



# GENERATION

OPEN-ENROLLMENT CHARTER APPLICATION

# 24

TEXAS EDUCATION AGENCY  
1701 North Congress Avenue  
Austin, Texas 78701

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# APPLICATION OVERVIEW

<b>NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL</b>	
Elevate Collegiate Charter School	
<b>NAME OF SPONSERING ENTITY</b>	
Elevate Collegiate, Inc.	
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

## I. CONTACT INFORMATION

<b>Applicant Name:</b>	Rebecca Francis
<b>Applicant Mailing Address:</b>	2031 Westcreek Ln. #1404 Houston TX 77027
<b>Applicant Email Address:</b>	rfrancis@buildingexcellentschools.org
<b>Applicant Phone #:</b>	346-234-1434

## II. GEOBOUNDARIES/FACILITIES/OPERATIONS

<b>Number of Campuses Being Requested:</b>	1
<b>Number of Districts within Geo Boundary:</b>	1

<b>Address of Proposed Administrative Offices (if different from above):</b>
Same as above
<b>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:</b>
Third Ward, Houston, Harris County

## III. GOVERNANCE/LEADERSHIP


<b>Number of Board Members:</b>	7
<b>Chairperson of the Governing Board:</b>	Dr. Zenaida Aguirre-Munoz
<b>Chief Executive Officer of the Sponsoring Entity:</b>	Rebecca Francis
<b>Superintendent of Proposed Charter School:</b>	Rebecca Francis
<b>Board Member Who Attended Applicant Conference:</b>	Dr. Zenaida Aguirre-Munoz

#### 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.*

<b>Year 1 - Estimated Enrollment: 200</b>													
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 2 - Estimated Enrollment: 275</b>													
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 3 - Estimated Enrollment: 350</b>													
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 4 - Estimated Enrollment: 425</b>													
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 5 - Estimated Enrollment: 500</b>													
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>At Capacity - Maximum Enrollment: 500</b>													
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	1/4/19 Date	Rebecca Francis Printed Name
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#### 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
Rebecca Francis	Lead Founder/Fellow, Building Excellent Schools	Head of School
Dr. Zenaida Aguirre-Munoz	Associate Professor/University of Houston	Board Chair
Antoine Bryant	Architect/Moody Nolan Firm	Board Member
Chuck Ejim	Consultant/PwC	Board Member
Dr. Patrick Jefferson	Director of Student Academic Supports Services/Prairie View A&M University	Board Member
Debra Johnson	Financial Expert, Allstate Insurance	Board Member
Amanda Stephens	Attorney/Orrick Herrington & Sutcliffe LLC	Board Member
Tyra Williams	Licensed Social Worker/HISD	Board Member

## II. Board of Directors

Include names of all Board members.
Dr. Zenaida Aguirre-Munoz
Antoine Bryant
Chuck Ejim
Dr. Patrick Jefferson
Debra Johnson
Amanda Stephens
Tyra Williams

## III. Application Preparation/Support Services

<p><b>List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.</b></p> <p>Texas Charter School Association Orrick, Herrington, &amp; Sutcliffe LLC Building Excellent Schools</p>
<p><b>Were any of the above-mentioned paid?</b></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

# OVERVIEW OF ANTICIPATED NEED

## GEOGRAPHIC BOUNDARIES

Elevate Collegiate Charter School	Elevate Collegiate, 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)
Galena Park Independent School District	Houston Independent School District
Pasadena Independent School District	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.
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.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

# OVERVIEW OF ANTICIPATED NEED

## *GEOGRAPHIC BOUNDARIES (CONTINUED)*

Number of charter school campuses currently operating within the occupied district:	77
Number of traditional school campuses currently operating within the occupied district:	284
Number of traditional school districts within ten miles of the proposed location:	3

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Name(s):	Click or tap here to enter text.

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

### Narrative Response:

We propose Elevate Collegiate Charter School (Elevate Collegiate) for Third Ward, Houston for three reasons: (1) under-achievement of public local schools, (2) lack of quality elementary choices for families with high rates of poverty, and (3) the wide demand for charter schools within the community.

**HOUSTON INDEPENDENT SCHOOL DISTRICT (HISD):** HISD is the largest school district in Texas and the seventh largest in the United States. The total student enrollment in HISD is 214,175, with students spread across 284 schools. (Houston Independent School District Facts and Figures [www.houstonisd.org](http://www.houstonisd.org)) The rich and diverse culture embedded in HISD is evident through the fact that there are approximately 100 languages spoken in the district. Recent survey shows that 59,700 (27.8%) students in HISD stated that the language spoken at home is Spanish. ([www.houstonschoolsurvey.com](http://www.houstonschoolsurvey.com)) Demographic statistics for the district do not, however, accurately reflect the demographics in the city at large. A significant percentage of White and Asian students who live in Houston attend private schools within the city and surrounding areas. This shows that more affluent families who have the privilege and resources to seek alternate educational choices are electing to send their children to schools outside of the district. Less affluent families are often times limited to their geographically zoned schools regardless of the school's performance or the families' overall approval of the school. This disparity in school options, which is largely based upon economic factors, fuels Elevate Collegiate to bring a high performing free public charter school to the students and families of Third Ward, Houston. Houston is a multicultural city rich in diversity: 61.84% of students in HISD identify as Hispanic American/Hispanic, 24.2% identify as African American/Black, 8.7% identify as White American/White, 4.05% identify as Asian American/Asian. In HISD, 12.35% of students are classified as English as Second Language (ESL) and 31.47% with Limited English Proficiency (LEP). (Houston

Independent School District Facts and Figures [www.houstonisd.org](http://www.houstonisd.org)) In HISD, 71.63% of students are considered “at-risk” of dropping out of school based on STAAR test scores, English language proficiency, and other factors. This percentage is higher than the region and the state and, notably, is reflective of the 74.93% of students designated as economically disadvantaged in HISD. (*Children At Risk Growing Up In Houston* <http://childrenatrisk-org.vps-texaschoolguide-org> )

**THIRD WARD:** We are proposing to open in Greater Third Ward, in zip code 77004 as the Primary Attendance Boundary, immediately southeast of downtown Houston. This is a predominantly African American community serving as a historical and cultural hub for Houston’s Black residents for the last century. (*Down in Houston: Bayou City Blues* Issue 8 of Jack and Doris Smothers series in Texas History, Life, and Culture) Recently, the Third Ward has gone through population changes and the demographics are now 71.7% African American, 12.1% Hispanic, 9.8% White, and 5.1% Asian. (*UH Third Ward Initiative* <https://www.uh.edu/third-ward/third-ward-map/>) Even with new housing attracting a more diverse subset of residents, 70% of Third Ward residents make less than \$21,000 per year. (<https://nextcity.org>) The Third Ward is also part of Mayor Sylvester Turner’s Complete Communities initiative. Of the eight focus work groups in the initiative, education is the third focus. (<https://www.houstontx.gov>) The Texas Education Agency (TEA) calculates accountability ratings based on district and campus performance in relation to the state’s academic accountability system. Possible ratings are as follows: Met Standard, Met Alternative Standard, and Improvement Required (IR). Accountability ratings are calculated based on the following factors: Student Achievement - what students can show they know on state tests and AP exams; School Progress - how scores on the STAAR improved this year compared to last year, and; Closing Gaps - performance among student groups, including various racial/ethnic groups, socioeconomic backgrounds and other factors. (<https://tea.texas.gov>) HISD as a whole earned an accountability rating of Met Standard. However, according to the TEA District Performance Report, HISD scored lower than the region and the state in both Reading and Math. 44% of students in HISD met grade level on the STAAR reading compared to 50% in the region and 48% in the state. In math, 46% of students met grade level on the STAAR compared to 51% in the region and 48% in the state. In addition, 4 campuses within HISD earned the IR designation, which means that they have failed to meet state accountability standards set by the TEA. Highland Heights Elementary School, Henry Middle School, Kashmere High School, and Wheatly High School. If a school has remained on the IR list, or struggled academically, for four or more years, the State Education Commissioner must close it or appoint a board of managers to run the district. (<https://www.houstonisd.org>)

High quality educational choices are limited in Third Ward and families within Third Ward have had to deal with low performing school options and school closures. There are two elementary schools in Third Ward – Blackshear and Lockhart; the third elementary school – Dodson - was closed due to chronic underperformance. Blackshear Elementary was on the HISD IR list for 4 consecutive years prior to 2018. Although they Met Standard for 2018, in the domain of Student Achievement they still earned an IR rating; 22% of Blackshear students met grade level standards on the reading portion of the 2018 STAAR; 33% of students met grade level standards on the math portion of the 2018 STAAR. (<https://www.houstonisd.org>) This is far below the performance data of the district and the state. Blackshear is rated an “F” by Children At Risk. (<https://texaschoolguide.org/>) Our proposal of Elevate Collegiate is in particular response to the fact that Blackshear, one of the two options for families in the Attendance Zone, has been assigned an unacceptable performance rating, in the domain of Student Achievement, for the two preceding school years. In 2014 the Dodson School which housed 445 elementary school students was closed. All students who were zoned to Dodson were rezoned to Blackshear Elementary School. Lockhart Elementary School earned a Met Standard rating. However, only 33% of students met grade level standards on the reading portion of the 2018 STAAR and 42%



met grade level standards on the math section. This is below the performance data of the district and the state. Lockhart is rated a “D+” by Children At Risk. (<https://texasschoolguide.org/school-rankings/>) While not located within Third Ward, some families have selected Thompson Elementary School in South Houston. Thompson earned a Met Standard rating by HISD: 40% of students met grade level standards on the reading portion of the 2018 STAAR and 32% met grade level standards on the math section. This is below the performance data of the district and the state. Thompson is rated an “F” by Children At Risk. (Texas School Rankings <https://texasschoolguide.org/school-rankings/>) Currently, there are not many high-quality charter options in Third Ward for families looking for elementary schools for their children. As a subsidized private elementary and middle charter school located in the heart of Third Ward, Yellowstone Academy opened its doors in the fall of 2018 to students in grades five through eight, but its elementary school remains tuition-based and selective entry. Also located in Third Ward, Lawson Academy educates students in grades 6-8 and holds an academic requirement for admission, making it difficult for Third Ward students to be eligible for admission. Local magnet school Young Women’s College Prep, which also has an academic requirement, educates young women in grades 6-12, and is also located within Third Ward. Despite limited supply, the demand for high performing charter schools in Houston generally and in Third Ward specifically, is growing every year. Last year in HISD there were 29,484 applications to KIPP and YES PREP, with the longest wait lists in Third Ward and Fifth Ward. (<https://familiesempowered.org>) St. Mary Of The Purification Catholic School educates PK-5th grade students in Third Ward. Wheeler Avenue Christian Academy educates students in Third Ward as well. With between 70% and 80% of families living below the poverty line, for local students, both tuition-based schools (\$7,000 and \$7500-\$8700, respectively) are largely unavailable to them. Elevate Collegiate will gauge our progress and success not only by the higher performing schools in Houston, but also in comparison to excellent schools across the nation. We believe that a college preparatory elementary education is the building block upon which all future academic success rests.

We propose to be within the Attendance Boundary of 77004, and while no facility has yet been identified, we will ensure that the location is safe for an elementary school, and centrally located for families, preferably within dense residential areas for ease of access. We look to be as close to the light rail on Scott Street as possible and/or public bus stops that traverse Scott, Elgin, McGowan, and Emancipation Streets.

