** In Y2 and thereafter, we will invite families to our school to visit. Families will have the opportunity to see live instruction and learning – a typical student day. At the end of the visit, families will meet with the School Director and some of our Deans to ask any questions.

3. Roles and Responsibilities

Capacity of Team: Our Founding Team collectively has over 20 years of recruitment experience. **Proposed School Director Jessica Richardson** led recruitment and enrollment as Manager of Operations at DC Prep, coordinating recruitment events, sharing flyers with the community, participating in campus tours, and preparing/maintaining all enrollment documents for families. **Board Members Christina Allen-Crowder** is Manager of Development at Girls, Inc. and **Daneiva Allevato** is Senior Advisor for Genesys Works. Girls, Inc. Both organizations are non-profits that require Ms. Allen-Crowder and Ms. Allevato to recruit students to be a part of their program. There are currently over 600 students in their program combined. **Board Member Wendy Gonzales-Neal** is the Founder of My Child My Voice and holds multiple events to bring awareness to families about school choice. She utilizes her social media platform to spread information and to date has gained 60 family supporters committed to supporting her as she advocates for school choice. We have allocated \$20 per student for marketing to student recruitment; costs for recruitment are shown for all years in our Budget Details. For more detail, see **Financial Plan Workbook**.

All Years: The Governing Board will conduct oversight of enrollment; the School Director will report formally each week in the Founding Year due to the challenges of enrollment during start-up as experienced by other schools, and minimally each month in all other years regarding progress towards goals and will provide action plans in response to any challenges meeting goals. **Y0:** The Founding Team will directly support all student recruitment work before and after approval; the School Director will plan and take leadership in implementing this work and all members of the Governing Board will play an active supportive role as led by the School Director, ensuring that we meet all targets and until a full team is in place at the school level. **Y1-Y3:** In Y1, the Governing Board will continue to support student recruitment as needed, but the responsibility will rest with the employed staff. The School Director, Dean of Operations, and Dean of Curriculum and Instruction will create a robust plan outlining Avant Prep's student recruitment. We will have a rotating schedule stating which staff will attend each event. **Y4-Beyond:** In Y4, the Dean of Culture and Dean of Operations will work most closely with the School Director to manage student recruitment. We will have a rotating list stating which staff will attend each event.

4. Metrics

The metrics outlined below will be used to assess the effectiveness of our student recruitment

Goal/Indicator 1: Sufficient number of families to enroll our school attend recruitment events. Measure 1.01: 60% of families who sign up to attend our event do attend the event. Measure 1.02: Minimum of 50 families are at each event. **Goal/Indicator 2: Sufficient number of families to enroll our school fill out interest forms.** Measure 2.01: 400% or more families than allotted seats available

fill out interest form. Measure 2.02: 624 families fill out interest forms in Y1. **Goal/Indicator 3: Sufficient number of families to enroll our school apply to attend.** Measure 3.01: 300% more families than allotted seats available apply to attend. Measure 3.02: Y1 468 families apply to attend Avant Prep. **Goal/Indicator 4: Sufficient number of families to enroll our school complete enrollment.*** Measure 4.01: No Lottery – 100% of families who apply, enroll. Measure 4.02: Lottery required – 100% of families who are randomly accepted, enroll. Measure 4.03: 100 students or more are on our waitlist post lottery. *Measures indicate cascading metrics based upon varying scenarios. **Goal/Indicator 5: Sufficient number of families to enroll our school visit and tour Avant Prep.** Measure 5.01: In Y1 -Y3, 5 families visit/ tour our school each month. Measure 5.02: In Y4, 10 families visit/tour our school each month. Measure 5.03: In Y5, 15 families sign up to visit our school each month. Our student recruitment plan in Y0 and Y1 will have **weekly check points**. Each month will have a list of events for which we will actively and weekly track the number of Interest Forms we received and the number of families who applied. This data will be shared weekly and monthly with the Board in the Founding Year and monthly with the Board in Y1 and will allow the Board to do its oversight of the school. Because we will only enroll students during a select period, we will use the Interest Forms and Applications to determine if we are on track to meet our enrollment targets. We will use this data along with the amount of people who attend our events to evaluate our effectiveness. The Board will require management to provide an action plan in such instances. For example, if numbers are low in one month, the Board would expect the School Director to increase our community outreach the next month by hosting and attending more events and adding additional canvassing days to our recruitment plan. In Y1 and beyond, we will continue our **monthly evaluation**, but also conduct **annual evaluations** with the Avant Prep Leadership Team first, then the School Director and the Board. During both meetings, the School Director will discuss successes and challenges regarding student recruitment and create specific, measurable, time-bound action steps that will close any recruitment gaps for the following year.

Evaluation Criteria-Student Recruitment

A strong response will:

- ✓ Identify any groups to be targeted for student recruitment and describes why targeted groups will be best served by the proposed mission, vision, and educational program;
- ✓ Present specific strategies that will effectively reach the community, citing research, theory and/or experience;
- ✓ Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and outline sufficient education and/or experience requirements;
- ✓ Presents specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness and outline contingency plans if enrollment numbers are lower than expected; and
- ✓ Reference budget amounts that are congruent with the financial workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

ADMISSION AND ENROLLMENT

1. Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment, including:
 - a. The Admission Period (including start and end dates);
 - b. The date of the Enrollment Lottery, if needed; and
 - c. Any classes of students exempted from the lottery (e.g., returning students, siblings of enrolled students, children of founders and staff, others) and the anticipated percentage of exempt students in Year 1.

Narrative Response:

1. Admission and Enrollment

Avant Preparatory Charter School ("Avant Prep") believes that a small school that opens with grades four and five and gradually grows one grade per year is mission-aligned to the needs of our community and that our students will leave eighth grade prepared to succeed in high school, graduate from college, and lead with **PRIDE**. Education World explain the benefits of a small school indicating small schools can reduce negative effects of poverty and violence while increasing parent involvement and student accountability. (education world, 2018) A small school allows us to support students' academic and character growth by providing them with the appropriate supports. Our decision to gradually grow one grade each year was informed by high performing charters throughout the nation and allows us to remain fiscally responsible and ensure an overall small school size, shown to be critical for the success of a high need community. Avant Prep's admission and enrollment procedures are in alignment with Texas Education Code (TEC) §12.111(a)(6) and §12.1171. We will accept students in grades four through eight when at full capacity. In Y1, we will admit grades four and five from our primary attendance boundary. If all seats are not filled, we will begin admitting students from our second attendance boundary. We will continue this pattern until all seat are filled with 78 fourth grade students and 78 fifth grade students, for a total of 156 students. Each year after Y1, we will admit 78 fourth graders until we have reached our full capacity of 390 students in grade four through eight.

a. **Admission Period.** Open enrollment will begin on Nov 4, 2019 and end on Mar 30, 2020. During this time, families will be required to complete a brief enrollment application. The open enrollment application will ask three question: (1) Guardian(s)' and Student(s)' Names, (2) Student's Grade, (3) Contact Information and Address. Families will not be required to share if their child has special needs or is identified as Limited English Proficiency (LEP). All children regardless of classification, home language, or previous academic background can apply to attend Avant Prep. Once students have applied and been completely admitted, we will obtain the appropriate special education and LEP information so that we begin day 1 with the necessary and appropriate individualized supports.

b. **Dates of Enrollment Lottery.** A public random lottery will be held if we receive more applications from families living in our primary attendance boundary than there are available seats. The lottery will be held on the second Saturday in April; families who applied will receive notification of the lottery date and location in advance. The random public lottery will determine which students are admitted into Avant Prep and which students are on the waitlist; all applications will be randomly selected with absolutely no manipulation to the selection. No family is required to attend the lottery to access a seat and no family is given advantage if they do attend. Each applicant will receive a snapcode directly

connected to their name and application. For a family applying for more than one child, two snapcodes will be given. The snapcode will be used specifically for lottery purposes and entered into a lottery administration system where the snapcode will be drawn at random by a disinterested third party. The first 78 snapcodes drawn for fourth grade and first 78 snapcodes drawn for fifth grade will be admitted. All snapcodes thereafter will be placed on a numerical waitlist in the order by which the snapcode was drawn. We will notify families by U.S. mail and email within two days of acceptance. The will have 10 days to accept or decline. If a family declines, the first student on the waitlist will be offered the seat, and if the family does not respond within the allotted time, their seat will be given to the next on the waitlist. If fewer applications are received from families in our primary attendance boundary, we will host a random public lottery for families in our additional attendance boundary, which includes Alief, Houston, and Spring ISDs. This lottery will happen the same day, immediately after the primary lottery.

c. Exemptions. Siblings of students already admitted will be offered the first available seats or go to the top of the waiting list. While most students who apply to Avant Prep will participate in the lottery system, some students will be exempt. Already enrolled students will not lose their seat unless they do not re-enroll during the reenrollment period. This means that all returning students will be exempt from the lottery. Children of staff, regardless of time of hire, and children of Founding Board members will be exempt from the lottery. Depending on the number of seats available, these children will be either placed at the top of the waitlist or given the first available seat. Children of Non-founding Board members will participate in the lottery as outlined above. We anticipate that approximately 2% of our students will be exempt from the lottery due to being children of Founding Board Members. If a family applies after the open enrollment period, or transfers during the academic school year, and if there is an open seat, the student will be admitted regardless of whether the student is zoned to our primary or additional boundaries. If all seats are filled, the student will be placed at the end of the waitlist. Avant Prep will request academic school records, proof of eligibility to enroll, and any student specific documentation to complete enrollment. Homeless students and students in foster care will not be required to provide any documentation if admitted during the lottery. An exit interview will occur if a family chooses to withdraw their student. The family will be encouraged to fill out a Withdrawal Form so that we can transfer school records and they will be invited but not required to meet with a member of the leadership team to share their reasons for leaving. If the family decides to return to Avant Prep, the family will be required to complete the enrollment process and could potentially be placed on the waitlist. All attrition numbers will be reported to the Board on a monthly dashboard, indicating the number(s) of students withdrawing and general reason for withdrawal, allowing the Board to oversee the school's viability and family satisfaction, addressing a trend should it arise.

Attachment(s):

FOG 4: Admission and Enrollment Policy

Evaluation Criteria-Admission and Enrollment

A strong response will:

- ✓ Present an application period and application process that clearly supports fair and equitable opportunity for all students;
- ✓ Describe a fair and equitable selection process in the event of oversubscription;
- ✓ Demonstrate alignment with any enrollment requirements described in Texas Education Code (TEC) §12.111(a)(6) and §12.1171; and
- ✓ Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

FINANCE/OPERATIONS/GOVERNANCE PLANS

SCHOOL CALENDAR AND SCHEDULE

1. Describe the proposed school calendar, including the first and last day of school, any planned breaks, and the total number of instructional minutes in the school year. Compare the proposed calendar to the calendar in the geographic district. NOTE: To receive full funding, a charter school must now offer 75,600 minutes of instruction (including intermissions and recess) minus any minutes waived by the TEA in writing.
2. 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. Include:
 - a. Start and dismissal time, including any variations by grade level; and
 - b. The number of instructional hours per day, including any variations by grade level.

Narrative Response:

Evaluation Criteria-School Calendar and Schedule

A strong response will:

- ✓ Present a clear alignment with between the school calendar and student needs and school goals; and
- ✓ Provide a clear description and rationale for the proposed school schedule.

1. Calendar

The decisions that inform the construction and details of our annual school calendar align directly with our mission and core beliefs. Our extended year and day model together ensure that students have the significant time they need to experience academic and character growth. Our choice to add additional hours and days rests on the research of high performing charter schools with similar demographics. The extended year and day models have proven to have positive impact on student achievement, allowing additional time for literacy and math instruction and daily interventions. First day of school is **August 3, 2020**; last day of school is **May 28, 2021**. We observe Labor Day, Veteran's Day, and MLK Day. Our school break weeks in November, December, and March parallel those of the surrounding districts. At Avant, students will receive 90,690 minutes of instruction each year, 15,090 minutes more than the required 75,600. To ensure students receive the extended instructional time in their core and enrichment classes, our eight-hour school day runs from 7:45AM to 4:20PM. Westwood Elementary School in our proposed community operates from 7:50 AM to 3:00 PM, while Spring Oaks and Spring Woods Middle Schools run from 8:10 AM to 3:30PM. On average, Avant Prep students will receive 41 minutes more of instruction daily or 205 minutes per week when compared to students attending neighboring schools in Spring Branch North. We track data daily and provide students with the additional supports to reach their academic goals. Students who need additional support in math – determined by **lifework**, class work, exit tickets, and interim assessments – will be required to attend our Saturday Academy. There will be 16 Saturday Academies throughout the school year from 9:00AM - 12:00PM. Each week, the Instructional leaders analyze data and determine which students need to attend. Families will be notified a minimum of a week prior to the Saturday Academy. Additionally, students who at the end of the academic year have a 75% or below annual average in literacy and/or math will be required to attend Summer Academy June 21, 2021 - July 2, 2021 from 8:00AM – 12:00PM.

Figure 20: School Calendar

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2. Schedule

Our school day provides students with the instructional time needed to close gaps and ensure access to rigorous academics. We will open our doors from 7:15 AM to 4:20 PM on M/T/TH/F and from 7:15 AM to 1:30 PM on Wednesday (the official start to the school day is 7:45 AM on all days). Students will have 8 hours and 35 minutes of instruction on M/T/TH/F and 5 hours and 45 minutes on Wednesday. Students will receive 100 minutes of ELA, with an additional separated Guided Reading class for 30. Students will receive 100 minutes of Math. Students will receive a single block of Science and Social Studies each day (50 minutes each) and a single block of Computer Science on M/T/W/TH (50 minutes daily). Students will take 150 minutes of Physical Education/Health per week, 50 minutes of Cultural Studies tied directly to our Fine Arts component (dance, music, theatre) once per week, and engage in Enrichment and Clubs throughout the week. **Figure 23** outlines the breakdown of instructional minutes per week for each subject and the total amount of instructional minutes students receive on average per week. Every Wednesday will begin with **Community Circle** where students celebrate their school community and academic achievement through college chants, PRIDE Awards, and Nerd of the Week. Once per month during Community Circle, we will have **Culture Circle** where students celebrate the cultures represented in Avant Prep through song and dance. Due to the shortened day on Wednesdays, students will attend one block of ELA, Math, Social Studies, and Science. In addition, on Wednesdays, all students will receive targeted intervention to support academic areas in need of growth. The 45-minute Intervention block allows teachers to differentiate for individual students and provide them with the personalized instruction needed to succeed. Further, on Wednesdays, students will participate in a Club of their choice.

Figure 21: Daily Schedule

Pd	Start	End	UT Austin	Texas A&M	TSU	Instructional Mins.	ELA Teacher	Planning/ or Periods
	7:00	7:10	Teacher Huddle	Teacher Huddle	Teacher Huddle	n/a	Math Teacher	8,9
	7:15	7:45	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	30	SS/PE/Cultural Studies Teacher	6,7,8
	7:45	8:00	Advisory	Advisory	Advisory	15	Science/ Computer Science	3,4,5
1	8:00	8:50	ELA 1	Math 1	Social Studies	50	All Teachers in a classroom	1,2,5
2	8:50	9:40	ELA 2	Math 2	PE/Cultural Studies	n/a		
	9:40	9:50	Break	Break	Break	50		
3	9:50	10:40	Math 1	ELA 1	Computer Science	50		
4	10:40	11:30	Math 2	ELA 2	Science	50		
	11:30	12:00	Lunch	Lunch	Lunch	n/a		
5	12:00	12:30	Guided Reading	Guided Reading	Guided Reading	30		
6	12:30	1:20	PE/Cultural Studies	Science	ELA 1	50		
7	1:20	2:10	Science	PE/Cultural Studies	ELA 2	50		
8	2:10	3:00	Social Studies	Computer Science	Math 1	50		
9	3:00	3:50	Computer Science	Social Studies	Math 2	50		
10	3:50	4:20	FOCUS/Enrichment	FOCUS/Enrichment	FOCUS/Enrichment	30		

Figure 22: Wednesday's Schedule

Pd.	Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Mins.	ELA Teacher
	7:00	7:10	Teacher Huddle	Teacher Huddle	Teacher Huddle	n/a	Math Teacher
	7:15	7:45	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	30	SS/PE/Cultural Studies Teacher
	7:45	8:15	Community Circle	Community Circle	Community Circle	30	Science/ Computer Science
1	8:15	9:05	ELA	Math	Science	50	All Teachers in a classroom
2	9:05	9:55	Math	ELA	Social Studies	50	
	9:55	10:05	Break	Break	Break	n/a	
3	10:05	10:55	Social Studies	Science	Math	50	
4	10:55	11:45	Science	Social Studies	ELA	50	
5	11:45	12:15	Lunch	Lunch	Lunch	30	
6	12:15	1:00	Intervention	Intervention	Intervention	45	
7	1:00	1:30	Clubs	Clubs	Clubs	30	

Figure 23: Instructional Minutes

Subject	Instructional Minutes Per Week
ELA	570
Math	450
Science	250
Social Studies	250
Computer Science	200
PE/Health	150
Cultural Studies	50
Total Amount of Instructional Time Per week	1920

All students can enter the school at 7:15 AM; school will officially start at 7:45 AM and dismiss at 4:20 PM M/T/TH/F, with a 1:30 PM dismissal on Wednesdays to allow for teacher PD. On M/T/TH/F, students will receive a 10-minute AM break to use the restroom, have a nutritious snack, change materials for class, and/or participate in a social activity. The break will allow students to reset and refocus for the upcoming classes. On M/T/TH/F, during the last 30 minutes of the day students will engage in their Enrichment class or be required to go to Effort Academy to complete incomplete class or **lifework** (homework).

FINANCE/OPERATIONS/GOVERNANCE PLANS

START-UP PLAN

Identify the fiscal year for the sponsoring entity.	
July 1-June 30 ☐	September 1-August 31 ☐
Identify the fiscal year for the proposed charter school.	
July 1-June 30 ☐	September 1-August 31 ☐

1. Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals that will take place between charter approval (June 2019) and school opening (August 2020). The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.
2. Describe the costs anticipated during the start-up year. Include:
 - a. Personnel
 - b. Service Costs
 - c. School Operation
 - d. Facility Operation and Maintenance
3. Describe how the Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget.
4. Present a description of how the charter school operations will mitigate waste, fraud, and abuse. *NOTE: Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to the Financial Accounting System and Resource Guide, available by right clicking [HERE](#).*

Narrative Response:

1. Start-Up Plan. The Avant Preparatory Charter School ("Avant Prep") Start-up Plan is designed to complete all critical start-up requirements prior to the first day of school. With a clear plan with segregated responsibilities, we can ensure that we will have safe, structured, in-compliance-building filled with staff that are eager, developed, and prepared to deliver high-quality instruction. If we experience a funding delay, we will access a modest line of credit and ensure immediate repayment upon receipt of delayed funding. If funding is not as anticipated, the Board of Directors is committed to fundraising and applying for grants to ensure a successful opening. We have also agreed to decrease the School Director's salary, work with vendors to postpone payment, and delay hiring a Dean of Operations from February to July 2020. Our proposed School Director has experience in school operations and has helped grow a founding school to full capacity. **Engagement/Recruitment:** Engagement will continue immediately following charter approval. Between June 2019 and July 2020, the School Director will send monthly newsletters, hold frequent events, and attend multiple local events. Between August 2019 and March 2020, the School Director will identify an enrollment system and continue actively recruiting so that families have the opportunity to apply. In April 2020, if more families apply than available seats, we will hold a public random lottery. **Operations/Facilities:** Between June 2019 and April 2020, the School Director will select all contracted services, and finalize all support staff job descriptions. Between August 2019 and February 2020, the School Director will

recruit and hire a Dean of Operations, work closely with local realtor JLL to solidify a building selection, work with the Board for its approval of the lease, and begin renovations. Transportation, emergency, and evacuation plans will be created in June of 2020. Between March 2020 and May 2020, School Director, Deans of Operations, and Dean of Curriculum and Instruction will study high performing schools to sharpen their vision for school operations, instruction, and culture. The School Director, with support of the Dean of Operations and oversight of the Board will ensure that the school has been issued an "E" rating for occupancy by June 2020 and that all insurance requirements are in place.

Instructional: Between July 2019 and November 2019, the School Director will create the scope and sequence for fourth and fifth grades, in additions to all assessments, which will be aligned directly to the TEKS. Between August 2019 and February 2020, the School Director will recruit and hire a Dean of Curriculum and Instruction who will support with the **Kickoff** planning. The School Director and Dean

Culture: Between September 2019 and November 2019, the School Director will develop school-wide behavior systems and routines that promote our PRIDE values, structure, safety, and joy. Between November 2019 and March 2020, the School Director will write, secure legal review for, and present to the Board for its approval the Student and Family Handbook and Staff Handbook and will write culture week lesson plans and complete the Family Orientation presentation.

Financial: Between June 2019 and April 2020, the School Director with the guidance of the Board Treasurer and Finance Committee will present to the Board for its approval an external audit reviewer and back-office provider, establish bank accounts, and apply for a line of credit (with Board approval), determine with the Board the regular financial reporting schedule and tools to the Board, identify tax requirements, populating the Board and Management's calendar with timebound requirements.

2. Start-up Costs. Avant Prep will receive \$325,000 during our start-up year from the Walton Family Foundation contingent on charter approval. We have disbursed the grant to cover our initial start-up cost. All cost are displayed in the **Financial Plan Workbook** and outlined here.

Personnel: We have allocated \$146,407 for administrative cost for the personnel (School Director, Dean of Curriculum and Instruction, and Dean of Operations) that will be hired during Y0. The total amount of \$146,407 includes \$23,407 for social Medicaid, state unemployment, and worker's compensation insurance, TRS, and Health Insurance. The School Director will begin in September 1, 2019 through June 30, 2020 and make \$74,700 during the ten months. The Dean of Curriculum and Instruction and Dean of Operations will both begin February 3, 2020 through June 30, 2020. The Dean of Curriculum and Instruction will make \$25,200 for five months and the Dean of Operations will make \$23,100 for five months. The salaries are in alignment with our HR Forms for each position and our **Personnel** section in the **Financial Plan Workbook**.

Service Cost: We have budgeted \$8,200 for contracted services during Y0. \$2,000 for our initial audit services, \$5,000 for our policy development, and \$1,200 for external third party to process payroll for the three employees hired in Y0.

School Operations: \$97,520 will be spent on school operations in Y0. Board of Directors: We will allocate \$2,500 for board training, For more information about our Board of Directors training, see section **Board of Directors**. Textbooks and Workbooks: \$23,400 assumes \$150 per student for textbooks and novels. Supplies and Materials: \$5,940 assumes \$600 for 6 classroom libraries and \$15 per student (156 students in Y1) for science lab materials. Equipment/Furniture: \$23,400 assumes \$150 per student at 156 students in Y1. Telephone: \$4,500 assumes phone installation. Technology: \$8,900 assumes \$400.00 for each first year staff member (11 adults); assumes 6 Chromebook carts @ \$750. Student Assessments: \$7,000 for Fountas and Pinnell. This assessment is in section **Assessment and Academic Progress Monitoring** and will be used to determine reading levels and support students as they grow into strong readers. Office Expense: \$1,200 for office expenditures at \$100 per month for 12 months. Staff Development: \$2,500 for **Kickoff** (Summer PD). Staff Recruitment: \$3,000 to recruit high capacity teachers; assumes \$300 for 10 the staff members hired, not including the School Director. Student Recruitment/Marketing: \$5,680

to recruit 156 students in Y1; assumes \$30 per student and \$1000 for Spanish website. Travel: \$4,500 for travel between March 2020 and May 2020. This amount assumes \$1,500 for School Director, Dean of Operations, and Dean of Curriculum and Instruction to travel and study high performing charter schools that help inform the vision on Avant Prep. Computer Science program: \$5,000 for Computer Science materials and software. **Facility Operations and Maintenance:** In Y0, we have allocated \$0 towards operations and maintenance. We will work to solidify a facility by January of 2020. **3. Board Implementation.** The Board of Directors will play a critical part with the implementation of the Start-up Plan and budget. The Avant Prep Founding Team consists of one staff member and seven Board members. The entire Founding Team created the Start-up Plan and budget and are committed to adhering to it. The proposed School Director, who will be hired in Y0, will take the lead in ensuring that timeline objectives are fulfilled. The Board of Directors will assist and support the School Director in addition to reviewing and evaluating progress bi-weekly. Upon approval, and between the months of June 2019 and December 2019, the Board will solidify reoccurring Board meetings, approve financial policies, procedure manuals, HR manual, approve management goals for School Director, develop tools to report progress towards, establish Committees and goals within each committee, and approve the student and parent handbook. The Board of Directors will have set responsibilities each month to ensure Avant Prep is prepared to welcome students, families, and staff on day one of operation. The Board will review progress towards all goals outlined in the Start-Up Plan and make course corrections as needed to ensure we open successfully in August of 2020. **4. Mitigating Waste, Fraud, and Abuse.** The Avant Prep Board has a variety of skillsets, experiences, and expertise that will allow us to segregate roles and duties appropriately, which will allow us to mitigate waste, fraud, and abuse. The fiscal policies and procedures that we will adopt in Y0 will enable Avant Prep to make complete and sound decisions that are in the best interest of the school. As outlined in the **Financial Performance Indicator** section, the School Director will meet with the Board of Directors and Finance Committee to review and evaluate all financial reports. In addition, we will contract an experienced and appropriately licensed auditor who will perform independent audits annually. This decision to contract an outside auditor was made for three main reasons 1. Learn additional best practices 2. Correct any errors 3. Maintain a strong financial health of the school. We will require a minimum of three bids before entering a contract of making a purchase over \$8,000. The three bids will have to be documented and reviewed and signed by the School Director and Board of Directors before the contract or purchase is approved. All purchases ranging from \$2,500 to \$8,000 will require the School Director and two Deans. In Y6, we anticipate hiring a Director of Finance, responsible for approving all purchases ranging between \$2,500 and \$8,000. We plan to use Intuit QuickBooks financial accounting software as it complies with statutory/regulatory requirements and accepted accounting principles (GAAP) (19 Texas Administrative Code (TAC) §109.41).

Evaluation Criteria-Start-Up Plan

A strong response will:

- ✓ Outline a detailed and comprehensive start-up plan that will promote a successful school opening, including specific contingencies in the event of a budget shortfall;
- ✓ Describes how the Board will monitor the creation, adoption, and implementation of the start-up plan and budget;
- ✓ Outline the costs associated with all start-up activities;
- ✓ Present expenses and revenues that are congruent with the financial workbook; and
- ✓ Describes clear and appropriate strategies to mitigate fraud, waste, and abuse.

FINANCE/OPERATIONS/GOVERNANCE PLANS

CONTRACTED SERVICES

1. Describe any services that will be outsourced and the year in which these contracted services will begin. Provide a discussion of costs, timelines, and the selection process for each vendor. Include:
 - a. Back Office Services
 - b. Food Services
 - c. Transportation
 - d. Janitorial and Grounds
 - e. Other
2. Describe the applicant's plan to negotiate service agreements with any organization(s) and/or individual(s) that will provide any form of financial accounting, payroll, and or tax/accounting services. Include a discussion of costs, timelines, and the selection process for each vendor.
3. If using a Charter Management Organization (CMO), describe the services to be provided and the fee structure of the contract. Include discussion of costs, timelines, and the selection process of the CMO.
4. If applicable, 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.

Narrative Response:

Evaluation Criteria-Contracted Services

A strong response will:

- ✓ Rationalize the need for each proposed service, including an extensive decision-making process;
- ✓ Discuss the professional qualifications that will be required and expected of those to be retained for each service proposed;
- ✓ Detail specific costs, timelines, and selection processes of all types of prospective vendors; and
- ✓ Present costs that are congruent with the financial workbook.

1 -2. Outsourced Services

Back Office Services: We plan to contract back office services with an organization that brings expertise in finance/accounting, student data, facilities, human resource, and operations support; we plan to use them primarily for finance/accounting. We will engage with other back office services and utilize a bidding process expected to conclude on or before April of 2020 with services beginning in August 2020. We have budgeted \$13,000 per year for back office services. **Annual Audit Services:** We plan to contract annual auditing services with an organization that brings the required state licensure and state experience in auditing public schools, to include charter schools. To ensure we remain in compliance

at all times, we will conduct independent audits and contract annual audit services. We will secure an auditing firm by April 2020, with the goal of ensuring readiness for and execution of our first annual audit October 2020. We have budgeted \$8,000 per year for annual audit services. **Food Services:** We plan to contract for Food Services. We are considering Revolutions Food ("RF") which is used in many charter schools nationally and here in Texas, including DC Prep, Compass Rose Academy, and Étoile Academy. RF is a healthy lunch provider to schools who do not have access to a kitchen. As Avant Prep has not yet identified a facility, RR is a cost-effective option should our facility not be equipped with a stove and/or oven. We have budgeted \$1.10 per meal for breakfast, \$1.60 per meal for lunch, and \$.50 for snack. We will utilize a bidding process expected to conclude on or before April of 2020, which will include adherence to all federal nutritional requirements. Our food service contract will begin on the first day of school, Aug 3, 2020. **Transportation:** We plan to contract a bus company service starting in Y1. We are considering commonly used bus companies such as First Student Bussing and Good Bus Services, both used by local charter school districts. Costs range from \$350 per pupil to \$600 per pupil. We anticipate less than half of our students will need transportation in Y1 and have budgeted \$200 per 63 students at \$12,600 in Y1. We will ensure that the provider as selected meets all state school transportation requirements. We will utilize a bidding process expected to conclude on or before April of 2020 with services beginning on Aug 3, 2020. **Janitorial Services:** Avant Prep will contract a janitorial company that specializes in school facilities. All employees will go through a criminal background check before being placed to work at Avant Prep. We will utilize a bidding process expected to conclude on or before April of 2020, with services beginning on August 3, 2020. We have budgeted \$6,000 per year for janitorial services. **Special Education:** Avant Prep will contract special education services outside of instruction. We anticipate that approximately 10.4% of our students will be classified as special education students. To meet their needs, we will hire Texas certified special education teachers as part of our staff, along with contracted services such as: diagnostic positions, speech and language services, physical therapists, and/or occupational therapists as required by students' IEPs. All providers as contracted will have the mandated degrees, certifications, and experiences to satisfy all federal and state regulations and meet the needs of our students. We will secure our providers before the start of the academic school year and will begin services at the start of the school year in August 2020. We have will hire 1 Special Education teacher in Y1 and 5 in Y4 at full capacity. We have budgeted \$2,700 per year for special education materials and supplies and \$18,000 per year for contracted special education services. We have also allotted \$7,000 for special education transportation needs if required.

3. CMO _____

Not applicable. Avant Prep will not be operating under a CMO.

4. TEC, Chapter 44 Subchapter B _____

When approving contracts, we will ensure all contracts are in agreement with all applicable federal regulations, state procurement laws, and Board policies. Avant Prep 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 costing \$50,000 or more. For more detail on how we have allotted funds, see **Budget Narrative** and **Financial Plan Workbook**.

FINANCE/OPERATIONS/GOVERNANCE PLANS

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)

1. If a PEIMS coordinator will be employed, provide the following:
 - (i) The education and experience requirements for the PEIMS coordinator;
 - (ii) The year in which the PEIMS coordinator will be first employed; and
 - (iii) The starting salary range for the PEIMS coordinator.
2. If a PEIMS coordinator will not be employed, outline the positions that will facilitate all applicable duties associated with PEIMS collection and reporting and the rationale for this decision.
3. Describe plans to provide training(s) for the PEIMS coordinator or individuals charged with PEIMS-related duties, including timelines and budgeted funds. NOTE: The Public Education Information Management System [PEIMS] encompass all data requested and received by TEA about public education; including student demographic and academic performance, personnel, financial, and organizational information. More importantly, open-enrollment charter schools receive their Foundational School Program (FSP) funds based on average student daily attendance, of which is collected, approved, and uploaded (submitted) directly by the charter school superintendent. A failure, on the part of the charter school, to report accurate PEIMS data can result in the recapture of FSP funds.