#### **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 Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

# OVERVIEW OF ANTICIPATED NEED

## *ENROLLMENT AND DEMOGRAPHIC PROJECTIONS*

Projected number of students enrolled in each grade for Year 1:	
<b>EE3</b>	<a href="#">Click or tap here to enter text.</a>
<b>PK 4</b>	50
<b>Kindergarten</b>	75
<b>Grade 1</b>	75
<b>Grade 2</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 3</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 4</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 5</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 6</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 7</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 8</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 9</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 10</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 11</b>	<a href="#">Click or tap here to enter text.</a>
<b>Grade 12</b>	<a href="#">Click or tap here to enter text.</a>

# 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
<b>Name</b>	Elevate Collegiate Charter School	Houston Independent School District	Pasadena Independent School District	Galena Park Independent School District
<b>African American</b>	85%	24%	7.6%	15.6%
<b>Hispanic</b>	10%	62%	82.7%	77.9%
<b>White</b>	4%	9%	5.9%	4.9%
<b>American Indian</b>	0%	0.1%	0.1%	0.3%
<b>Asian</b>	5%	4%	3%	0.7%
<b>Pacific Islander</b>	0%	0.7%	0.1%	0%
<b>Two or More Races</b>	1%	1.6%	0.7%	0.6%
<b>Economically Disadvantaged</b>	85%	74.93%	77.8%	80.3%
<b>ELL</b>	10%	31.47	30.1%	32.5%
<b>At-Risk</b>	71%	67.5%	58.2%	62.7%
<b>Gifted &amp; Talented</b>	5%	5%	5%	5.9%
<b>Special Education</b>	7%	7.24%	9.4%	8.5%

# 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:

Elevate Collegiate Charter School (Elevate Collegiate) is proposing to open in the historically rich and culturally significant Third Ward of Houston. The neighborhood has been primarily African American with an increasing Hispanic population in the last 15 years, and because of these historical trends, we anticipate that our student demographics will deviate significantly from surrounding districts but will be reflective of Third Ward. The following detail was informed by City-Data.com. Population: 17,945; Median household income 2016: \$46,962; Median rent 2016: \$657; Percentage family households: 35.8%; Percentage single-mother households: 22.9%; Percentage males in computer/mathematical occupations: 3.3%; Percentage females in computer/mathematical occupations: 1.2%; Percentage people 3 years+ in K-12 : 20.0%; Percentage students K-12 enrolled in private schools: 54.4%; High School Diploma: 25%; College Degree: 23%; Living Below Poverty Line: 70%. Salient to our consideration of Third Ward (77004) for our Primary Attendance Boundary are several key demographic items, particularly high poverty rates, minimal representation of adults in the computer industry (a core element of our proposal), and high rates of chronically low levels of educational attainment. When looking at demographics, James D. Ryan Middle School is particularly revealing. Ryan was a secondary school in Third Ward originally for African American students before desegregation. From 2002-2012 the school declined significantly in academic performance and enrollment. In 2012 Ryan was closed to be reopened as the Baylor College of Medicine at Ryan, an HISD Magnet School with a health science focus. In their founding year, 11% of admitted 6th grade students were from Third Ward, despite the fact that the school was located in Third Ward. Baylor is now generally regarded as one of the best middle schools in Houston, and if we can improve the elementary foundation for students growing up here, access to this school can dramatically expand. (<https://www.chron.com>) The HISD School Board voted in 2018 to zone students attending Blackshear and Lockhart (the only two remaining elementary schools that educate students living in Third Ward) to Baylor College of Medicine at Ryan, however, due to academic requirements for admission, lack of full access continues. Elevate Collegiate will equip students with the academic knowledge and character development necessary to be successful in high performing middle schools like Baylor along with The Lawson Academy, another school with academic requirements for admission that exists in the community. Students will have specific academic and behavioral needs that must be addressed if they are to meet this goal; we plan to address them directly through our education plan. As highlighted above, our target demographic lives in Third Ward (77004) where 70% of residents live below the poverty line. (<http://childrenatrisk-org.vps-texaschoolguide-org>) Elevate Collegiate anticipates enrolling a student population reflective of other HISD public schools located within Third Ward where



a majority of students identify as Black/African American with the second majority identifying as Hispanic. We anticipate most students will come from low socioeconomic households, 10% will be identified as English Language Learners (ELLs), and 10% will receive special education services. Lead Founder and proposed Head of School Rebecca Francis volunteers Mondays at The House of Tiny Treasures, a free preschool for families in Third Ward. She has observed a large number of students needing additional behavioral and academic supports and anticipates similar needs at Elevate Collegiate. With these demographics, Elevate Collegiate is designed with elements that have propelled other schools with similar populations to academic success. These elements each sit within our beliefs and will ensure the proposed program will address the needs of the students and their communities.

**BELIEF 1: EVERY STUDENT DESERVES A COLLEGE PREPARATORY EDUCATION.** Regardless of race, ethnicity, or socio-economic status, every student has the right to a high-quality education that will prepare him or her for college and beyond. All children can achieve academic success when they are challenged and supported in a warm, structured school environment. Our students will arrive at our school with varying levels of academic skill; we will identify specific needs and provide the structure and the rigor to ensure they are each firmly on the path to college graduation. We will do this by offering a college preparatory education that consists of **college preparatory curriculum**, an **extended school day and year**, **intentional supports for all students**, **data driven instruction**, and **character education** that develops a growth mindset. Based on the performance of students in other public schools in Third Ward, we anticipate that many of our students will come to Elevate Collegiate below grade level. Our **college preparatory curriculum** will ensure we are able to close gaps for those students. Lessons will be intentionally planned and will provide the proper amount of challenge to allow for students to experience productive struggle, which results in academic gain. (The National Council of Teachers of Mathematics 2017 <https://www.nctm.org> ) Our **extended school day and year** will maximize learning time in comparison to other public schools in Third Ward, enabling us to close gaps and best prepare our students to be successful on their path to college. We know that children's vocabulary skills are linked to their economic backgrounds and that by three years of age, there is a 30-million-word gap between children from the wealthiest and poorest families. (NAEYC. The Word Gap. The Early Years Make A Difference 2014 <https://www.naeyc.org> ) To equip Third Ward scholars with the academic knowledge and character development necessary to set for confidently on the path to college, we need **more time** with them to ensure they are achieving significant growth and progress towards grade level proficiency. Our day will start at 7:30 and end at 3:45, giving each student substantially more school days in comparison to their peers by the end of the school year. This additional time allows us to close literacy gaps that will be present, which we anticipate will be large based on the fact that a large percentage of our students will come from poverty and the academic performance of public schools in Third Ward. Students will be assessed frequently using **formative and summative assessments** to inform and drive the instructional push they need. Backwards mapping during the summer using EOY assessments, internal and state sanctioned, will prepare teachers to immediately dive into addressing the standards and skills necessary for each student to achieve grade level proficiency in all content areas. Teachers will design lessons with a focus on rigor and high engagement that address each skill and standard in a sequential manner and allow for students to build schema and form deeper conceptual understanding. (Every Child, Every Day: A Digital Conversion Model for Student Achievement, *Pearson*.) Students will know their current levels of academic performance and the goals on which they are working. Individual classes, grade levels, and the whole school will have **incentivized goals centered around performance data**. We will cultivate a growth mindset with our students and view current performance as a starting point for where they are going to end, which is grade level mastery. A person who maintains a "growth mindset" thrives on challenges and sees failure as a chance to grow. Having a growth mindset is a transferable skill that will strengthen

the character of all students for the entirety of their lives. (<https://choiceschools.com/>) We believe in **celebrating our successes**. Students will be celebrated for their academic growth by teacher praise, classroom celebrations, and school wide assemblies highlighting excellent student outcomes. **Data walls** in each classroom will showcase current levels of student literacy. This practice is informed by schools such as Nashville Classical Charter School that have used a data driven culture to obtain achievement results for a similar demographic that exceed their local district and state. (<http://www.nashvilleclassical.org/>) Students will be aware of their reading levels and growth on grade level standards. Students will take pride in moving their data marker as they move closer to achieving goals, and then surpass them. Our school believes in data **transparency and goal setting**, and these practices begin the first day of Kindergarten.

**BELIEF 2: FAMILY PARTNERSHIP PROPELS STUDENT PROGRESS.** When all parties are invested in academic achievement student outcomes reflect it. (Henderson, Anne T., and Nancy Berla. *A New Generation of Evidence: The Family is Critical to Student Achievement*. 1994) We intend to leverage all major stakeholders to best support our students both academically and behaviorally. Elevate Collegiate is unapologetic in our mission to equip all scholars with the academic knowledge and character development necessary to set forth confidently on the path to college. We will always communicate to families the **rationale** behind decisions made for our scholars, which will support our families in following our attendance, uniform, and homework expectations. Our families will welcome our **frequent communication** in the form of phone calls home, notes on homework folders, emails, weekly newsletters, and evening information sessions because they want to be kept up to date on their scholars' successes and challenges at school as they may arise. We believe in inviting our families into the school. **Grade level academic events** such as publishing parties and **student presentations** will be used to allow students to showcase their hard work to our families. We will also strengthen the school to home connection through **read-a-thons, math game nights, family fitness events, and seasonal events** aimed at bringing the **Elevate Collegiate family** together.

**BELIEF 3: STUDENTS THRIVE IN A WARM AND STRUCTURED ENVIRONMENT.** We believe that students need purposeful character development and clear expectations in order to feel safe and supported at school as they grow intellectually and socially. When students are growing up in a high stress environment, like many of the students in Third Ward are, their behavior can often become "self-defeating: fighting, talking back, acting up in class, and also, more subtly, going through each day perpetually wary of connection with peers and resistant to outreach from teachers and other adults," (Tough, Paul. *Helping Children Succeed*. 2016 [Helping-Children-Succeed-Paul-Tough.pdf](#)). We will provide our students with the **warm and structured** environment they need by developing **routines**, building a **strong sense of community**, and **teaching character** within the school day. Structure and routines ensure efficiency and urgency and allow students to thrive. These structures and routines are especially important for students in Third Ward, many of whom live in high stress environments and do not have access to structured schools within their community. Elevate Collegiate will implement school wide structures and routines that create a predictable environment in which our students can dedicate their time and energy to learning, and their teachers can dedicate their time and energy to teaching. (See **Culture** for more information.) We believe that every instructional minute matters. When students have systems in place they are able to address any need that may arise in a timely matter with minimal distraction, disruption, or time lost. All classrooms at will have **visual behavior management systems**. We believe that students need a visible system that objectively communicates their current behavior and the impact it is making on their learning and the learning of others. The classroom environment and all instructional minutes will be protected and respected by students and adults. By teaching behavioral expectations, supporting their development, and then holding to those expectations, distractions are limited allowing teachers to teach and scholars to learn. To deliver on

the mission to equip all Pre-K-5 scholars with the academic knowledge and character traits necessary to be successful in middle school, high school, college and beyond, we must protect the learning environment behavior management systems that promote growth in academic habits, self-regulation, and reflection. We believe that students greatly benefit from beginning each academic day with their class community in a morning meeting. **Morning Meeting** will be a school wide block first thing in the morning (See Culture for more information.) **Community Circle** will be a space for classes to connect to each other and their teacher before they embark on the academic lift of the day. We cannot control the environments from which our students come to us, but we can control the environment we create for them. We anticipate students will come to us with a variety of life experiences including but not limited to absent parents, transient home situations, foster care, kinship care, and trauma. We accept responsibility to proactively address our students' social emotional needs, grow their character, and educate them to be successful in middle school, high school, and college. Character development will be explicitly taught in all grades through **teaching, modeling, and practicing** what it means to be a productive member of our school and community. Through daily **Morning Meetings** (class-based) and weekly **Community Circles** (school-based), and our **Core Values**, students will internalize the skills and character traits necessary to succeed in elementary school, middle school, high school, college, and beyond. Scholars will leave Elevate Collegiate with academic knowledge and skills and the strength of character necessary to navigate the challenges ahead.