Narrative Response:

1. **PEIMS Coordinator.** (i) Our PEIMS Coordinator will be required to have a Bachelor's degree with no experience or an Associate's degree with experience. (ii) We will hire our first PEIMS Coordinator in Y1 recognizing the importance of managing and maintaining student records, student, staff, and school data. (iii) PEIMS Coordinator will earn \$40,000 with annual increases based on performance. 2. Not applicable. 3. **Training.** We will begin our search for a PEIMS Coordinator immediately following approval with a start date of July 1, 2020 leveraging networks and job board postings to ensure we find the best-fit, most qualified PEIMS Coordinator with skills set necessary to execute all job duties and requirements. Our PEIMS Coordinator will be trained by School Director and Dean of Operations. Prior to July 2020, the Dean of Operations will complete training on the chosen PEIMS software so that s/he can effectively and efficiently train and oversee the PEIMS Coordinator. The PEIMS Coordinator and Dean of Operations will attend PEIMS training throughout the school year at the Regional Education Service Center to ensure they have current information and PEIMS codes. In our start-up budget, we allocate \$500 for PEIMS annual training. Our PEIMS Coordinator will be trained to deliver all TEA PEIMS requires duties, and specifically to encompass all data requested and received by TEA including student demographic and academic performance, personnel, financial, and organizational information.

Evaluation Criteria-Public Education Information Management System (PEIMS)

A strong response will:

- ✓ Provide clear education and experience requirements for the PEIMS coordinator;
- ✓ Describe a process for filling the role;
- ✓ Provide salary information aligned to budget documents; and
- ✓ Describe a comprehensive plan to train any individuals who will fulfill PEIMS-related duties.

FINANCE/OPERATIONS/GOVERNANCE PLANS

SUPERINTENDENT/CEO

1. If the Board has already identified an individual to serve as superintendent, provide a justification for the selection of this individual as the best candidate for the position. NOTE: The superintendent must reside in the State of Texas at the time of employment.
2. If the Board has not identified an individual to serve as superintendent, detail the process (and considerations) by which the ideal candidate will be selected.
3. Provide specific metrics that will be used to evaluate the performance of the superintendent. Metrics must be provided to measure performance in the following areas:
 - (i) Governance and Board Relations
 - (ii) Community Relations
 - (iii) Staff Relations
 - (iv) Business and Finance
 - (v) Instructional Leadership
4. Outline the starting salary of the superintendent and provide a description of how this amount was calculated. NOTE: 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 Response:

Evaluation Criteria-Superintendent/CEO

A strong response will:

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

1. Superintendent

The Founding Board has identified Jessica Richardson to serve as the proposed Superintendent for Avant Prep, who is a resident of the State of Texas and who will be required to live in the State of Texas at the time of employment. It is critical to find a leader committed to the mission and vision of the proposed school, coupled with experience and knowledge to ensure all students experience academic success. Ms. Richardson is a mission-aligned, high-capacity leader to build a successful school team and create a strong and solid school foundation. We have selected Ms. Richardson for three reasons.

Reason 1 - Experience: Ms. Richardson began her career teaching English in Spring Branch ISD in

Houston before becoming a Principal Intern. Ms. Richardson completed her Principal Internship in Spring Branch ISD through a Texas accredited University. She had the opportunity to build her leadership and knowledge around policy, school law, and mandatory reporting. She later served as an Instructional Coach at Breakthrough Collaborative – KIPP Connect. As an ESL teacher in the State of Virginia Ms. Richardson taught students with limited English proficiency from across the globe. In 2016, Ms. Richardson worked as Manager of Operations for DC Prep, the highest-performing charter network in Washington, DC – overseeing the discretionary budget, managing new staff on-boarding, coordinating student recruitment and enrollment, and sustaining all facets of the school’s operational and regulatory processes. Ms. Richardson earned a Bachelor of Arts from Alabama A&M and Master of Education from Sam Houston State University. **Reason 2 - Community:** Ms. Richardson has deep ties to the Spring Branch community, having previously taught students living in the community where we propose Avant Prep. She and the Founding Board held three public meetings, distributed over 2,000 flyers, and shared the vision and the mission of the school to over 500 people and over 100 businesses. Ms. Richardson has gained community supporters that include families, business owners, educational and non-profit leaders. **Reason 3 - Commitment:** Ms. Richardson has consistently demonstrated commitment to the families and children of Spring Branch and to ensuring that all students receive a high-quality education. Her life’s purpose and demonstrable work are to create measurable change by dramatically improving education for minority students in low-income communities.

2. Superintendent Not Found

No applicable. Our proposed Superintendent has been identified.

3. Metrics

Governance and Board Relations: The Board will manage and track the amount of training the Superintendent receives and effectively works with its committees and full Governing Board. **Community Relations:** The Board will gauge the effectiveness of community relations through parent survey responses, number of events held, number of families and local community members attending the event(s). During each monthly Board meeting, the Superintendent will formally share data points regarding events and community participation. **Staff Relations:** Staff will take surveys throughout the year by which the Superintendent and Board will review satisfaction rates. The questions will be strategically selected to provide window into logical staff relations and satisfaction. In addition, weekly observations, attendance at school events, satisfaction with and applicability of professional development offered, staff retention, and internal promotions will all be reviewed. **Business and Finance:** The Board will review student retention and attendance, waitlist numbers, and revenue and expenditures monthly. The Board will review results of the Annual Audit, and monitor the number, nature, and response to any findings. **Instructional Leadership:** The Board will review the academic goals as outlined in the charter and use these to evaluate the Superintendent. The number of students receiving disciplinary action, and reasons for any Out-of-School Suspensions and/or Expulsions will also be measured and reviewed monthly and annually.

4. Salary

Avant Prep’s Founding Board has determined that a \$90,000 annual salary is a fair market value. We based our decision in alignment with Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i). When making this decision, the Founding Board considered the proposed Superintendent’s education, experience, salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn ((TAC) 100.102 (c)(2)(B)(i). In addition, the Board considered the number of students enrolling in Y1, number of people on the leadership team, and staff size.

FINANCE/OPERATIONS/GOVERNANCE PLANS

STAFF RECRUITMENT

1. Describe the process to be used to identify, recruit, and hire individuals to support operation of the proposed school (e.g., para-professionals, office staff, custodial and food service staff).
2. Discuss strategies that will be utilized in the event of unforeseen support staff shortages.

Narrative Response:

1. Staff Recruitment

We are committed to ensuring that we have an excellent staff each year. To deliver on this part of our vision, we must have a robust recruitment plan for all support staff. **Hiring Responsibilities:** In Y1 and Y2, the School Director will lead all operational support staff interviews, hiring, and onboarding. In subsequent years, this responsibility will transition to the Dean of Operations. In Y3 and beyond, the School Director will manage the leadership team and all instructional staff while the Dean of Operations will manage all non-instructional staff as outlined below.

Figure 24: Non-Instructional Positions, Responsibilities, and Qualifications

Position	Year of Hire	Responsibilities	Qualifications*
Nurse	Y1	We will contract service rather than hire role: Communicate with families; Maintain all student health records; Facilitate training to staff; Provide medical attention to students, as needed	Bachelor's degree from an accredited nursing program; Passed background check
Custodial Workers	Y1	We will contract service rather than hire role: Maintain cleanliness of the facility	Passed background check
Food Service	Y6	We will utilize a staff member to handle food distribution.	High School Diploma

*All positions are required to pass all background checks prior to contract being finalized.

Start Early: The School Director (Y0 and Y1) Dean of Operations (Y2 and beyond) will begin recruiting in October of each year. All positions will remain open until completely filled. By starting early, we will have the opportunity to vet each candidate thoroughly. In addition, if a candidate is strong, but lacking experience, we will have additional time to train the candidate before the start of the next academic school year. **Application:** Candidates complete online application tailored to position for which they are applying. **Application Review:** School Director (Y1 and Y2) and Dean of Operations (Y3 and beyond) review the application and candidate's qualifications. **Phone Interview:** The School Director and Dean of Operations as hired conduct a phone screen to learn more about the candidate and share more on the position and its responsibilities. **In-person Interview:** If the candidate passes the phone screen, s/he is invited to an in-person interview with the School Director and Dean of Operations as hired. The candidate is asked a series of targeted questions, engages in a position-aligned activity, and participates in a campus tour. **Reference Check/Background Check:** If the School Director wants to offer the candidate a position, or if the Dean of Operations as hired wants to recommend to the School Director that the school offer the candidate the position, a reference check and criminal background check as required will be conducted prior to an offer being made.

2. Strategies

Should we have a shortage of staff, our leadership will be trained and qualified to take on additional school-based responsibilities. For example, in Y1, our Dean of Operations will be trained on PEIMS responsibilities. We recognize how critical the PEIMS position is for the day-to-day operations of a school; therefore, we will ensure that two people are always well-trained in the event one leaves the organization or is sick for a day. We will also utilize Charter School Substitute Network, a non-profit who specializes in providing charter schools with high capacity short-term and long-term substitutes. This will allow us to fill a gap temporary until we hire the right person to execute on our mission. We have budgeted \$3,000 towards Charter School Substitute Network.

Evaluation Criteria-Staff Recruitment

A strong response will:

- ✓ Present a clear process for using the proposed methods to identify, recruit, and hire qualified support staff;
- ✓ Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- ✓ Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, and evaluation of recruitment activities and supports the description with sufficient educational and/or experience requirements;
- ✓ Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- ✓ Present specific strategies to deal with unforeseen staff shortages.

FINANCE/OPERATIONS/GOVERNANCE PLANS

BOARD OF DIRECTORS

1. Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing Board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. The response must align with superintendent performance evaluation as discussed in the Superintendent/CEO narrative.
2. Describe the composition of the governing Board. NOTE: Family members who are related within the third degree of consanguinity or third of affinity are prohibited from serving 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 operated the charter school unless exempted by TEC 12.1054 (a)(1). Include:
 - (i) The number of Board members and the number domiciled in Texas;
 - (ii) Whether any current Board members intend to apply for an employed position with the proposed charter school; and
 - (iii) How each Board member will contribute to effective governance of the proposed school(s).
3. Describe the relationship between the governing Board and the proposed charter school. How often will the superintendent report to the Board? How often will the Board review financial reporting data?
4. If the governing Board is an existing entity, indicate whether the entity is a current grantee or subgrantee of a state and/or federal grant and whether the entity has been investigated for grant mismanagement within the past 5 years.
5. Discuss the system/tools/metrics that will be used to assess and promote Board effectiveness, including self-evaluation, training, and school involvement.

Narrative Response:

1. Governance System _____

Board Responsibilities: The Founding Team has contributed to writing and reviewing the application, conducting community engagement/support, and assisting with business and facilities plans. Upon approval, the Founding Team will become the Board of Directors and will be responsible for the academic and fiscal success of the school and its compliance with all regulations as they pertain to a public charter school. The Board will set vision, establish policy, approve the annual budget, oversee the annual audit, monitor monthly financial details, establish annual performance metrics, review ongoing academic metrics, hire, set compensation for, support, and annually evaluate the school leader. The Board will establish and adhere to Bylaws, a Conflict of Interest Policy, a Code of Ethics, and Nepotism Policy, and other policies that will be established in alignment with strong governance practice. The Board will delegate all day-to-day management of the school to the School Director; the School Director will be the only staff member to formally report to the Board. **Elected Positions:** To ensure structure and accountability, the Avant Prep Board of Directors will have four elected positions. The officers will consist of Chair, Vice-Chair, Secretary, and Treasurer. **The Chair** will preside at all

meetings, plan and lead each meeting in combination with the board members and School Director. The Chair will also appoint committee chairs, set goals, and evaluate the effectiveness of the board, School Director, and School. **The Vice-Chair** will have the powers and duties of the Chairman in his absence. **The Secretary** will act under the direction of the Chair and in his/her absence. The Secretary will keep all records, documents, and maintain all meeting minutes and ensure making meetings accessible and public. **The Treasurer** will be responsible for all funds and securities of Avant Prep. The Treasurer will serve as the Chair of the Finance Committee and lead the Finance Committee in reviewing all financial records. The Treasurer will also support with the preparation of the annual audit. **Committee Structure:** Our three standing committees were established to perform the duties and functions assigned to the board and streamline objective and goals. All committee will consist of at least two people, but no more than three. The rules and procedure of each committee will be set by the board. We may establish additional standing committees (i.e. Development Committee) or ad hoc committees (i.e. Facility Committee) as needed. **The Governance Committee** will consist of no more than three people and will be chaired by the Board Chair. The committee will be responsible for overseeing the health and membership of the board, presenting board candidates to the full board for consideration, onboarding new board members, and ensuring the appropriate trainings for the board. **The Academic Committee** will consist of no more than three people. The committee will be responsible for reviewing academic goals, assessing each goal on the established academic achievement indicators, and analyze trends within data and meet with the School Director. **The Finance Committee** will consist of no more than three people and will be chaired by the Board Treasurer. The committee will be responsible for reviewing and evaluating the Financial Performance Indicators and setting goals with the School Director. **Terms:** The inaugural Avant Prep Founding Board members will serve staggered terms to ensure permanency and consistent governance. One-third of Board members will commit to a two-year term and the remaining to three-year terms. All other members will serve three-year terms and all members can serve up to three renewable terms as outlined in our Bylaws.

2. Governing Board

The Founding Board consists of 7 members, and pursuant to TAC § 100.1113 and Texas Government Code § 573.021-573.025, all of whom are not related in any way and all of whom reside in the State of Texas. All future members will not be related to any existing members as required by law and will also be resident of the State of Texas. The Founding Board Members do not intend to apply for employment and are committed to providing oversight and effectively governing Avant Prep. No Board Member will receive compensation from the school and as specified in the Board's Bylaws. We intend the Board to consist of seven to thirteen members and will maintain an odd number for voting purposes. When selecting each Board member, it was critically important that our Founding Board have an unwavering belief that all children can learn and that all children want to achieve. In addition, we selected a team that is diverse in race, gender, age, and skill set because we understand that different backgrounds, experiences, and perspectives will contribute to effective governance, which will allow for student success. When selecting the Founding Board of Directors, we used the following criteria: (1) area of expertise for efficient charter school oversight such as: finance, law, governance, non-profit, education, real estate; (2) mission and vision alignment with Avant Prep; (3) ability to work as part of a team, volunteer time in the founding and governing stages; and (4) personal and professional connection to the community of the proposed charter school. A description of each Founding Board member and how each will contribute to effective governance is shown below; please see **Biographical Affidavits** for more information. **Christina Allen-Crowder** is Manager of Development at Girls, Inc. Ms. Allen-Crowder worked as the Director of Special Projects for Spring ISD before her current role at Girls, Inc. and brings a wealth of knowledge in education, law, and development – demonstrating a track record of raising \$1M+ annually in philanthropic dollars. Ms. Allen-Crowder has served on a board

before and will bring her knowledge in education, law, development, and governance to ensure effective governance of Avant Prep. Ms. Allen-Crowder earned her BA in English and Spanish and JD from the University of Texas at Austin. **Daneiva Allevato** is Senior College Success Advisor at Genesys Works where she tracks data and student academic progress towards college. Avant Prep is a college preparatory school with a mission of preparing all students for college. Ms. Allevato will use her professional experience to evaluate academic metrics to determine mission fulfillment. Ms. Allevato earned her BA in Communication from University of Washington, and her M.Ed. from University of Houston. **Christopher Bent** is an Architectural Consultant who supports and oversees building designs, managing the design and renovation for K-12 school buildings across Houston. As a member of the West Chamber of Commerce, he serves as a leader of the Diversity Committee. Mr. Bent earned his Master's from Oxford Brookes University and certificate in Architecture from University of Houston. **Angela Fulcher** is a Data Analyst at KIPP Houston Public Schools. Ms. Fulcher establishes the methodology and execution of grade-, school- and district-level academic annual performance targets across four regions and 52 schools. Prior to her role as an Analyst, she taught elementary and middle school at two charter schools. Ms. Fulcher earned her BA in Anthropology from University of St. Louis and MEd from Columbia University. **Wendy Gonzales-Neal** is the Founder and CEO of MY Child My Voice. Ms. Gonzales-Neal works closely with families in the City of Houston to empower families to speak on behalf of their child's education. She also works closely with families to provide resources and information around school options and school choice. Ms. Gonzales-Neal worked at Yes Prep for over 6 years, currently serves on their Advisory Board, and is the lead liaison for Edchoice Texas. Ms. Gonzales-Neal earned her Associate's in History from Lone Star College and is currently enrolled at the University of Houston. **Stephen Tolbert** is Strategy Implementation Specialist at BP and brings over 10 years of development, strategy, and fundraising experience – raising \$400,000 annually through creative programs and events for Central Indiana Schools. Mr. Tolbert's volunteer work in schools and non-profits inspired him to obtain his MPA. Mr. Tolbert received his BA in Business Administration and Marketing from Morehouse, MPA in Strategy and Organizational Leadership from Delaware State, and his MBA from Clark Atlanta University. **Sheila Whittle** actively works in the fight against human trafficking locally and globally and previously worked as Program Coordinator for a non-profit that fights the exploitation and trafficking of Houston's youth. Her teaching experience consists entirely of schools with at-risk, diverse populations with a wide range of academic needs. Ms. Whittle taught in our proposed community of Spring Branch North and her effectiveness and dedication in the classroom earned her the Teacher of the Year award for her campus during the 2014-2015 school year. Ms. Whittle earned her B.S.E. from Seton Hall University. **Chauntelle Wood** is an Attorney at Liskow & Lewis where she is a business litigator, having spent over eight years in the U.S. Air Forces before pursuing a career in Law. Ms. Wood served as a Felony Prosecutor at the Harris County District Attorney's Office in Houston where she became concerned with the state of education, seeing firsthand the results of those who came from areas without access to quality education. Ms. Wood is an Adjunct Professor at Law at the TSU's Thurgood Marshall School of Law and earned her B.S. in Psychology from Cameron University and her JD from Southern University Law Center.

3.Relationship between Board and School

Governance and Board Relations: The Board will ensure that the CEO/Superintendent, Board, and its committees complete all required state trainings each year and will effectively work with school management and its committees to ensure school success. **Community Relations:** The Board will gage the effectiveness of community relations through parent survey responses, number of events held, number of families and local community members attending the event(s), and number of events hosted by the School Director. During each monthly Board meeting, the Superintendent will formally share data points regarding events and community participation. **Staff Relations:** Avant Prep's staff will

take surveys throughout the year by which the Superintendent and Board will review satisfaction rates. The questions will be strategically selected to provide window into logical staff relations and satisfaction. Weekly observations, attendance at school events, satisfaction with professional development offered, staff retention, and internal promotions will be reviewed. **Business and Finance:** The Board will review student retention and attendance, community support, waitlist numbers, and revenue and expenditures monthly, including but not limited to actual and projected budgets, actual and projected cash flow statements, and all bank statements. The Board will review results of the Annual Audit, and monitor the number, nature, and response to any findings. **Instructional Leadership:** The Board will review closely the academic goals and financial goals as outlined in the charter and use these to evaluate the Superintendent. The number of students receiving disciplinary action, and reasons for any Out-of-School Suspensions and/or Expulsions will also be measured and reviewed monthly and annually.

4.Existing Entity

Avant Prep's Founding Board is not an existing entity and have not been investigated for any reason.

5.Metrics for Board Effectiveness

Self-evaluation: Both regular summative and formative evaluations using quantitative and qualitative tools will be conducted by individual Board members to evaluate their own effectiveness on the Board as well as the effectiveness of the full Governing Board and its work during all monthly meetings as well as within its committee structure. The purpose of evaluations is to ensure that the Board is considering its own strengths and weaknesses and taking action steps accordingly to ensure adequate progress towards school success, charter renewal, CEO/School Director evaluation, and board performance. Avant Prep's Governing Board will be evaluated on the following metrics. **Indicator 1: Upholding the Mission and Vision of Avant Prep.** Measure 1.01: Board members meet monthly to evaluate school's academic and financial performance. Measure 1.02: Board members meet with CEO/School Director monthly to support/oversee his/her work. Measure 1.03: Board members conduct annual evaluation of School Director aligned to academic, financial, cultural, and organizational performance metrics. **Indicator 2: Board Members are accountable for attending all meetings.** Measure 2.01: Attend 100% of all monthly Board Meetings. Measure 2.02: Attend 100% of all monthly Committee Meetings. **Indicator 3: Board Members are actively Involved.** Measure 3.01: Each Board members attends 2 or more community events on behalf of Avant Prep annually. Measure 3.02: Each Board member attends 2 or more school celebratory events annually. Measure 3.03: 100% of all Board members attend the Board hosted annual event. Measure 3.04: Governing Board meets or exceeds annual fundraising goal **Training:** In order to ensure our Board of Directors maintains the skills and knowledge to effectively govern Avant Prep, all Board members will receive training through ESC Region 4. Our training is in accordance with TEC Section 12.1 23 and 19 TAC Chapter 100§100.1102-100.1 105. **New Board Members:** In the first year of board service, all Board members will be classified as "new" Board members. New Board members are required to complete 12 hours of TEA-required training. The first half of the training must be completed within one year of onboarding. Additionally, new members appointed to the Board will be required to take the same training and receive onboarding from the Governance Committee within 30 days. **Returning Board Members:** Returning Board members will be required to complete six hours of TEA-required training every year. **School Involvement:** The Founding Board of Avant Prep will understand that their responsibility is to govern the school and not manage the day-to day. They will attend informal and formal community events and represent Avant Prep, hold annual events to show their gratitude for families and staff, fundraise for the school, and attend Community Circle, Culture Circle, and school celebratory events.

Attachment(s):

- FOG 5: 501(c)(3) Determination Letter
- FOG 6: Articles of Incorporation
- FOG 7: Organization Bylaws
- FOG 8: Board Member Biographical Affidavit
- FOG 9: Code of Ethics and Conflict of Interest Policy

Evaluation Criteria-Board of Directors

A strong response will:

- ✓ Provide a clear list of roles and responsibilities of the governing Board;
- ✓ Discusses the composition of the governing Board, including how it will promote effective governance of the proposed school(s);
- ✓ Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity;
- ✓ Provide strong evidence that the propose governance structure will be effective and that the structure will be supported by a significant number of Board members with administrative and/or leadership roles in charter school operations;
- ✓ Describe the relationship between the governing Board and the charter school, including reporting schedules; and
- ✓ Demonstrates a consistent and sufficient evaluation schedule and metrics to determine Board effectiveness.

FINANCE/OPERATIONS/GOVERNANCE PLANS

ACADEMIC PERFORMANCE INDICATORS

1. Discuss the Board's plan to assess academic performance indicators, including:
 - (i) Specific indicators and metrics to be monitored;
 - (ii) How often the Board will assess each indicator; and
 - (iii) Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of academic performance indicators and provide a brief description of each individual's specific areas of expertise.

Narrative Response:

Evaluation Criteria-Academic Performance Indicators

A strong response will:

- ✓ Present specific and applicable metrics that will evaluate and assess academic performance indicators;
- ✓ Demonstrate a consistent and sufficient evaluation schedule;
- ✓ Identify specific thresholds/performance levels that will determine success or need for intervention; and
- ✓ Identify multiple Board members that have demonstrable experience and competency to assess academic performance.

1. Academic Performance

Our mission is to ensure the academic achievement of all of our students, preparing them to graduate from college and lead with PRIDE. We have developed a series of performance-based academic goals using absolute, comparative, and longitudinal measures to assess how well we are delivering on our mission. Our robust Accountability Plan will serve as guide for our academic and organizational goals for the first five years of operation.

(i) Specific indicators and metrics to be monitored

Goal/Indicator 1: Students Achieve Mastery in English Language Arts.

Measure 1.01 (Absolute and Longitudinal): 75% of students who have attended for two or more years will Meet or Exceed standards on the STAAR Reading exam; 85% of students who have attended for three or more years will Meet or Exceed standards on the STAAR Reading exam; 95% of students who have attended for four or more years will Meet or Exceed standards on the STAAR Reading exam.

Measure 1.02 (Absolute): 75% or more of each cohort of students who have attended for two or more years will read at or above grade level informed by performance on the NWEA MAP Reading Comprehension assessment; 80% will read at or above grade level after three years in school and 95% after five years.

Measure 1.03 (Comparative): All students who have attended for two or more years will attain proficiency rates 15% higher than those of surrounding districts and the state.

Goal/Indicator 2: Students Achieve Mastery in Writing.

Measure 2.01(Comparative): All students in grade 4 will attain proficiency rates that are 10% higher than those of surrounding districts and the state.

Measure 2.02 (Absolute and Longitudinal): 80% of students who have attended for two or more years will Meet or Exceed standards on the STAAR Writing exam in grade 7.

Indicator 3: Students Achieve Mastery in Mathematics.

Measure 3.01 (Absolute and Longitudinal): 75% of students who have attended for two or more years will Meet or Exceed standards on the STAAR Mathematics exam; 85% of students who have attended for three or more years will Meet or Exceed standards on the STAAR Mathematic exam; 95% of students who have attended for four or more years will Meet or Exceed standards on the STAAR Mathematics exam.

Measure 3.02 (Absolute): 75% or more of each cohort of students attending for two or more years will compute math at or above grade level as measured by performance on the NWEA MAP Math assessment; 80% will read at or above grade level after three years in school and 95% after five years.

Measure 3.03 (Comparative): All students who have attended for two or more years will attain proficiency rates 15% higher than those of surrounding districts and the state.

Indicator 4: Students Achieve Mastery in Science.

Measure 4.01 (Absolute and Longitudinal): 75% of all students who have attended for two or more years will Meet or Exceed standards on the STAAR Science exam in grade 8; 90% who have attended for three or more years will Meet or Exceed standards on the STAAR Science exam in grade 8.

Measure 4.02 (Comparative): All grade 5 students who have attended in grade 4 will attain proficiency rates that are 15% higher than surrounding districts and the state.

Indicator 5: Students Achieve Mastery in History.

Measure 5.01 (Absolute and Longitudinal): 85% of all students who have attended for two or more years will Meet or Exceed standards on STAAR exam for grade 8.

Measure 5.02 (Comparative): All students who have attended for two or more years will attain proficiency rates that are 15 % higher than those of surrounding districts and the state.

(ii) How often the Board will assess each indicator

Avant Prep's Board of Directors and its committee will have ongoing monthly meetings. The Full Board meeting will fall on a different day than the reoccurring committee meetings. During the Academic Committee meeting, the School Director will present all academic data and then will present this data to the full Board at the monthly Board meeting. The Board will assess the data per subgroup, including students receiving special education services, English Language Learners ("ELLs"), students who are socio-economically disadvantaged as measured by Free and Reduced Lunch eligibility, and Gifted and Talented ("G/T") students; the Board will review progress each month and after every cycle of national and state assessments to determine the degree to which the school is fulfilling its academic promise. The Board will require the School Director to address any deficiencies and to provide a time-stamped action plan in response to those deficiencies, with reporting out on all progress to the Board throughout the school year.

(iii) Thresholds that will determine success or failure

Metrics above indicate the thresholds that determine levels of academic success or failure. The Academic Committee will create more frequent metrics for measurement within any individual year that will assess if progress is being made towards each indicator that measures success at the close of the year. The Academic Committee will work monthly with the School Director to review the updated Academic Dashboard to ensure the correct information is being made available so that they can make accurate evaluation and relay that information to the full Board at public meetings each month.

2. Board Review

Sheila Whittle will serve as Chair of the Academic Committee and will lead the academic performance review. Ms. Whittle was a Spring Branch ISD teacher, serving in general education, special education, G/T, and Pre-AP classrooms. She also served as the English Department Chair for grades six, seven, and eight. In this role, she worked closely with the leadership team and facilitated data meetings where she would create detailed charts displaying students' performance data per grade level. Ms. Whittle earned her BSE from Seton Hall University. **Daneiva Allevato** will serve as the Vice Chair of the Academic Committee and support Ms. Whittle as she leads the performance review. Ms. Allevato is the Senior College Success Advisor at Genesys Works where she works closely with students to ensure that they are meeting college-readiness requirements. Ms. Allevato earned her BA in Communication from the University of Washington and MEd from the University of Houston. **Angela Fulcher** will serve as a member of the Academic Committee and participate fully in the school's ongoing performance review. Ms. Fulcher began her career as a teacher where she developed curriculum, wrote lessons, and lead professional development. Ms. Fulcher is currently a Data Analyst for KIPP Houston. In her current role, she analyzes data at the school and network level and develops reports to present to KIPP Houston's Board of Directors. Ms. Fulcher earned her BA in Anthropology from University of St. Louis and MEd from Columbia University.

FINANCE/OPERATIONS/GOVERNANCE PLANS

FINANCIAL PERFORMANCE INDICATORS

1. Discuss the Board's plan to assess financial performance indicators, including
 - (i) Specific indicators and metrics to be monitored;
 - (ii) How often the Board will assess each indicator; and
 - (iii) Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of financial performance indicators and provide a brief description of each individual's specific areas of expertise.

Narrative Response:

Evaluation Criteria-Financial Performance Indicators

A strong response will:

- ✓ Present specific applicable metrics that will evaluate and assess financial performance indicators;
- ✓ Demonstrate a consistent and sufficient evaluation schedule;
- ✓ Identify specific thresholds/performance levels that will determine success or need for intervention; and
- ✓ Identify multiple Board members that have demonstrable experience and competency to assess financial performance.

1.Financial Performance

Our mission is to ensure academic achievement for all of our students and to prepare them to graduate from college and lead with PRIDE. For us to deliver on our mission, we must always maintain good financial health. We understand that the number one reason for charter school closures is finance; therefore, we will follow School First Financial Accountably rating system. School First is a system that holds Texas school districts accountable for quality financial management; this system will guide our oversight and management of public dollars and ensure short- and long-term fiscal viability.

***Our 21 Indictors were taken directly from School First- Region One ESC.**

Indicator 1: The school submits timely submission of the Annual Financial and Compliance Report (AFR). Measure 1.01: The complete annual financial and compliance report (AFR) and data was submitted to TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively. Aligns with Texas Education Code, § 44.008(d) **Indicator 2: The school receives and unmodified opinion on its financial statements.** Measure 2.01: The school district's AFR contains an unmodified opinion on the financial statements as a whole. The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion. **Indicator 3: The school is in compliance with all payment terms of all debt agreements.** Measure 3.01: The school district in compliance with the payment terms of all debt agreements at fiscal year-end. **Indicator 4: The school makes timely payment to governmental entities and warrant holds.** Measure 4.01: The school district makes timely payments to the Teachers Retirement System (TRS), Texas Workforce

Commission (TWC), Internal Revenue Service (IRS), and other government agencies. **Indicator 5: The school maintains positive total unrestricted net position balance.** Measure 5.01: The total unrestricted net position balance (net of the accretion of interest for capital appreciation bonds) in the governmental activities' column in the Statement of Net Position is greater than zero. **Indicator 6: The school's 3-year change in fund balances falls within acceptable and proscribed limits.** Measure 6.01: The average change in (assigned and unassigned) fund balances over 3 years is less than a 25 percent decrease or the current year's assigned and unassigned fund balances exceeds 75 days of operational expenditures. Measure 6.02: Assigned + unassigned fund balances change over three years is < 25 percent. **Indicator 7: The school maintains sufficient number of days of cash on hand.** Measure 7.01: The number of days of cash on hand and current investments in the general fund for the school district is sufficient to cover operating expenses. **Indicator 8: The school maintains a sufficient current assets to current liabilities ratio.** Measure 8.01: The measure of current assets to current liabilities ratio for the school district is sufficient to cover short-term debt. **Indicator 9: The general fund revenues equals or exceeds expenditures.** Measure 9.01: The school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction). OR Measure 9.02: The school district's number of days of cash on hand is greater than or equal to 60 days. **Indicator 10: The school maintains an acceptable and proscribed variance in budget revenues over three fiscal years.** Measure 10.01: The school district averages less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years. **Indicator 11: The school maintains a sufficient ratio of long-term liabilities to total assets.** Measure 11.01: The ratio of long-term liabilities to total assets for the school district is sufficient to support long-term solvency. OR Measure 11.02: If the school district's change of students in membership over 5 years was 7 percent or more, the school district passes this indicator. **Indicator 12: The school maintains a sufficient debt ratio per \$100 of assessed property value.** Measure 12.01: The debt per \$100 of assessed property value ratio is sufficient to support future debt payments. **Indicator 13: The school maintains a sufficient administrative cost ratio.** Measure 13.01: The school district's administrative cost ratio is equal to or less than the threshold ratio. **Indicator 14: The school maintains a sufficient student to staff ratio over three years.** Measure 14.01: The school district does not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff). OR Measure 14.02: If the student enrollment did not decrease, the school district automatically passes this indicator. **Indicator 15: The school maintains ADA within the allotted range as submitted to TEA.** Measure 15.01: The school district's actual average daily attendance (ADA) is within the allotted range of the district's biennial pupil projection submitted to TEA. OR **Indicator 16: The school will maintain satisfactory variance between PEIMS data and AFR.** Measure 16.01: The comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function. **Indicator 17: The school's AFR is free of any material weaknesses.** Measure 17.01: The external independent auditor reports that the AFR is free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds. **Indicator 18: The school's AFR is free of any material noncompliance.** Measure 18.01: The external independent auditor indicates the AFR is free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds. **Indicator 19: The school posted all required financial information.** Measure 19.01: The school district posted the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules. **Indicator 20: The Board discussed the school's property values within required timelines.** Measure 20.01: The school board members discussed the district's property values and the funding lag at a board meeting that takes place within 120 days of the district adopting its budget. **Indicator 21: The school maintains an**

acceptable total amount of Capital Appreciation Bonds. Measure 21.01: The total amount of Capital Appreciation Bonds (CABs) issued since 9-1-2015 exceeds 25% of the district's outstanding bonded indebtedness since 9-1-2015 including the amount of principal and interest to be paid on the outstanding bonds until maturity except for CABs that have been refunded.

How often the Board will assess each indicator. The Board of Directors and Finance Committee will have monthly meetings. The full Board meeting will fall on a different day than the reoccurring committee meetings. During the Finance Committee meeting, the School Director will present all financial data to the Board for review and the Finance Committee will present all financial documents at the monthly Board meeting. The Board will assess the actual to projected budget, actual to projected cash flow, any significant variances, the chart of accounts, and performance on all indicators and against all metrics.

Thresholds that will determine success or failure. The Finance Committee will create goals that will assess if progress is being made towards each indicator. The Finance Committee will work closely with the School Director and Back Office Contractor and review the updated Financial Dashboard monthly to ensure the correct information is being made available so that they can make appropriate and accurate assessments on each indicator both monthly and annually. In addition, in Y1, the Board will evaluate success based on the Texas Charter First indicators and Y2 and beyond, the Board will evaluate based on the audited financials that are linked to Texas Charter First.

2. Board Member Review

Christina Allen-Crowder will serve on the Finance Committee of the Board. Ms. Allen-Crowder worked as the Director of Special Projects for Spring ISD before her current role as the Manager of Development at Girls, Inc. Ms. Crowder has over 10 years working closely with finance teams to manage philanthropic funds and brings a wealth of knowledge in education, law, and development – demonstrating a track record of raising \$1M+ annually in philanthropic dollars. Ms. Allen-Crowder earned her BA in English and Spanish and JD from the University of Texas at Austin. **Christopher Bent** will serve on the Finance Committee of the Board. Mr. Bent is an Architect who supports and oversees building designs – managing the design and renovation for K-12 school buildings across Houston. Mr. Bent will use this expertise when assessing building finances during the finance review. Mr. Bent earned his Master's from Oxford Brookes University and certificate in Architecture from University of Houston. **Stephen Tolbert** will serve on the Finance Committee of the Board. Mr. Tolbert has experience as a Board member for National Association of Cape Mountaineers in America. This opportunity provided him with exposure to understand fiduciary responsibility and is a Strategy Implementation Specialist at BP. Mr. Tolbert brings over 10 years of development, strategy, and fundraising experience – raising \$400,000 annually through creative programs and events. Mr. Tolbert received his BA in Business Administration and Marketing from Morehouse, MPA in Strategy and Organizational Leadership from Delaware State, and MBA from Clark Atlanta University.

FINANCE/OPERATIONS/GOVERNANCE PLANS

BUDGET

1. Provide a detailed budget narrative and sources of funding, which must include a description of assumptions and revenue estimates (including but not limited to) the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g. grants, donations, fundraising). NOTE: 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.
2. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secure and which are anticipated and include evidence of commitment for any funds as Attachment F5. Explain the basis for assumptions around unsecured/anticipated funding sources.
3. Provide the cumulative total amount for each of the following and the number of donors included in each amount:
 - a. Donations collected;
 - b. Donations with a firm commitment;
 - c. Additional donations anticipated; and
 - d. Donations contingent upon charter.
4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Narrative Response:

1. Budget Narrative

Enrollment: Avant Prep plans to enroll 156 students in Y1 (78 fourth grade students and 78 fifth grade students) and increase by 78 students each year. We will reach full capacity in Y4 with 390 students. Our conservative budget is based on our anticipated enrollment, a conservative 85% average daily attendance (ADA) in Y1, and a conservative 90% daily attendance Y2-Y5.

Personnel: In Y0, we will hire three employees. The School Director (.83 FTE) will begin in September of 2019, the Dean of Operations (.42 FTE) and Dean of Curriculum and Instruction (.42 FTE) will begin February of 2020. In Y1, we will hire 6 teachers at \$50,000, one Special Education teacher at \$52,000, and a PEIMS coordinator at \$40,000. Our DCI will hold an ESL certification and assume the responsibility of our ESL Program with the support of the School Director until Y2 hire of Dean of English Language Learners. Additionally, in Y2, we will hire our ELL Coordinator, two additional special education teachers, and three additional general teachers for a total of 18 FTEs. In Y3, we will add our Dean of Culture, Dean of Student Support, Physical Education/health teacher, 3 general education teachers, and one special education teacher. In Y4, we will reach full capacity with 390 students. Given that our inaugural class will be preparing to enter high school, we will hire our High School Preparation Specialist

3, additional general education teacher, and one special education teacher. All personnel positions include a 2% COLA.

Taxes and Benefits: Social Security assumes contributions made through TRS. Medicare assumes 1.45%. State Unemployment assumes 2.7% on first \$9,000 of wages New Employee Rate. Worker's compensation Insurance assumes .5% for FTE Lower percent for professional category. Teacher Retirement System assumes 7.7% for TRS. 5.75% towards Health Insurance.

Contracted Services: \$155,651 will be spent on contracted services. Our contacted services include: **Annual Audit:** \$8,000 assumes cost with a 5% annual increase; **Legal:** \$10,000 annual legal retainer costs with 6% annual increase from Y1-Y4 due to school growth; **Nurse:** \$25/hour at 2 hours/day at approximately 186 days, this figure assumes 10% annual increase due to school growth; **Food Service:** \$92,851 assumes \$3.20 per meal, per child for 186 days; **Special Education Services:** \$18,000 with increase Y1-Y4 due to school growth; **Translator:** \$1,500 for translator during home visits and parent-teacher conferences. **Back office and payroll services:** \$13,000 for contracting with local back-office and payroll services; assumes a 2% increase Y1-Y4 due to school growth; **Charter School Substitute Network:** \$3,000 annually, with \$85 per diem sub rate; assumes annual increase Y1-Y4 due to school growth.

School Operations: We allocated \$92,920 for school operations. Our school operations include: **Board Expenses:** \$1,800, assumes \$200 per board member - 9 members with 1% annual COLA. **Classroom Teaching Supplies & Materials:** \$1,260, assumes annual \$180 per FTE teacher; assumes staff growth across years. **Special Education Supplies & Materials:** \$2,700 assumes \$225 per child receiving special education services; rate change with percent of growth in special education community. **Textbooks/Workbooks** \$11,700 assumes \$150 per student at 78 in Y2-Y4 (Y1 textbooks purchased in Y0). **Supplies & Materials:** \$2,670 assumes \$500 for classroom libraries for each new classroom (3 each year); assumes \$15 per student for science lab materials in Y2-Y4. Assumes annual increase from Y2-Y4 due to school growth (supplies and materials purchased in Y0 for Y1). **Equipment/Furniture:** \$11,700 assumes \$150 per new student beginning in Y2 (all Y1 furniture purchased in Y0); assumes 2% annual COLA. **Telephone:** \$2,000 assumes phone needs for growing staff. **Technology:** \$6,650 assumes \$400 per new FTE laptop (purchased in Y0 for Y1 staff) and 3 Chromebook carts each year from Y2-Y4 at \$750. **Student Testing and Assessment:** \$4,790 assumes \$2,000 F&P, NWEA MAP initial start-up costs and \$15 per student per year; assumes \$450 ESL Testing Identification; assumes annual growth with school size. **Field Trips:** \$3,900 assumes \$25 per student for school field trips and college visits; assumes increased costs per growth. **Transportation:** \$12,600 assumes \$200 per 40% of the school population (Y1 63 students; Y2-and beyond 40% of enrollment). **Student Services:** \$7,800 assumes \$50 per student for uniform; assumes increased costs per growth. **Office Expenses:** \$3,600 assumes \$300 per month includes copy machine contract; assumes cost increase with growth. **Staff Development:** \$2,600 assumes \$200 per teacher; assumes increase with growth; assumes \$500 for PEIMS coordinator. **Staff Recruitment:** \$2,400 assumes \$200 per FTE hire per year. **Student Recruitment and Marketing:** \$3,120 assumes \$20 per recruited new student. **Saturday and Summer Academy:** \$8,800 assumes \$1200, four teachers for Summer Academy in Y1; assumes \$1,000 for 4 teachers Y1 for I.; increase from Y1-Y4 due to school growth. **ESL Program and G/T Program:** \$1,270. ESL Program assumes \$20 per student (Y1, 53 students) with increase from Y1-Y4 due to school growth; G/T Program assumes \$15 per student (Y1, 14 students) with increase from Y1-Y4 due to school growth. **Computer Science:** \$1,560 assumes \$10 per student with increase from Y1-Y4 due to school growth.

Facility Operations and Maintenance: We allocated \$151,730 on Facilities Operations and Maintenance. Our Facilities Operations and Maintenance include: **Insurance:** Assumes \$2,500 for building insurance; assumes increase as school grows. **Janitorial Services:** \$6,000 assumes part time cleaning estimate; assumes increase with school growth. **Building and Land Rent/ Lease:** \$92,820

assumes \$7 per square foot at 85 sq. ft per student. **Repairs & Maintenance:** \$26,520 assumes \$2 per sq. ft per student; assumes 2% annual COLA. **Security Services:** \$4,000 assumes visitor management software, intercoms, cameras; assumes some cost due to growth. **Utilities:** \$19,890 assumes \$1.50 per sq. ft per student; assumes increase with school growth.

2. Sources of Funds

Avant Prep's revenue estimates are conservative and based on state funding and enrollment. Avant Prep will receive one secured grant in the amount of \$325,000 from the Walton Family Foundation contingent upon charter approval. Also, The Board of Directors will give a personal gift to the school and fundraise a minimum of \$30,000 annually, the anticipated \$30,000 is unsecure (See FOG 14).

3. Donations

We currently do not have any donations solidified. Board members Christina Allen-Crowder and Stephen Tolbert have extensive experience in development and fundraising and are committed to leading the Board of Directors in applying for grants and donations upon approval.

4. Contingency Plan

Avant Prep will receive \$325,000 start-up grant from the Walton Family Foundation upon approval. In addition, the Board of Directors will fundraise \$30,000 to show their commitment. In the event revenue projections are not met prior to the first day of school, we will track our enrollment to ensure we are fully enrolled. If we are not, we (School Director, staff, families, and Board of Directors) will actively recruit students. We will create a priority list and utilize this plan when determining which items to move forward with purchasing. Example: prioritize student desk over office and staff desk. We have also agreed to decrease the School Director's salary, work with vendors to postpone payment, and delay hiring the Dean of Operations from February 2020 to July 2020. We will revisit staffing plan. Currently, we have two-teacher model in English and Math classes; to ensure successful operations, we will cut positions and utilize our staff shortage plan.

Attachment(s):

- FOG 10: Financial Plan Workbook
- FOG 11: Audit Report
- FOG 12: Credit Report
- FOG 13: [IRS] Form 990, Form 990-N, or Form 990-EZ
- FOG 14: Evidence of Other Financial Support

Evaluation Criteria-Budget

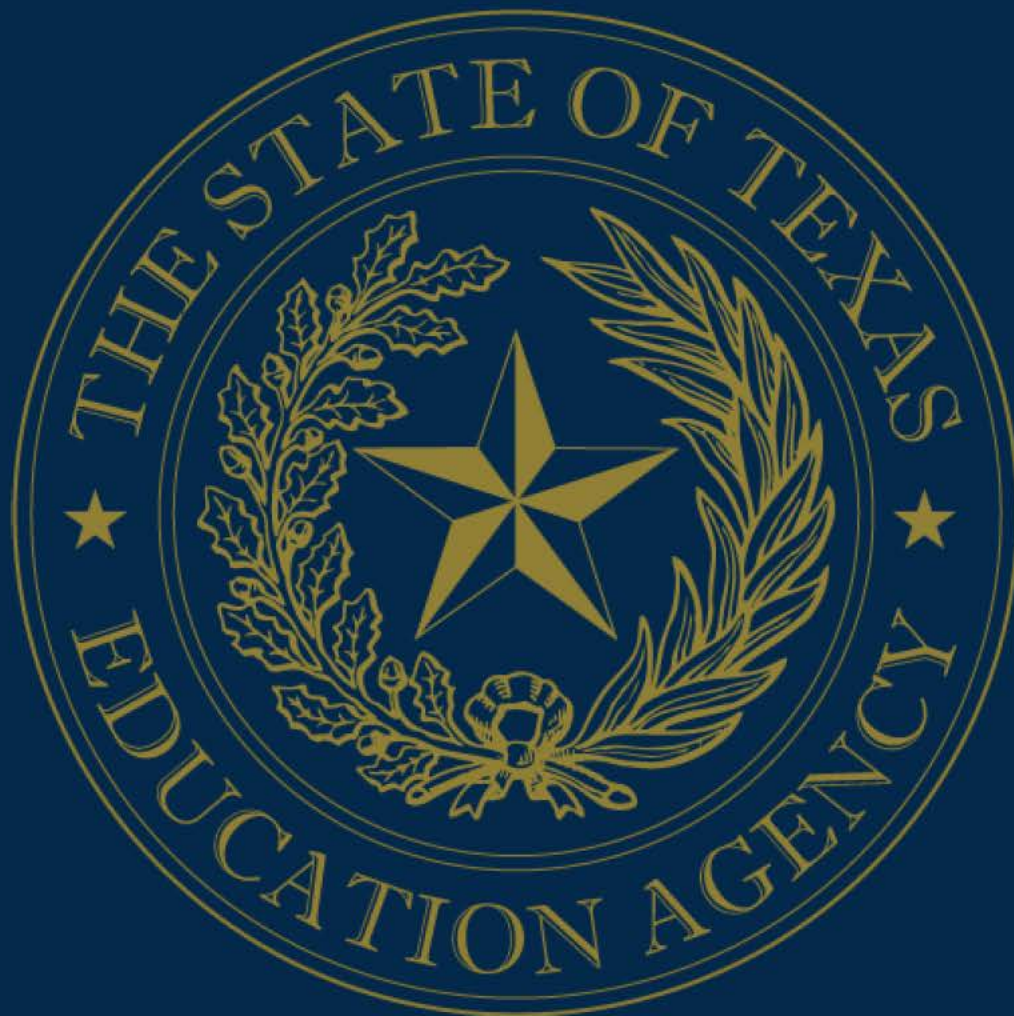
A strong response will:

- ✓ Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application;
- ✓ Provide a clear description of assumptions and revenue estimates (including but not limited to) the basis of calculations for revenue projections, staffing levels, and expenditures;
- ✓ Present Average Daily Attendance (ADA) estimates that are congruent with the estimated student demographics, count, and grade level;
- ✓ Address the source of all anticipated income and make reasonable assumptions around the level of commitment and availability of variable funds;
- ✓ Describe all repayment terms for borrowed funds; and
- ✓ Outlines strong contingency planning to be implemented in the event that anticipated revenues are not received or are lower than estimated.

GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

ATTACHMENT SECTION



Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in October, 2018. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 5, 2018 and October 12, 2018, of which applicants were required to attend one. Each session provided details about (i) applying for (and holding) a charter in the state of Texas; (ii) contents of the RFA document; and (iii) application preparation and submission requirements for both electronic and hard copy application documents.

Consequently, attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter must have attended one of the sessions and signed the *Proof of Attendance* document. It was recommended that the individual(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

PLEASE NOTE: Attachment A1 is referenced on page 3 of the Application Coversheet under Enrollment Overview.

Texas Education Agency
Division of Charter School Administration
Generation Twenty-Four Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Avant Preparatory

Sponsoring Entity Name as reflected on the 501(c)(3): Avant Preparatory, Inc

Application Contact Name: Jessica Richardson

Title/Role: Lead Founder

Email: Jrichardson@buildingexcellentschools.org

Phone: 7132109671

Board Member Attending: Christina Allen-Crowder

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☐ Friday, October 5, 2018, 9:00 a.m. - 4:20 p.m.

☒ Friday, October 12, 2018, 9:00 a.m. - 4:20 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact Jennifer Hagan at 512-463-0359 or jennifer.hagan@tea.texas.gov.

Page _____

Provide the Following:

Organizational charts that show the school governance, management, and staffing structure. An applicant must submit separate organizational charts for 'year one' and 'at-capacity.' If the organizational structure is not projected to change during the initial contract period; an applicant must indicate this somewhere on the chart provided.

Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

PLEASE NOTE: Attachment E2 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Attachment E1 – Organizational Chart

At Avant Preparatory Charter School (“Avant Prep”), the mission drives all school-based and governance-based decisions; therefore, the organizational chart in all years aligns directly with Avant Prep’s mission and was developed to ensure academic achievement for all students. In all years, Avant Prep’s mission sits at the top of the organizational chart followed by the Board of Directors. The School Director will always report to the Board of Directors and will be the only school position to do so.

Y1 (Inaugural Year of Operation)

Reporting Structure: In Y1, the School Director will manage the Dean of Curriculum and Instruction and Dean of Operations. The Dean of Curriculum and Instruction will work with the School Director to develop all teachers, while the Dean of Operations will manage every position that is non-instructional.

Staff Structure: In Y1, Avant Prep will enroll 78 fourth grade students and 78 fifth grade students, a total of 156 students. Each grade will have three cohorts of 26 students and three teachers who teach two subjects. The additional teacher hired will hold a TX Special Education certification and will work closely with the Special Education population. In Y1, our Dean of Curriculum and Instruction will be required to hold an ESL certification and run the ESL Program, if needed.

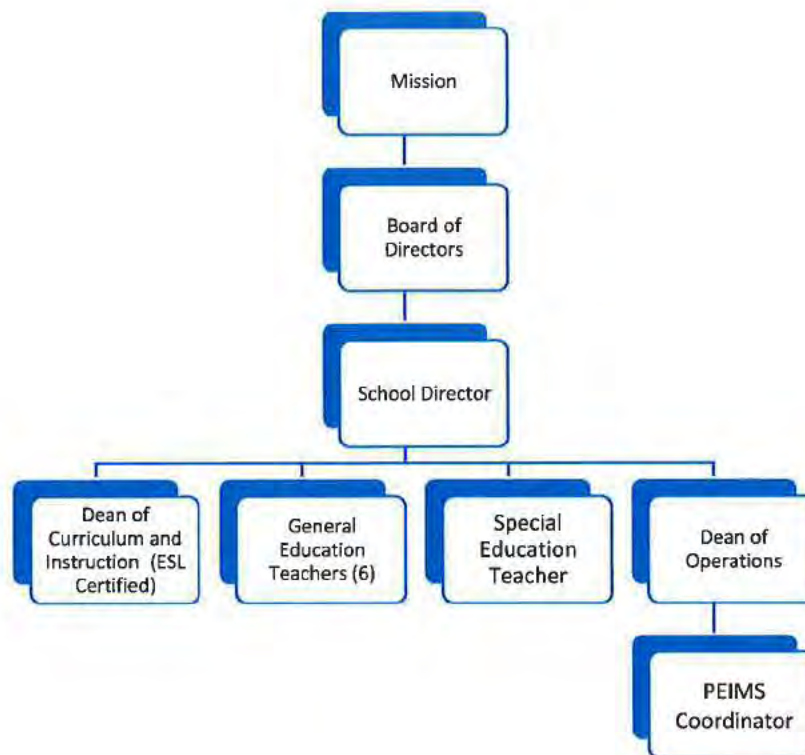
Y4 (Full Capacity)

Reporting Structure: In Y4, at full capacity, the mission will continue to drive all decisions. The School Director will continue to manage the leadership team and have six direct reports, which will now include the position of Dean of English Language Learners, Dean of Student Supports, Dean of Curriculum and Instruction, Dean of Culture, High School Preparation Specialist, and Dean of Operations, and High School Preparation Specialist, all of whom with the exception of the Specialist role) will manage other members of the team, and which is represented in the organization chart below.

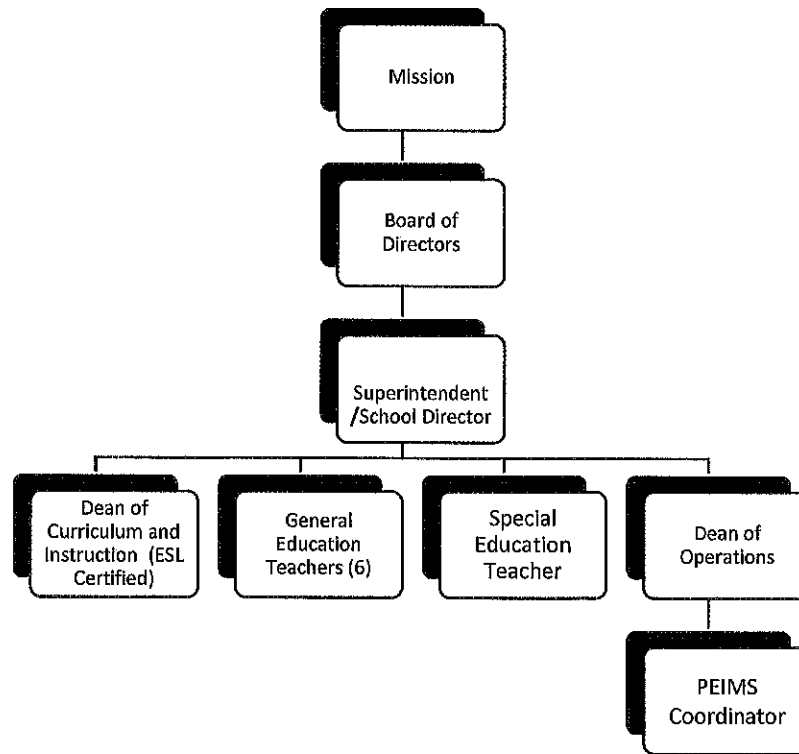
Staff Structure: At full capacity, Avant Prep will educate 390 students, with 78 students in each grade. Avant Prep will continue the cohort model with three classes in each grade and three teachers who teach two subjects. Each grade level will have an additional teacher that will be required to hold a TX Special Education certification. Avant Prep will have a total of 5 Special Education teachers who will be responsible for working with the Special Education population.

Because Avant Prep requires all English teachers to obtain their ESL certification within three years of hire, we anticipate that approximately half of all teachers will be ESL certified in Y4. In addition, Avant Prep will have a Dean of English Language Learners and English Language Learner Coordinator to support all teachers as they develop the English Language for all students.

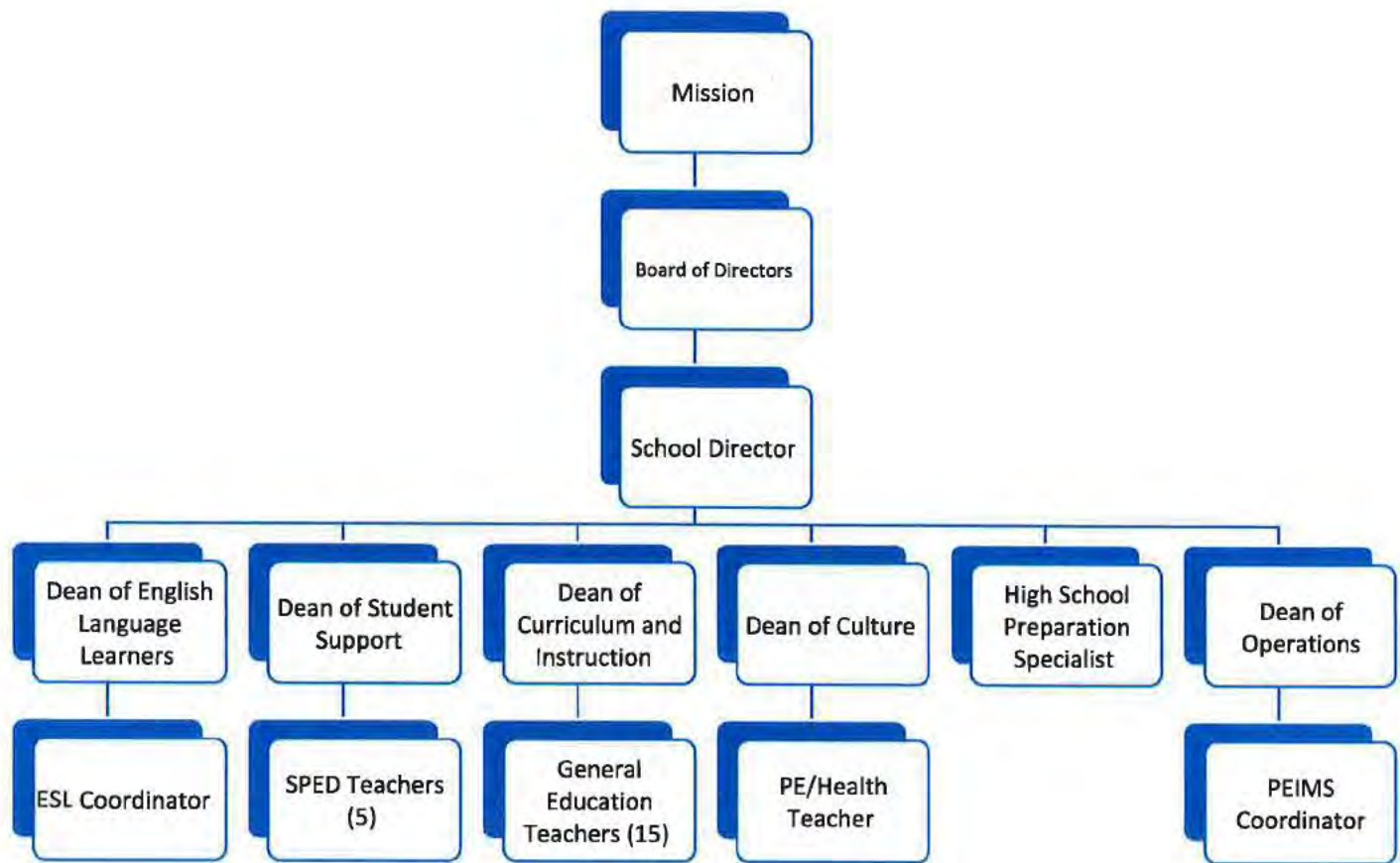
Year 1 of Operation



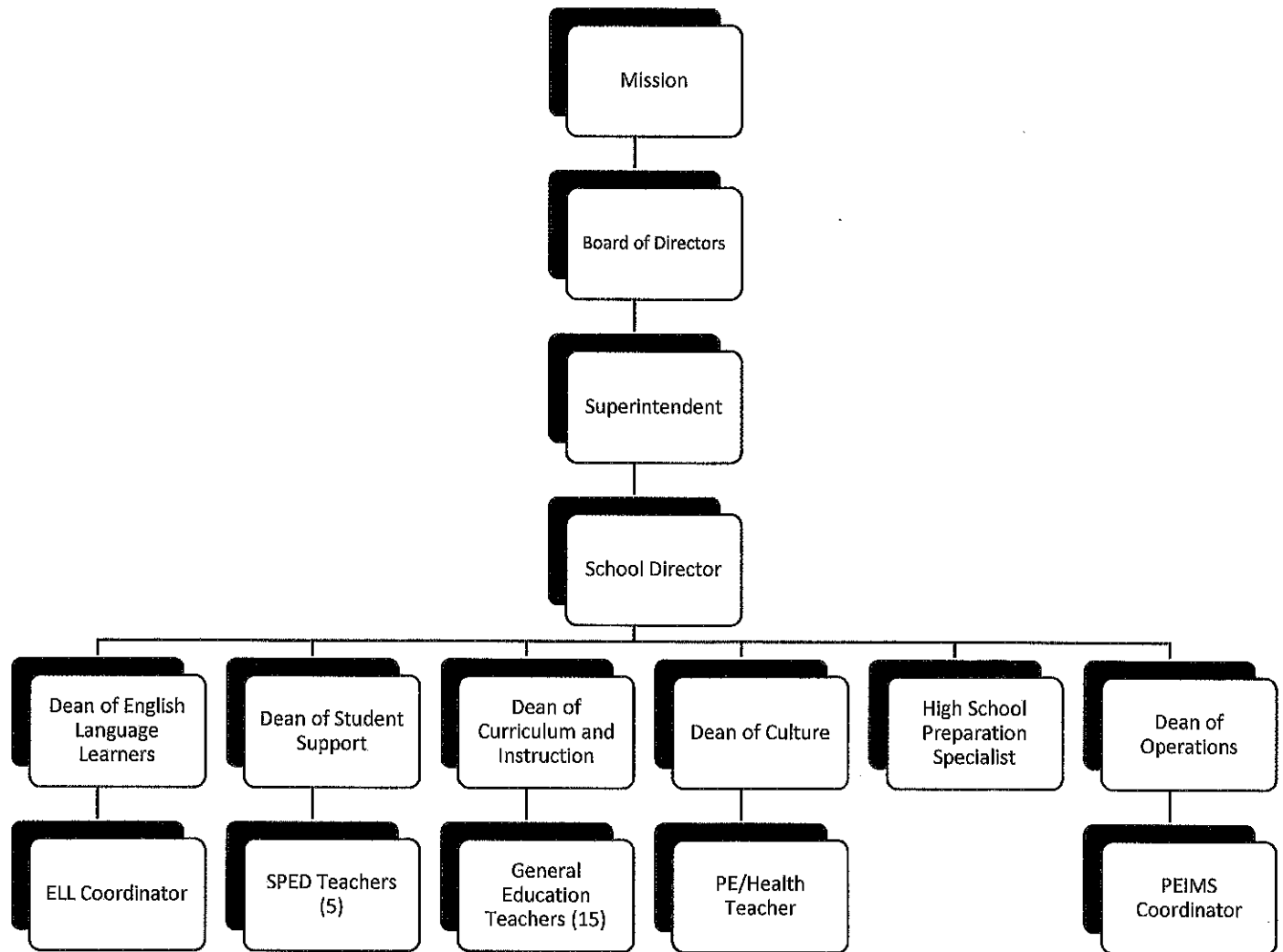
Year 1 of Operation



Year 4 of Operation – Full Capacity



Year 4 of Operation – Full Capacity



Provide the Following:

A staffing chart outlining the staffing plan for the campus(es), as applicable.

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, the staffing chart must include staffing projections for each year during the initial contract period (Years 1-5).

The staffing chart should also align with the Organizational Charts(*Attachment 01*) and the Supplemental Human Resources Information Forms (*Attachment 03*) and should identify, but not limited to, the following positions:

1. Principal(s) and Assistant Principal(s)
2. Additional Campus Leadership
3. Classroom Teachers (core subjects)
4. Classroom Teachers (specials)
5. Student Support (e.g. social workers)
6. Specialized Campus Staff
7. Teacher Aide(s) and Assistant(s)
8. Campus Operations Support Staff
9. PEIMS

Adjust or add functions and titles as needed.

PLEASE NOTE: Attachment E3 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal					
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 elementary campus(es)					

MIDDLE SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal(s)	0	0	0	0	0
Dean of Operations	1	1	1	1	1
PEIMS Coordinator	1	1	1	1	1
Deans	1	2	4	4	4
Classroom Teachers (Core Subjects)	6	9	12	15	15
Classroom Teachers (Specials)	1	3	4	5	5
ELL Coordinator		1	1	1	1
High School Preparation Specialist				1	1
Physical Education Teacher			1	1	1
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at middle school campus(es)	11	18	25	30	30

Comments:
see next page
for additional
comment box
space.