**BELIEF 4: INDIVIDUALIZED SUPPORTS ALLOW ALL STUDENTS TO ACHIEVE ACADEMIC SUCCESS.** We believe that students thrive in classrooms where individual needs are met through planning, supports, and interventions. Instruction is not designed to be delivered as one size fits all. We educate all students through individualized supports for both behavior and academics. Excellent schools know how to assess where their students are academically and behaviorally, and then also to scaffold the steps to get them where they need to be. Elevate Collegiate will ensure we equip English Language Learners (ELLs), special education students, and students with significant academic needs with the academic knowledge necessary to succeed in their academic careers by building in supports for these students from day one. We know that a text rich environment fosters ELA development, so we will incorporate word walls into all Pre-K-3 classrooms. (Reading Rockets. Literacy Rich Environments 2015 <http://www.readingrockets.org>) We will incorporate anchor charts in each lesson to ground student thinking in the critical elements being taught. Placing knowledge on the walls allows it to be a support for students while they embark on independent practice. ELLs will benefit from small guided reading groups in receiving targeted supports and interventions by their teacher in a small group setting.

**BELIEF 5: STUDENTS NEED DIGITAL LITERACY TO BE COMPETITIVE IN OUR SOCIETY.** We believe that students need to have 21st century skills in order to navigate their advanced academic pursuits and be prepared for middle school, high school, college, and beyond. In an increasingly interconnected world, it is more critical than ever to provide our children with a top-quality education. (Achieve.org. Preparing Students for the Global Economy 2014 <https://www.achieve.org>) Indeed, increasingly complex skills are now required for students to be competitive in our global economy. (ASCD Research Matters/ What Do Students Really Need To Know For A Global Economy 2017 <http://www.ascd.org>) Skills for the modern workforce, such as communication, collaboration, and technological literacy, prepare students for a future filled with opportunity. We need to prepare our students today for jobs in their future that may not even exist yet. Students living in high poverty areas are less likely to be exposed to technology as information, services, and resources increasingly move online, digital inequality has come to both reflect and contribute to other persistent forms of social inequality. (Hud User. Digital Inequality in Low Income Households. 2016 <https://www.huduser.gov>) To be adequately prepared for middle school, high school, and college, we believe every scholar should have the opportunity to engage in 21st century learning. Technology will be offered at every grade level twice per week, moving from

computer safety and orientation to advanced early skills with excel, PowerPoint, word, and website design. Technology will also be incorporated into instruction to support skill development of Third Ward students, many of whom do not have access to technology tools and platforms outside of school. All grade levels will have a dedicated chrome book cart and students will work with chrome books and software platforms daily, including such programs as Lexia and Reading A to Z. When scholars graduate fifth grade at Elevate Collegiate they will possess the hard and soft computer skills that are necessary to navigate technology ahead of their peers in middle school. They will be able to use technology as a tool to find out information, express themselves, present information, communicate and entertain. Scholars will learn to use technology in a responsible and respectful way.

**STUDENT TO TEACHER RATIO.** Elevate Collegiate proposes to have a 25:1 student teacher ratio with a floating teaching assistant for Pre-K-third grade. Lead Founder Rebecca Francis and Founding Board Members Dr. Patrick Jefferson and Dr. Zenaida Aguirre-Munoz established the teacher to student ratio through their professional expertise and experience. Dr. Jefferson wanted to ensure that students were not going to be overlooked in a classroom and Dr. Aguirre Munoz wanted to ensure maximum teacher efficiency by limited the student teacher ratio to 25:1. The teacher assistant assigned to “float” between the grade level classes in grades Pre-K-3, when students are learning to read, and will primarily teach direct phonics instruction and support during literacy blocks. We will limit our classes to 25 students per 1 Lead Teacher to protect the learning space and instructional minutes. Smaller class sizes in elementary school drives student success particularly with students of color which we anticipate the vast majority of our students to be. (Class Size and Student Achievement. Center for Public Education. [www.centerforpubliceducation.org/research/class-size-and-student-achievement](http://www.centerforpubliceducation.org/research/class-size-and-student-achievement))

### 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.



# 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.

Elevate Collegiate Charter School (Elevate Collegiate) is a public charter school proposing to open in the Fall of 2020 for prekindergarten through fifth grade students in Third Ward, Houston. Our mission is to equip all Pre-K-5 students with the academic knowledge and the character development necessary to set forth confidently on the path to college.

The Founding Team chose to propose a Pre-K-5 school in Third Ward because, as measured by STAAR assessments, more than seven of every ten children in grades three through five attending public school in this predominantly African American, low socioeconomic, historically significant community are unable to read on or above grade level. Third Ward is home to Emancipation Park, purchased in 1871 after the Civil War by a group of freed slaves in celebration of their freedom. We intend to ensure that now, 148 years after Emancipation Park was purchased, that we are equipping our children with the academic foundation and character development necessary to live lives filled with opportunity and freedom.

We have designed metrics of success and school design elements to ensure that students achieve results in reading and math on par or better than their more affluent peers. We map backwards to ensure the knowledge, skills, and competencies that will allow students to gain admission to and be successful in high-performing middle and high schools in Houston, including The Baylor College of Medicine at Ryan, The Lawson Academy, and Energy Institute High School, all housed within the local community. Our fifth graders will matriculate as strong, confident students who are comfortable analyzing themes in complex fictional text, extracting facts from informational texts, and writing clear and concise essays across genres; they will have a firm grasp on the TEKS science and social studies standards; and they will have the analytical mind and critical thinking skills to tackle complex math problems. With academic achievement

and growth every year, students will also become the PRIDE of their families, community, and city, as they develop the school's PRIDE values of Perseverance, Respect, Integrity, Determination, and Excellence. Effective teachers are the cornerstone of a successful school. We will ensure that all teachers are mission-aligned, high capacity, and passionate-about-results individuals. Elevate Collegiate teachers must intrinsically believe that with the right academic and behavioral supports ALL students can achieve at high levels regardless of race, socio-economic status, native language, or zip-code. We will prioritize hiring teachers and staff that have experience working within communities similar to Third Ward. Our teachers will take tours of the neighborhood and go on home visits with the Head of School to truly ground themselves and their teaching practice in the community we desire to serve. We will treat our educators as respected professionals and provide opportunities to travel to high performing schools across our state and country to observe strong instruction and culture, showing what is possible and pushing for similar levels of excellence.

The Founding Board supports our ambitious goals, and unanimously agreed that underserved students are exposed to fewer enrichment opportunities than their more affluent peers, and that Elevate Collegiate would need to address this fact head on. Our academic program includes an extended school day and year, with two enrichment classes built into our daily schedule. Passionate about leveling the playing field for our students, we will provide a Spanish enrichment class as a value-add to the strong literacy and mathematics education students receive, because by starting Spanish study in elementary school, students will have a head start on developing foreign language skills - a requirement at some middle and high schools and for college admission. Our second enrichment class will be computer science, which will address the ever-present technology gap in high poverty areas and prepare students to participate in the fast-growing technology sector. Our fifth grade students will leave us as readers, writers, and mathematicians, and they will leave us with basic Spanish skills and a technology foundation that will allow them to confidently navigate our digital world.

We know that our students will come to us with varying academic and behavioral strengths as well as needs, and as a result we have built a founding team that understands the local community in both its aspiration and its need. Lead Founder and proposed Head of School Rebecca Francis brings 10 years in education, including as a founding member of a charter school in California, and she brings deep commitment to Third Ward, currently volunteering at the House of Tiny Treasures, a tuition-free preschool in Third Ward for transient families. The Founding Board brings experience in Charter School Finance Law, Social Work and Mental Health Services K-12, Higher Education Leadership in STEM/ELL/ Curriculum Design and Teacher Development, Public School Administration, Technology/Finance, Finance/PR, and Community Development. The Founding Board also brings considerable commitment to Third Ward. Founding Board member Tyra Williams was a licensed social worker at House of Tiny Treasures and has given detailed input on the challenges our students may face and ways to address those challenges. Dr. Patrick Jefferson grew up in Acres Homes, Houston, which has a similar demographic to that of the Third Ward and has provided input based on his personal experience with education and is an advocate for establishing a relationship between families and school to support our students. The Elevate Collegiate Team has been developed intentionally to ensure that we have the professional capacity and personal commitment to successfully open and operate a high-quality Pre-K-5 charter school for the students and families of Third Ward, Houston, and which delivers on the promise of freedom and opportunity for this proud and vibrant community.

# 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:	Dr. Zenaida Aguirre-Munoz
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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:

**MISSION.** Elevate Collegiate Charter School equips students in pre-kindergarten through grade five with the academic knowledge and character development necessary to set forth confidently on the path to college graduation.

**VISION.** A college degree can change the entire trajectory of a student's life, and a powerful preschool and elementary foundation can change that entire trajectory as well. We firmly believe that education is the key to unlocking a life filled with opportunity, and we will ensure that all students acquire that key. The foundation built at Elevate Collegiate Charter School ("Elevate Collegiate") will enable scholars to attend and successfully graduate from Houston's best middle and high schools, including Lanier Middle School (an International Baccalaureate World School), Houston Gateway Academy (Charter with Academic Requirement), and Baylor School of Medicine at Ryan (Magnet with Academic Requirement) which is located in Third Ward. The foundation at Elevate Collegiate and the opportunities it will create will ensure students' continued academic success in all future grades and years and establishes the early foundation for college preparation. As a consequence, we will always set the bar high for our administrators, staff, and students. In 2033, our inaugural 1st grade class that entered in 2020 will be graduating from Houston's best high schools, preparing to start their freshman years at the best colleges in Texas and across the nation. They will have arrived at this monumental time thanks to the many years of hard work, determination of themselves and their families, and thanks to the solid academic and character foundation they received during their preschool and elementary grades at Elevate Collegiate. As our students will graduate from college in 2036, some will continue onto graduate school, others will embark on careers of their choice, and they will all set forth confidently down their life path. We will achieve this vision through a mission-aligned instructional

program designed to meet the needs of our student population. Through our school culture and our academic program, we envision cultivating a love of and ambition for learning in each of our students that fuels them to persist through academic challenges and fully thrive in their future schools.

**WE ENVISION COLLEGE-BOUND STUDENTS.** Every student, no matter race, ethnicity, or socio-economic status, should have the opportunity to attend a school that prepares them for college and beyond. Students who are economically disadvantaged and live in high poverty areas like Third Ward currently lack access to quality school options that will adequately prepare them to be successful in their academic careers. (“Growing Up Houston.” Children at Risk. 2017-2018 <http://childrenatrisk.org>) We are proposing Elevate Collegiate to address this current lack of access in Third Ward. To equip scholars with the academic knowledge necessary to set forth confidently on the path to college graduation, Elevate Collegiate will provide rigorous academics through college preparatory curriculum, data driven and small group instruction, and targeted supports and interventions. (See **Curriculum and Instruction** for more information on our academic program) Students will receive an education tailored to each of their strengths that ensures they are successful in growing academic knowledge and skills necessary to master grade level content in all areas at all grades. We will have an extended school day and extended school year, far exceeding what is currently available in the two local elementary schools, to ensure we are maximizing learning and growth for each student and to address learning gaps that our students may come with. We will measure our success against the top performing schools in our district, and across the State of Texas, and across the nation. Students in Third Ward Houston have been under-served, under-challenged, and therefore have under-achieved, for so long that it is impossible not to notice the substantial gap between them and their more affluent counterparts. Less than four out of ten students in Third Ward are reading on or above grade level by the third grade. To change that narrative for our scholars, Elevate Collegiate will implement academically rigorous curriculum that is grounded in the Texas Educational Knowledge and Skills (TEKS) and that emphasizes deep conceptual understanding of concepts across all content areas. When our students achieve success in academics and when they demonstrate positive character traits, they will be celebrated through school wide shout-outs, class specific incentives, and data driven goals and rewards.