Principal: School Director
Deans: Dean of Curriculum and Instruction, Dean of English Language Learners, Dean of Student Support, Dean of Culture
Classroom Teacher (Specials): Special Education Teachers

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, 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	11	18	25	30	30

Comments:

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

PLEASE NOTE: Attachment E4 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$34,580
Spring ISD	101919	Houston	36,134	\$145,000
Tomball ISD	101921	Tomball	16,050	\$215,000

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Build and manage a high-performing leadership team
3. Manage development efforts to meet ambitious annual goals
4. Ensure that the charter is in compliance with state and TEA regulations
5. Manage the overall operations and financial health of the organization
6. Recruit, hire, coach, and evaluate all district staff
7. Develop policies and procedures with the Governing Board
8. Develop a strong, engaged, and active board in close partnership with the board chair
9. Evaluate the curriculum and instruction to ensure that the school is working towards its mission
10. Prepares and submits the annual and monthly budgets to the Board

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: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: School Director

Reports to: CEO/Superintendent

Salary Range: \$90,000- \$130,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree required

Experience Required: A minimum of two years of teaching and/or school leadership experience required; experience in student assessment analysis required; experience in hiring required; experience in urban schools preferred

Certification Required: Special Education and/or ESL Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$113,000
Spring ISD	101919	Houston	36,134	\$106,185
Tomball ISD	101921	Tomball	16,050	\$102,009

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: School Director

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Manage and develop all staff
3. Recruit and hire instructional and non-instructional staff
4. Engage with the community
5. Cultivate relationships w/families, completing home visits and ensuring consistent communication
6. Oversee all logistics for the academic program, including staffing structure and schedule
7. Implement network-wide systems to support student conduct and discipline
8. Lead community and family events
9. Set, model, maintain, and monitor a vision for strong student culture
10. Report all school data to Board of Directors monthly

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: Avant Preparatory Charter school

Name of sponsoring entity: Avant Preparatory, Inc.

Position: Dean of Curriculum and Instruction

Reports to: School Director

Salary Range: \$60,000 - \$80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of two years of teaching and/or school leadership experience required; experience in student assessment analysis required; experience in leading a team required; experience in urban schools preferred

Certification Required: Special Education and/or ESL Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$71,530
Spring ISD	101919	Houston	36,134	\$99,009
Tomball ISD	101921	Tomball	16,050	\$77,056

Name of Proposed Charter School: Avant Preparatory Charter school

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: Dean of Curriculum and Instruction

Reports to: School Director

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Oversee the growth and development of a cohort of teachers
3. Provide formal and informal feedback on observations and lesson plan review
4. Develop, design, implement, and participate in four-week "Kickoff" summer orientation
5. Use lifework, assessment, and classwork data to refine curriculum and inform instruction
6. Facilitate weekly meetings to analyze student work,
7. Design assessments that measure progress towards academic standards
8. Plan and execute professional development
9. Build and maintain relationships with families
10. Oversee Saturday Academy with School Director

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):
 Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

 Education Required:

 Experience Required:

 Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$71,530
Spring ISD	101919	Houston	36,134	\$99,009
Tomball ISD	101921	Tomball	16,050	\$77,056

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Name of sponsoring entity: Position: Reports to: Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$89,700
Spring ISD	101919	Houston	36,134	\$95,626
Tomball ISD	101921	Tomball	16,050	\$92,868

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: Dean of Operations

Reports to: School Director

Job Duties: List up to 10 key duties this individual will perform:

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Support with school's strategic and annual planning and budgeting process
3. Hire, manage, coach, and develop school front office team
4. Manage the school payment process for activity fees, uniforms, and meal balances
5. Approve school purchases under a specific financial threshold
6. Support student recruitment strategies to ensure school is fully enrolled by the first day of school
7. Ensure the school and staff are adhering to all local compliance and reporting requirements
8. Ensure the school is prepared for emergencies by conducting all drills
9. Lead the school start up process each year to ensure that doors are ready to open
10. Attend the Campus & School Leadership Meeting to ensure planning and communication

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: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: Dean of Student Support

Reports to: School Director

Salary Range: \$60,000 - \$70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of two years of teaching special education experience required; experience in student assessment analysis required; experience leading a team required; experience in urban schools preferred

Certification Required: Special Education Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$71,530
Spring ISD	101919	Houston	36,134	\$99,009
Tomball ISD	101921	Tomball	16,050	\$77,056

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: Dean of Student Support

Reports to: School Director

Job Duties: List up to 10 key duties this individual will perform.

1. Manage the pre-referral and IEP processes
2. Monitor and respond to student data
3. Ensure compliance with special education law and procedures
4. Monitor and evaluate progress in each student's IEP
5. Maintain detailed records for each student served
6. Coordinate the provision of all SPED services
7. Designs and oversee RtI model
8. Schedule all IEP and 504 meetings and evaluations
9. Support and develop all staff to improve instruction to support all students
10. Work with families to coordinate the ARD process and develop IEPs

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: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: Dean of Culture

Reports to: School Director

Salary Range: \$55,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of two years of teaching and/or school leadership experience required; experience in student assessment analysis required; experience in urban schools preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$65,520
Spring ISD	101919	Houston	36,134	\$99,009
Tomball ISD	101921	Tomball	16,050	\$77,056

Name of Proposed Charter School: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: Dean of Culture

Reports to: School Director

Salary Range: \$55,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of two years of teaching and/or school leadership experience required; experience in student assessment analysis required; experience in urban schools preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$65,520
Spring ISD	101919	Houston	36,134	\$99,009
Tomball ISD	101921	Tomball	16,050	\$77,056

Name of Proposed Charter School: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: High School Preparation Specialist

Reports to: School Director

Salary Range: \$55,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of two years of teaching required; experience in student assessment analysis required; experience leading a team required; knowledge of Houston high school options; experience in urban schools preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$71,520
Spring ISD	101919	Houston	36,134	\$63,240
Tomball ISD	101921	Tomball	16,050	\$72,465

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: High School Preparation Specialist

Reports to: School Director

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Review and track student data
3. Coordinate high school visits
4. Coordinate college visits
5. Plan and implement eighth grade graduation
6. Facilitate and support all high school application and enrollment procedures
7. Manage all transcript completions and letters of recommendation
8. Meet with families to support transition process
9. Support all high school testing and interview requirements as applicable
10. Support any scholarship application processes as applicable

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: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: PEIMS Coordinator

Reports to: Dean of Operations

Salary Range: \$40,000 - \$55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: High School Diploma required
Bachelor's degree preferred
Bilingual required

Experience Required: Experience managing data required; experience in urban schools preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$42,000
Spring ISD	101919	Houston	36,134	\$46,989
Tomball ISD	101921	Tomball	16,050	\$40,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: ESL Coordinator

Reports to: Dean of English Language Learners

Salary Range: \$52,000 - \$70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of one year of teaching ELLs required; experience in student assessment analysis required; experience in urban schools preferred

Certification Required: ESL Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$53,600
Spring ISD	101919	Houston	36,134	\$58,328
Tomball ISD	101921	Tomball	16,050	\$57,390

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: ESL Coordinator

Reports to: Dean of English Language Learners

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Serve on the LPAC
3. Serve as TELPAS rater
4. Identify ELLs to enter the ESL Program
5. Engage in weekly and professional communication with families
6. Support all teachers with implementation of ELL strategies
7. Assist with student arrival and dismissal
8. Design lessons aligned directly to the TEKS
9. Assist with small group instruction
10. Perform all duties assigned by the Dean of English Language Learners

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: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: Special Education Teacher

Reports to: Dean of Student Support

Salary Range: \$52,000 - \$70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: A minimum of one year of teaching special education required; experience in student assessment analysis required; experience in urban schools preferred

Certification Required: Special Education Certification in State of Texas

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$51,990
Spring ISD	101919	Houston	36,134	\$52,275
Tomball ISD	101921	Tomball	16,050	\$57,390

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: Special Education Teacher

Reports to: Dean of Student Support

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Assist with pulling small groups
3. Maintain detailed records of SPED students
4. Attend IEP and 504 meetings and evaluations
5. Ensure all IEPS are being implemented
6. Maintain frequent communication with teachers and families
7. Assist with student arrival and dismissal
8. Perform all duties assigned by Dean of Student Support
- 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: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: Physical/Health Education Teacher

Reports to: Dean of Culture

Salary Range: \$47,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: Teaching experience preferred; experience in urban schools preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$54,683
Spring ISD	101919	Houston	36,134	\$52,275
Tomball ISD	101921	Tomball	16,050	\$54,843

Name of Proposed Charter School: Avant Preparatory Charter School

Name of sponsoring entity: Avant Preparatory, Inc.

Position: General Education Teacher

Reports to: Y1 School Director Y2 -Y5 DCI

Salary Range: \$50,000 - \$70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 156 In year five: 390

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: Teaching experience preferred; experience in urban schools preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	\$54,683
Spring ISD	101919	Houston	36,134	\$52,275
Tomball ISD	101921	Tomball	16,050	\$54,843

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: General Education Teacher

Reports to: Y1 School Director Y2 -Y5 DCI

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Assist with student arrival and dismissal
3. Effectively use intervention blocks to support student achievement
4. Prepare lessons and assessments for review
5. Evaluate student data
6. Implement coaching feedback
7. Attend all training and professional development
8. Ensure families are well-informed
9. Assist with building school culture
10. Collaborate with grade-level and content teams

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: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

Position: Physical/Health Education Teacher

Reports to: Dean of Culture

Job Duties: List up to 10 key duties this individual will perform.

1. Uphold the mission, vision, and PRIDE values of Avant Prep
2. Assist with student arrival and dismissal
3. Evaluate student data
4. Implement coaching feedback
5. Attend all training and professional development
6. Ensure families are well-informed
7. Assist with building school culture
8. Collaborate with grade-level and content teams
- 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:

A scanned/photo copy of the official public notice/advertisement (as printed) in the newspaper. The copy that is provided in this application must include the name of the publication (as printed) and publication date.

Each public notice must include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle etc.*) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print (not just electronic).

At a minimum, applicants must hold a public meeting within the charter school's proposed geographic boundary. The purpose of this meeting must address/discuss this application for a Generation 24 Open-Enrollment Charter School.

This meeting must take place no earlier than **18 months** before the charter application due date. Consequently, any prior public meetings in (or before) July, 2017 are not eligible for consideration.

Lastly, any person may attend and participate in the meeting.

ATTENTION: All submitted notices must be dated prior to January 4, 2019.

PLEASE NOTE: Attachment A2 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.



Legal Notices

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

NOTICE TO CREDITORS

Notice To Creditors Ad

\$74.00*

Call the Legals Team
713-224-6868
Ext. 6435 or 4204

*\$74.00 includes first 36 lines
and 1 Affidavit of Publication

*\$1.92 per line over 36 lines

NOTICE TO CREDITORS

BIDS & PROPOSALS

BIDS & PROPOSALS

NOTICE TO CREDITORS

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 JANUARY 23, 2019 FOR THE FOLLOWING:
ANNUAL CONCRETE REPLACEMENT AT TURNING BASIN TERMINAL (CSB)
A PRE-BID CONFERENCE WILL BE HELD AT PORT AUTHORITY EXECUTIVE BUILDING, 3RD FLOOR SOUTH CONFERENCE ROOM, 111 E. LOOP NORTH, HOUSTON, TEXAS 77029 ON JANUARY 10, 2019 AT 3:00 PM SO THAT THE PROSPECTIVE PROPOSERS MAY ASK QUESTIONS CONCERNING THIS PROJECT.
SPECIFICATIONS MAY BE OBTAINED FROM THE PORT OF HOUSTON WEBSITE: WWW.PORTHOUSTON.COM. AT THAT SITE CLICK THE INSIDE THE PORT AUTHORITY LINK, THEN THE BIDS AND PROPOSAL, NOTICES LINK, THEN THE BUY/SEAL LINK. A BID SECURITY EQUAL TO FIVE PERCENT OF THE BID AMOUNT IS REQUIRED. BIDS WILL BE OPENED AT 11:30 A.M. OF THE DAY DUE IN THE PROCUREMENT SERVICES OF THE EXECUTIVE OFFICE BUILDING, 111 EAST LOOP NORTH, HOUSTON, TEXAS. THE PORT AUTHORITY RESERVES THE RIGHT TO REJECT ANY OR ALL BIDS OR RESPONSES.

NOTICE TO CREDITORS
Notice is hereby given that original letters Testamentary for the Estate of MARY FRANCES CRAWFORD, Deceased, were issued on December 5, 2018, in Cause No. 471458, pending in the Statutory Probate Court No. 1, Harris County, Texas, to: BARBARA JANE BENNETT and CAROLYN ANN ROBERTS. 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: A. G. CROUCH
Attorney at Law
235 W. Seely Street
Alvin, Texas 77511
DATED the 5th day of December, 2018.
/s/ A. G. Crouch
A. G. CROUCH
Attorney for BARBARA J. ANE BENNETT and CAROLYN ANN ROBERTS
State Bar No. 05148000
235 W. Seely Street
Alvin, Texas 77511
Telephone:
(281) 331-5288
Facsimile:
(281) 331-9345
E-mail:

LEGAL NOTICES

LEGAL NOTICES

CAUSE NO: 2018-03036
IN THE 164TH JUDICIAL DISTRICT COURT OF HARRIS COUNTY, TEXAS

Plaintiff: FELIX, AVRYLL
vs.
Defendant: PENALOZA, ELPIDIO

CITATION BY PUBLICATION

THE STATE OF TEXAS
County of Harris

To: ELPIDIO PENALOZA (WHO'S RESIDENCE AND WHEREABOUTS ARE UNKNOWN)

Collegiate School, Inc. Board of Directors will conduct public informational meetings on December 15th at 1pm at the Houston Public Library (10677 Homestead Rd), December 16th at 10:30am at the Prayerline Community Church (4934 Gruse Rd), and December 18th at 6pm at the Mount Zion Missionary Baptist Church (9318 Homestead Rd). The meetings will provide information about a proposed open-enrollment public charter school. The Collegiate School of Houston would educate students in grades 6-12 in Northeast Houston. Participants will be presented with the proposal and will be able to ask questions. If approved, classes would begin in August 2020. Members of the school board include Wesley Okere, Jerry Autry, Daniel Saenz, Tamira Samuel, Randi Blair, Andre Satchell, Sara Nejad, Henry Kecaluh Jr., and Alexandra Caritis.

NOTICE OF PUBLIC MEETING

To Discuss Academy of Accelerated Learning, Inc. State Financial Accountability Rating

Academy of Accelerated Learning, Inc. will hold a public meeting at 4:00 pm, December 19, 2018 at 6025 Chimney Rock Rd., Houston, TX 77081. The purpose of this meeting is to discuss the 2017-2018 Financial Accountability Rating. Complete written copies of the prepared financial management report will be disseminated to parents and attendees. The written financial management report will also be available upon request.

The Avant Preparatory, Inc. Founding Team will hold an informational meeting on Wednesday, December 12, 2018 at 5:00 PM at Hillendahl Neighborhood Library (2436 Gessner Rd. Houston, Texas 77060). Our Founding Team: Daneiva Alievato, Christopher Bent, Carla Cargle, Christina Allen-Crowder, Wendy Gonzales-Neal, Edy Penn, Jessica Richardson, Stephen Tolbert, Sheila Whittle, Chauntelle Wood.

BIDS & PROPOSALS

BIDS & PROPOSALS

ADVERTISEMENT FOR COMPETITIVE SEALED PROPOSALS

Brookstone, L.P., acting as Construction Manager-At-Risk on behalf of Spring Independent School District, will receive proposals from subcontractors and suppliers.

PROJECT: New 9th Grade Center at Spring High School Package A (Earthwork, Building Pad, Site & Underground Utilities, Foundation & Slab)

Aldine ISD Construction Dept. is accepting Competitive Bids for the District Wide Toilet Partitions until 12/21/18, 2 pm, 2520 WW Thorne Blvd. Houston, TX 77073.

Specifications: www.aldisd.org. Contact José Penaherrera, 281-384-5199 or jpenaherrera@aldisd.org.

Pre-bid conference will be held 12/12/18, 11 am in the Bamberg Professional Resource and Staff Development Ctr., Operations Conference Room, 9999 Veterans Memorial, Houston, TX 77038.

Aldine ISD Construction Dept. is accepting Competitive Bids for the District Wide Aluminum Walkway Covers until 12/21/18, 2 pm, 2520 WW Thorne Blvd. Houston, TX 77073.

Specifications: www.aldisd.org. Contact José Penaherrera, 281-384-5199 or jpenaherrera@aldisd.org.

Pre-bid conference will be held 12/12/18 at 10 am in the Bamberg Professional Resource and Staff Development Ctr., Operations Conference Room, 9999 Veterans Memorial, Houston, TX 77038.

NOTICE TO BIDDERS

The Metropolitan Transit Authority of Harris County, Texas (METRO) is planning to issue the procurement documents listed in this advertisement.

IFB No. 4019000026: PURCHASE LIGHT DUTY ARMORED TRUCKS. Solicitation will be available on or about 12/10/2018.

RFP No. 4019000033: JANITORIAL SERVICES FOR METRO'S FACILITIES. Solicitation will be available on or about 12/10/2018.

Prospective bidders/proposers can view and download these solicitations by visiting METRO's website at <https://www.idametroapp.org/procurement/>. If you are unable to download the documents or are having difficulty, please contact METRO Plan and Bid Room at (713) 739-4881.

\$9.99

**Get the public's
attention**



AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINITY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

JESSICA RICHARDSON
RAN A LEGAL NOTICE

HC076371326

SIZE BEING: 2 x9 L

Product
Houston Chronicle

Date
Dec 9 2018

Class
Legal Notices

Page
B 10

Victoria Bond *IR Clerk
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 9th Day of December A.D. 2018

Charles E. Walichowski
Notary Public in and for the State of Texas



The Avant Preparatory, Inc. Founding Team will
hold an informational meeting on Wednesday,
December 12, 2018 at 5:00 PM at Hillendahl
Neighborhood Library (2436 Gessner Rd. Houston,
Texas 77080). Our Founding Team: Daneiva
Allevato, Christopher Bent, Carla Cargle, Christina
Allen-Crowder, Wendy Gonzales-Neal, Edy Penn,
Jessica Richardson, Stephen Tolbert, Shelia Whittle,
Chauntelle Wood.



Legal Notices

BIDS & PROPOSALS

BIDS & PROPOSALS

BIDS & PROPOSALS

BIDS & PROPOSALS

BIDS & PROPOSALS

INVITATION TO BIDDERS

Sealed Bids, in duplicate, addressed to **McCord Development, Inc. on behalf of Generation Park Management District ("Owner")**, will be received at the office of IDS Engineering Group, 13430 Northwest Freeway, Suite 700, Houston, Texas 77040, until 10:00 a.m. Local Time, Tuesday, December 18, 2018, and then publicly opened and read for **Electrical Duct Bank to Serve GPMD LIR Station No. 4 (GPMD - 0063)**.

Scope of Work of the Contract includes installation of underground electrical duct bank from CenterPoint substation to Lift Station No. 4.

Bids received after the closing time will be returned unopened. A non-mandatory pre-bid conference will be held on Tuesday, December 11, 2018, at 10:00 a.m. Local Time, at the office of IDS Engineering Group, 13430 Northwest Freeway, Suite 700, Houston, Texas 77040.

Each Bid must be accompanied by a bid bond or a certified or cashier's check, acceptable to the Owner, in an amount not less than five percent (5%) of the greatest amount bid, including any and all alternates called for in the Bid Form, as a guarantee that the successful bidder will enter into the Contract and execute the Bonds on the forms provided, and provide the required insurance certificates within 7 days after the date Contract Documents are received by the Contractor.

Copies of the bidding documents may be obtained from: www.CivGasUSA.com; search "GPMD Duct Bank". Bidders must register on this website in order to view and/or download specifications, plans, soils report and environmental reports for this project. There is NO charge to view or download documents. Copies of the bidding document are also available for review at the office of the IDS Engineering Group.

The successful bidder receiving the contract award must furnish Performance and Payment Bonds in the amount of one hundred percent (100%) each of the Total Contract price. Each such bond shall be executed by the corporate surety duly authorized to do business in the State of Texas.

The Owner reserves the right to reject any or all Bids and to waive all defects and irregularities in a Bid not involving price, time or changes in the Work. The Successful Bidder, if any, will be the responsible Bidder which in the Owner's judgment will be most advantageous to the Owner and result in the best and most economical completion of the Project.

NOTICE TO ADDENDUM

NOTICE TO ADDENDUM

FORMAL BIDS

CFISD will receive proposals 1/3/19 3:00 PM for: Audio Visual Supplies #19-02-4520; Classroom Materials and Supplies #19-03-4400; Fiber Connectivity Between Wiring Closets #19-07-7130R-RFP; Special Education Equipment and Supplies #19-03-4830, 12510 Windfern Rd., Houston 77064. www.cfisd.net/bids

LEGAL NOTICES

LEGAL NOTICES

Harmony Public Schools (HPS), open-enrollment charter schools, will be accepting proposals for College Access and Success Model Development (#HPS1819-CASM). Proposals must be received by 11 a.m. on January 4, 2019 through Harmony's ebid system, and will be opened at that date and time at 9321 W Sam Houston Parkway S, Houston, TX 77099. HPS reserves the right to reject any or all proposals or waive any or all irregularities. For further information, please contact Dr. Mehmet Bayar at purchasing@harmonytx.org. Proposers may log in to view the bid package and submit their responses at: <https://new.harmonytx.org/purchasing/ebid>

TEXAS COMMISSION ON ENVIRONMENTAL QUALITY NOTICE OF APPLICATION AND PRELIMINARY DECISION FOR TPDES PERMIT FOR INDUSTRIAL WASTEWATER RENEWAL

PERMIT NO. WQ0003059000
APPLICATION AND PRELIMINARY DECISION. Channel Shipyard Company, Inc., P.O. Box 726, Highlands, Texas 77562, which operates Channel Shipyard, a barge cleaning, repair, and maintenance facility, has applied to the Texas Commission on Environmental Quality (TCEQ) for a renewal of Texas Pollutant Discharge Elimination System (TPDES) Permit No. WQ0003059000, which authorizes the discharge of treated wastewater associated with barge cleaning and repair operations and stormwater at a daily maximum flow rate to exceed 3.0 mgd into the

No. 100 of the San Jacinto River Basin. The designated uses for Segment No. 1005 are noncontact recreation and fish aquatic life use.

The TCEQ executive director has completed the technical review of the application and prepared a draft permit. The draft permit, if approved, would establish the conditions under which the facility must operate. The executive director has made a preliminary decision that this permit, if issued, meets all statutory and regulatory requirements. The permit application, executive director's preliminary decision, and draft permit are available for viewing and copying at the TCEQ Region 12 Office, 3425 Polk Street, Suite H, Houston, Texas.

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

OPPORTUNITY FOR A CONTESTED CASE HEARING. After the deadline for public comments, the executive director will consider the comments and prepare a response to all relevant and material, or significant public comments. The response to comments, along with the executive director's decision on the application, will be mailed to everyone who submitted public comments or who requested to be on a mailing list for this application. If comments are received, the mailing will also provide instructions for requesting a contested case hearing or reconsideration of the executive director's decision. A contested case hearing is a legal proceeding similar to a civil trial in a 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 proposed permit number; the location and distance of your property/activities relative to the proposed facility; a specific description of how you would be adversely affected by the facility in a way not common to the general public; a list of all disputed issues of fact that you submit during the comment period; and the statement "I/we request a contested case hearing." If the request for contested case hearing is filed on behalf of a group or association, the request must designate the group's representative for receiving future correspondence; identify by name and physical address an individual member of the group who would be adversely affected by the proposed facility or activity; provide the information discussed above regarding the affected member's position and distance from the facility or activity; explain how and why the member would be affected; and explain how the interests the group seeks to protect are relevant to the group's

Notice To Creditors Ad \$74.00*

Call the Legals Team
713-224-6868
Ext. 6435 or 4204

*\$74.00 includes first 36 lines and 1 Affidavit of Publication
*\$1.92 per line over 36 lines

LEGAL NOTICES

LEGAL NOTICES

College Request for Proposals (RFP)

Video Surveillance Retrofit Project Project No. 19-27

Sealed proposals will be received in Procurement Operations (3100 Main Street, Room No. 11801, Houston, Texas 77002) until 2:00PM (local time) on Tuesday, January 8, 2019.

Documents can be obtained at: www.hccs.edu/about-hccs/procurement/

(December 10, 2018) Houston Community College

Request for Proposals (RFP-C)

East Grange Plaquemine Project No. 19-32

Sealed proposals will be received in Procurement Operations (3100 Main Street, Room No. 11801, Houston, Texas 77002) until 2:00PM (local time) on January 17, 2019.

Documents can be obtained at: www.hccs.edu/about-hccs/procurement/

LEGAL NOTICES

Avant Preparatory, Inc. will hold an informational meeting on Saturday, December 15, 2018 at 1:30 PM and Saturday, December 22, 2018 at 1:30 PM at Hillendahl Neighborhood Library (2435 Gessner Rd. Houston, Texas 77080). We will share information about the mission and vision of our proposed fourth through eighth grade charter school for the students of Houston. If Avant Preparatory Charter School is approved, we will open August 2020. Our Board of Directors include: Christina Allen-Crowder, Daniela Alvarado, Christopher Bent, Cara Cargie, Edy Penn, Jessica Richardson, Stephen Tolbert, Sheila White, Chauntelle Wood.

LEGAL NOTICE

FORM 854 FILE Number: A1121571
Branch Towers III, LLC is proposing to construct a 240' Monopole Tower located 67 yards N of Alderson St and 38 yards W of Freepoint St, Houston, TX. The tower will be lit by a Medium-Dual Intensity System. Interested persons may review the pending application by going to www.tcc.gov/gst/

CAUSE NO. 201848525

In The 309th Judicial District Court of Harris County, Texas
309TH DISTRICT COURT

PLAINTIFF: CASTILLO, HECTOR RAMON

vs.
DEFENDANT: CONTRERAS, DELMY HAIDEE

PUBLICATION (DIVORCE)
THE STATE OF TEXAS COUNTY OF HARRIS

TO: CONTRERAS, DELMY HAIDEE, whose residence and whereabouts are unknown. You have been sued. You



AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINITY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

JESSICA RICHARDSON

RAN A LEGAL NOTICE

SIZE BEING: 2 x13 L

Product
Houston Chronicle

HC076371326

Date
Dec 12 2018Class
Legal NoticesPage
B 6

Victoria Bond A/R Clerk
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 12th Day of December A.D. 2018

Charles E. Walichowski
Notary Public in and for the State of Texas



Avant Preparatory, Inc. will hold an informational meeting on Saturday, December 15, 2018 at 1:30 PM and Saturday, December 22, 2018 at 1:30 PM at Hillendahl Neighborhood Library (2436 Gessner Rd. Houston, Texas 77080). We will share information about the mission and vision of our proposed fourth through eighth grade charter school for the students of Houston. If Avant Preparatory Charter School is approved, we will open August 2020. Our Board of Directors include: Christina Allen-Crowder, Daneiva Allevato, Christopher Bent, Carla Cargle, Edy Penn, Jessica Richardson, Stephen Tolbert, Sheila Whittle, Chauntelle Wood.

Provide the Following:

Certified Mail Receipt Cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional school district from which the proposed school intends to draw students.

In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Applicants must send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional school district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
■ Complete items 1, 2, and 3. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits. 1. Article Addressed to: SAMPLE 9590 9401 0000 5191 0000 12 2. Article Number (Transfer from service label)		A. Signature X ☐ Agent ☐ Addressee B. Received by (Printed Name) C. Date of Delivery D. Is delivery address different from item 1? ☐ Yes ☐ No If YES, enter delivery address below: 3. Service Type ☐ Adult Signature ☐ Registered Mail™ ☐ Priority Mail Express® ☐ Adult Signature Restricted Delivery ☐ Registered Mail Restricted Delivery ☐ Certified Mail® ☐ Return Receipt for Merchandise ☐ Certified Mail Restricted Delivery ☐ Signature Confirmation™ ☐ Collect on Delivery ☐ Signature Confirmation Restricted Delivery ☐ Collect on Delivery Restricted Delivery ☐ Signature Confirmation Restricted Delivery ☐ Insured Mail ☐ Insured Mail Restricted Delivery (over \$500)	

PS Form 3811, July 2015 PSN 7530-02-000-9033 Domestic Return Receipt

CERTIFIED MAIL RECEIPT CARD

U.S. Postal Service CERTIFIED MAIL RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)	
OFFICIAL USE	
Postage	
Service Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	
Date	
Time	
to PS Box No.	
City, State, ZIP+4	

PS Form 3811, January 2009

CERTIFIED MAIL RECEIPT

PLEASE NOTE: Attachment A3 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

7018 1830 0000 0367 0918

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

ALIEF, TX 77411

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ 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	\$0.50	
Total Postage and Fees	\$6.70	
Sent To Alief ISD: HIO Chambers P.O. Box 48 Alief, TX 77411		

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

7018 1830 0000 0367 0901

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

ALIEF, TX 77411

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ 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	\$0.50	
Total Postage and Fees	\$6.70	
Sent To Alief ISD: Ann Williams P.O. Box 48 Alief, TX 77411		

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

7018 1830 0000 0367 0772

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

HOUSTON, TX 77047

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ 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	\$0.50	
Total Postage and Fees	\$6.70	
Sent To SBOE: Lawrence A. Allen Jr. 3717 Cork Dr. Houston, TX 77047		

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

7018 1830 0000 0367 0932

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

HOUSTON, TX 77092

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ 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	\$0.50	
Total Postage and Fees	\$6.70	
Sent To Houston ISD: Grenita Lathan 4400 West 18th Street Houston, TX 77092		

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

7018 1830 0000 0367 0925

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

HOUSTON, TX 77092

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ 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	\$0.50	
Total Postage and Fees	\$6.70	
Sent To Houston ISD: Rhonda Newhouse 4400 West 18th Street Houston, TX 77092		

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

7018 1830 0000 0367 0864

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

HOUSTON, TX 77090

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ 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	\$0.50	
Total Postage and Fees	\$6.70	
Sent To Spring ISD: Rhonda Newhouse 16717 Ella Blvd. Houston, TX 77090		

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

7018 1830 0000 0367 0871

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

HOUSTON, TX 77090

Certified Mail Fee	\$3.45	0057
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
☐ Return Receipt (hardcopy)	\$0.00	
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☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

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 Spring ISD: Dr. Rodney E. Watson
 Street and Apt. No., or PO Box No.
 14717 Ella Blvd.
 City, State, ZIP+4®
 Houston, TX 77090

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	\$0.50	
Total Postage and Fees	\$6.70	

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 Rep. Dwayne Bahac
 Street and Apt. No., or PO Box No.
 2400 Gessner Suite 212
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 Houston, TX 77080

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Extra Services & Fees (check box, add fee as appropriate)	\$2.75	11
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☐ Certified Mail Restricted Delivery	\$0.00	
☐ Adult Signature Required	\$0.00	
☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

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☐ Return Receipt (electronic)	\$0.00	
☐ Certified Mail Restricted Delivery	\$0.00	
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☐ Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

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 Sen. Paul Bettencourt
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 11451 Katy Freeway Suite 209
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 Houston, TX 77079

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Postage	\$0.50	
Total Postage and Fees	\$6.70	

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 Rep. Sarah Davis
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 1300 West 100th South Suite 140
 City, State, ZIP+4®
 Bellaire, TX 77401

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Postage	\$0.50	
Total Postage and Fees	\$6.70	

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 Rep. Jessica Cristina Farrar
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 PO Box 30099
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Postage \$0.50	
Total Postage and Fees \$6.70	
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Total Postage and Fees \$6.70	12/04/2018
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Extra Services & Fees (check box, add fee as appropriate)	Postmark Here
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☐ Certified Mail Restricted Delivery \$0.00	
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☐ Adult Signature Restricted Delivery \$0.00	
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Total Postage and Fees \$6.91	12/04/2018
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☐ Adult Signature Restricted Delivery \$0.00	
Postage \$0.50	
Total Postage and Fees \$6.70	
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Total Postage and Fees \$6.70	12/04/2018
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Provide the Following:

- I. Scans/photocopies of any (i) advertising content; (ii) community outreach surveys; (iii) social media campaigns; and (iv) any additional documentation that demonstrates community engagement and support.
- II. Public Meeting Protocol– this is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- III. Letter(s) of Support– provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

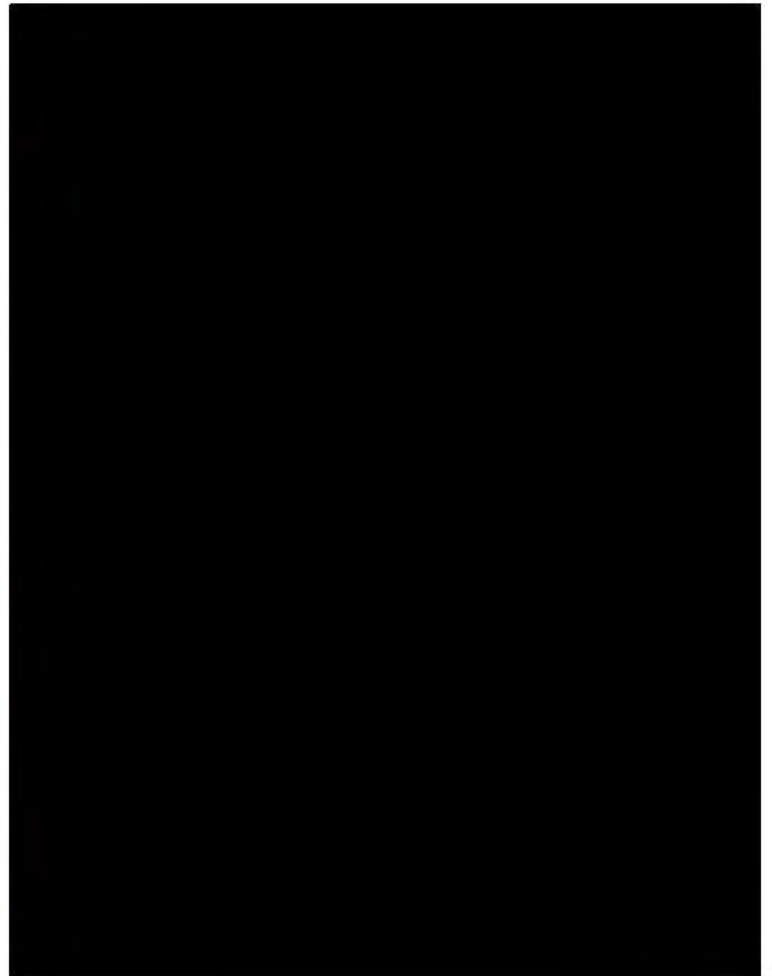
PLEASE NOTE: Attachment A4 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

Avant Prep

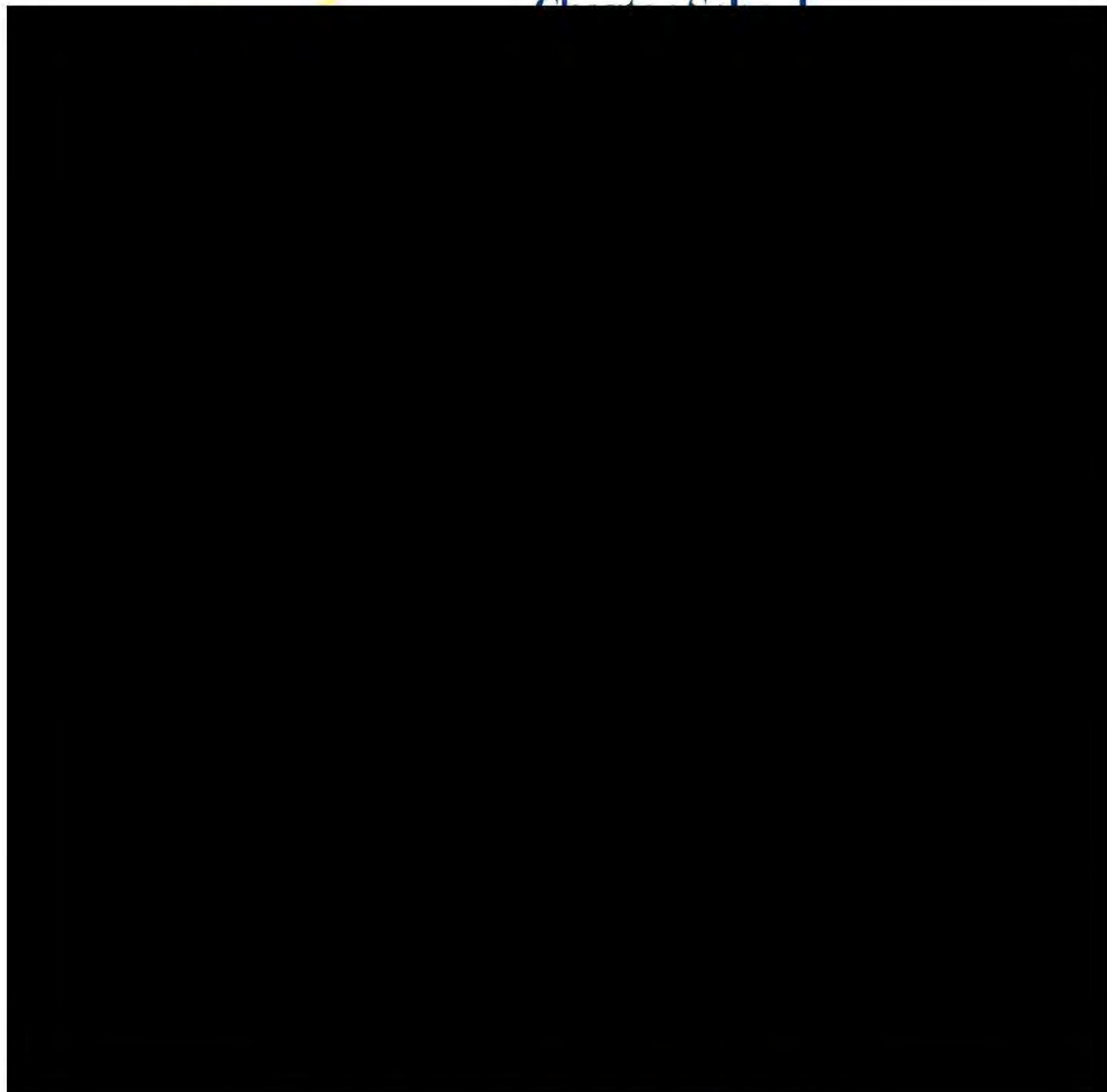
Charter School



Public Meeting



Avant Prep



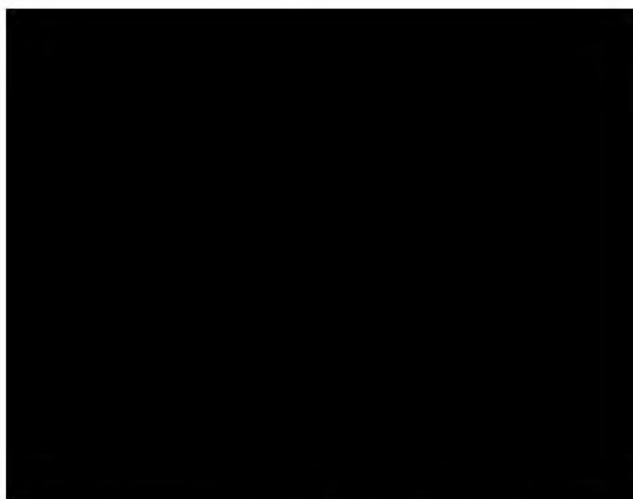
Engaging in the community. **Hillendahl Neighborhood Library**

Avant Prep

Charter School



My Child My Voice Event



Families Empowered Event



edChoice Event



October 20, 2018

Dear Texas Education Agency,

On behalf of SheLED, I'm honored to write a letter of support for Avant Preparatory Charter School. I've had the opportunity to speak to the Founding Team and learn about their commitment to education.

SheLED strongly endorses the application of Avant Prep to become a new charter school in Houston. We support schools that we believe are likely to close the achievement gap and that share our firm belief that all students can learn. Having learned about the mission and vision of the school, we have been convinced that this will be a highly successful school that will offer a new choice for families in Spring Branch North.

We also believe that Avant Prep will serve a predominantly at-risk student population and will have a relentless focus on student achievement. Because of our confidence in this school, we would like to establish a partnership with Avant Prep and help develop their non-instructional staff.

Avant Prep's Founding Team is ready to do the work and has developed a program that will meet the needs of children in our community. Engaging families as partners is a core value of the school. The intensive focus on literacy development in addition to teaching children how to be effective students through an accountable school culture that demands the most out of each student while giving them the supports they need to achieve will undoubtedly build a foundation upon which a future of success lies ahead.

We are enthusiastic about Avant Prep and encourage the approval of its application.

Sincerely,



Marilyn Edmonds

Founder

SheLED

A 4.0 school supported organization

November 29, 2018

Dear Texas Education Agency,

I am writing to you in support of Avant Preparatory Charter School, a proposed charter school for the Spring Branch area in Houston, TX.

As an educator for over 15 years, I have seen first-hand the impact that purpose driven fundamental education can have on the impetus of a young person's future and thus our society at large. In the most underrepresented and overlooked demographics this need is all the more urgent. Based on what I know of Avant Prep's mission, this institution can be a beacon of hope for many. The mission is as follows: Within a structured and joyful school community focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with purpose and PRIDE (*PRIDE stands for: Professionalism, Respect, Integrity, Determination, and Excellence).

I am in support of Avant Prep's mission and the quality education that they will provide for the students in our community. Avant Prep empowers families with the choice for a free, rigorous education, while implementing proven strategies that will boost student achievement. In doing so, they are equipping these students for the future and ensuring that *all* students, regardless of demographics, socio-economic background, or zip code, will receive the education and skills needed to succeed.

Thank you for considering Avant Prep's application. We encourage you to make a difference in the lives of the children in our community by approving Avant Prep's proposal. If you have any questions or require any additional information, please do not hesitate to contact me.

Sincerely,

Risha Palmer Miller

Risha Miller

Educator



13907 Hirschfield Road, Suite L
Tomball, TX 77377
713-817-9001

November 29, 2018

Dear Texas Education Agency,

I am writing to you in support of Avant Preparatory Charter School, a proposed charter school for the Spring Branch area in Houston, Texas.

As a former educator with 10+ years experience, I believe in the importance of education. It is extremely necessary to provide children with high standard academics, integrate core values, include diversity, invest in personal growth, and prepare students for college. As the Director of Sales at Ballin' Sportswear, we are extremely excited to support Avant Preparatory Charter School and understand its vision to create valuable outcomes for children in the Spring Branch Area.

Avant Prep's mission is as follows: Within a structured and joyful school community focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with purpose and PRIDE (* PRIDE stands for: Professionalism, Respect, Integrity, Determination, and Excellence).

Ballin' Sportswear is in support of Avant Prep's mission and quality of education that they will provide for students in our community. Avant Prep empowers families with a choice for a free, rigorous education, while implementing proven strategies that will boost student achievement. In doing so, they are equipping these students for the future and ensuring that all students, regardless of demographics, socio-economic background, or zip code, will receive the education and skills needed to succeed.

Thank you for considering Avant Prep's application. We encourage you to make a difference in the lives of children in our community by approving Avant Prep's proposal. If you have any questions or require any additional information, please do not hesitate to contact me.

Sincerely,

Elizabeth Roy

Elizabeth Roy
Director of Sales

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December 6, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Texas Education Agency,

I write this letter to you in unwavering support of the charter application for Avant Preparatory Charter School. After meeting with Founding Team, I am convinced that everyone has the vision, tenacity, and a tried, tested approach and curriculum to prepare our middle school aged students for success in high school and then college.

Thank you for taking the time to read this letter and if you would like to speak with me further concerning Avant Preparatory Charter School, please see my contact information below.

Sincere regards,

Carla J. Cargle
Founder / CEO

Corporate Office: 14090 Southwest Freeway, Ste. 300 * Sugar Land, TX 77478 * (281) 340-2028 * (281) 915-4683 fax

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D DIVINE DESIGN

December 7, 2018

Texas Education Agency
1701N. Congress Avenue
Austin, TX 78701

Texas Education Agency,

It is my pleasure to write this letter of endorsement for the Avant Preparatory Charter School, which will educate students in Houston.

Avant Prep's mission is to prepare students for college by ensuring all students have access to a high-quality education. I believe that approving Avant Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our kids have a bright future of opportunity.

I strongly stand behind Avant Prep. By endorsing Avant Prep, you will be giving over 300 students the opportunity to gain a college preparatory education.

Sincerely,
Doris Aviles
Owner
Houston Texas



T: 979-709-7772 E: [REDACTED]



December 10, 2018

Dear Texas Education Agency,

I am writing to you in support of Avant Preparatory Charter School, a proposed charter school for the Spring Branch area in Houston, TX.

Avant Prep's mission is as follows: Within a structured and joyful school community focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with purpose and PRIDE (*PRIDE stands for: Professionalism, Respect, Integrity, Determination, and Excellence).

Time Medical Exams, Inc. and the Houston Office of APPS is in support of Avant Prep's mission and the quality education that they will provide for the students in our community. Avant Prep empowers families with the choice for a free, rigorous education, while implementing proven strategies that will boost student achievement. In doing so, they are equipping these students for the future and ensuring that *all* students, regardless of demographics, socio-economic background, or zip code, will receive the education and skills needed to succeed.

Thank you for considering Avant Prep's application. We encourage you to make a difference in the lives of the children in our community by approving Avant Prep's proposal. If you have any questions or require any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Nancy M. Lorensen". The signature is written in a cursive, flowing style.

Nancy Lorensen, RN
Regional Director
Time Medical Exam, Inc., dba:
APPS Paramedical Services
2004 Blake Rd.
Sugar Land, TX 77478
281.242.8203

December 12, 2018

Dear Texas Education Agency,

I am writing to you in support of Avant Preparatory Charter School, a proposed charter school for the Spring Branch area in Houston, TX. As a church situated within a nearby local community with similar demographics, I have firsthand experience with the at-risk populations in the Alief and general Houston areas.

As a member of Wilcrest Baptist Church for over 12 years, I have witnessed first-hand the difficulties and challenges that our families face. Limited positive role models, poverty, abuse, and substance abuse are common to the environment. The ability to overcome the cycles induced by these challenges is largely tied to quality education. I believe strongly that the caliber of education that Avant Preparatory Charter School will provide will deliver the exposure, direction and purpose that their students need to make a generational impact on their community!

Avant Prep's mission is as follows: Within a structured and joyful school community focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with purpose and PRIDE (*PRIDE stands for: Professionalism, Respect, Integrity, Determination, and Excellence).

Wilcrest Baptist Church is in support of Avant Prep's mission and the quality education that they will provide for the students in our community. Avant Prep empowers families with the choice for a free, rigorous education, while implementing proven strategies that will boost student achievement. In doing so, they are equipping these students for the future and ensuring that *all* students, regardless of demographics, socio-economic background, or zip code, will receive the education and skills needed to succeed.

Thank you for considering Avant Prep's application. We encourage you to make a difference in the lives of the children in our community by approving Avant Prep's proposal. If you have any questions or require any additional information, please do not hesitate to contact me.

Sincerely,





December 12th, 2018

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Dear Texas Education Agency:

I am writing in support of Avant Preparatory Charter School - a fourth through eighth grade school for students in Spring Branch North.

I believe the founders have the intelligence, charisma and commitment to create and sustain an exceptional college preparatory middle school for the Spring Branch North community. The founders shared with me the vision for the school, and I am impressed by both their passion and experience in urban education.

Avant Preparatory School is implementing innovative and important achievement strategies that have been informed by best practices of middle schools across the country. I know that an investment in education and high quality middle school is vital to the long-term academic success of Houston students.

We are supportive of Avant Preparatory School's efforts to reach Houston's children with high quality middle school education.

Sincerely,

Hugh Guill
VP - Programs



12/13/2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Texas Education Agency;

Avant Preparatory School exist to ensure measurable academic achievement for all of their students. I write to you today in support of their charter proposal.

In meeting with the Founding Team of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Avant Prep. Strategies such as extending the school day and year, placing an emphasis on early literacy development with over 100 hours of daily literacy instruction. There is no question that their goal of educating every student for a college degree is ambitious and lofty. I am encouraged to see a middle school designed to fill gaps quickly by starting in the fourth grade.

I believe that approving Avant Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our kids have a bright future of opportunity. Our team at Patches is looking forward to our partnership and ensuring our children have the support needed to be successful to and through college.

I appreciate your consideration of the Avant Prep charter proposal and would be happy to answer any questions or concerns you may have regarding my endorsement of their endeavor. Let's keep the momentum going in the right direction and allow Avant Prep to serve 390 students from Spring Branch North who might otherwise not have an opportunity to attend such a driven, results-focused school.

Thank you once again for your time.



Respectfully,

Troy Neal

Executive Director and Founder



Phone Number - -713-392-5925

Website - <https://patchestx.org>



Home Office
707 Edgewood Street, NE
Washington, DC 20017

t 202.635.4590
x 202.635.4591
www.dcprep.org

December 19, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Texas Education Agency,

I write this letter to you with unwavering support of Avant Preparatory Charter School and the proposed School Director, Jessica Richardson. As her manager and supervisor for two years while working at the highest performing charter school network in Washington DC, DC Preparatory Academy Charter School (DC Prep), I witnessed her commitment to education and ensuring all students obtain an excellent education regardless of her role as a Manager of Operations.

Ms. Richardson has a unique background in both instruction and operations, which furthers my belief that she has the tools, knowledge, and fortitude to lead an excellent result-driven school in the community she once taught in, Spring Branch North. Ms. Richardson began her career as a teacher before being employed at DC Prep. While at DC Prep, Ms. Richardson oversaw the discretionary budget, managed on-boarding of new staff, coordinated enrollment, and sustained all facets of the school's day-to-day operational and regulatory processes while managing her campus' operations team.

While at DC Prep, Ms. Richardson helped grow her expanding campus from fourth to seventh grade and then to eighth grade. Her experience with growing her campus to full capacity aligns directly with Avant Preparatory Charter School's model – they, too will add one grade until they reach full capacity and Ms. Richardson has knowledge around facilities, contract services, budget, and operations to ensure this is done accurately.

Thank you for taking the time to read this letter and if you would like to speak with me further concerning Avant Preparatory Charter School and/or the proposed School Director, please contact me at the information provided in this letter.

Sincerely,



Kalyn Blueitt

Director of Facilities and Business Operations

DC Preparatory Academy

419-699-4625



December 19, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Texas Education Agency:

I am writing this letter with strong support of Avant Preparatory Charter School and the proposed School Director, Jessica Richardson. I've had the privilege of working with Ms. Richardson during my professional career at DC Prep in Washington, DC. Ms. Richardson's experience in education as a teacher, leader, and operational expert adds to why I support Avant Preparatory Charter School and her ability to lead the school as the proposed School Director.

I have followed the development of Avant Preparatory Charter School way before a school name was established. Ms. Richardson's narrow focus on providing a high-quality school for the students in Spring Branch North is what led her to DC Prep – to learn from a school that is defying all odds for children growing up in low-income communities. Ms. Richardson has knowledge on what it takes to found a college-preparatory school that will place all students on the path to college.

Furthermore, Avant Preparatory Charter School's 4 through 8 grade span is modeled closely after DC Prep. This unique grade span gives students the additional time needed to prepare them to transition to high school on or above grade level.

I strongly urge Texas Education Agency to approve Avant Preparatory Charter School.

Thank you in advance for your consideration. Please feel free to contact me if I can be any further assistance.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Whitney Jenkins", is written over the "Respectfully submitted," text.

Whitney Jenkins
DC Prep, PrepEx Program Manager



December 20, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Subject: Avant Prep

I am honored to provide a personal endorsement for Avant Preparatory Charter School, whose mission is to provide children in the Spring Branch North community with a high-quality education and prepare them for college.

Importantly, Avant Prep's first core belief is that "Rigorous academics prepare students for college." Unquestionably, a strong focus on academics is a key ingredient in a quality education and this is precisely what Avant Prep strives to give all of its students.

I personally support Avant Prep and believe they will give more than 300 students an opportunity to succeed well beyond high school.

Sincerely,

Aaron G. Smith
Education Policy Analyst

5737 Mesmer Avenue, Los Angeles, CA 90230-6316 ■ 310-391-2245 ■ Fax: 310-391-4395 ■ www.reason.org

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December 21, 2018

Texas Education Agency (TEA)
1701 N. Congress Avenue
Austin, TX 78701

Dear Texas Education Agency,

It is my pleasure to write this letter of endorsement for the Avant Prep Charter School, which will educate students in the Spring Branch North community of Houston.

The mission of Avant Prep Charter School is to prepare all students in grades four through eight with the academic skills and ethical character required for college graduation and life success. I strongly believe that we need Avant Prep to bring these opportunities to the families and students of the Spring Branch North community. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in the 21st century.

Avant Prep will be a high-performing middle school option that children in the Spring Branch North community need and deserve. Avant Prep's positive school culture, infused with structure and joy, will foster academic success and, the vision for college from day one. 130 minutes of daily literacy in 4-8 will ensure students are well-prepared for academic and life success. Targeted interventions will provide the ongoing academic support students need. Avant Prep is dedicated to engaging families and the community in a partnership for the success of children living in Spring Branch North.

We strongly stand behind Avant Prep. By endorsing Avant Prep, you will be giving over 300 students the opportunity to gain a college preparatory education.

Sincerely,
Bianca Huff
Manager of Fellow Support

December 21, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Texas Education Agency:

As both a product of and a champion for Texas Education, especially when it comes to the state's youngest and most vulnerable children, I am excited to write this letter of support for the Avant Preparatory Charter School.

I first learned about the proposed new school when the Lead Founder contacted [REDACTED] to tutor during their Avant Prep: Tutoring Tuesday program. This opportunity allowed me to meet the founding team and learn more about Avant Prep.

Avant Prep's team believes that every child will be college bound and that hard work produces results; they will ensure that children and families believe it too. Avant Prep and its vision for great education is an endeavor that is close to my heart. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

I hope that you will give serious consideration to the charter application that Avant Prep is presenting to you as there is no question in my mind that their proposed school will do nothing but add a high quality option to an environment that has been provided with few to no high performing options for too long.

Sincerely,

[REDACTED]



December 23, 2018

To whom it may concern:

It is with great enthusiasm to write this letter in support of Avant Preparatory Charter School. I had the opportunity to attend Avant Preparatory Charter School's Public meeting on December 12, 2018, learn more about the new proposed school, and meet the Founding Team.

It is my personal belief that social and economic equality derive from educational equality. However, when I consider the number of low performing schools in which many of our students of color are currently attending, I worry that social and economic equality simply will not happen. So long as there remains an achievement gap between our low-income students of color and their more affluent peers, true equality remains an impossibility.

As a result of this fact, I write this letter in support of Avant Prep Charter School and its entire Founding Team. Having met with Ms. Richardson and Ms. Gonzales-Neal and reviewed the plan for Avant Prep, it is clear that the school will serve as one small part to the greater solution of eliminating the achievement gap in our city and placing our young people on the track for academic and life success. We do not have a minute to waste if we are truly going to educate all of our children. A school like Avant Prep to open its doors with the mission to educate *every* student for college is absolutely something that I can get behind.

Again, I would like to extend my support and recommendation for Avant Preparatory.

Sincerely,

A handwritten signature in black ink, appearing to read 'Phyllis Rodgers', written over a horizontal line.

Phyllis Rodgers
Yes Prep Seminar Teacher



Etoile Academy Charter School
6648 Hornwood Drive
Houston, TX 77074

December 26th, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Texas Education Agency:

Avant Preparatory School exist to ensure measurable academic achievement for all of their students. I write to you today in support of their charter proposal.

In working with Jessica Richardson, meeting with the Founding Team of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Avant Prep. Strategies such as extending the school day and year, placing an emphasis on early literacy development with over 100 hours of daily literacy instruction. There is no question that their goal of educating every student for a college degree is ambitious and lofty. I am encouraged to see a middle school designed to fill gaps quickly by starting in the fourth grade.

I believe that approving Avant Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our kids have a bright future of opportunity.

I appreciate your consideration of the Avant Prep charter proposal and would be happy to answer any questions or concerns you may have regarding my endorsement of their endeavor. Let's keep the momentum going in the right direction and allow Avant Prep to serve 390 students from Spring Branch North who might otherwise not have an opportunity to attend such a driven, results-focused school.

Thank you once again for your time.

Respectfully,

A handwritten signature in blue ink that reads 'Kaye Loh'.

Avant Preparatory Charter School

A proposed fourth through eighth grade charter school for the students of Houston.

Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with purpose and PRIDE.

Our Vision

At Avant Prep, we exist for one reason: to ensure measurable academic achievement for all of our students. We believe that all students can reach their full potential and have access to a world of opportunity regardless of race, socioeconomic status, home language, learning style, or zip code. All students at Avant Prep will receive rigorous, high-quality instruction and will develop into leaders who are confident about and inspired towards their bright future.

We Believe

Rigorous academics prepare students for college
Computer Science prepares students for the 21st century
Developing English Language Learners is every school's responsibility
Every student deserves an excellent teacher
Strong character creates student leaders
A structured and joyful community ensures student achievement
Inviting and engaging families is mission critical

About Charter Schools

Charter schools are free public schools created to provide school choice for families. Charter schools respond to student needs and are held accountable for achieving high levels of academic success.

Contact Us

Jessica Richardson, Lead Founder
713-210-9671 | 
avantprep.org

Avant Preparatory Charter School

Un propuesta 4-8 escuela pública autónoma para los estudiantes de Houston

Dentro de una comunidad escolar estructurada y alegre, centrada en académicos rigurosos y desarrollo del carácter, Avant Preparatory Charter School prepara a los estudiantes de cuarto a octavo grado para graduarse de la universidad, acceder a una gran cantidad de oportunidades y liderar con propósito y PRIDE.

Nuestra visión

En Avant Prep, existimos por una razón: para asegurar un logro académico medible para todos nuestros estudiantes. Creemos que todos los estudiantes pueden alcanzar su máximo potencial y tener acceso a un mundo de oportunidades sin importar la raza, el estatus socioeconómico, el idioma del hogar, el estilo de aprendizaje o el código postal. Todos los estudiantes de Avant Prep recibirán instrucción rigurosa y de alta calidad y se convertirán en líderes confiados e inspirados hacia su brillante futuro.

Creemos

Académicos rigurosos preparan a los estudiantes para la universidad
La informática prepara a los alumnos para el siglo XXI
Desarrollar aprendices del idioma inglés es responsabilidad de cada escuela
Cada alumno merece un excelente profesor
El carácter fuerte crea líderes estudiantiles
Una comunidad estructurada y alegre asegura el logro estudiantil
Invitar y comprometer a las familias es una misión crítica

Sobre las escuelas charter

Las escuelas autónomas son escuelas públicas gratuitas creadas para ofrecer opciones escolares para las familias. Las escuelas charter responden a las necesidades de los estudiantes y son responsables de alcanzar altos niveles de éxito académico.

Contact Us

Jessica Richardson, Lead Founder
713-210-9671 | 
avantprep.org



Avant Prep is looking for
college students to help
tutor students in grades K-8.

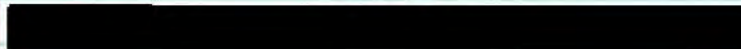


Subjects:
ELA, Math,
Science, History



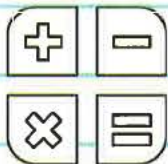
Flexible Commitment

Interested?
Contact Jessica Richardson
Email:

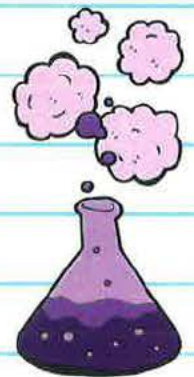




**Close the Gap:
Tutoring Tuesday
for students in grades K-8.**



**Subjects:
ELA, Math,
Science, History**



**To sign up for tutoring,
contact Jessica Richardson**

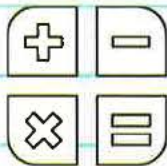
Email:



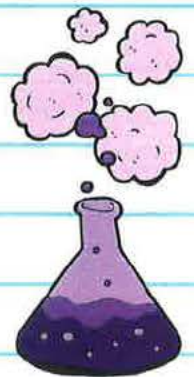
Phone: 713-240-9071



Cerrar la brecha: Martes de tutoría para estudiantes en los grados K-8.



Asignaturas:
ELA, Matemáticas,
Ciencia, historia y



Para inscribirse en tutoría,
contacto Jessica Richardson

Email:



Phone: 713-240-9071



A proposed fourth through eighth grade charter school for the students of Houston.

Name: _____ Phone: _____ Email: _____

1. Do you live in the Spring Branch Community? Yes/ No

2. Are you a parent or guardian of a school-aged child?

3. Are you satisfied with the current school options for children in Spring Branch? (check Y/N)

4. What are the major challenges standing in the way of student success in our community?

5. Which of the following is important to you in a school? (check all that apply)
 - ☐ Strong foundation in reading/math
 - ☐ Preparation for college
 - ☐ Computer Science Program
 - ☐ Financial Literacy Program
 - ☐ Character Development Program
 - ☐ Consistent communication with teachers
 - ☐ Excellent Teachers

___ Structured and joyful school community

6. As a member of our community, would you be interested in supporting a new school that will support students to thrive in middle and high school and graduate from college?



A proposed fourth through eighth grade charter school for the students of Houston.

nombre: _____ **teléfono:** _____

correo electrónico _____

1. ¿Vives en la comunidad de Spring Branch? Si no
2. ¿Es usted padre o tutor de un niño en edad escolar?
3. ¿Está satisfecho con las opciones educativas para niños en nuestra comunidad? ¿Por qué o por qué no?
4. ¿Cuáles son los principales desafíos que se interponen en el camino del éxito estudiantil en nuestra comunidad?
5. ¿Cuál de las siguientes cosas es importante para ti en una escuela? (marque todo lo que corresponda)
 - ___ Sólida base en lectura / matemáticas.
 - ___ Preparación para la universidad
 - ___ Programa de informática
 - ___ Programa de Educación Financiera
 - ___ Programa de desarrollo del carácter
 - ___ Comunicación consistente con los profesores.
 - ___ Excelentes maestros

6. Como miembro de nuestra comunidad, ¿te interesaría apoyar a una nueva escuela que apoyará a los estudiantes para que prosperen en la escuela media y secundaria y se gradúen de la universidad?



A proposed fourth through eighth grade charter school for the students of Houston.

Student Survey

Name: _____

What school district do you currently attend?

___ Spring Branch ISD

___ Houston ISD

___ Alief ISD

Which of the following is important to you in a school? (check all that apply)

___ Strong foundation in reading/math

___ Preparation for college

___ Computer Science Program

___ Financial Literacy Program

___ Character Development Program

___ Consistent communication with teachers

___ Excellent Teachers

___ Structured and joyful school community

In two sentences or less, please describe your dream school. How does it feel? What are you learning?
What electives does this school offer?