**WE ENVISION A WARM AND STRUCTURED SCHOOL.** We believe that students need purposeful character development and coaching, and clear expectations to feel safe and supported at school in order for them to grow intellectually and socially. (AMLE. The Importance of Classroom Structure 2018 <https://www.amle.org>) Character development will be explicitly taught in all grades through teaching, modeling, and practicing what it means to be a productive member of our school and community. In addition to academic instruction, students need guidance on how to be positive members of their school and community to succeed in middle school, high school, and college. (Virginia Education Association. Why We Need Character Education) Many students will be first generation college students. It will be especially important for our students, therefore, to have prioritized support in developing skills, mindsets, and character traits necessary for being successful in college. “If we can help our students on this pathway, then we are taking the necessary steps to fulfill the two main goals of education—to help our youngsters become smart and good, leading to peace—personally, community-wide and worldwide,” (Pirkle, James E. “Why We Need Character Education.” *Virginia Journal of Education*. 2013 <http://www.veanea.org>). We will develop that character through explicit teaching, modeling, and practicing what it means to be a positive member of your school and your community. We expect students to be the PRIDE of our school, community, city, and state. Therefore, character development will focus on schoolwide PRIDE Values of Perseverance, Respect, Integrity, Determination, and Excellence. It will take Perseverance to reach our short- and long-term goals; it will take respect to be a positive member of any community; it will take integrity to be a person of strong character; it will take Determination to succeed; and it will take Excellence to be the best in



everything you set out to do. Our students will come to us from various backgrounds and home situations. In Houston, 35% percent of children live below the poverty line ("Growing Up Houston." *Children At Risk*. <http://childrenatrisk-org>.) We will teach our students PRIDE every day, in every grade level, and build their character to overcome the life and academic risk factors into which they may have been born. **Perseverance:** We level the playing field for disadvantaged students by teaching them how to continue to push towards achievement while facing difficulties and opposition. **Respect:** We teach the foundation for strong character of respecting yourself, others, and the spaces you occupy, treating others the way you want to be treated. **Integrity:** We will show our students how to live with integrity by doing the right thing, even when nobody is around to see - inside the classroom, in other spaces in school, and across our community. **Determination:** We will model and practice for and with our students how to approach their achievement with a determined spirit and how we stay steadfast in the pursuit of our dreams and goals. **Excellence:** We will set the bar unapologetically high for ourselves and our students, demanding excellence in all that we do as we drive our mission forward and bring a high quality, rigorous education to the students and families in Houston's Third Ward. It is a privilege to begin laying the academic foundation upon which our students will build upon for the entirety of their educational careers. We believe that we can set the bar high for our students and demand excellence in their academics and their behavior by creating a structured yet warm environment in which they are supported, encouraged, and guided towards being the best version of themselves.

**WE ENVISION PASSIONATE AND EFFECTIVE EDUCATORS.** Strong, knowledgeable, and effective teachers are the cornerstone of a successful college preparatory school. (Blumberg, Phyllis. *Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning*. 2013) Teachers will be continually developed and coached to ensure they utilize best practices, remain faithful to our school mission and vision, and bring their best selves to the classroom each day. Teachers who are coached and given skills to take back into the classroom to improve instruction are more confident about their practice, which in turn develops their talents even further. (<https://teachingcommons.stanford.edu>) We will begin each school year with four weeks of extensive professional development before the school year starts to ensure teachers are prepared with the skills and knowledge to equip scholars with the academic knowledge and character development to set forth confidently on the path to college graduation. Unlike what is available for professional educators in the two local elementary schools, we provide frequent observation and feedback to constantly develop teachers into the most effective educators they can be. We support teachers in their growth through weekly coaching that will culminate in 36 observations per year. Teachers receive live coaching to improve skills in the moment, and teachers dive into peer feedback loops via video observations across grade levels. Also unique in our community, we believe in departmentalizing elementary education to best support our teachers in creating high quality, engaging, and rigorous lesson plans based in a college preparatory curriculum. When content areas are departmentalized, teachers have the time to more fully and meaningfully interact with their content and produce high-quality learning opportunities. Currently, elementary school teachers are responsible for internalizing the content and then effectively delivering it for five distinct subject areas. This makes it difficult for teachers to become experts in their content due to sheer lack of time to adequately prepare and is increasingly challenging with the requirements of TEKS and ensuring a content-rich experience in the elementary grades. We firmly believe that departmentalizing content will benefit teachers which in turn delivers on our mission to equip scholars with the academic skills necessary to set forth confidently on the path to college.

**WE ENVISION ALL STUDENTS LEARNING.** We believe that students thrive in a differentiated environment where diverse needs are being met through targeted supports and interventions. (<https://edworkforce.house.gov>) Education is not one size fits all. We will educate ALL students

through individualized structures and supports. We fully anticipate students arriving to our school with varying needs such as English language development, additional behavioral support, and academic interventions for students several grade levels below. We intend on preparing ALL of our students for college, and we know that the path for each will be different. We will meet the needs of ALL students through academic supports such as small group instruction, frequent progress monitoring, instruction informed by that monitoring, additional targeted time in literacy and math to close gaps and accelerate learning, all provided within a print rich, vibrant school environment. We will support behavior with consistent, school wide behavior management systems, and support with tier 2 and above behaviors.

**WE ENVISION A CLOSE PARTNERSHIP WITH OUR FAMILIES.** Through ongoing community outreach efforts including our public meetings, we know Third Ward families want to be a part of their children's educational experience through frequent communication with the school pertaining to academics and behavior and through opportunities to see culminating projects in their children's classrooms. At Elevate Collegiate, we believe in leveraging all major stakeholders to best support our students academically and behaviorally. (*What are Family, School, Community Partnerships?* Family, School, and Community Partnerships Bureau. 2010. <http://www.familyschool.org>) The vital relationship between Elevate Collegiate and our families will be developed and strengthened throughout the year using culture-building activities, engagement opportunities, and information sessions aimed at building community and sharing pertinent information between students, staff, and families. In partnership with our families, we will make certain that each student leaves our school with the academic foundation and character development necessary to be successful in their future academic endeavors.

**WE ENVISION TECHNOLOGICALLY LITERATE STUDENTS.** We believe that students need to have 21st century skills to be able to navigate advanced academic pursuits and be prepared for middle school, high school, and college. A notable technology gap persists due to the lack of equitable access to technology for students in low income areas. In September of 2018, Uber and eBay visited Young Women's College Preparatory Academy, a middle school located in Third Ward, to address the persisting lack of diversity in the ever growing and financially lucrative technology sector. The lack of diversity in technology fields such as Engineering, IT, and Coding reflects the technology gap commonly present in high poverty areas such as Third Ward, with African Americans making up less than 5% of the tech work force in the eight largest tech companies. ("Closing the technology gap: eBay and Uber visit Houston Women's Prep." Defender Network <https://defendernetwork.com/>) Students of color are not represented in these industries, which require students to have a certain level of exposure first to create a spark or interest and then access to the resources and instructional that can build a body of sequential skill and knowledge that opens up more access in later grades and years. We will create that spark along with those resources and instruction for our students, as we believe that technology needs to be accessible to students at school who may not have the opportunity to sharpen their digital skills organically at home. We will prepare our students with the technology knowledge and skills they need by implementing a Computer Science content block in every grade starting in pre-kindergarten. Computer skills taught will increase in complexity as students gain mastery year to year, and students will be exposed to elements of coding, engineering, and robotics by the end of grade 5.

**NARRATIVE (2).** Elevate Collegiate's mission and vision were originally drafted by Lead Founder Rebecca Francis, building from hundreds of conversations she had regarding what a new public charter school in Houston needed to provide in order to create the most impact for Houston's students. These impactful conversations included discussions with Founding Board members Dr. Zenaida Aguirre-Munoz, Antoine Bryant, Chuck Ejim, Dr. Patrick Jefferson, Debra Johnson, Amanda Stephens, and Tyra Williams; Third Ward community members who work at Smith Neighborhood Library, The Nuwaters

Co-op, Emancipation Park Community Center, and Yellowstone Academy; and hundreds of Houstonians who were gracious enough to give their thoughts over email, phone, or a cup of coffee.

When drafting the initial mission statement, Ms. Francis recalled how all stakeholders named the need for an academic centric statement that could always ground the Elevate Collegiate community in why we were here - to equip more students with the skills necessary to go to college and create a life of opportunities for themselves. During conversations with Mr. Bryant and Dr. Jefferson, Ms. Francis had specifically heard a call to ensure the school's mission included character development, which both members indicated was essential for all students, but especially for students in Third Ward. Both Mr. Bryant and Dr. Jefferson communicated that it is essential to pair academic knowledge and character development. It was agreed upon by nearly all stakeholders Ms. Francis spoke to the fact that the academically sound student also needed strong character development in order to be fully prepared for the challenging world ahead in middle school, high school, college, and beyond. Founding Team members provided significant input into developing the vision for Elevate Collegiate, during individual and team meetings with Ms. Francis. Specifically, Dr. Zenaida, who has ample experience in teacher development, stressed the importance of including robust professional development and coaching cycles to ensure Elevate Collegiate educators were being developed and guided to becoming the strongest educators they could be. Mr. Ejim and Mr. Bryant insisted that 21<sup>st</sup> century skills be incorporated into the vision, and both stressed personal experiences from which this belief came. Mr. Ejim remembers his father bringing home a computer to his family home in Nigeria when he was 19 years old and noted that exposure to new technology created the spark that led him to a career in Finance and Technology that has changed the trajectory of his whole life. Mr. Bryant is an award-winning architect who believes that exposing students to technology will encourage students to career fields of which they otherwise may not be aware and show them people who look like themselves succeeding in those careers, which they may not have ever seen before. Ms. Williams helped us to think about restorative practices that effectively support a child to stay within the classroom. The Founding Board for Elevate Collegiate met to review, discuss, revise, and finalize the draft mission statement and vision for the school on November 26, 2018. During this meeting there was substantial discussion about the mission and vision, with a focus on ensuring all parties have a common understanding and investment. Small changes were made to the writing, and ultimately all parties agreed to the big picture mission and vision that had been drafted.

### **NARRATIVE (3) - INNOVATIONS AT ELEVATE COLLEGIATE CHARTER SCHOOL.**

**(1) FOCUS ON DIGITAL LITERACY.** As discussed, Elevate Collegiate believes that 21st century students should be equipped with 21st century skills such as digital literacy. Students will develop the ability to understand, use, and safely interact with technology, media, and digital resources in real-life situations. Access to technology in the home varies greatly for students in Third Ward, as students living in impoverished homes, single parent homes, and transient situations have less access to the internet and technology. (<https://www.edweek.org>) We will address this inequality by providing a dedicated computer science block in all grades Pre-K-5 and integrating technology into our instruction, which will create exposure to technology needed in a modern society and aid in instructional supports and interventions. In our Computer Science sequence, we will provide a focus on Computer safety and Orientation starting in Pre-K and a developmentally appropriate Introduction to Coding, Engineering, and Robotics curriculum starting in kindergarten and continuing through all grade levels. We believe that introducing students to the power of digital literacy will enhance their education with transferable technology skills that will lead to continued interest and study in fields they may not have otherwise been exposed to. "So many things that students interact with involves coding these days—their remote controls, TVs, phones, watches—we are a technological society, and it's only going to increase in the

future.... Coding not only teaches technology skills, but also develops skills in critical thinking, persistence, problem solving, math, and processing,” (“10 Surprising Skills Kids Learn Through Coding.” *We Are Teachers*. 2017 <https://www.weareteachers.com>). Currently in Third Ward, Blackshear Elementary does not offer a K-5 digital literacy program; Lockhart does not offer a full grade sequence. Technology is required to be taught and implemented whenever possible according to TEA.