Meet the Lead Founder,
Jessica (Richardson)
Turnquest

When: Every Monday from
10 am - 2 pm

Where: Hillendahl
Neighborhood Library



Meet the Lead Founder,
Jessica (Richardson)
Turnquest

When: Every Wednesday
from 10 am - 2 pm

Where: Ring Neighborhood
Library



Conoce al fundador
principal, Jessica (Richardson)
Turnquest

Cuándo: Todos los lunes desde
10 am - 2 pm
Donde: Hillendahl
Neighborhood Library



Conoce al fundador
principal, Jessica (Richardson)
Turnquest

Cuándo: Todos los lunes desde
10 am - 2 pm
Donde: Ring Neighborhood
Library



Avant Prep

Charter School

November 13- November 21

Giving for the Holidays:
Avant Prep Food Drive

PLEASE DONATE NON-PERISHABLE FOOD

Hillendahl Neighborhood Library: 2430 Gessner Rd.
Houston, Texas 77080
4:00 pm - 6:00 pm

For more information, contact Jessica
at 713-240-9071



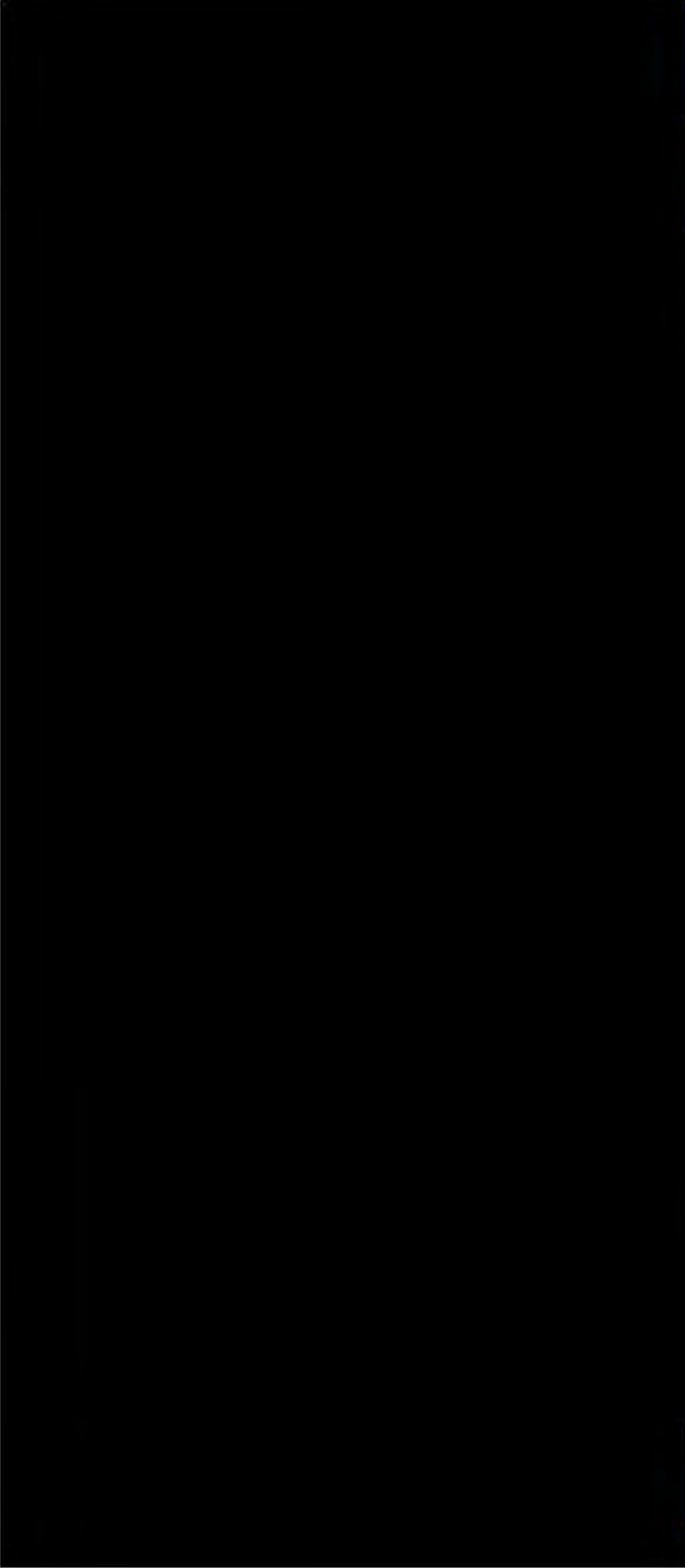
November 13- November 21

**Donaciones para las fiestas:
Avant Prep Food Drive**

POR FAVOR DONAR ALIMENTOS NO PERROSABLES

Hillendahl Neighborhood Library: 2430 Gessner Rd.
Houston, Texas 77080
4:00 pm - 6:00 pm

Para más información, contact Jessica
at 713-210-9071



Avant Prep

Charter School

¡A TALK EDUCACIÓN!

REUNIÓN INFORMATIVA

MMiércoles 12 de
diciembre de 2018
5: 00 PM- 6:00 PM

Hillendahl Neighborhood Library
2436 Gessner Rd.
Houston, Texas 77080



Let's talk Education!

**INFORMATIONAL
MEETING**

Wednesday, December 12, 2018
5: 00 PM- 6:00 PM

Hillendahl Neighborhood Library
2436 Gessner Rd.
Houston, Texas 77080



Charter School

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Reunión informativa

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Houston, Texas 77080



A proposed fourth through eighth grade middle school for the students and families of Houston.

LET'S TALK EDUCATION

INFORMATIONAL MEETING

DECEMBER 15, 2018 1:30PM -3:30PM
HILLENDAL NEIGHBORHOOD LIBRARY

FOOD - RAFFLE TICKETS - BUILDING RELATIONSHIPS



*Propuesta de escuela intermedia de cuarto a octavo grado
para los estudiantes y las familias de Houston.*

VAMOS A HABLAR DE EDUCACIÓN

REUNIÓN INFORMATIVA

DECEMBER 15, 2018 1:30PM -3:30PM
HILLEDAHL NEIGHBORHOOD LIBRARY

ALIMENTOS - BOLETOS DE RIFA - CONSTRUYENDO RELACIONES



A proposed fourth through eighth grade middle school for the students and families of Houston.

LET'S TALK EDUCATION

INFORMATIONAL MEETING

DECEMBER 22, 2018 1:30PM -3:30PM
HILLENDAH NEIGHBORHOOD LIBRARY

FOOD - RAFFLE TICKETS - BUILDING RELATIONSHIPS



*Propuesta de escuela intermedia de cuarto a octavo grado
para los estudiantes y las familias de Houston.*

VAMOS A HABLAR DE EDUCACIÓN

REUNIÓN INFORMATIVA

DECEMBER 22, 2018 1:30PM -3:30PM
HILLEDAHL NEIGHBORHOOD LIBRARY

ALIMENTOS - BOLETOS DE RIFA - CONSTRUYENDO RELACIONES



Within a structured and joyful school community
with a focus on rigorous academics and character development,
Avant Preparatory Charter School
prepares students in grades four through eight
to graduate from college, access a wealth of opportunity,
and lead with PRIDE.

Date: December 12, 2018

Time: 5:00 PM-6:00 PM

**Location: 2436 Gessner Rd. Houston, Texas
77080**

Meeting Objective:

- Share information about Avant Preparatory Charter School
- Answer family and community questions
- Solicit community stakeholder input to help guide the final Avant Preparatory Charter School proposal

Time	Minutes	Topic
5:00-5:05	5	Welcome and Introductions - Founding Team introductions
5:05-5:15	10	Spring Branch North Community - Why propose in Spring Branch ("SB")? - How many middle schools are in SB? - How many elementary schools are in SB? - How many charter schools are in SB? - <i>Provide data/ explain the need</i>
5:15-5:30	15	Academic Program - Mission - Core Beliefs: <i>Rigorous Academics, Excellent Teachers, Character Development, Families, Structure and Joy, Computer Science</i> - Question for Community:

		• What teacher qualities are important to you as a family? - Double Literacy and Math • How worried are you about your children's ability to read and write well for future opportunities in life? • How important is it for your family that your children enter high school reading, writing, and doing math well? • What supports will a school need to provide to your children in order to accomplish this goal? - Question for community: • What character values do you want your child's school to teach and/or reinforce? - Extended Year/Day - Question for community: • What types of enrichment do you want for your child – we are considering martial arts, performing arts, visual arts, financial literacy, and Spanish – what is important to you? - Our Promise: Academic Achievement
5:30-5:40	10	Fourth Grade Start - Why start with fourth grade? - Why end at eighth grade and not high school?
5:40-5:55	15	Additional Questions for Community and Stakeholders: • What type of middle school do you want for your children? • What are the major challenges in schools in your community that stand in the way of students' success? • What do students need to be prepared for college? • Would you like to help us speak to community members about Avant Prep? • Would you like to be added to our mailing list to receive updates about Avant Prep? Questions from stakeholders
5:55-6:00	5	Mingle and light refreshments



Avant Prep

Charter School

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2:00-2:40	40	Academic Program - Mission - Core Beliefs: <i>Rigorous Academics, Excellent Teachers, Character Development, Families, Structure and Joy, Computer Science</i> - Question for Community:

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2:40 -2:50	10	Fourth Grade Start - Why start with fourth grade? - Why end at eighth grade and not high school?
2:50-3:10	20	Additional Questions for Community and Stakeholders: • What type of middle school do you want for your children? • What are the major challenges in schools in your community that stand in the way of students' success? • What do students need to be prepared for college? • Would you like to help us speak to community members about Avant Prep? • Would you like to be added to our mailing list to receive updates about Avant Prep? Questions from stakeholders
3:10-3:30	20	Mingle and light refreshments



Avant Prep

Charter School

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3:10-3:30	20	Mingle and light refreshments



A proposed fourth through eighth grade middle school for the student and families in Houston.

Support Avant Prep

Show your support for Avant Prep opening in Fall 2020 by signing your name below:

Date	Name	Child's Grades	Phone Number	Email

PREMIUM



Jessica Richardson

Fellow at Building Excellent Schools

[View full profile](#)



Jessica Richardson

Fellow at Building Excellent Schools

Learn more about Avant Prep. Visit our website: avantprep.org

Avant Preparatory Charter School

8 years old • 12 years • 10 years • 10 years • 10 years • 10 years

Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college and lead with purpose.

Our Vision

At Avant Prep, we want the young women in our school to become academically accomplished for all of our students. We believe that all students, regardless of their background and socioeconomic status, can achieve excellence. We want our students to be confident, resilient, and capable of leading with purpose. We want our students to be able to take on the challenges of the world and lead with purpose.

We Believe

- Every student deserves a chance to succeed.
- Every student deserves a chance to lead.
- Every student deserves a chance to be a leader.
- Every student deserves a chance to be a leader.
- Every student deserves a chance to be a leader.
- Every student deserves a chance to be a leader.

About Charter Schools

Charter schools are public schools that are independently operated and managed. Charter schools are public schools that are independently operated and managed. Charter schools are public schools that are independently operated and managed.

Join Our Board

We are looking for individuals who are interested in joining our board. We are looking for individuals who are interested in joining our board. We are looking for individuals who are interested in joining our board.

Contact Us

Avant Prep Charter School
1111 11th Street, Suite 100
1111 11th Street, Suite 100
www.avantprep.org

10 Likes



Like



Comment



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Likes



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Add a comment...



PREMIUM



Jessica Richardson

Principal at Building Excellent Schools

[View full profile](#)



Jessica Richardson

Principal at Building Excellent Schools

...

Meet the Lead Founder and learn more about Avant Prep every Monday and Wednesday.



**Meet the Lead Founder,
Jessica (Richardson)
Turnquest**

**When: Every Monday from
10 am - 2 pm**

**Where: Hillendahl
Neighborhood Library**



**Meet the Lead Founder,
Jessica (Richardson)
Turnquest**

**When: Every Wednesday
from 10 am - 2 pm**

**Where: Ring Neighborhood
Library**

10 Likes · 1 Comment

Like Comment Share

[Top Comments](#) ▾

Likes



-2

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Add a comment...



2w · 100%

So proud of you. Your future students are lucky to have you!

[Like](#) [Reply](#) 1 Like

PREMIUM



Jessica Richardson

Fellow at Building Excellent Schools

[View full profile](#)

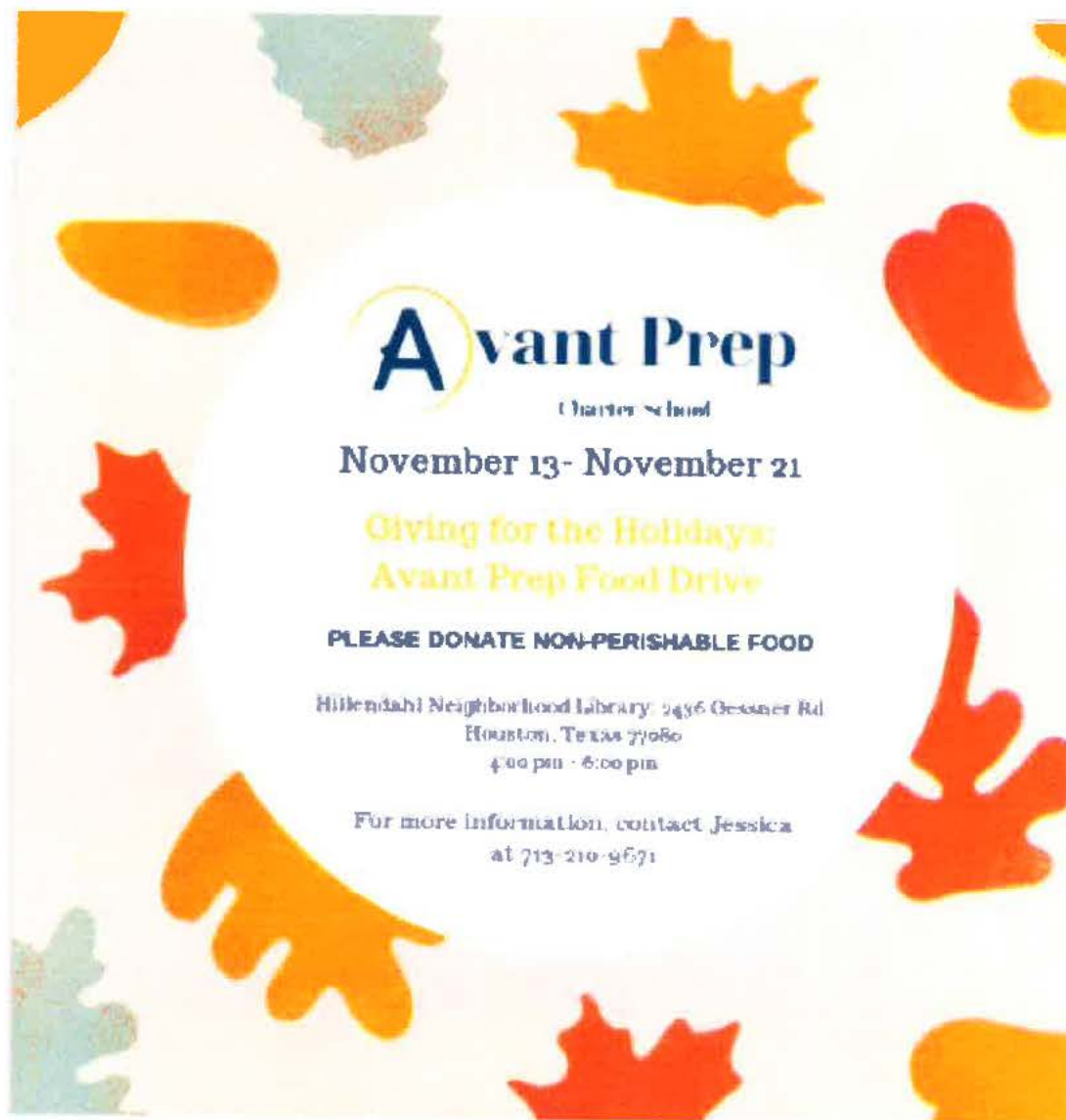


Jessica Richardson

Fellow at Building Excellent Schools

3w

Giving for the Holidays: Avant Prep Food Drive



3 Likes



Like

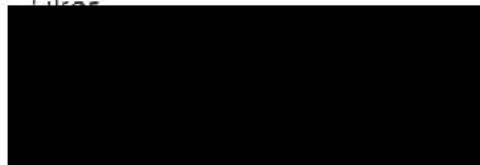


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PREMIUM



Jessica Richardson

Fellow at Building Excellent Schools

[View full profile](#)



Jessica Richardson

Fellow at Building Excellent Schools



**Close the Gap:
Tutoring Tuesday
for students in grades K-8.**



**Subjects:
ELA, Math,
Science, History**



**To sign up for tutoring,
contact Jessica Richardson**

Email:

[Redacted email address]

Phone: 713-210-9671

13 Likes

Like Comment Share

Likes

[Redacted list of likes]

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Add a comment...



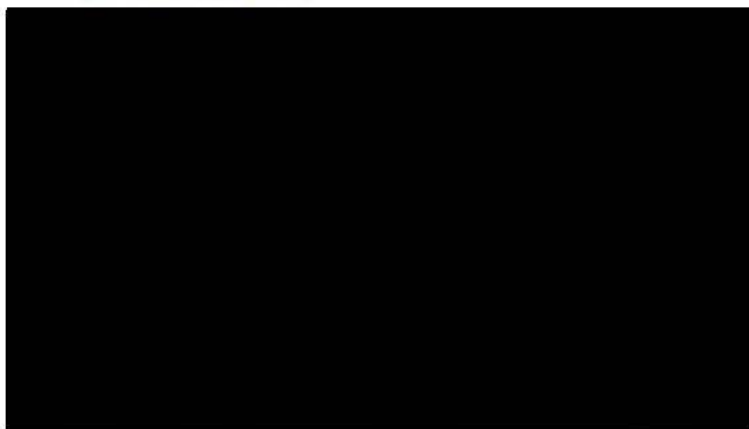
mychildmyvoice.org

Joined January 2016

Tweets Tweets & replies Media Likes



Wendy Gonzales-Neal [@mychild](#) 3m
[#ChristmasMoments](#) With
[#MyChildMyVoice](#) Since Christmas is
around the corner I thought I would share
some joyous moments from Houston. Thank
U [@AvantPrep](#) for hosting a holiday
ornament craft day. Even a police officer
took time with his kids to decorate.
[#MyChildMyVoice](#)



Wendy Gonzales-Neal [@mychild](#) 1d
[#ThursdayThoughts](#) Check out this
[#ParentVoice](#) Story from a [@TX](#)
mom about her bumpy journey to find





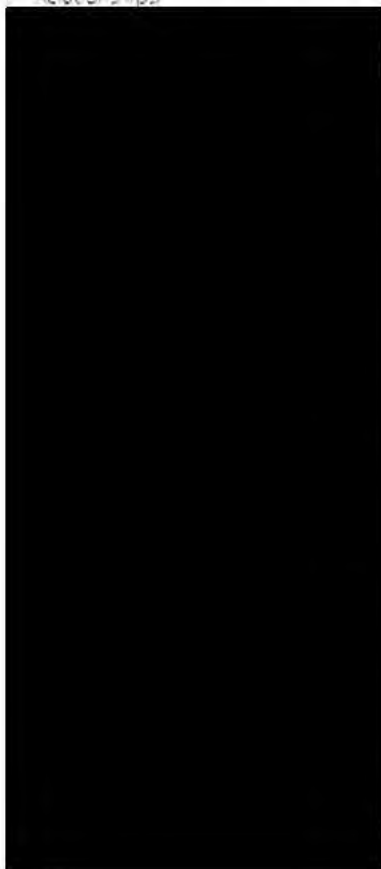
Jessica Richardson-Turnquest

Partner at Building Excellent Schools
11



Join us this Wednesday.

Meet The Founding Board of Directors. Learn more about Avant Prep. Build Relationships.



Avant Prep

Charter School

Let's talk Education!

INFORMATIONAL MEETING

Wednesday, December 12, 2018
5:00 PM- 6:00 PM

Hillendah Neighborhood Library
2436 Gessner Rd.
Houston, Texas 77080

19 Likes

Like Comment Share



674 views of your post in the feed



Add a comment...



Provide the Following:

I. Admissions and Enrollment Policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).

Enrollment deadlines and procedures. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

PLEASE NOTE: Attachment E1 is referenced on the Admission and Enrollment narrative page of the Finance/Operations/Governance Plans.

Admission and Enrollment Policy was prepared for Avant Preparatory, Inc. by Texas Charter School Association. The Founding Team of Avant Preparatory, has amended the policy to align directly with the Avant Preparatory Charter School's admission and enrollment dates.

Attachment FOG 4 – Admissions and Enrollment Policy

Avant Preparatory Charter School will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, athletic ability, or the district the child would otherwise attend (Texas Education Code §12.111 (a)(5)).

Enrollment. Avant Preparatory Charter School admission and enrollment procedures are in alignment with Texas Education Code (TEC) §12.111(a)(6) and §12.1171. Avant Preparatory Charter School's open enrollment will begin on November 4, 2019 and end on March 30, 2020. For academic school year 2020/21, Avant Preparatory Charter School ("Avant Prep") will admit grades four and five from its primary attendance boundary. If all seats are not filled, Avant Prep will begin admitting in its additional attendance boundary. Avant Prep will continue this pattern until all seats are filled with 78 fourth grade students and 78 fifth grade students, for a total of 156 students. After Year 1 and each year thereafter, we will admit 78 fourth graders until we have reached our full capacity of 390 students in grade four through eight.

Application. Families will be required to complete a brief enrollment application. The open enrollment application will ask three basic questions: (1) Guardian(s)' and Student(s)' Names, (2) Student's Grade, (3) Contact Information and Address. Families will not be required to share if their child has special needs or is identified as Limited English Proficiency (LEP) and all children regardless of classification, home language, or previous academic background can apply to attend Avant Prep. Once students have applied and been completely admitted, Avant Prep will obtain the appropriate special education and LEP information so that we begin day 1 with the necessary and appropriate supports for our students.

Lottery. In accordance with Texas Education Code §12.117(a)(2)(A), a public random lottery will be held if Avant Prep receive more applications from families living in their primary attendance boundary than there are available seats. The lottery will be held on the second Saturday in April; families who applied will receive notification of the lottery date. The random public lottery will determine which students are admitted and which students are on the waitlist; all applications will be randomly and publicly selected with no manipulation of results.

Each applicant will receive a snapcode (a unique identification number) directly connected to their name and application, i.e., if a family is applying for more than one child, two snapcodes will be given. The snapcode will be used specifically for lottery purposes and entered into a lottery administration system where the snapcode will be drawn at random by a disinterested third party. The first 78 snapcodes drawn for fourth grade and first 78 snapcodes drawn for fifth grade will be admitted. All snapcodes thereafter will be placed on a numerical waitlist in the order by which the snapcode was drawn.

If fewer applications are received from families in Avant Prep's primary attendance boundary, Avant Prep will host a random public lottery for families in their additional attendance boundary, which include Alief ISD, Houston ISD, and Spring ISD. This lottery will happen on the same day and immediately after the primary lottery.

Waitlist. Avant Prep will notify families by U.S. mail and email as provided within two days of their acceptance, and they will have 10 days to accept or decline the seat. If a family declines, the first student on the waitlist will be offered the seat, and if the family does not respond within the allotted time, their seat will be given to the next person on the waitlist. The waitlist will remain in the same order over the academic school year, unless a family wishes an applicant to be removed from the waitlist.

Families who apply to Avant Prep after the open-enrollment period will be placed on the waitlist after the applicants who applied during the open-enrollment period and were placed on the waitlist as a result of the lottery.

Exemptions. As acceptable by Texas Administrative Code §100.1207(b) and Federal Lottery Guidelines, siblings of students already admitted will be offered the first available seat(s) or go to the top of the waiting list. While most students who apply to Avant Prep will participate in the lottery system, some students will be exempt. Already enrolled students will not lose their seat unless they do not re-enroll during the reenrollment period. This means that all returning students will be exempt from the lottery. Children of staff, regardless of time of hire, and children of Founding Board members will be exempt from the lottery. Depending upon the number of seats available, these children will be either placed at the top of the waitlist or given the first available seat. Children of Non-founding Board members will participate in the lottery as outlined above.

If a family applies after the open enrollment period, or transfers during the academic school year, and if there is an open seat, the student will be admitted regardless as to whether the student is zoned to our primary or secondary boundaries. If all seats are filled, the student will be placed at the end of the waitlist. Avant Prep will request academic school records, proof of eligibility to enroll, and any student specific documentation to complete enrollment. Homeless students and students in foster care will not be required to provide any documentation if admitted during the lottery.

Withdrawal. Re-enrollment. Transfers. An exit interview will be suggested and encouraged if a family chooses to withdraw their student. The family will be encouraged to fill out a Withdrawal Form so that Avant Prep can transfer school records. In addition, families will be invited but not required to meet with a member of the school leadership team to share their reasons for leaving.

Families and students who have withdrawn and choose to return to Avant Prep will be required to complete the application process and could potentially be placed on the waitlist, if a seat is not available.

Transfer students will be required to complete the full application process and could potentially be placed on the waitlist, if a seat is not available.

History of Misconduct. Avant Prep will access each student's history of misconduct in accordance with Texas Education Code § 12.111 (a)(S)(A), before determining admission.

Provide the Following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If applicant does not have 501(c)(3) determination letter at the time of application submission, include any documentation that proves an IRS Form 1023 has been submitted by January 4, 2019.

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 5, 2019, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

PLEASE NOTE: Attachment G1 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

002814.102081.282378.29460 1 MB 0.424 914



AVANT PREPARATORY INC
807 S POST OAK LN APT 2310
HOUSTON TX 77056

002814

Date of this notice: 11-06-2018

Employer Identification Number:
83-2403972

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-2403972. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2019

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is AVAN. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.



IRS Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Dec. 20, 2018 LTR 3367C S0
83-2403972 000000 00

00024658
BODC: TE

AVANT PREPARATORY INC
807 S POST OAK LANE APT 2310
HOUSTON TX 77056



005021

Employer identification number: 83-2403972
Tax form: 1023
Document locator number: 17053-330-34001-8
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you re exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

- * Your name
- * Your employer identification number (EIN)
- * The document locator number listed above and assigned to your request
- * A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return

AVANT PREPARATORY INC
807 S POST OAK LANE APT 2310
HOUSTON TX 77056

(Form 990, Form 990-EZ, or Form 990-PF) or electronic notice (Form 990-N, the e-Postcard) while their applications for exemption or miscellaneous determination requests are pending. If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked. Visit www.irs.gov and type "annual exempt organization return: who must file" in the search box for information on the types of organizations that are required to file annual returns or notices.

To receive the Exempt Organizations' EO Update, an electronic newsletter with information for tax-exempt organizations and tax practitioners, go to www.irs.gov/charities and click on "Free e-Newsletter."

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

Sincerely yours,

Stephen A. Martin

Stephen A. Martin
Director, EO Rulings & Agreements

ORIGIN: D-SATA (210) 538-5385
MARY ZAONTZ
SCHULMAN, LOPEZ & HOFFER LLP
845 PROTON RD
SAN ANTONIO, TX 78258
UNITED STATES US

SHIP DATE: 15NOV18
ACTWGT: 0.50 LB
CAD: 103100562/NET4040

BILL SENDER

TO ATTN: EO DETERMINATION LTRS-STOP 31
INTERNAL REVENUE SERVICE
201 W RIVERCENTER BLVD

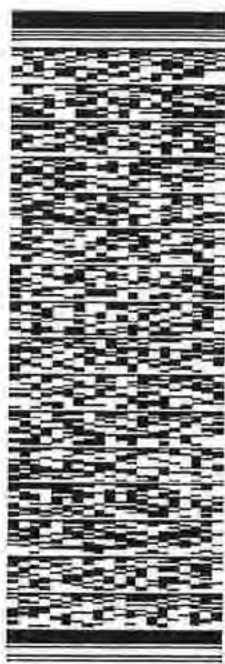
COVINGTON KY 41011

(859) 669-5316

REF: AVANT PREPARATORY

INV:

DEPT:



J1821100N1001uv

TRK# 7737 3450 2970
0201

FRI - 16 NOV 3:00P
STANDARD OVERNIGHT

XHFFTA

41011
KY-US CVG



After printing this label:

1. Use the 'Print' button on this page to print your label to your laser or inkjet printer.
2. Fold the printed page along the horizontal line.
3. Place label in shipping pouch and affix it to your shipment so that the barcode portion of the label can be read and scanned.

Warning: Use only the printed original label for shipping. Using a photocopy of this label for shipping purposes is fraudulent and could result in additional billing charges, along with the cancellation of your FedEx account number. Use of this system constitutes your agreement to the service conditions in the current FedEx Service Guide, available on fedex.com. FedEx will not be responsible for any claim in excess of \$100 per package, whether the result of loss, damage, delay, non-delivery, misdelivery, or misinformation, unless you declare a higher value, pay an additional charge, document your actual loss and file a timely claim. Limitations found in the current FedEx Service Guide apply. Your right to recover from FedEx for any loss, including intrinsic value of the package, loss of sales, income interest, profit, attorney's fees, costs, and other forms of damage whether direct, incidental, consequential, or special is limited to the greater of \$100 or the authorized declared value. Recovery cannot exceed actual documented loss. Maximum for items of extraordinary value is \$1,000, e.g. jewelry, precious metals, negotiable instruments and other items listed in our Service Guide. Written claims must be filed within strict time limits, see current FedEx Service Guide.



December 10, 2018

Dear Customer:

The following is the proof-of-delivery for tracking number **773734502970**.

Delivery Information:

Status:	Delivered	Delivered to:	Shipping/Receiving
Signed for by:	H.MUHOLLAND	Delivery location:	COVINGTON, KY
Service type:	FedEx Standard Overnight	Delivery date:	Nov 16, 2018 10:21
Special Handling:	Deliver Weekday		

Signature image is available. In order to view image and detailed information, the shipper or payor account number of the shipment must be provided.

Shipping Information:

Tracking number:	773734502970	Ship date:	Nov 15, 2018
		Weight:	1.0 lbs/0.5 kg

Recipient:
COVINGTON, KY US

Shipper:
SAN ANTONIO, TX US

Reference

Avant Preparatory

Thank you for choosing FedEx.

Provide the Following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment).

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.

All submitted forms to the state must be dated prior to January 4, 2019.

Corporation 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**

File Number: _____

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of _____

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the Federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/24/2015

Effective: 07/24/2015



Carlos H. Cascos
Carlos H. Cascos
Secretary of State

Please visit us on the Internet at <http://apps.sos.state.tx.us>
Phone: (512) 465-5555 Fax: (512) 465-5700
Prepared by: Debbie Gustafson EID: _____

Dial 711 for Relay Services
Document: "Nonprofit"

TEXAS CERTIFICATE OF FILING

**Form 202
(Revised 05/11)**

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



This space reserved for office use.

**Certificate of Formation
Nonprofit Corporation**

Article 1 - Entity Name and Type

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

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:

First Name _____ MI _____ Last Name _____ Suffix _____

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

Street Address _____ City _____ TX _____ Zip Code _____

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				
First Name	MI	Last Name	Suffix	
_____	_____	_____	_____	_____
Street or Mailing Address	City	State	Zip Code	Country

TEXAS CERTIFICATE OF FORMATION

PLEASE NOTE: FOG6 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.



Office of the Secretary of State

**CERTIFICATE OF FILING
OF**

Avant Preparatory, Inc.
File Number: 803155931

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: 10/31/2018

Effective: 10/31/2018



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

OCT 31 2018

**CERTIFICATE OF FORMATION
OF
AVANT PREPARATORY, INC.**

Corporations Section

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Avant Preparatory, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 807 S. Post Oak Lane, Apt. 2310, Houston, Texas 77056 and the name of its registered agent at such address is Jessica Richardson.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Christina Allen-Crowder
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

Daneiva Allevato
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

Sheila Whittle
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation 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 hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

The name and street address of the organizer is Jessica Richardson, 807 S. Post Oak Lane, Apt. 2310, Houston, Texas 77056.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under

Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(e)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: October 31, 2018

Avant Preparatory, Inc.

By: /s/ Jessica Richardson
Jessica Richardson, Organizer

Form 501 Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 Filing Fee: \$40	 Application for Reservation of an Entity Name	Filed in the Office of the Secretary of State of Texas Filing #: 803119787 09/18/2018 Document #: 837361210003 Image Generated Electronically for Web Filing
Entity Name to be Reserved		
The undersigned applicant requests that the following entity name be reserved or renewed for a period of one hundred twenty (120) days:		
Avant Preparatory, Inc		
Applicant Name		
☐ The applicant is an organized entity by the name of:		
OR		
☒ The applicant is an individual by the name of:		
Jessica Richardson		
Applicant Address		
807 S Post Oak Ln Apt 2310 Houston TX 77056-77056		
Letter of Consent		
A letter of consent, if required, is attached.		
Execution		
The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument.		
Date: <u>September 17, 2018</u>		<u>Jessica Richardson</u> Signature of applicant, applicant's attorney or agent

FILING OFFICE COPY



Office of the Secretary of State

**CERTIFICATE OF FILING
OF**

Avant Preparatory, Inc.
803155931

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated 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.