**(2) SPANISH ENRICHMENT PROGRAM.** Per our community outreach, Families in Third Ward would like to expose their children to other languages but have lacked access to programs or schools that offer such courses. Elevate Collegiate believes that learning a language other than English is a valuable, transferable skill that will drive student success and make our students competitive with their more affluent peers in middle school, high school, and college. With Houston as one of the most diverse cities in America (“How Houston Has Become The Most Diverse Place In America.” *LATIMES*. 2017 <http://www.latimes.com>), we believe that our students should be exposed to the rich cultures to which Houston gives us access. Elevate Collegiate will implement a Spanish Enrichment Program for all students Pre-K-5 that will serve as a language and culture course. Students will learn basic conversational Spanish skills that increase in complexity as they move up in grade level. According to the most current U.S. Department of Education statistics, Spanish was the most in-demand language. (“Students Gain More Foreign Language In Schools.” *USA Today*. 2017 <https://www.usatoday.com>) Elevate Collegiate believes that having skills in another language will increase our students’ ability to succeed in middle school, high school, college, and beyond. In addition to the intellectual benefits that learning a second language offers, globalization provides another motive to speak another language as more Americans decide to travel, study or work overseas. (<https://www.usatoday.com>)

**(3) TEACHERS AS CONTENT SPECIALISTS.** We believe that teachers and students both significantly benefit from departmentalizing curriculum. “Students will learn more from teachers steeped in a given subject and teachers will be renewed and excited by diving more deeply into the subjects they love.” (“‘Platooning’ on the Rise in Early Grades.” *Education Week*. 2018 <https://www.edweek.org>) Teachers in grades 3-5 will plan and teach either English Language Arts and Social Studies, or Mathematics and Science. This departmentalization will allow teachers to devote more time to fewer subjects and plan for meaningful and rigorous lessons. By increasing teacher effectiveness and allowing more time for the internalization of engaging, content-specific lessons, we create a higher quality of elementary education for our students. This is particularly impactful due to the fact that our students will come to us with varying skills gaps and require an excellent education to truly propel them forward toward mastery. No local elementary schools offer a departmentalized approach.

**(4) EMPHASIS ON LITERACY.** Mayor Turner’s Complete Communities Initiative set a goal for a 25% increase in the number of children served by the Smith Neighborhood Library located in Third Ward. Nuwaters Co-op, a popular food co-op located here, also has a pop-up library free of charge to children of Third Ward. When speaking with its manager, Lead Founder Rebecca Francis learned that the community is trying to increase access to literature which will in turn improve rates of reading proficiency in their children. Currently, less than three out of ten students are reading on or above grade level in the third grade in Third Ward. We know that through a strong literacy foundation all other content work becomes accessible. (<http://www.naesp.org>) We also believe that children find joy through reading and that we can leverage that to provide a truly engaging and rigorous literature program that will also cultivate a love of literacy in all of our students. We know that children living in underserved communities can arrive at school with lower levels of literacy than their more affluent counterparts. To ensure we build a strong literacy foundation, we will have extended school days to allow for a double literacy blocks daily in grades Pre-K-5. We will develop a love of and proficiency in literacy in our students through engaging lessons featuring culturally relevant materials. (“How To

Engage Culturally Relevant Pedagogy.” *Teach For America*. (CRP) 2016 <https://www.teachforamerica.org>) In comparison, local elementary schools provide on average 60 minutes of literacy instruction; we provide over double that amount. Teachers will be supported in developing the skills and knowledge to extend literacy instruction by including explicit instruction in phonics, read alouds, and directed reading.

**(5) SOCIAL EMOTIONAL LEARNING THROUGH MORNING MEETINGS AND COMMUNITY CIRCLES.**

Children growing up in high poverty areas of Houston face myriad challenges including: limited access to quality health care; single parent households, foster care, or kinship care; limited access to healthy foods and literature; and increased chances of experiencing trauma or transferred trauma. (“Growing Up Houston.” *Children At Risk*. <http://childrenatrisk-org>) Educating children who are arriving to school in various emotional states forces schools to invent ways to level the playing field between students to prevent emotional needs from inhibiting academic progress. We will start each day in all grades with Morning Meeting in which students can express how they are feeling at the start of the day. This process allows teachers to gauge who may need additional support for the time being. Morning Meeting will also provide teachers the time to teach character development that will be intentionally planned to develop traits we know students in our community need to succeed. Our PRIDE values of Perseverance, Respect, Integrity, Determination, and Excellence will be explored through discussion, readings, and activities.

**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.

# 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:

**PROPOSED EDUCATIONAL PROGRAM.** The mission of Elevate Collegiate Charter School ("Elevate Collegiate") is to equip all pre-kindergarten through fifth grade students with the academic knowledge and the character development necessary to set forth confidently on the path to college. In order to deliver on this mission, we need extended learning time, masterful teachers, challenging curriculum, and frequent data collection to inform intervention groups that allow us to meet each student where they are and guide them to where they need to be. This section was informed by the educational expertise and experience of Founding Board members Dr. Aguirre-Munoz and Dr. Jefferson, along with the Lead Founder and proposed Head of School Rebecca Francis. It is also informed by the multiple opportunities the Lead Founder has had to study high performing schools with demographics similar to those of Third Ward. The Head of School will plan and develop all curriculum for years 1 and 2. The Head of School will develop the scope and sequence for all grade levels and then backwards plan units and interim assessments that are based on the Texas Essential Knowledge and Skills ("TEKS"). The Head of School will use a variety of resources to complete this work, including the curriculum used at high performing schools such as Purpose Preparatory Academy ("Purpose Prep") in Nashville, TN, ensuring that all adopted curriculum and resources are directly and fully aligned to the TEKS. While developing our proposed educational program we studied Purpose Prep, a school that has very similar demographics to Houston's Third Ward, and that is achieving phenomenal academic results year after year. Purpose Prep is a 2017 Tennessee Reward School, ranking in the top 5% of the state. At all grade levels, they use curriculum that provides challenging learning opportunities while also differentiating



for all learners. We have allocated \$34,924 in Y0, with accompanying amounts each year based upon school growth to ensure that our proposed curriculum and instructional plan are fully in place starting on day one and continuing in all years. Our curriculum will be vertically aligned from pre-kindergarten through fifth grade to allow students to build on their knowledge and skills year after year. Teachers will receive a scope and sequence, all unit plans, and all lesson plans for all core content areas they teach. Taking the broadest level of academic preparation off the teachers allows them to truly focus on their craft and internalize the lessons they are going to teach in order to deliver them with the most readiness, passion, and impact. Teachers will be responsible for annotating their lessons for teacher actions and student actions, exemplar responses and expected misconceptions, and placing copies in hanging file folders inside their classrooms that are easily accessible and routinely checked by the leadership team. The annotations provide evidence of the level of intellectual preparation needed to be ready to deliver the curriculum effectively to students and reflect the overall preparedness by the teacher. We will frequently evaluate the effectiveness of our proposed curriculum and instructional strategies through student data. Elevate Collegiate deeply believes in data driven instruction and has proposed an assessment schedule that will allow us to closely monitor student progress and achievement. The Head of School will be responsible for evaluating the effectiveness of the curriculum and instructional strategies and presenting the findings to the Board of Directors monthly through an examination of students' academic progress and then annually given any curricular updates and financial requests. In addition, the Head of School will closely evaluate effectiveness of all programs during data analysis of STEP, MAP, and STAAR results as well as unit assessments, quizzes, and exit tickets. Major assessment data (STEP, MAP, and STAAR) analysis would happen immediately upon administration so that data is relevant and there is a fast turn-around of action; all other assessment results will be analyzed weekly with the teacher as part of our growth and feedback cycles. Our proposed curriculum is designed to drive results for all students, including our students in special education and our English Language Learners ("ELLs"). We have designed a program with built-in supports, such as small group instruction and the use of computer-based adaptive learning programs that allow for differentiation in ELA and math to reach each student where they are and guide them towards mastery. For more on specific programming for these students, see **Special Populations**.

**PROPOSED CURRICULUM.** Elevate Collegiate believes that students need a strong academic foundation to be prepared for middle school, high school, college, and beyond. We have selected curriculum that will provide the rigor necessary for students to be competitive with their peers from all backgrounds as they apply to competitive entry middle and high schools. Our school design also allows us more time with our students in order to fully deliver the curricular elements that we believe are crucial to our students' success. All curricular choices are not only TEKS aligned but have been successful in the education of students with similar backgrounds as our children in the Third Ward.

	Literacy	Math	Science	Social Studies
Pre-K & K	Phonics: Reading Mastery Reading Comprehension: Scholastic Writing: Lucy Calkins/Internally developed curriculum	TEKS-aligned Eureka Math & Calendar Math	TEKS aligned Science Curriculum	Internally Created, TEKS aligned, and culturally responsive
1	Phonics: Reading Mastery Reading Comprehension: Scholastic	TEKS-aligned Eureka Math & Calendar Math	TEKS aligned Science Curriculum	Internally Created, TEKS aligned, and

	Writing: Lucy Calkins/Internally developed curriculum			culturally responsive
2	Phonics: Reading Mastery Reading Comprehension: Scholastic Writing: Lucy Calkins/Internally developed curriculum	TEKS-aligned Eureka Math & Calendar Math	TEKS aligned Science Curriculum	Internally Created, TEKS aligned, and culturally responsive
3	Literature: Novel Study Writing: Lucy Calkins/Internally developed curriculum	TEKS-aligned Eureka Math	TEKS aligned Science Curriculum	Internally Created, TEKS aligned, and culturally responsive
4	Literature: Novel Study Writing: Lucy Calkins/Internally developed curriculum	TEKS-aligned Eureka Math	TEKS aligned Science Curriculum	Internally Created, TEKS aligned, and culturally responsive
5	Literature: Novel Study Writing: Lucy Calkins/Internally developed curriculum	TEKS-aligned Eureka Math	TEKS aligned Science Curriculum	Internally Created, TEKS aligned, and culturally responsive

**LITERACY IS ESSENTIAL TO A STRONG ACADEMIC FOUNDATION.** Elevate Collegiate firmly believes that literacy is paramount to a strong academic foundation. We will dedicate time and resources to ensuring that our literacy program prepares students to be competitive in middle school, high school, and college. That preparation begins in pre-kindergarten. We anticipate that our demographic of students will arrive at Elevate Collegiate with a wide variety of literacy skills. Some may be able to write their names and others may have never held a pencil. We have designed a program that will meet all students where they are and move them towards growth, achievement, and beyond. Our extended school day model allows us more instructional minutes to dedicate towards literacy and ensuring that students are making significant progress. We will implement a two-teacher model during guided reading blocks; the second teacher will explicitly teach phonics, which will create a lower teacher to student ratio during these critical instructional minutes and ultimately drive student learning. (<https://www.literacyworldwide.org>)

#### **LITERACY PROGRAM COMPONENTS**

**READ ALOUD - PRE-K-2:** Students of all ages enjoy being read to. Read Aloud fosters a love of literature while also exposing students to complex themes and advanced vocabulary that they cannot yet access at their reading level. In early elementary, Read Aloud will happen daily to teach comprehension, fluency, and expression. **Grades 3-5:** Read Aloud happens less often and will utilize complex text above the designated grade level. The focus of Read Aloud at this grade level will be on deep literary analysis. **Handwriting and Writing - PRE-K-2:** Students receive direct handwriting instruction daily starting in pre-kindergarten. Content and structure focused writing skills are taught through Lucy Calkin's TEKS aligned curriculum that teaches skills through genre writing across grade levels. **Grades 3-5:** Students

develop writing skills, techniques, and stamina by writing daily across genres including narrative, persuasive, expository, and informational writing. Emphasis will be on quality and quantity by focusing on spelling and grammar and developing writing stamina in a scaffolded manner starting at the beginning of the year. We will create student writing stamina goals individually and by class. Additionally, we will build in the skills to allow students to own their own writing process by student driven revision and editing. **Phonics/Phonemic Awareness - PRE-K-2** Phonics instruction is a critical component in teaching reading. We will utilize Reading Mastery, a program that has proven to be successful in high performing schools such as Purpose Prep in Nashville. Phonics will be explicitly taught in small groups by a Teacher Assistant during guided reading to ensure students receive more practice and teacher attention. **Grades 3-5:** Phonics are not explicitly taught unless support and intervention is needed. **Guided Reading - PRE-K-3:** Students receive small group instruction daily by the Lead Teacher to strengthen skills in fluency and reading comprehension. Students are grouped by reading levels that we will determine through STEP assessment (see **Assessment and Academic Progress Monitoring**). Students are instructed at their instructional level which is one level above their independent level. This allows for students to experience productive struggle so that the teacher can address that struggle with targeted skills and closely monitor and accelerate each student's growth. All students in the Guided Reading group read the same text and discuss the text with probing questions that promote high student teacher talk ratio and ultimately lead to deeper understanding and comprehension. **Close Reading - Grades 4-5:** Close reading is a whole class activity providing access to a grade level texts for all readers. Teachers use instructional strategies/taxonomies such as "Control the Game" (Lemov, *Teach Like a Champion 2.0*, 2016) where they popcorn call students to read aloud but bounce back to the teacher to model inflection, expression, and pacing. Allotting time to whole class reading of grade level text is important for students who may be below grade level to be exposed to grade level vocabulary and themes to which they may not otherwise have access. **Vocabulary/Word Study - PRE-K-2:** High performing schools with student demographics similar to the Third Ward have observed that their youngest students in Pre-K and K start school with larger gaps in literacy development than their more affluent counter parts. To address this common trend and close gaps we will design text rich environments with relevant word walls. We will also front load new vocabulary before launching into texts. Students will answer all questions in complete sentences and use academic discussion prompts when necessary. Teachers will be required to use high level academic vocabulary to assist students in the acquisition of academic language. **Grades 3-5:** Word study replaces phonics for the upper grades and students learn Greek and Latin roots and analyze spelling patterns to aid in the process of determining word meaning. **Drop Everything and Read ("DEAR") - Pre-K-5:** All students across our campus will participate in DEAR. Students will read books at their independent level and complete an accountability piece that is either written or oral. DEAR is for 20-30 minutes depending on the grade level and independent reading stamina of each class. During this time, teachers may pull students for small group interventions and individual conferences. **Blended Learning - Pre-K-5:** We will use computer-based adaptive literacy programs such as Lexia, Reading A-Z, or iReady to provide students with additional practice on targeted skills.

**MATH PROGRAM COMPONENTS. Morning Math - Pre-K-2:** Students begin the day with *Everyday Counts Calendar Math* which is used successfully by other high performing charter schools with similar demographics. This program is taught whole group and reinforces math skills and concepts focusing on place value, telling time, counting money, and algebraic thinking. Calendar Math is done with repetition and chants to foster memory retention and as a strategy to support English Language Learners in developing math vocabulary in the context of the daily, monthly, and yearly calendar. **Cognitively Guided Instruction (CGI) - Pre-K-3:** During CGI students are presented with a word or story problem and then supported in the unpacking of the components of the problem by the teacher.

Students are provided with manipulatives and pencils and paper to work out the problem through pictures and standard algorithms. CGI is used successfully in the math programs of high performing schools with demographics similar to ours. **TEKS-Aligned Math Instruction – Pre-K-5:** Students receive daily math instruction using Eureka Math, a TEKS-aligned curriculum that builds upon prior knowledge and provides meaningful connection between math skills to build schema and deeper conceptual understanding. All units and all daily lesson plans are provided to teachers; they will be expected to truly dive deep into the standards and focus on strong execution. Students will have speed and fact fluency practice built into each math block. **Blended Learning - Pre-K-5:** We utilize computer-based, TEKS-aligned adaptive math programs to provide students with additional practice on targeted skills.

**SCIENCE.** Students receive a rigorous and engaging science education in grades Pre-K to 5. Nonfiction texts are used to build scientific knowledge while experiments and will allow students to master the scientific method. Literacy is embedded in science through challenging, non-fiction, content-rich texts and high rigor writing assignments. Science experiments are shared with the school community including peers and families through an annual science fair starting in year three.

**SOCIAL STUDIES.** Elevate Collegiate will internally create a TEKS-aligned social studies curriculum that teaches our students about local, state, and national geography, history, political science, citizenship, and economics. Social studies will be an opportune time to use content to incorporate our Habits of Discussion and targeted literacy skills, again using challenging, non-fiction, content-rich texts.

**SPECIAL PROGRAMS AND EXTRACURRICULARS.** Enrichment lives in the innovative components of our educational plan. After conferring with community leaders and families in Third Ward, we elected to include the enrichment programs of Emerging Bilinguals and Computer Science to academically benefit our students and allow them to be competitive for local magnet middle and high schools. As required by the State of Texas, we will offer daily enrichment to students in Performing Arts and/or Physical Education; class content will vary. Physical Education will give students exposure to sports and team-building activities; Performing Arts will allow for artistic expression and joy during Readers Theater.

**TEACHER SPECIALIZATION.** Unique to our model and unavailable in local elementary schools, Elevate Collegiate believes provides the use of content specialists in grade 3-5. We will develop teachers into content experts in their designated content areas, allowing teachers to dive deep into their standards and content and internalize their subject and deliver it with exceptional quality. This practice has predominantly been used in middle and high school, leaving elementary school teachers to juggle upwards of six different subjects in a day. Our model drives student achievement by allowing teachers the time and energy to be concentrated across fewer subjects so that they can more effectively differentiate learning to meet all students where they are. In grades Pre-K to 2, teachers will be responsible for teaching all subjects with the exception of phonics during guided reading rotations. Each grade level will have one teacher that floats across the 2 classes in Pre-K and one across 3 classrooms in k-5 in a designated grade and provides phonics small group phonics instruction. This floater teacher will divide time between the classrooms in other content areas as well, pulling small groups for intervention and supporting lead teachers. In grades 3-5, one teacher for each grade level will be the ELA Lead Teacher and teach all close reading, writing, and social studies; a Math Lead Teacher will teach all math and science classes. Teachers will rotate classes to preserve instructional minutes that might otherwise be wasted in the transition of 50 or more students between classrooms.

**INSTRUCTIONAL STRATEGIES.** Our mission is to provide a high-quality rigorous education to students in Houston's Third Ward. In addition to challenging curriculum, instructional methods, which are rooted in best practices used by other high performing schools who educate students with similar demographics, are also necessary. The lead founder has studied high performing schools across the

nation such as South Bronx Classical in New York, Purpose Prep in Nashville, and Yellowstone Academy in Houston, our instructional methods, described below, will be based on our studies of these and other schools. **Gradual release: I do/ We do/ You do.** First, teachers model their thinking aloud to students while the teachers complete the task under the document camera. In this way, students receive the powerful pairing of a visible model and an audible road map of how to complete the model. Following the teacher model, students practice the skill as a full group and complete the new skill together. In this section of the lesson, the teacher has students share their own work and highlights successes and addresses misconceptions. Lastly, the class completes independent practice to cement the new skill in their academic foundation. (<https://scholar.google.com>) **Text Rich Environment.** We believe a text rich environment fosters literacy development in grades Pre-K through five. Our classrooms will have word walls, anchor charts, and relevant vocabulary words posted to allow students access to grade level words and beyond as they develop their literacy skills. **School Wide Teaching Taxonomies.** Critical to our instruction are the teaching taxonomies outlined in Lemov's *Teach Like A Champion 2.0*. These taxonomies provide detailed and specific strategies for teachers to use in their classrooms to drive student success, giving our students in Third Ward the continuity of culture and high expectations across classrooms and grade levels that fosters achievement by eliminating distraction.

Teaching Taxonomy	Description
100%	Teacher scans room in exaggerated way checking for student compliance. Teacher acknowledges noncompliance with even tone/ no emotion. Teacher immediately acknowledges as student complies.
Strong Voice	Teacher squares up, stands still, and addresses class in formal register when giving directions to signal importance. Teacher speaks slowly and quietly when commanding attention. Teacher only speaks when all voices are silent.
Positive Narration	Teacher uses "I see" to acknowledge students who immediately get on task within 30 seconds of the teacher giving a direction.
What To Do	Teacher uses consistent language for concrete, sequential, observable directions and pairs the direction with nonverbal as applicable.
Do It Again	Teacher upholds high expectations, having scholars repeat routines and answers after providing with quick feedback until perfection.
Precise Praise	Teacher praises observable student actions or work that exceeds expectations.
Warm/Strict	Teacher maintains bright face and soft eyes when delivering clear expectations with rationale. Teacher focuses on behavior and not the student and immediately acknowledges when student gets on task.
Joy Factor	Joy is intentionally woven throughout the academic day through cheers, chants, rhymes, repetition and rituals.
Positive Framing	Teacher uses a soft or neutral tone to emphasize what the desired behavior is for a student.
Turn and Talk	Teacher intentionally pairs partners and signals the beginning and end of the turn and talk with a signal. Teacher uses a tight time stamp to pace the turn and talk.
Call and Response	Teacher routinely asks questions to whole class and then class provides a practiced choral response.

**INDIVIDUALIZED SUPPORTS (SMALL GROUP AND TUTORING).** We provide daily small group intervention to reteach skills and concepts not yet mastered. Assessment data informs tutoring groups. Data is collected weekly to monitor the progress of the students within the group to ensure they are making adequate progress. **Blended Learning.** During rotating literacy and math centers, students use TEKS-aligned adaptive computer programs such as Zearn, iReady, Reading A-Z, and Lexia to get intentional practice on targeted skills. **Aggressive Monitoring.** “Targeted in the moment feedback on real time data drives student achievement instantaneously,” (Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*, 2016). Teachers circulate the classroom and code papers using a normed coding chart. Students are taught and expected to fix their errors immediately. Teachers collect data on which students master the skill and which need reteach during intervention. This strategy is employed by high performing schools such as Purpose Prep in Nashville, TN that has demographics similar to those of Third Ward. **Habits of Discussion.** Elevate Collegiate has an emphasis on literacy. We will develop strong, confident readers so that students can access challenging curriculum across subject matters. Along with being able to read and write on par with their more affluent peers, they also need to know how to communicate their academic knowledge and information with various audiences. Habits of Discussion is infused in each content block. Students learn sentence stems that allow them to agree, disagree, build upon, clarify, question, analyze and solve problems using full sentences and high-level academic sentence stems.

**RESOURCES.** To support the delivery of all curriculum and its instruction, we have provided for the costs of one cart of Chrome books per grade level with head phones, a STEP teachers’ Kits, F&P Kits, subscriptions to blended learning programs, leveled reading libraries in every classroom, and document cameras with projectors in every classroom (see **Budget**).

#### 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:

Elevate Collegiate Charter School believes that all students - regardless of race, socio economic status, home language spoken, learning style, or behavior needs - deserve a high-quality education. All students deserve an education that equips them with the academic knowledge and character development necessary to set forth confidently on the path to college. We know that education is not one size fits all, and that all students have different needs. We will support those needs through individualized supports and interventions that drive student success.

**RTI ACADEMICS.** The Head of School and Student Supports Coordinator will coordinate our academic RTI approach. All students will receive Tier 1 academic supports which come in the form of effective teachers, challenging and engaging curriculum, targeted small group instruction, and blended learning. Small group instruction will take place daily during literacy and math blocks and be incorporated into any other content areas as needed. Students achieving below a 70% in internally created TEKS-aligned assessments in literacy and math and/or showing less than 1/2 year of growth at the mid-point of the year and 1 year of growth at the end-point of the year on NWEA MAP, and/or not making 3 levels of STEP reading growth by the end of the year and/or insufficient growth towards that goal during intra-year STEP assessments will be moved into Tier 2 where supports and interventions become more strategic and progress is monitored carefully for improvements or lack thereof. Families will be notified in writing and verbally of this change and invited to a school meeting to collaborate on further strategies. If student is still not achieving the growth after 4-6 weeks on any of the aforementioned assessments as applicable, and not making measurable academic progress within that time frame, the student will then be moved to Tier 3. If adequate measurable progress is being made, Tier 2 interventions will continue and be evaluated every 4-6 weeks. If Tier 3 is indicated, the Head of School and Student Supports Coordinator will contact the family and notify them of the lack of sufficient

academic progress and request written permission to refer the student to Special Education services to be assessed for greater needs by a qualified professional. **RTI FOR ATTENDANCE.** Attendance is critical to student success therefore we monitor it closely. By 9:00AM each school day the Office Manager and Head of School will contact every family of students who have not arrived and not notified the office of an absence or late arrival. This is a Tier 1 support applicable to every student. At three unexcused absences within a semester, students are moved into Tier 2 and the family is notified with a phone call and formal letter from the Head of School identifying the challenge. If a student accumulates 5 unexcused absences within a semester, s/he will be moved to Tier 3, and families will be required to come in for a formal meeting to create an attendance action plan. **RTI FOR BEHAVIOR.** This will be coordinated by the Head of School and Student Supports Coordinator. All students begin in Tier 1, with daily color-coded progress reports of behavior sent home with the homework folder to families for review and signature. Ending the day on RED will result in a phone call home from the Head of School or office staff. Any students with four or more RED days by mid-trimester will be considered Tier 2, pending a Student Support Team meeting consisting of the general education teacher, Student Supports Coordinator, and Head of School. In Tier 2, students will have weekly check-ins with the Head of School, setting concrete goals to improve their behavior and possibly using a Behavior Intervention Plan. Families will be updated on goals; students will participate in forming of goals. If progress is not made, the Student Support Team will meet again and gather all data to present to the family to rationalize the movement to Tier 3.