Dated: 11/09/2018

Effective: 11/09/2018



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos
Secretary of State

**AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF
AVANT PREPARATORY, INC.**

FILED
the Office of the
Secretary of State of Texas

NOV 09 2018

Corporations Section

1. **AVANT PREPARATORY, INC.**, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article III, Directors, has been amended.

Article VII, the Organizer, has been removed.

Articles VIII-XII have been renumber accordingly.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

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**AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF
AVANT PREPARATORY, INC.**

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Avant Preparatory, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 807 S. Post Oak Lane, Apt. 2310, Houston, Texas 77056 and the name of its registered agent at such address is Jessica Richardson.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Christina Allen-Crowder
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

Christopher Bent
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

Daneiva Allevato
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

Edy Penn
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

Sheila Whittle
807 S. Post Oak Lane, Apt. 2310
Houston, Texas 77056

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

AMENDED AND RESTATED
CERTIFICATE OF FORMATION
AVANT PREPARATORY, INC.

PAGE 2

exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation 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 hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: November 9, 2018

Avant Preparatory, Inc.

By: /s/ Jessica Richardson
Jessica Richardson, CEO

Provide the Following:

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

PLEASE NOTE: Attachment G3 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 7 – Organizational Bylaws

Organizational Bylaws were prepared for Avant Preparatory, Inc. by Schulman, Lopez, Hoffer & Adelstein, L.L.P.

**BYLAWS
OF
AVANT PREPARATORY, INC.**

WHEREAS, the initial Board of Directors of Avant Preparatory, Inc. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

**PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

**ARTICLE ONE
NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is "Avant Preparatory, Inc."

1.02 OFFICE: The principal office of the Corporation will be located at 807 S. Post Oak Lane, Apt. 2310, Houston, Texas 77056.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO MEETINGS & RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Unanimous Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise

provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;

- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository

designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these

Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated _____, 2018, pursuant to the BOC.

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).

PLEASE NOTE: Attachment G4 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Christina Joy Allen-Crowder

Home Mailing Address: 1539 Nichole Woods Drive, Houston, Texas, 77047

Phone Number: 512-619-4654

E-mail Address: [REDACTED]

Business Name: Girls Incorporated of Greater Houston

Business Mailing Address: 1111 North Loop West, Suite 180, Houston, Texas 77008

Business Phone Number: 713-802-2260

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: previously - Earthen Vessels Dance Company, Ivy Educational

1. What was your motivation to serve on the board of the proposed charter school?

At a critical juncture in the history of public education as we know it, it is of the utmost importance that a sense of community related to education be established as well as a sense of urgency related to the challenges that face public education in the greater Houston area. Having worked for six years in local education agencies in the greater Houston area, I am intimately familiar with the many nuances which make providing every child with a quality public education which prepares them for future success such a unique challenge. While it may be challenging, it is my conviction that education can be the single determining factor in changing the course of an individual's life. I often say that education can decide whether a person will be the architect who designs the jail or the inmate who lives in the jail. As a lifelong product of public education, I know that public education works when dedicated individuals believe that every child can learn and wants to learn and those individuals commit to ensuring that every child knows there is someone who believes in and is invested in their ability to succeed. Working with the community and its multitude of stakeholders, however, is essential because schools cannot do it alone. Not only do I understand the legal obligations that must be met within the arena of public education but I also recognize the socioeconomic, physiological, and psychological obstacles that must be overcome. The opportunity to be a part of the Avant Preparatory board will help me make an even greater impact in the area of public education in the greater Houston/ Spring Branch community.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that the charter is awarded with the understanding that the board members are to govern as opposed to manage the school. Public charter school board members are beholden to the duties of loyalty, obedience, and care in the same way that nonprofit board members are. It is my role as a board member to oversee academic success, fiscal health, and regulatory compliance for the school in addition to creating and maintaining the vision, establishing priorities, and crafting policy.

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 previously served on three nonprofit boards in the state of Texas since 2008 and have also completed the United Way of Great Houston's Project Blueprint program in 2012 which is a board development training program. I have also served in leadership capacities on some of those boards.

4. Describe the specific knowledge and experience that you would bring to the board.

I am trained as an attorney and have earned a JD in addition to having taken graduate level courses in the Public Policy and Social Work – both of which are relevant fields in relation to public education. I also have experience working in regulatory compliance and in quasi-governmental entities in addition to having worked for two local ISD in Houston area as a Coordinator for Grant Development, Director of Community Engagement and Director of Special Projects for Grant Writing.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Mission - Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE. Our mission and core beliefs were developed based on the founding board's personal and professional experiences surrounding education. We will provide students with an education that will uplift, challenge, and inspire them towards excellence.

2. What is your understanding of the school's proposed educational program?

Avant Prep proposes an educational program that offers triple the amount of literacy instruction and double the amount of math instruction compared to traditional schools. Small group instruction will allow for a more tailored, individualized approach to learning. The fourth through eighth grade model enables us to close gaps quickly in grades four and five. Additional educational enrichment includes financial literacy and activities to strengthen critical thinking skills such as chess.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school include but are not limited to: sustained, academic rigor and success, "whole child" development including character development, fiscal health (with limited, mitigated risk), legal and regulatory compliance, and strong family and community engagement and support.

4. How will you know that the school is succeeding (or not) in its mission?

The board will review both formative and summative data including academic metrics for curriculum and instruction as well as fiscal metrics for finance and operations. Surveys should be utilized to determine parent, family, and community engagement and satisfaction. The board should also complete an annual board assessment regarding how well the board members are performing and executing their duties regarding governance.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role that the board will play in the school's operations will be one of governance as opposed to one of management. For example, the board will hire the school leader and in turn delegate the day-to-day management of the school staff to that leader. The board will also establish policy for staff, students, and for board members while ensuring compliance with all applicable external regulatory policies. The board will provide oversight when it comes to fiscal and operational matters.

2. How will you know if the school is successful at the end of the first year of operation?

The board will review comprehensive data including academic metrics, enrollment measures, staffing levels, fiscal metrics, and board engagement levels. The data collected at the end of the first year of operation will be used to establish a baseline and yearly goals built into the strategic plan will be developed and measured against accordingly.

3. How will you know at the end of four years if the school is successful?

The board will review comprehensive data including academic metrics, enrollment measures, staffing levels, fiscal metrics, and board engagement levels against the appropriate goals for the four year measurement mark according to the strategic plan.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to have an annual board retreat, self-assessment, and healthy, functioning committees with specified goals. The board will also need to exercise, academic, fiscal, enrollment and operations oversight in addition to a school leader whose annual evaluation is tied to metrics

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The board should continually establish a culture of high ethics and integrity so that all board members understand their duties of loyalty and care. When the unfortunate circumstance dictates that one or more board members' behavior is questionable, the culture of excellence along with the bylaws and board members' duties can be used to reinforce the need to address and rectify the behavior in question. The board shall not be a place for personal gain, if this occurs, the individual will be removed.

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.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☐ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Christina Jay Allen-Crowder, 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

Christina Jay Allen-Crowder

Date

12/24/18

Verification

State of

Texas

County of

Brazoria

On this day, Christina Allen Crowder (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

24

day of

December

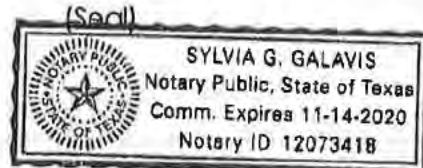
2018

(Notary Public)

S. Galavis

My commission expires

November 14, 2020



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.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Christina Joy Allen-Crowder, 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

Christina Joy Allen-Crowder

Date

12/24/18

Verification

State of

Texas

County of

Brazoria

On this day, Christina Allen Crowder (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

24

day of

December

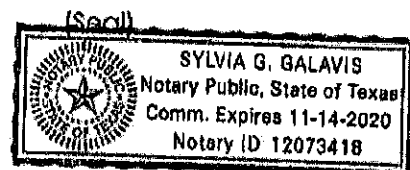
2018

(Notary Public)

Sylvia G. Galavis

My commission expires

November 14, 2020



Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Daneiva Allevato

Home Mailing Address: 2230 Droxford DR

Phone Number: 979-709-0519

E-mail Address: [REDACTED]

Business Name: Genesys Works - Houston

Business Mailing Address: 601 Jefferson ST, Houston, TX 77002

Business Phone Number: 281-615-3192

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

I am motivated by my own personal experience attending failing schools and always feeling as though I was behind in high school and college due to the lack of preparation in elementary school and middle school. I had to take many additional classes and always felt like the "other" because of the lack of access I had to adequate quality early education. My personal experience has made me desire to become the person that I needed when I was in school - an advocate for higher quality education and a voice for others that feel as though they didn't have a choice in their education options. I want all students to have access to high quality education, which I believe they deserve and is their right as citizens. I feel a responsibility to take part in improving the opportunities for students in my community by being a voice and advocate. In addition, as a higher education professional, I understand the value of being prepared for college and getting a college degree. I see my role in higher education as very valuable to the success of Avant Preparatory and want to utilize my experience to promote the culture of higher education success and achievement at Avant Preparatory Charter School.

2. What is your understanding of the appropriate role of a public charter school board member?

I understand that the charter is awarded to the board as a group. As a board it is our responsibility to govern the charter school rather than manage it. Our duty is to monitor the loyalty that the charter school has to the community it serves and to make sure they operate with care and consideration. The board is also responsible for overseeing the academic success, fiscal health, and regulatory compliance of the school. The board will also be setting the vision as well as establishing priorities and policy.

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 professional and academic experience in education as a teacher's aid, academic advisor and college access counselor. I also studied education policy and issues in education in my undergraduate degree and have a master's degree in higher education administration and student development. Also I have non-profit experience and understand the role that a board plays in the success of an organization and the value of the board and the role the board plays in evaluating the success of an organization.

4. Describe the specific knowledge and experience that you would bring to the board.

As a higher education professional, I understand the value of being prepared for college and getting a college degree. I see my role in higher education and my experience in college access and student development as very valuable to the success of Avant Prep and want to utilize my experience to promote the culture of higher education success and achievement at Avant Preparatory Charter School. I also have non-profit experience and understand the role that a board plays in the success of an organization.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Avant Preparatory Charter school's mission is to provide a high quality education to students in the Spring Branch North area in order to prepare them for college, access a wealth of opportunity, and become a valuable leader in society. The school will prepare them by offering additional math as well as reading and writing literacy to help them be successful academically and achieve greater post secondary academic and career success.

2. What is your understanding of the school's proposed educational program?

The school proposes to offer triple literacy and double math to prepare students to be college ready and close any gaps in education or opportunity that may have occurred previously in lower school. The school will also offer small group instruction, financial literacy, and chess.

3. What do you believe to be the characteristics of a successful school?

A successful charter school should prioritize academic success as their primary role. Charter school success, fiscal health, and legal compliance must also be highly valued characteristics of a successful charter school. Family satisfaction and character success should also be highly valued in a successful charter school. The charter school should serve the local community and enhance positive characteristics in the families it serves.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding its mission by its ability to meet required and competitive academic, cultural and fiscal metrics. In order to fulfill the mission the school should also fulfill family satisfaction as well as the standards set by the governance board.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board's primary role is to govern the school and conduct academic, fiscal and regulatory oversight. The board will also hire school leader who will delegate day-to-day management of the school. The board will also be responsible for establishing policies for the board, staff, students as well as the fiscal policies.

2. How will you know if the school is successful at the end of the first year of operation?

I will measure school success at the end of the year by its ability to successfully achieve proposed academic and fiscal metrics and its ability to achieve appropriate enrollment numbers, hire dedicated and hardworking staff that can fulfill the academic standards proposed by the school, as well as retain a board which is consistently measuring the success of the school at a high level and holding the school accountable.

3. How will you know at the end of four years if the school is successful?

I will measure the school's success at the end of four years by its ability to successfully achieve proposed academic and fiscal metrics and its ability to achieve appropriate enrollment numbers, hire dedicated and hardworking staff that can fulfill the academic standards proposed by the school, as well as retain a board which is consistently measuring the success of the school at a high level and holding the school accountable.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

In order to ensure that the school is successful the charter school board will need to have thorough academic, enrollment, and fiscal oversight to ensure that the school is meeting its proposed goals. The school board will also need to hold annual school leader evaluation that is tied to metrics, hold regular Board training, have active committee members, and ensure healthy board development.

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 address it privately with the board chair. I will trust the board chair to make the appropriate steps to resolving the issues. I would also reference the Bylaws created by the board to understand the unethical concerns and the repercussions. If a person on the board is showing unethical behavior, I would expect that the Board Chair ask the person to step down or be removed from the board in accordance to the bylaws.

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.

I am a full time employee at Genesys Works - Houston

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I have never been affiliated with a charter school.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Daneiva Allevato, 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

Daneiva Allevato

Date

12-17-18

Verification

State of

Texas

County of

Harris

On this day, Daneiva Allevato (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

17

day of

December

20 18

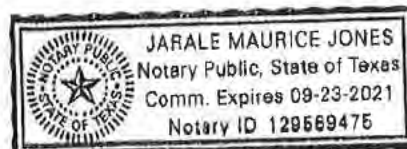
(Notary Public)

[Signature]

(Seal)

My commission expires

09/13/2021



Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Christopher Bent

Home Mailing Address: 1506 Darnley Lane, Houston Texas, 77077

Phone Number: (832) 602-0919

E-mail Address: [REDACTED]

Business Name: Self Employed/Architectural & Project Management Consultant

Business Mailing Address: 1506 Darnley Lane, Houston Texas, 77077

Business Phone Number: (832) 602-0919

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

My motivation is that I firmly believe each and every child deserves a high-quality education no matter where they are from. A student's economic background or social background should not determine the type of education the student receives. Starting with a sound and rigorous set of core values for learning will set each child on a path for success in life. It is my belief that I should give my support to those children most in need, in a similar way others assisted me in becoming successful by opening doors for me through education.

2. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member's role is to govern and oversee the welfare and success of the school. And by doing this, we are ensuring all students experience academic success.

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 worked on K-12 projects as a Sr. Architectural Project Manager on bond projects in several ISDs in the Houston Area. I've had numerous opportunities to interact with school boards, superintendents and staff on issues pertaining to the growth and expansion and wellbeing of the district. In addition, I've improved facilities to meet the needs of the children. I also volunteer as a board member for my high school alumni (Munro Hampton Infrastructure Fund) located on the island of Jamaica W.I.

4. Describe the specific knowledge and experience that you would bring to the board.

Having worked on several K-12 projects, I have an appreciation and good understanding of the needs and challenges of not only the students and teachers but also the administration and ancillary staff. I have a proficient working knowledge of TEA facility standards and requirements and am committed to accountability.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Avant Preparatory Charter School's mission is to prepare all students for college through a rigorous academic program. Our focus on literacy, math, character development, computer science, developing English Language Learners, developing teachers, and engaging with families will allow us to meet the needs of the whole child which will lead to academic success and opportunity.

2. What is your understanding of the school's proposed educational program?

Avant Prep's program is to ensure that every child will be exposed to on grade level academic curriculum regardless of any academic gaps they may have. Our program is designed to close gaps quickly in Lower Academy and continue on with rigorous academics in Upper Academy. Each student will have several opportunities to engage in small group and individualized instruction.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school would be one which can sustain academic success, foster good character building for students, and engage in healthy community and family participation and satisfaction. Also maintains successful fiscal budgets and full compliance legally and otherwise.

4. How will you know that the school is succeeding (or not) in its mission?

We will know that the school is succeeding when academic projected growth schedule is met. All students are showing growth and/or meeting state standards. Overall, we will look closely at our academic and financial metrics to determine school success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is responsible for establishing policy, hiring the School Director, and governing how well the School Director is managing the school. The board will meet monthly to analyze and review the academic and fiscal metrics. In addition, the board is responsible for ensuring the board members are working in accordance to the bylaws.

2. How will you know if the school is successful at the end of the first year of operation?

We will measure success at the end of year one by meeting and/or exceeding our enrollment goals, having majority of our staff return, and meeting all academic and fiscal metrics.

3. How will you know at the end of four years if the school is successful?

We will determine success by evaluating enrollment, staffing, and financial and academic metrics. In addition, in year 4 of operations, Avant Prep will be at full capacity educating 390 students. We will determine success by the amount of students being admitted into the high school of their choice.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to work together and maintain strong academic, fiscal, and enrollment oversight. By regularly analyzing and evaluating the metrics, the board can ensure that each meeting with the School Director is meaningful and purposeful. In addition, the board will engage in annual board training and development.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The Board Chair would first discuss these concerns privately with the individual. If the situation is true, the board would request the board member to step down from his/her position. Furthermore, a board is no place for self-dealing or any unethical behavior on the board and would expect person to be removed.

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.

Self Employed as an independent Architectural & Project Management consultant

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

No previous experience with charter

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, CHRISTOPHER BENT, 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 12/13/2018

Verification

State of TEXAS

County of HARRIS

On this day, 12/13/2018 ^{CHRISTOPHER} VILLIMIRE BENT (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

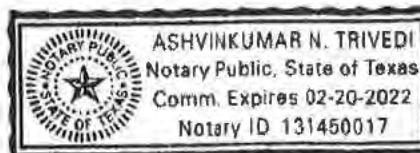
Subscribed and sworn to before 18 day of December, 2018.

(Notary Public)

[Signature]

(Seal)

My commission expires 02-20-2022



[Signature]

Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Angela Leigh Woike Fulcher

Home Mailing Address: 641 Middle Street Houston, TX 77003

Phone Number: 704-773-4490

E-mail Address: [REDACTED]

Business Name: KIPP Texas Public Schools

Business Mailing Address: 10711 Kipp Way St, Houston, TX 77099

Business Phone Number: 704-773-4490

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:

1. What was your motivation to serve on the board of the proposed charter school?

Throughout my career, I have witnessed the power of an excellent school and its impact on student, families and communities. I believe in public education, and I believe strong charter schools allow for communities and families to find the best option for their students. Education is the panacea for Americans; it is the tool that results in people leading choice-filled lives. My motivation to serve on this board is to ensure that students within the educationally under-served community of Spring Branch North have access to high-quality, rigorous academics and character education. I seek to serve the parents and community members of Spring Branch by assuring that Avant Preparatory educates each and every student who enters the school building. Furthermore, I desire to see Avant Preparatory serve as an incubator within the community, proving what is possible and sharing best practices with educators and partners throughout Spring Branch and Houston.

2. What is your understanding of the appropriate role of a public charter school board member?

My role is to work with my fellow board members in governing Avant Preparatory, and oversee the progress of Avant students (both academic and non-academic), the fiscal health of the school, and regulatory compliance while establishing the foundation for a high-performing charter school through the vision, mission and values work we will embark on as a board.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the advisory board of a nonprofit group in New York City. I have extensive knowledge on public schools, education reform, and education policy - local, state and national. Furthermore, I have worked within a charter management organization, developing materials and resources for the governing board.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring a keen sense of data fluency, particularly within academic and school district data. I understand the charter landscape within Houston and Texas. I am skilled in establishing and maintaining partnerships with individuals and agencies to further the work of education reform. I understand the importance of both academic excellence and character education to the development of a student. I possess the capacity to effectively and efficiently engage community within decisions.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Avant Preparatory seeks to prepare students for college in the 21st century through focus on both academic excellence and character education, access a wealth of opportunity, and lead their communities with PRIDE. Avant Preparatory focuses on grades fourth through eight, with the mindset of achieving academic growth through more time within the school and inside the classroom. Avant Preparatory embraces the diversity of the student community and views their diversity as an asset.

2. What is your understanding of the school's proposed educational program?

Avant Preparatory proposes more time on learning, particularly in literacy and mathematics. The school will embrace data-driven instruction through the use of formative assessments, small-group instruction, and individual student interventions. The school seeks to close any gaps in achievement by grade six, and focusing on mathematics and computer literacy.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school establishes an academic program that is adaptable for the individual student yet holds rigorous expectations of all students; emphasizes character as much as academics; identifying opportunities to incorporate development into the daily program for all students; embraces diversity and inclusion by focusing on equitable practices for students and families; partners with the community in order to establish a school that reflect the community and their ideal state.

4. How will you know that the school is succeeding (or not) in its mission?

The board will conduct progress monitoring on all school goals related to the mission, including quantitative and qualitative data. The board will rely on students and parents to determine the student experience within the school, and will review summaries of interim and end-of-year assessment data. Furthermore, the board should consider annual learning walks of the school, observing the instruction and day-to-day experiences of students in order to determine if the mission is being lived out by the staff.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will hold a role of governance, rather than management. The board will oversee all fiscal and operational matters, the policies and procedures of students, staff, and board members, and manage the designated school leader in their role.

2. How will you know if the school is successful at the end of the first year of operation?

The board will review a 'score card' of school health, identifying at the beginning of the school year key metrics in academics, enrollment, attendance, student and staff retention, financial health and board engagement. Utilizing the school's outcomes on these year 1 metrics, the board will develop a four year strategic plan to ensure the school will grow into a high performing, healthy school.

3. How will you know at the end of four years if the school is successful?

The board must conduct a deep dive into the annual score-card metrics, allowing for the thoughtful analysis of performance and trends within the data to determine if the school has met the criteria for success outlined in the four year strategic plan. The annual progress monitoring on this four year strategic plan should culminate in responses to the data to ensure that the school is on track to meeting the goals outlined in the strategic plan.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board must become fluent in the academic and non-academic data in order to monitor the school's health. The board must frequently exercise 'step-backs' to determine if the school is living the mission, vision and values outlined within the cornerstone documents. The board must engage with the community, families and students to truly understand the student experience within the school day. The board must ask the right questions of the school leader to move the key levers necessary to establish a healthy school.

5. How would you handle a situation in which you believe one or more members of this school's board were acting unethically or not in the best interest of the school?

Board bylaws and policies would be established in order to name and prevent unethical or non-student centric behaviors. An internal review of the board member must be conducted in order to maintain the integrity of the board and the school. If the results determine that the board member was acting unethically or non-student centric, the board member would be removed from the board.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open enrollment schools and/or examples of program charters including dates, charter schools/charter holders, addresses and positions held.

KIPP Charlotte/931 Wilann Drive, Charlotte, NC 28215/ August 2009-August 2011/ Teacher
KIPP Houston Public Schools/10711 KIPP Way, Houston, TX 77099/ June 2017-July 2018/ Analytics Consultant
KIPP Texas Public Schools/10711 KIPP Way, Houston, TX 77099/ July 2018-Present/ Data Analyst

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management's company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (see definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense 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, Angela Fulcher, 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 12/30/2018

Verification

State of TEXAS

County of HARRIS

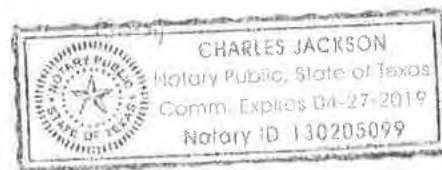
On this day, ANGELA FULCHER (name of affiant) appeared before me, the undersigned notary public and deposed that he/she executed this above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 30 day of DECEMBER, 2018.

(Notary Public)

[Signature]

My commission expires 04/27/2019



Page 6

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Christina Joy Allen-Crowder, 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

Christina Joy Allen-Crowder

Date

12/24/18

Verification

State of

Texas

County of

Brazoria

On this day, Christina Allen Crowder (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

24

day of

December

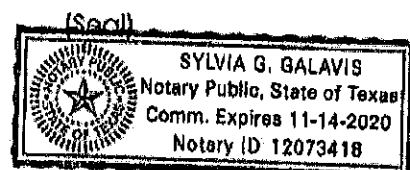
2018

(Notary Public)

Sylvia G. Galavis

My commission expires

November 14, 2020



Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Wendy Gonzales-Neal

Home Mailing Address: [REDACTED]

Phone Number: [REDACTED]

E-mail Address: [REDACTED]

Business Name: [REDACTED]

Business Mailing Address: [REDACTED]

Business Phone Number: [REDACTED]

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

My motivation is to serve on the board and to provide another choice school available to under served students of Houston. I want to focus on the mission and prepare the students for a successful life and prepare for college. [REDACTED] I first hand see the opportunity that a public charter can offer to students. I want to serve on a board to help cultivate community support and to govern the school and be accountable for the school's success.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member hires & evaluates the superintendent, monitors fiscal responsibilities and budgets, and helps incorporate a community's vision of what students should know and be able to do. Ensure the best possible education experience for all students, including establishing a vision of excellence & setting goals for superintendent. Know local & state charter laws. Help fundraise for the school & hold the leader accountable in regards to student outcomes and complying with local laws and regulations.

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 a parent & community advocacy consultant I educate parents to speak up to school board members to hear their voice on issues and suggestions of the stake holders. I previously worked 6 1/2 years for a public charter school involving compliance, teacher certification program & PTO leader. My knowledge and skills will allow me to contribute to the board and success of the school.

4. Describe the specific knowledge and experience that you would bring to the board.

[REDACTED] I have experience with what a charter school offers to students. My experience is that I currently consult for [REDACTED] week as a Parent & Community Advocate for Texas. I also serve as the [REDACTED] also serve as the [REDACTED]. I also volunteer my time with [REDACTED] as part of the Parent [REDACTED]

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that our mission is to provide rigorous academics and character development, and prepare our students to be college ready for the 21st century.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's proposed educational program is that small group instruction and the fourth through eighth model allows the program to close the gaps quickly in the lower academy (grades 4 and 5) so that they are on track and gets students ready for high school and college in grades 6 through 8.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are academic success, parent engagement and satisfaction, and legal compliance. The school must have a commitment to a vision of high expectations for student achievement and it must have a collaborative relationship with staff and the community.

4. How will you know that the school is succeeding (or not) in its mission?

To know if the school is succeeding we will look at the academic metrics, fiscal metrics, and family satisfaction rates.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

A school board hires & evaluates the CEO, monitors fiscal responsibilities and budgets, & evaluates student academic achievement and progress. To ensure that the school district operations comply with local, state & federal laws. Part of a board's community relations work is to hear input from stakeholders at board meetings and address concerns of students & community members.

2. How will you know if the school is successful at the end of the first year of operation?

We will reference how we did against our academic metrics, fiscal metrics, and the student enrollment and staff retention. We will reference the effects of the school's policies on student outcomes and we will monitor the spending activity to verify that the school met all budgetary guidelines.

3. How will you know at the end of four years if the school is successful?

At the end of four years we will have all of our grades 4-8, and we will be using the same metrics we have all previous years, plus we will be looking at how successful our students are in matriculating into strong high schools and that we have strong family demand for the school. We would also expect the school would have earned an A rating from the State of Texas.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Academic oversight & Fiscal oversight

Align and sustain resources to meet school goals. Annual School Director evaluation tied to metrics, and lead as a united team with the superintendent. Board members must take into account the needs of faculty, staff, parents, students and others affected by school activities and financial management.

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?

First by creating a code of ethics for the board members. By requiring anyone who serves on the board to adhere to it — can ensure that board members know what is expected of them. If a board member acts unethically, he/she will be removed from the board as outlined in the bylaws.

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.

II

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.

II

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11,) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Wendy Gonzales-Neal, 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

Wendy Gonzales-Neal

Date

12/20/18

Verification

State of

TEXAS

County of



On this day, Wendy Gonzales-Neal (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.

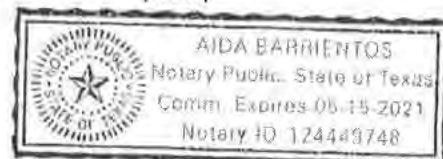
(Notary Public)

Aida Barrientos

(Seal)

My commission expires

5-15-2021



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:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

My motivation was simply to make a real difference in the lives of students and their families. I believe leadership and active board participation of oversight and constant evaluation of the school performance to reach our Vision, Mission, and objectives is paramount. I am motivated to serve and to be a part of something bigger than me. Our future leaders deserve the best and I am happy to give my time, expertise and continuous support as we strive to live excellence at Avant Preparatory Charter School.

2. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to provide **oversight, effective governance**, fiduciary responsibilities, evaluate school academic success, fiscal health, ensuring the school complies with rules and regulations, establishing vision, priorities and policies for a successful and safe Charter School.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've served as a Board member for National Association of Cape Mountaineers in America. This opportunity provided me the exposure and capability to understand fiduciary responsibility, effective governance, accountability, leading sub-committees and working collaboratively with the Executive Team. I also have a Master's Degree in Public Administration with concentration in Strategy, Organizational Leadership and Behavior.

4. Describe the specific knowledge and experience that you would bring to the board.

I would bring a strong educational background, experience **working with the Wilmington Urban League Achievement Matters** program (closing the achievement gap) leadership and high emotional intelligence. I also bring structure, strategy knowledge and performance management.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand the School's Mission and Guiding Beliefs very well. It reads: Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE. We are providing students will a high quality education that will open doors for future opportunities.

2. What is your understanding of the school's proposed educational program?

Avant Preparatory proposed educational Program consist of Triple Literacy, Double Math, Small Groups Instruction, four through eight model allows us to close gaps quickly in lower academy. We will develop students by ensuring that they have strong character through our Pride Values: Professionalism, Respect, Integrity, Determination, and Excellence.

3. What do you believe to be the characteristics of a successful school?

A successful school is a progressively striving school in safety, academic success, strong character/structure and identity, fiscally responsible, engaging and transparent with Stakeholders, healthy family participation, legal and ethical compliance and a successful working relationship between the board and founder/school management.

4. How will you know that the school is succeeding (or not) in its mission?

We will know that the school is succeeding by meeting our enrollment requirements, maintaining positive student culture, parent satisfaction, by having well-managed finances, and reaching all of the academic goals we have outlined for all of our students.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will play an active and effective governance role by hiring school director and conducting oversight in the areas of academic, fiscal, regulatory and establish policies.

2. How will you know if the school is successful at the end of the first year of operation?

We will determine success based on the outcomes of the targets set for year one regarding academics, enrollment, staffing, board effectiveness, we will measure performance.

3. How will you know at the end of four years if the school is successful?

We will determine success based on our continuous improvement metrics and targets. We will also evaluate the performance in the areas of academics, enrollment, staffing, board effectiveness, and community engagement. Also, at the end of year four, we will have 390 students at full capacity. Therefore, we will determine success based on the percentage of students who enter graded A high schools.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to have effective bylaws, structure, governance principles and effective oversight in the areas of academic, fiscal, enrollment and annual school leader evaluation tied to metrics.

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 ensure that a courageous conversation takes place to remind the individual or groups of individuals of their board responsibilities in a respectful manner. I would escalate to the Chairman or Chairlady of the board of directors to address this matter in accordance with the Board By-Laws. We understand that there is no place for any unethical behavior of any kind on a public school board and would expect, if found to be true, that the person would be removed.

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.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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/chapter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

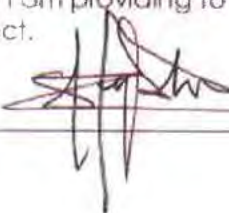
☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, STEPHEN ALLEN TOLBERT, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

12/23/18

Verification

State of Texas

County of Harris

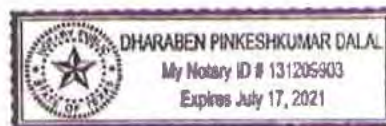
On this day, Stephen Allen Tolbert (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 23rd day of December, 2018.

(Notary Public) Dalal

(Seal)

My commission expires 7-17-2021



Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Sheila Larang Whittle

Home Mailing Address: 3327 Clayton Terrace Drive Missouri City, TX

Phone Number: 281.757.6244

E-mail Address: [REDACTED]

Business Name: Free the Captive

Business Mailing Address: 3327 Clayton Terrace Drive Missouri City, TX

Business Phone Number: 281.757.6244

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

Prior to working in the nonprofit field fighting teenage sex trafficking in Houston, I was an educator for almost ten years teaching Special Education and then ELA (English Language Arts). I have always been passionate about providing the best possible opportunities for children, especially in the classroom. I worked in the area that the proposed charter school will be placed, and I am very familiar with the needs of the target population. Several of my students were labeled at-risk for a variety of reasons, and I would love to see students in this area given the opportunity to receive the free, quality education Avant Preparatory Charter School will provide. I believe in our mission and what we hope to achieve within the community.