**SPECIAL EDUCATION PROGRAM.** We strongly believe that all students, regardless of learning style or need, can achieve great academic success with the right team and appropriate supports. We will have annual summer Professional Development dedicated to educating our teachers around the accommodations and modifications often referenced in Individualized Education Programs (“IEPs”) and emphasize the preference to always accommodate heavily before trying to modify. During summer Professional Development, teachers will be taught to effectively read and analyze IEPs for their incoming students and ground themselves not just in the student’s current levels of academic performance, but also in the strategies and methods that have brought that student success, and the goals that families have for their children. General education and special education teachers, under the leadership of the Head of School and guidance of the Student Supports Coordinator, will work together to ensure that we are always providing learning opportunities identical to or closely mirroring those of their peers. The Head of School and Student Supports Coordinator will work closely together to ensure that all students are receiving all the services required in their IEPs, which might include, but are not limited to, counseling, speech therapy, and occupational therapy, and given our small school size, will ensure those services through contracting with appropriately licensed outside contractors. The Head of School and Student Supports Coordinator, and the ARD Committee will analyze data pertaining to our students with special needs after every assessment cycle to see trends, progress, and areas of growth, and share that work with the teachers working with that student. This data is communicated to teachers via Data Days and informs whether students move up or down in our RTI Academic system. The Student Support Team will consist of the Head of School, Student Supports Coordinator, and the special education teacher in Y2 and forward. This team will come together weekly to closely monitor all students including students in special education and ELLs.

**RECORDS AND IEP DISTRIBUTION.** IEPs, progress reports, evaluations, annual and triannual reviews, and other sensitive documentation will be kept in a locked file cabinet in a secured office, accessible only to the Head of School and Student Supports Coordinator. Teachers may access IEPs upon request. Teachers will be trained annually by the SSC on how to read and understand IEPs, how to create IEP briefings that summarize the needs, accommodations, and modifications of students, and how to implement the designated accommodations and modifications. The Students Supports Coordinator will

work with general education teachers during weekly planning time and designated time during weekly professional development to ensure these briefings inform lesson planning and small group formation. The Head of School will ensure that appropriate strategies, accommodations, and modifications are being implemented per each IEP when classrooms are observed. Successfully serving students with IEPs will be a determining factor in a teacher's observation rating and annual performance review.

**CHILD FIND.** Elevate Collegiate will provide a high-quality education to all students. We pledge to deliver the instruction that students who qualify for special education services need from the first day of school. Once families have accepted a seat for their child, our enrollment form will explicitly ask for parents to indicate if their child has an IEP or has received services in the past. Our Student Supports Coordinator will use Child Find to ensure accuracy of records, and we will implement our RTI procedure described above to identify any students who may have unmet special needs.

**504 PLANS.** We will comply with all requirements of IDEA and Section 504. The Student Supports Coordinator will ensure that all teachers and staff are aware of students' legal rights under Section 504 and that those needs are being met.

**RELATED SERVICES.** We will ensure that all students receiving related services as part of an IEP or 504 plan have access to high-quality services during the school year. We will provide counseling services at school through a local provider, and also plan to partner with local providers to secure high-quality speech, occupational therapy, physical therapy, audiology, paraprofessionals, and related services as required. Under the oversight of the Head of School, the SSC will secure service providers, and then with them create service schedules and train service providers in school-wide systems.

**PROGRESS MONITORING AND COMMUNICATION WITH FAMILIES.** The Student Supports Coordinator will be responsible for overseeing and implementing the school's special education program. Data Dashboards will highlight the achievement of students with IEPs and their growth towards their IEP goals, which will be analyzed for daily, weekly, and unit results along with results from state, national, and reading assessments. Every month, academic results that are disaggregated by subgroup will be given to the Board by the Head of School. Every day, students with IEPs will receive targeted feedback, differentiated instruction, and targeted small group instruction based upon the needs identified in their IEP in ELA and Math. On each of our six Data Days, grade-level and department teams will work with the Head of School to ensure that all students with IEPs are growing at pace with or faster than their general education peers and are moving towards grade level and IEP goal mastery. Any student with an IEP will have that IEP reviewed annually; all students receiving special education services will be re-evaluated at least once every three years.

**GIFTED AND TALENTED.** We will educate all students and guide them towards growth regardless of the level at which they begin. All students need to be engaged and challenged at their level to maximize learning potential. Using our assessment data, we will identify students as gifted and talented who come to us either performing in Exceeds on the STAAR and/or in the 90th percentile on NWEA MAP or reading two levels above grade level as measured by STEP (Pre-K-2) or F&P (3-5) and will provide those students with opportunities to engage with work at their advanced level. During ELA and Math blocks, students will engage with peers at their level as well, in book clubs reading advanced texts and in engaging in challenging, interdisciplinary problem-solving.

**ENGLISH LANGUAGE LEARNERS ("ELLs").** Elevate Collegiate celebrates language development and acquisition in all students. Whether a student's native language is English or another language, they will learn Spanish during our Spanish Enrichment block provided twice per week for a total of 60 minutes. We see real value in being able to communicate in more than one language and therefore consider all students at Elevate Collegiate to be emerging multilinguals. We will implement an instructional program that fully complies with ESSA and provides our ELLs with challenging curriculum and meaningful language development opportunities throughout their school day. We anticipate

serving a student body that is approximately 10% ELL due to the new influx of Spanish-speaking families into Third Ward. All students at Elevate Collegiate are held to high academic standards and we believe they can meet those standards regardless of home language therefore all students will take part in our academic programming, services, and enrichment. Our Student Supports Coordinator and Head of School will oversee all programs and assessments for ELLs. Our SSC will be knowledgeable about state and federal laws and regulations pertaining to our special populations.

**IDENTIFYING ELLS AT ELEVATE COLLEGIATE CHARTER SCHOOL. STEP 1: SEND HOME SURVEY** - We will administer the Home Language Survey that inquires as to which languages are spoken in the home or at school. If family indicates only English, no further action is necessary. If family indicates English and any other languages, or only languages other than English, we will continue to step 2. **STEP 2: EVALUATE POTENTIAL ELLS** - Students whose families indicate that any language other than English is spoken in the home will take the Texas English Language Proficiency Assessment System ("TELPAS") administered by the Student Supports Coordinator or Head of School. Results will determine student's ELL status. **STEP 3: STUDENT IS IDENTIFIED AS AN ELL** - The student will participate in our instructional program which includes built-in supports that allow for differentiation. The student will also receive direct ESL instruction from a teacher with an ESL Certification depending on English proficiency level. The student will also greatly benefit from our school design's double literacy blocks (140 minutes), small group instruction at their level, and targeted supports and interventions incorporated into the school day. **STEP 4: COMMUNICATING ELL STATUS WITH FAMILIES** - The Head of School and Student Supports Coordinator will notify parents in writing in the parents' preferred language of the reason the student was identified as ELL. Families will also be notified of the student's current level of English proficiency, a description of the interventions and strategies to be used, and the requirements for exiting or testing out of the program. The family has a legal right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the Head of School and/or Student Supports Coordinator to discuss the designation. **ELL INSTRUCTIONAL PROGRAM.** Our instructional program will be delivered by general education teachers, who will accommodate grade level content lessons to the students' levels of English proficiency. Instruction will take place in the general education classroom and the Student Supports Coordinator may push in to provide additional support. General education teachers providing ESL instruction will have the required TX ESL Certification. The Head of School, general education teacher, Student Supports Coordinator, and ESL certified teachers will all help to track the growth of students' English language development. Students will receive additional support during the school day as needed. **MONITORING AND ASSESSING ELLS.** "TELPAS assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in Grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English," (<http://www.elltx.org/docs/FAQs.pdf>). We will use the TELPAS, administered by the Student Supports Coordinator, to inform us of the English proficiency of all designated ELL students. ELLs will also take part in all assessments whether national, internal, or state sanctioned at Elevate Collegiate.

**STAFFING.** We have accounted for all staff in our **Budget.** All special education teachers will be licensed special educators in Texas; all ELL support teachers will be ESL certified. We will support teacher development in strategies beneficial for ELLs through our yearlong professional development. Anticipating 12-15% of students will require special education, we will hire 1 FTE Students Supports Coordinator Y1 (special educator) at \$55,00 with 75% of time devoted to delivery of special education in Y1 and decreasing amounts in future years as additional special educators are hired. In Y2, we will hire 1 additional special educator at \$55,000 for 2 FTE special education positions, and in Y3 keep that same staffing structure. We add an additional FTE special educator at \$55,000 (with 2% COLA adjustment from Y1 rates) in Y4 for a total of 4 FTEs. We add 1 additional FTE special educator (with

2% COLA adjustment from Y1 rates) in Y5. We have allocated dollars for special education resources and services at a total of \$4,375 in Y1, growing each year in accordance with students' needs. The Student Supports program is run by the Student Supports Coordinator, certified in special education in TX and knowledgeable about special education law and regulations. This individual will design instruction for students eligible for special education services and ELL students. Under the supervision of the Head of School, the Student Supports Coordinator will oversee the development and implementation of systems for providing services to our students (i.e., hiring external providers, further developing special education procedures, and planning curriculum).

**MONITORING SPECIAL PROGRAMS.** The Head of School with input from the Student Supports Coordinator, special education, and ESL certified teachers, will administer frequent evaluations of the effectiveness of our special education and ELL programs, particularly after reviewing major assessment results (NWEA MAP, STEP, STAAR). The Head of School will provide monthly updates on student performance and growth aligned to Indicators and metrics, ensuring that information is disaggregated for all subgroups, and will provide end-of-year annual evaluation to the Board. We will gather data on growth and achievement, observation data, and parent/teacher/student surveys. We will ensure that all of students make progress towards language proficiency and/or IEP goals; we will use our evaluation process to ensure students with disabilities and language barriers are receiving equal access to academic programs and non-academic and extracurricular activities, and are being provided with facilities, materials, and services comparable to those provided to the overall student population. If an evaluation indicates the program is not effective or not compliant with the law, the Head of School will respond with appropriate adjustments. The Head of School is required to have a bachelor's degree and at least five years of experience, the Student Supports Coordinator will bring TX certification and experience in underserved communities, Special Education teachers will bring TX special education certification, and ESL teachers will bring ELS certification. Board members will bring executive leadership and management experience in a variety of professional settings, including education.

**DUAL DIAGNOSIS.** We recognize that students can sometime fit more than one designation as learner and will address all needs accordingly.