2. What is your understanding of the appropriate role of a public charter school board member?

Because the Charter will be awarded to the board, I take this very seriously. The success of the charter school will be a direct reflection of my and the board's contributions. We are to help govern the school and oversee its academic success, fiscal health, and regulatory compliance while establishing the vision, priorities, and policies.

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.

While working in SBISD, I was a department lead and was a part of the decision-making processes alongside the administrators. Furthermore, I am well-aware of the importance of family and community involvement in education. My experience in the nonprofit field includes community outreach. I have spoken at several local churches, schools, businesses, and government organizations. I have seen and embrace the need for all aspects of the community to work together to benefit the children entrusted into our care.

4. Describe the specific knowledge and experience that you would bring to the board.

As a previous teacher, I am well-aware of the challenges that schools, teachers, and students face. I know that I will be able to provide valuable guidance and wisdom. This is not just theoretical knowledge, but understanding gained from being a classroom teacher and from being on a leadership level in the school. I worked in the district that Avant Preparatory Charter School will be established. Because of this, I am very familiar with the needs of the students and community.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE. Rigorous academics is, of course, paramount in education, but a truly successful individual also exhibits strong character. Furthermore, our goal is to open opportunities for every child, regardless of race, socio-economic background, or zip code.

2. What is your understanding of the school's proposed educational program?

American schools continuously score low in literacy and math when compared to other first-world nations. Avant Preparatory School strives to close the educational gaps by working with students from 4th – 8th grades; this is a fundamental time in their educational career that can establish a strong foundation for future success. Students will experience rigorous education by receiving triple the literacy and double the math. Also, small group instruction will ensure the student receives focused and individualized support.

3. What do you believe to be the characteristics of a successful school?

A successful school demonstrates academic success through a quality education and rigorous instruction. Furthermore, its students exhibit strong character through professionalism, respect, integrity, determination, and excellence. The school itself should demonstrate fiscal health and legal compliance. Lastly, the school establishes strong relationships with families and the community to ensure positive relationships and satisfaction.

4. How will you know that the school is succeeding (or not) in its mission?

Through analyzing academic, cultural, and fiscal metrics, we will know whether or not the charter school is succeeding in its mission. Family feedback will also determine parent and community satisfaction. Also, as board members, it is our duty to reflect on all data to determine the success of the school and identify any areas of weakness that need to be improved.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

It is the role of the board to govern the board versus manage it. In order to do this, we must hire a school leader who exhibits the leadership and character qualities needed to manage the day-to-day operations of the school. We must also conduct academic, fiscal, and regulatory oversight. Finally, we must establish strong policies that ensure accountability and expectations of the board, staff, students, and fiscal responsibilities.

2. How will you know if the school is successful at the end of the first year of operation?

We will be able to assess the school's success after the first year by examining academic and fiscal metrics, as well as analyzing student enrollment, staffing, and board feedback.

3. How will you know at the end of four years if the school is successful?

We will be able to assess the school's success at the end of four years by examining academic and fiscal metrics, as well as analyzing student enrollment, staffing, and board feedback. Data will be collected after each year and compared to determine growth.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will be in charge of overseeing the academics, financial, and enrollment of the school. We will keep the school leader accountable and provide an annual evaluation to establish effectiveness and success. Finally, the Board will continue to receive training, remain active via committee responsibilities, and ensure the development of a unified, healthy board.

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 review the established bylaws and policies. I would bring it to the attention of the Chairman/President of the board to be handled according to the bylaws and policies put in place. As a board member, we are all expected to work as a team to ensure the success of the charter school and demonstrate loyalty, care, and responsibility in this role. Based on our Conflict of Interest Policy and Code of Conduct, no board member who is acting unethically can remain on the board.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management's company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Sheila Whittle, 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

Sheila Whittle

Date

12/20/2018

Verification

State of TEXAS

County of FORTY BEND

On this day, 20th Dec 2018 (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 20 day of December, 2018.

(Notary Public) Hussaini Kayamali

(Seal)

My commission expires 7/2/2019



Name of Proposed Charter School: Avant Preparatory Charter School

Name of Sponsoring Entity: Avant Preparatory, Inc.

BACKGROUND

Full Legal Name: Chauntelle Renee Wood

Home Mailing Address: 2255 Braeswood Park Drive #197 Houston, TX 77030

Phone Number: 580-917-4174

E-mail Address:

Business Name: Liskow Lewis

Business Mailing Address: 1001 Fannin Ste 1800, Houston, TX 77002

Business Phone Number: 580-9174174

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?

While working as a Prosecutor in Houston, TX, I would often come across young adults who found themselves in the criminal justice system. A large majority of them could not read, write, or speak beyond what could be expected from a 3rd or 4th grader. It was obvious to me that they lack education. Upon looking further, most of them were from the same areas in Houston. Coincidentally, those areas had failing schools and parents in the areas often did not have a high school diploma and college was out of the question. I found it to be a call for action to me to get involved in the community to provide students and parents another option to provide for their children and hopefully deter them from finding their way to the criminal justice system.

2. What is your understanding of the appropriate role of a public charter school board member?

The State awards a charter to a board. The board will hire the CEO, govern the school, and ensure academic results. The board members, although not engaged with the day-to-day, must have a sense of duty and care to the charter and ensure to overall academic success. This is best achieved by maintaining good financial health, ensure compliance, and enforcing the core values and mission of the charter.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not been on a board, but my experience as an adjunct professor at a law school, a Fellow where I taught high school students in Baton Rouge, and my experience as a lawyer uniquely qualifies me to be effective on the board and the charter's success. As an educator, I have an academic lens to hold the school accountable, and as a lawyer, I have the law lens to ensure we are in compliance legally.

4. Describe the specific knowledge and experience that you would bring to the board.

I have been an attorney for 5 years, and have taught on the University level for 3 years. This experience has given me the understanding, knowledge, curiosity, and drive to become more active in my community.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Within a structured and joyful school community, focused on rigorous academics and character development, Avant Preparatory Charter School prepares students in grades four through eight to graduate from college, access a wealth of opportunity, and lead with PRIDE. We will educate all students and provide them with an education that allows them access and opportunity into the college of their choice.

2. What is your understanding of the school's proposed educational program?

Avant Prep's educational program is centered on educating all students by giving them exactly what they need to succeed. At Avant Prep, that it is also our responsibility to build the character within all students so that they are productive leaders in high school, college, and in their careers.

3. What do you believe to be the characteristics of a successful school?

The most important factor that I believe is attributed to a successful school is academic success, which includes basics of reading, writing, and math, but also the ability to critically think. This is an element missing in many students coming up in schools. Character development is also critical. A school's structure is what helps to shape the child and develop them.

4. How will you know that the school is succeeding (or not) in its mission?

We will know if the charter is successful by measuring the academics, observing the cultural make up of the students, financial health of the charter, overall family satisfaction and the governance of the board.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board's job is simply to govern. To be effective, the board must choose the right leader to manage the day-to-day operations of the charter and enforce the mission of the charter. The board will establish policy, but the charter's director will enforce it amongst the students and educators. Also, the board will hold the CEO accountable for results by evaluating school data on a reoccurring basis.

2. How will you know if the school is successful at the end of the first year of operation?

Overall testing scores that measure mathematical, reading, and writing progression. Student enrollment will give us a huge indication as to the success. The need is there, so if student enrollment is up, it will be apparent that parents like this option and see progress with their children. All of this is only possible with a strong board, effective leaders, and a committed director of the charter.

3. How will you know at the end of four years if the school is successful?

After four years, the charter's grade from the state will indicate the charter's success, in addition to academic, fiscal, enrollment, and staffing.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will first ensure we hire the a School Director that will drive the mission of Avant Prep forward. The board will engage in training and development that will support them as they review, analyze, and evaluate academic, fiscal, enrollment, and staffing metrics.

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?

Board chairman should first try to speak with the individual to rectify the situation, but if it's not a situation that can be rectified, then request resignation. If the board member is willing to resign, then based on the bylaws, take the proper steps to dismiss the member.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Chantelle R. Wood, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date 22 Dec 2018

Verification

State of Texas

County of Harris

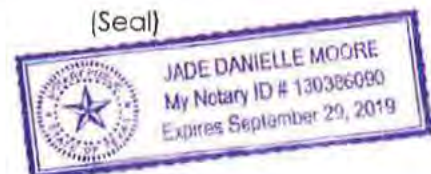
On this day, 22 Chantelle Wood (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 22 day of Dec, 2018

(Notary Public) Jade D Moore

My commission expires 9.29.19

(Seal)



Provide the Following:

- I. The governing board's proposed Code of Ethics; and
- II. The governing board's proposed Conflict of Interest policy.
- III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

PLEASE NOTE: Attachment G5 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 9 – Code of Ethics and Conflict of Interest

Avant Preparatory Charter School's Ethics, Conflict of Interest, and Nepotism Policies were prepared for Avant Prep, Inc. by Schulman, Lopez, Hoffer & Adelstein, L.L.P. If authorized, Avant Preparatory Charter School's Governing Board will adopt the following Ethics, Conflict of Interest, and Nepotism Policies outlined below.

Preamble

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of Avant Preparatory, Inc. is committed to maintaining the highest legal and ethical standards in the conduct of the business of Avant Preparatory, Inc., and to protecting the integrity and reputation of Avant Preparatory, Inc., Avant Preparatory Charter School the Board, and all Avant Preparatory Charter School employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Avant Preparatory, Inc. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

SEC. 1.7.1. ETHICAL PRINCIPLES.

Sec. 1.7.1.1. Personal and Professional Integrity.

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 1.7.1.2. Financial Stewardship.

As a tax-exempt public charity, Avant Preparatory, Inc. shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Avant Preparatory, Inc., and not the private interests of Directors or Officers.

Sec. 1.7.1.3. Public Accountability.

Avant Preparatory, Inc. shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Avant Preparatory, Inc. such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 1.7.1.4. Accuracy and Retention of Records.

Avant Preparatory, Inc. will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

Sec. 1.7.1.5. Political Activities.

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As a 501(c)(3) tax-exempt public charity, Avant Preparatory, Inc. shall not engage in political activities. Directors and Officers shall not use their relationship with Avant Preparatory, Inc. to promote or oppose political candidates or parties, or to create the appearance that Avant Preparatory, Inc. endorses or opposes a political candidate or party for elected office.

Sec. 1.7.1.6. Endorsements and Use of the Avant Preparatory, Inc. Name and Affiliation.

The Avant Preparatory, Inc. and Avant Preparatory Charter School name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 1.7.1.7. Questions, Concerns or Reports of Violations.

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board of Directors, or the Chief Executive Officer/Superintendent, as appropriate.

SEC. 1.7.2. CONFLICTS OF INTEREST.

Sec. 1.7.2.1. Statement on State Law.

Avant Preparatory Charter School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code, and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

Sec. 1.7.2.1.1. Employees Serving on the Board

- (1) Directors and Officers of Avant Preparatory Charter School shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135. (*See below.*)
- (2) Officers of Avant Preparatory Charter School are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer” of Avant Preparatory Charter School.

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- (3) The Avant Preparatory Charter School Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.
- (4) A Central Administration Officer for Avant Preparatory Charter School is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Avant Preparatory Charter School, including one or more of the following functions:
 - (A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or Avant Preparatory Charter School's staff;
 - (B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;
 - (C) making recommendations to the Board or Avant Preparatory Charter School regarding the selection of personnel of the Board, including those employed by a management company;
 - (D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;
 - (E) managing the day-to-day operations of the Board, as its administrative manager;
 - (F) preparing or submitting a proposed budget to the charter holder Board or Avant Preparatory Charter School (except for developing budgets for a Avant Preparatory Charter School campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);
 - (G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
 - (H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

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- (I) providing leadership for the attainment of student performance in Avant Preparatory Charter School, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Avant Preparatory Charter School charter; or
 - (J) organizing the central administration of the Board.
- (5) A Campus Administration Officer for Avant Preparatory Charter School is a person charged with the duties of, or acting as, a principal or assistant principal of a Avant Preparatory Charter School campus, including one or more of the following functions:
- (A) approving teacher or staff appointments for a Avant Preparatory Charter School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (B) setting specific education objectives for a Avant Preparatory Charter School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (C) developing budgets for a Avant Preparatory Charter School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Avant Preparatory Charter School campus;
 - (E) assigning, evaluating, or promoting personnel assigned to a Avant Preparatory Charter School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or
 - (F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Avant Preparatory Charter School campus, or recommending the non-renewal of the term contract of such an employee.
- (6) A Business Manager is a person charged with managing the finances of Avant Preparatory, Inc. or Avant Preparatory Charter School.
- (7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law and herein) from the nonprofit corporation holding Avant Preparatory, Inc.’s open-enrollment charter may not serve on the Board, with the following exceptions:

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- (A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Avant Preparatory, Inc. employees may serve on the Board, as described below, and as provided by law.
- (B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Avant Preparatory, Inc. employees may serve on the governing body of the charter holder, as provided by law.
- (C) An employee of Avant Preparatory, Inc. may serve as a Director if: (i) only employees of Avant Preparatory, Inc., and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Avant Preparatory, Inc.; (iii) Avant Preparatory, Inc. employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Avant Preparatory, Inc. employees serving on the Board comply with all applicable conflict of interest provisions required by law.¶

Sec. 1.7.2.1.2. Conflicts Requiring an Affidavit and Abstention from Voting

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Section 1.7.2.3 (Conflict of Interest Procedures), take the following action:

- (1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:
 - (A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
 - (B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.
- (2) The affidavit described above is filed with the Secretary of the Board of Directors.
- (3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from

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further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

Sec. 1.7.2.1.3. Separate Vote on Budget Item

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 1.7.2.2. Statement on Federal Law.

Avant Preparatory, Inc. and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A “disqualified person” includes Family (as defined below) of the disqualified person.

Sec. 1.7.2.2.1. Interested Person

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an “Interested Person.”

- (1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:
 - (A) an ownership or investment interest, directly or indirectly, in any entity with which Avant Preparatory, Inc. has a transaction or arrangement;
 - (B) a compensation arrangement with Avant Preparatory, Inc., or with any entity or individual with which Avant Preparatory, Inc. has a transaction or arrangement; or
 - (C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Avant Preparatory, Inc. is negotiating a transaction or arrangement.
- (2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

- (3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section 1.7.2.1.2 above.

Sec. 1.7.2.2.2. *Interested Person with Conflict of Interest*

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 1.7.2.3. Conflict of Interest Procedures

Sec. 1.7.2.3.1. *Duty of Prior Disclosure*

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

- (1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.
- (2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.
- (3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

Sec. 1.7.2.3.2. *Determining Whether a Conflict of Interest Exists*

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After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

Sec. 1.7.2.3.3. Vote by Disinterested Directors

- (1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.
- (2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:
 - (A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.
 - (B) Except as otherwise allowed by law, and as set forth in Section 1.7.2.1.2(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.
- (3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.
- (4) **Circumstances in Which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Avant Preparatory, Inc. to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").
 - (A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the

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availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

- (B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Avant Preparatory, Inc. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.
- (C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section 1.7.2.3.4 (**Documentation**) below.

Sec. 1.7.2.3.4. Documentation

The Board Secretary shall keep accurate minutes reporting:

- (1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:
 - (A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the 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 Conflict of Interest, 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.
 - (C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (*see* Affidavit Exhibit A).
- (2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

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- (3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and
- (4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 1.7.2.4. Compensation.

- (1) A Director who receives compensation, directly or indirectly, from Avant Preparatory, Inc. for services is precluded from voting on matters pertaining to that Director's compensation.
- (2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Avant Preparatory, Inc. for services is precluded from voting on matters pertaining to that member's compensation.
- (3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from [Avant Preparatory, Inc., either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- (4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 1.7.2.5. Definitions.

The following terms shall have the following meaning:

- (1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC §100.1001(16).

- (2) **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.
- (3) **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.
- (4) **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.
- (5) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).
- (6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

SEC. 1.7.3. NEPOTISM.

Sec. 1.7.3.1. Nepotism Generally Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- (2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.
- (3) Refer to attached diagram, Exhibit B.

Sec. 1.7.3.2. Independent Contractors.

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 1.7.3.3. Payment to Prohibited Person.

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

Sec. 1.7.3.4. Relation by Consanguinity.

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

Sec. 1.7.3.5. Third Degree of Consanguinity.

An individual's relatives within the third degree by consanguinity are the individual's:

- (1) Parent or child (first degree);
- (2) Brother, sister, grandparent, or grandchild (second degree); and
- (3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *See* Exhibit B.

Sec. 1.7.3.6. Relation by Affinity.

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

Sec. 1.7.3.7. First Degree of Affinity.

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by

consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

Sec. 1.7.3.8. Second Degree of Affinity.

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

Sec. 1.7.3.9. Third Degree of Affinity.

An individual's relatives within the third degree of affinity are:

- (1) Anyone related by consanguinity to the person's spouse within the first or second degree; and
- (2) The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

Sec. 1.7.3.10. Existing Employees/Continuous Employment.

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

- (1) Thirty days, if the Director or Officer is appointed; or
- (2) Six months, if the Director or Officer is elected. Government Code § 573.062(a).
- (3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Avant Preparatory, Inc. and who was employed by Avant Preparatory, Inc. before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Avant Preparatory, Inc. Education Code § 12.1055(d).

Sec. 1.7.3.11. Continuous Employment Exception.

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed director or officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the

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action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be “taken with respect to a *bona fide* category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

Sec. 1.7.3.12. Retired Teachers.

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Avant Preparatory Charter School and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

Sec. 1.7.3.13. Trading Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual’s services are under the Director or Officer’s direction or control if:

- (1) The person is related to another Director or Officer within the prohibited degree; and
- (2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer’s hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

Sec. 1.7.3.14. Source of Funding Irrelevant.

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

Sec. 1.7.3.15. Nepotism Exceptions.

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Sec. 1.7.3.16. Enforcement of Nepotism Prohibitions.

AVANT PREPARATORY, INC.
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors. A failure to thus remove is a material charter violation.

- (1) Removal must be in accordance with the Articles and Bylaws of Avant Preparatory, Inc. and in accordance with the terms of the charter and other state and federal law.
- (2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 1.7.3.17. Delegation of Hiring Authority.

The Board may delegate final authority to select Avant Preparatory Charter School personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Avant Preparatory Charter School personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
- (2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Avant Preparatory Charter School before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Avant Preparatory Charter School.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Avant Preparatory Charter School employees. Education Code §§ 11.1513(f), 12.1055.

SEC. 1.7.4. CONFIDENTIALITY.

Sec. 1.7.4.1. No Improper Disclosure.

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Avant Preparatory Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Avant Preparatory Charter School otherwise determines or deems as Confidential Information.

Sec. 1.7.4.2. No Use of Information for Personal Benefit.

A Director shall not use Avant Preparatory, Inc. property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

SEC. 1.7.5. DISCLOSURE AND ANNUAL REVIEW.

Sec. 1.7.5.1. New Directors and Officers.

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C.

Sec. 1.7.5.2. Periodic Review.

To ensure that Avant Preparatory, Inc. 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: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Avant Preparatory, Inc.'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.

Sec. 1.7.5.3. Annual Review.

Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 1.7.5.4. Applicable Law.

AVANT PREPARATORY, INC.
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__

President

Member

Secretary

Member

Treasurer

EXHIBIT A

STATE OF TEXAS

§

§

COUNTY OF _____

§

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Avant Preparatory, Inc.

The business entity or real property in which I have a substantial interest is: *[name and address of business and/or description of property]*:

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons *[check all that apply]*:

- ☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;
- ☐ an ownership interest of 10 percent or more or \$15,000 or more of the fair market value of the business entity;
- ☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;

AVANT PREPARATORY, INC.
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least \$2,500;

Upon filing of this affidavit with the official record keeper of the charter holder for Avant Preparatory, Inc., I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20__.

Signature of Affiant

Title

Before me, the undersigned authority, this day personally appeared _____
_____ (Affiant Name) and by oath swore that the facts herein above
stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____,
20__.

Notary Public, State of Texas

(seal)

My commission expires: _____

EXHIBIT B
NEPOTISM CHART

NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

- ☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Avant Preparatory, Inc. Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Avant Preparatory, Inc. Ethics, Conflict of Interest and Nepotism Policy.

- ☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Avant Preparatory, Inc. Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Avant Preparatory, Inc. Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Avant Preparatory, Inc. Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

**AVANT PREPARATORY, INC.
CONFLICT OF INTEREST POLICY**

Article I

Purpose

The purpose of the conflict of interest policy is to protect Avant Preparatory, Inc.'s (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

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.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated _____, 2018, pursuant to the BOC.

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
AVANT PREPARATORY, INC.**

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of Avant Preparatory, Inc. a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Avant Preparatory, Inc." are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Avant Preparatory, Inc. Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors' Signature Page Follows]

AVANT PREPARATORY, INC.


Christina Allen-Crowder, Director

Daneiva Allevato, Director

Sheila Whittle, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
AVANT PREPARATORY, INC.
PAGE 2**

AVANT PREPARATORY, INC.

Christina Allen-Crowder, Director


Daneiva Allevato, Director

Sheila Whittle, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
AVANT PREPARATORY, INC.
PAGE 2

AVANT PREPARATORY, INC.

Christina Allen-Crowder, Director

Daneiva Allevato, Director



Sheila Whittle (Oct 30, 2018)

Sheila Whittle, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
AVANT PREPARATORY, INC.
PAGE 2**

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
AVANT PREPARATORY, INC.**

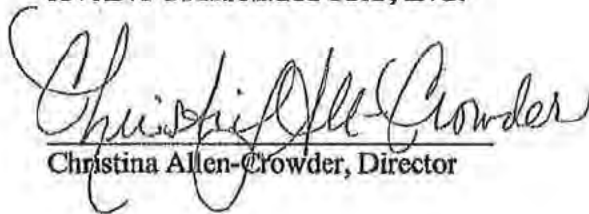
Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of Avant Preparatory, Inc. a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

AVANT PREPARATORY, INC.


Christina Allen-Crowder, Director

Daneiva Allevato, Director

Sheila Whittle, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
AVANT PREPARATORY, INC.**

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
AVANT PREPARATORY, INC.**

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AVANT PREPARATORY, INC.

Christina Allen-Crowder, Director


Daneiva Allevato, Director

Sheila Whittle, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
AVANT PREPARATORY, INC.**

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AVANT PREPARATORY, INC.

Christina Allen-Crowder, Director

Daneiva Allevato, Director

Sheila Whittle
Sheila Whittle, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
AVANT PREPARATORY, INC.**

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

PLEASE NOTE: Attachment F1 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

FINANCIAL PLAN WORKBOOK SUMMARY

0

	Year 0 (Start-Up) 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
REVENUE						
Total State Revenue		\$ 1,007,765	\$ 1,600,568	\$ 2,134,091	\$ 2,667,614	\$ 2,667,614
Total Federal Revenue		\$ 140,147	\$ 222,582	\$ 296,768	\$ 370,961	\$ 374,670
Total Local and Other Revenue	\$ 325,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 325,000	\$ 1,147,912	\$ 1,823,150	\$ 2,430,859	\$ 3,038,574	\$ 3,042,284
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 123,000	\$ 245,000	\$ 364,140	\$ 491,069	\$ 559,257	\$ 570,442
Total Instructional Personnel Costs	\$ -	\$ 352,000	\$ 618,120	\$ 889,542	\$ 1,121,697	\$ 1,144,131
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 23,407	\$ 108,057	\$ 177,789	\$ 249,891	\$ 304,253	\$ 310,338
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 146,407	\$ 705,057	\$ 1,160,049	\$ 1,630,501	\$ 1,985,206	\$ 2,024,910
Total Contracted Services	\$ 8,200	\$ 155,651	\$ 213,357	\$ 271,213	\$ 329,242	\$ 329,274
Total School Operations	\$ 97,520	\$ 92,920	\$ 132,882	\$ 172,452	\$ 212,324	\$ 201,510
Total Facilities Operations and Maintenance	\$ -	\$ 151,730	\$ 212,905	\$ 273,486	\$ 334,532	\$ 334,532
Reserves and/or Contingency	\$ -	\$ 22,958	\$ 34,437	\$ 45,802	\$ 57,252	\$ 57,252
TOTAL EXPENSES	\$ 252,127	\$ 1,128,316	\$ 1,753,631	\$ 2,393,453	\$ 2,918,556	\$ 2,947,478
NET OPERATING INCOME (before depreciation)	\$ 72,873	\$ 19,596	\$ 69,519	\$ 37,406	\$ 120,018	\$ 94,806
STUDENT ENROLLMENT						
Projected Student Enrollment		156	234	312	390	390
Revenue Per Pupil	\$	7,358	\$ 7,791	\$ 7,791	\$ 7,791	\$ 7,801
Expenses Per Pupil	\$	7,233	\$ 7,494	\$ 7,671	\$ 7,483	\$ 7,558

Provide the Following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

PLEASE NOTE: Attachment F2 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 11 – Audit Report

Avant Preparatory, Inc.

Unaudited - Statement of Financial Position

As of December 20, 2018

Assets

Current Assets	0	0
Cash and cash equivalents	0	0
Accounts receivable	0	0
Prepaid expenses	0	0
Total current assets	0	0
Property and Equipment, net	0	0
Total Assets	0	0

Liabilities and Net Assets

Current Liabilities		
Accounts payable	0	0
Accrued liabilities	0	0
Deferred revenue	0	0
Current portion of long-term debt	0	0
Total current liabilities	0	0
Long-Term Debt	0	0
Total Liabilities	0	0
Net Assets		
Unrestricted	0	0
Temporarily restricted	0	0
Total Net Assets	0	0
Total Liabilities and Net Assets	0	0

Avant Preparatory, Inc.
Unaudited - Statement of Activity
As of December 20, 2018

	Unrestricted	Temporarily Restricted	Totals	
Revenues				
Local support:				
5740 Other Revenues from Local Sources			0	0
State program revenues				
5810 Foundation School Program Act Revenues		0	0	0
5820 State Program Revenues Distributed by Texas Education Agency		0	0	0
Total state program revenues		0	0	0
Federal program revenues:				
5920 Federal Revenues Distributed by the Texas Education Agency		0	0	0
Net assets released from restrictions:				
Restrictions satisfied by payments	0	(0)		
Total Revenues	0	0	0	0
Expenses				
11 Instruction	0		0	0
12 Instructional Resources and Media Services	0		0	0
13 Curriculum Development and Instructional Staff Development	0		0	0
21 Instructional Leadership	0		0	0
23 School Leadership	0		0	0
31 Guidance, Counseling and Evaluation Services	0		0	0
32 Social Work Services	0		0	0
33 Health Services	0		0	0
34 Student (Pupil) Transportation	0		0	0
35 Food Services	0		0	0
36 Cocurricular/Extracurricular Activities	0		0	0
41 General Administration	0		0	0
51 Plant Maintenance and Operations	0		0	0
52 Security and Monitoring Services	0		0	0
53 Data Processing Services	0		0	0
61 Community Services	0		0	0
81 Fund Raising	0		0	0
Total Expenses	0	-	0	0
Change in Net Assets	0	0	0	0
Net Assets, beginning of year	0	-	0	-
Net Assets, ending of year	0	0	0	0

Avant Preparatory, Inc.
Unaudited - Statement of Cash Flow
As of December 20, 2018

Cash flows from operating activities		
Foundation School Program payments	0	0
Grant payments	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Payments to vendors for goods and services rendered	(0)	(0)
Payments to charter school personnel for services rendered	(0)	(0)
Interest payments	(0)	(0)
Net cash provided by operating activities	0	0
Cash flows from investing activities:		
Purchase of land and building		(0)
Purchase of equipment	(0)	(0)
Net cash provided by investing activities	(0)	(0)
Cash flows from financing activities:		
Issuance of long-term debt		0
Principal payments on long-term debt	(0)	
Net cash provided by financing activities	(0)	0
Net increase in cash	0	0
Cash at beginning of year	0	0
Cash at ending of year	0	0
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	0	0
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	0	0
(Increase) Decrease in assets:		
Accounts receivable	0	0
Increase (Decrease) in liabilities:		
Accounts payable	0	0
Accrued liabilities	(0)	(0)
Net cash provided by operating activities	0	0

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2017, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, you are not required to provide a credit report but must instead provide a statement attesting, “No documents are being provided because the sponsoring entity was incorporated after January 1, 2017.”

PLEASE NOTE: Attachment F3 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 12 – Credit Report

No documents are being provided because the sponsoring entity was incorporated after January 1, 2018.

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.

PLEASE NOTE: Attachment F4 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 13 – IRS Form 990

The sponsoring entity was incorporated after January 1, 2018. Therefore, no documents are being provided because the sponsoring entity is less than one year old.

Provide the Following:

Evidence of financial support from intended community partners such as:

- (i) letters of intent/commitment;
- (ii) memoranda of understanding; and/or
- (iii) contracts.

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

PLEASE NOTE: Attachment F5 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.



December 29, 2018
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Texas Education Agency:

Every member of the Avant Preparatory Board is devoted to delivering on our promise to the Spring Branch community. Our promise is our mission: to prepare all fourth through eighth grade students to graduate from college, access a wealth of opportunity, and lead with PRIDE. To show our commitment and support, every board member will actively fundraise and give a personal gift annually.

In our start-up-year, our goal is to fundraise \$30,000 and continue fundraising every academic year. As part of our annual development plan, The Board of Directors will increase the goal each year in accordance with school size and need.

We thank you for considering granting Avant Preparatory a charter to open August of 2020.

Sincerely,

Angela Fulcher
Angela Fulcher (Dec 29, 2018)

Angela Fulcher
Proposed Board Chairwoman



January 01, 2019

Re: Commitment of Start-Up Funds to Avant Preparatory Charter School

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with Building Excellent Schools and the BES Fellowship, will make available \$325,000 of start-up funds for the planning year (fiscal year 2019-2020) of Avant Preparatory Charter School contingent upon its charter authorization. These funds will be characterized as a \$325,000 grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Aasimah", with a stylized flourish at the end.

Aasimah Navlakh
Chief Executive Officer

Provide the Following:

- i) State academic performance data from all charter schools that are (or were) in operation during the last three consecutive years.
- ii) In instances, that the Local Education Agency receives an academic rating then it must reflect an academic rating of the top two tiers of a five-tier rating system.
- iii) If the charter authorizer or state provides academic ratings solely at the campus level, 80% of the campuses must receive an academic rating reflective of the top two tiers with no campuses in the bottom tier of the tiered academic rating system.

Note: Provide data for all applicable years if operations are less than three years old.

PLEASE NOTE: Attachment OS1 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

Provide the Following:

- i) State financial performance data from all charter schools that are (or were) in operation during the last three consecutive years.

or

- ii) Independent financial audit reports from the last three consecutive years.

Note: Provide data for all applicable years if operations are less than three years old.

PLEASE NOTE: Attachment OS2 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

Provide the following:

In addition to the information provided in Attachment Out of State 2- *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.

PLEASE NOTE: Attachment OS3 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

SPECIAL ASSURANCES



OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Four
Special Assurances Document

Sponsoring Entity:

Avant Preparatory Inc

Proposed Charter School Name:

Avant Preparatory 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.

IB I. Open Meetings Requirements

IB 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.

IB 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.

IB II. Public Information Requirements

IB The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

IB III. Criminal History Check Requirements

IB 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.

IB IV. Annual Training Requirements

IB 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.

IB V. Residential Facilities Monitoring (RFM) System

IB 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.

IB VI. Special RF Training

IB 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:

Avant Preparatory Inc

Proposed Charter School Name:

Avant Preparatory Charter School

VII. Admission and Enrollment

- ☒ 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.
- ☒ 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.
- ☒ 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.
- ☒ 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.
- ☒ 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)

- ☒ 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

- ☒ 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.
- ☒ 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:

Avant Preparatory Inc.

Proposed Charter School Name:

Avant Preparatory Charter School

☒ 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).

☒ 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).

XI. Ready to Open Check-List

☒ The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

☒ The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

☒ 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.

☒ 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.

☒ The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

☒ The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity:

Avant Preparatory Inc

Proposed Charter School Name:

Avant Preparatory Charter School

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.

Angela Fulcher

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair

12/30/18

Date