### 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:

**ASSESSMENT.** Elevate Collegiate Charter School ("Elevate Collegiate") will equip all pre-kindergarten through fifth grade scholars with the academic knowledge and character development necessary to set forth confidently on the path to college. We will frequently assess our students and always utilize current data to drive learning for every student, particularly in literacy and math. This data will allow us to see which students need individualized supports and also allow us to meet each student where they are and guide them to where they need to be. This data will also allow us to evaluate curriculum for effectiveness and implement changes as needed, as well as have measurable window into teacher effectiveness. We will incorporate student data into evaluations of teacher effectiveness and use it to drive teacher growth in areas that will directly bolster student outcomes. Assessment data will be collected by the Head of School, Student Supports Coordinator, and classroom teachers. This data will then be disaggregated by sub groups by the Head of School and Student Supports Coordinator to find trends and present to teachers until teachers are properly trained in the skill of student data analysis themselves. All parties responsible for assessment data analysis must have sufficient experience in following data analysis protocols or receive training prior to the analysis from the Head of School or other contracted party. The first Data Day of each year will include a multi-hour training for all instructional staff. Assessment data will be used to form small groups, inform teacher planning, and communicate student performance and progress to parents and to the Board of Directors. Data loses relevance quickly, so we will collect data on a daily, weekly, monthly, quarterly, and annual basis and consistently use this data to actively drive student success. More specifically, data from major assessments (STAAR, NWEA MAP, STEP) will be reviewed cyclically (by test administration) and



annually to identify persistent gap trends for whole groups of students so that we can spiral prior skill and contents with new standards; for sub-groups of students, we will provide this spiraling along with practice and targeted coaching during daily Choice Time and built-in time for small group literacy work. Elevate Collegiate will begin using data to drive instruction prior to day one of school. We will implement “Pre-Kinder and Kinder Testing” days in the weeks leading up to our first day of school where emergent literacy and math knowledge will be assessed to form small groups and plan for Pre-Kindergarten and Kindergarten instructional needs. We will hold our Pre-K and K testing days at Smith Neighborhood Library in Third Ward, while we are waiting for finalization and occupancy of our school facility, and at our school site once it is available for use. We will conduct home visits to administer letter and number recognition screeners and name writing screeners. In addition, new students entering into upper grades will be assessed during these testing days in the summer as well. We will implement a variety of assessments that are internally created and aligned to the TEKS, state-mandated, and nationally normed. The Head of School will work with teachers to develop daily TEKS-aligned exit tickets and weekly quizzes that directly align to lesson objectives. By assessing our students regularly, we will constantly know their strengths and their gaps and be able to quickly and strategically plan to close the gaps.

Assessment	Administrator	Description	Rationale	Analysis & Use
Daily Exit Tickets Grades Pre-K-5	Classroom Teachers	1-3 question assessment given at end of class directly aligned to lesson objective	Will gauge mastery of daily objective	Exit tickets will inform teacher of how well class as a whole and as individuals mastered objective in lesson. Teachers will utilize this data to plan for reteach as necessary to either small or whole group.
Weekly Classroom Quizzes Grades 3-5	Classroom Teachers	Content specific quizzes at end of each week directly aligned to week’s lesson objectives	Will assess mastery of multiple skills taught throughout week	Weekly quizzes will be analyzed to identify skills that need to be retaught and students that need additional support through intervention and tutoring. Teachers will use performance data to plan for reteaching and intervention. Weekly quiz data will also be communicated to families to keep them up to date on their students’ academic

				progress for the week.
Unit Exams Grades Pre-K-5	Classroom Teachers	Summative assessment given at end of a unit in core content area	Will assess mastery or knowledge and skills taught throughout culminating unit	Unit exams allow teachers to see if students mastered various skills taught within culminating unit. Data from end of unit exams also shows knowledge gaps and speaks to instructional methods that did or did not work.
STEP Assessment Grades Pre-K-2	Classroom Teachers and Head of School	One-on-one reading assessment given five times per school year	Will provide detailed information about students' reading proficiency by measuring fluency, accuracy, and reading comprehension	STEP data is imperative to early literacy education and allows for deep assessment and analysis of pre-readers skills and knowledge with early focus on phonics. It will be used to inform literacy groups.
Fountas & Pinnell ("F&P") Grades 3-5	Classroom Teachers and Head of School	One-on-one reading assessment given once every trimester	Provides detailed information about students' reading levels by measuring fluency, accuracy, and reading comprehension	F&P will inform our literacy program. Through this data students will have access to books on independent reading levels and placed into small groups at their instructional level. Through one-on-one assessment we observe students' reading strengths and weaknesses which informs interventions so that students are always growing and achieving.

<p>NWEA MAP</p> <p>Administered: beginning, middle, end of year</p> <p>Grades Pre-K-5</p> <p>*Per the Commissioners list of approved Pre- and Kindergarten Assessments</p>	<p>Classroom teachers, staff, Head of School, Deans, Student Supports Coordinator, Grade Level Chairs</p>	<p>Nationally-normed adaptive assessment that measures reading and math performance and growth</p>	<p>Will assess national percentile scores that correspond to grade level and overall comparative school effectiveness</p>	<p>MAP is comparative nationally normed assessment that allows us to analyze short- and long-term academic growth of students. Head of School will use MAP data to measure growth and achievement compared to other high-performing schools.</p>
<p>CIRCLE</p> <p>Pre-K</p> <p>*Per the Commissioners list of approved Pre- Kindergarten Assessments</p>	<p>Classroom teachers, staff, Head of School, Deans, Student Supports Coordinator, Grade Level Chairs</p>	<p>Academic progress monitoring tool created for Pre- K to measure Emergent literacy – Reading &amp; Writing, Language and Communication, and Mathematics.</p>	<p>Measures Kindergarten readiness.</p>	<p>This data will be used to show how students are progressing in literacy and math towards kindergarten readiness.</p>
<p>STAAR</p> <p>State of Texas Assessments of Academic Readiness</p> <p>Grades 3-5</p>	<p>School personnel trained as proctors in the Texas State mandated protocol</p>	<p>Comprehensive state tests in reading and math for grades 3-12</p>	<p>State mandated test that measures to what degree students have met or exceeded grade-level TEKS.</p>	<p>This data shows how our students performed compared to other students in the district, region, and state. We will use this data to analyze teacher performance to improve every year. We will see trends of skills not mastered and dive deeply into why they were not and where our focus needs to be for the following year. Data will be used to evaluate quality and</p>

				effectiveness of our curriculum.
<p><b>COMMUNICATING DATA.</b> Elevate Collegiate will have a culture of transparency when it comes to data. We will proudly post grade level literacy data in our hallways, offices, and classrooms. Students will feel ownership over their academic growth by moving and updating their own data trackers as they master skills and knowledge. We will communicate students’ progress often with their families. Homework folders will have a pocket where graded work and performance data will be sent home for parent review and signature. In addition, every family will be expected to attend a parent teacher conference at the end of each trimester where they will receive their students report card for the trimester. Teachers will update data trackers weekly. They will track exit ticket data, weekly quiz data, reading level data, and unit test data. Academic performance will always be up to date and easily accessible for teachers, school leaders, and families. The Head of School will prepare monthly data dashboards for the Board highlighting all important data including; attendance, enrollment, academics, and behavior. The Board will use this data to assess how well the school is moving on their mission and reaching the academic goals set for their students. School wide performance on all state and nationally normed assessments will be posted on our website.</p> <p><b>ACADEMIC PROGRESS MONITORING.</b> Elevate Collegiate will equip all Pre-Kindergarten through fifth grade scholars with the academic foundation necessary to set forth confidently on the path to college. To ensure that students are building this foundation, we have set measurable goals that will hold us accountable to the mission we have set out to accomplish. Our goals will allow us to monitor our progress towards them at different points in the year and to make necessary adjustments and ensure we are making substantial academic gains. Monitoring our academic progress through measurable goals will create systemic transparency around how well we are equipping our scholars with the academic foundation necessary for them to set forth confidently on the path to middle school, high school, college and beyond. Elevate Collegiate will hold itself accountable to our mission, however we are also cognizant of the reality that students in Houston may come to us with considerable knowledge and skills gaps. Therefore, we will be as laser focused on growth as on achieving proficiency and mastery across content areas. Our goals, below, are designed to measure growth, absolute performance, and comparative performance.</p> <p><b>COLLECTING AND ANALYZING DATA – ROLES AND RESPONSIBILITIES.</b> The Manager of Operations, assisted by the PEIMS Coordinator, will be responsible for collecting all data from major assessments; teachers will collect all data from all other assessments. The Head of School, with the support of Student Supports Coordinator most specifically, will lead the analysis of all data. All roles bring the requisite professional background and experiences to conduct their responsibilities.</p> <p><b>GOAL 1: STUDENTS ACHIEVE PROFICIENCY IN ENGLISH LANGUAGE ARTS. Measure 1.01 (Absolute): All Years</b> – 80% of students in Pre-Kindergarten will demonstrate literacy readiness for Kindergarten as measured by CIRCLE. <b>Measure 1.02 (Absolute): Y1</b> - 70% of students in Kindergarten will be at STEP 3 by the end of the school year, which demonstrates first grade readiness. <b>Measure 1.03 (Absolute): Y2</b> - 80% of students in first grade will be at STEP 6 by the end of the school year, which demonstrates second grade readiness. <b>Measure 1.04 (Absolute): Y3</b> - 90% of students in second grade will be at STEP 9 by the end of the school year, which demonstrates third grade readiness. <b>Measure 1.05 (Growth): All Years</b> - 90% of students will grow a minimum of three steps on the STEP assessment each year. <b>Measure 1.06 (Growth &amp; Comparative):</b> In a cohort analysis of longitudinal growth, average yearly percentile increases of 5 percentiles will be seen in Reading Comprehension on the NWEA MAP until the average percentile score reaches 75. <b>Measure 1.07 (Absolute):</b> 70% of students who have attended Elevate Collegiate for two or more years will score Meets or Masters on the STAAR Reading</p>				

Assessment. 80% of students who have attended Elevate Collegiate for three or more years will score Meets or Masters on the STAAR Reading Assessment. 90% of students who have been at Elevate Collegiate for 4 or more years will score Meets or Masters on the STAAR Reading Assessment. **Measure 1.08 (Comparative):** All students at Elevate Collegiate Charter School attending for two or more years will, on average, attain proficiency at least 5 percent higher than the surrounding district average, as measured by the STAAR Reading Assessment.

**GOAL 2: STUDENTS ACHIEVE PROFICIENCY IN WRITING. Measure 2.01 (Absolute):** 70% of students who have attended for two or more years will score Meets or Masters on the STAAR 4<sup>th</sup> grade writing assessment. 80% of students who have attended for three or more years will score Meets or Masters on the STAAR 4<sup>th</sup> grade writing assessment. 90% of students who have attended for four or more years will score Meets or Masters on the STAAR 4<sup>th</sup> Grade Writing Assessment. **Measure 2.02 (Comparative):** All students attending for two or more years will, on average, attain proficiency at least 10 percent higher than the surrounding district average, as measured by the STAAR 4<sup>th</sup> Grade Writing Assessment.

**GOAL 3: STUDENTS ACHIEVE PROFICIENCY IN MATHEMATICS. Measure 1.01 (Absolute):** 90% of students in Pre-Kindergarten will demonstrate math readiness for Kindergarten as measured by CIRCLE. **Measure 1.01 (Growth & Comparative):** In a cohort analysis of longitudinal growth, average yearly percentile increases of 5 percentiles will be seen in Math on the NWEA MAP until the average percentile score reaches 75. **Measure 1.02 (Absolute):** 70% of students who have attended for two or more years will score Meets or Masters on the STAAR Math Assessment. 80% of students who have attended for three or more years will score Meets or Masters on the STAAR Math Assessment. 90% of students who have attended for 4 or more years will score Meets or Masters on the STAAR Math Assessment. **Measure 1.03 (Comparative):** All students attending for two or more years will, on average, attain proficiency at least 10 percent higher than the surrounding district average, as measured by the STAAR 4<sup>th</sup> Grade Writing Assessment.

**GOAL 4: STUDENTS ACHIEVE PROFICIENCY IN SCIENCE. Measure 1.01 (Absolute):** 70% of students who have attended for two or more years will score Meets or Masters on the STAAR 5th Grade Science Assessment. 80% of students who have attended for three or more years will score Meets or Masters on the STAAR 5th Grade Science Assessment. 90% of students who have attended for 4 or more years will score Meets or Masters on the STAAR 5th Grade Science Assessment. **Measure 1.02 (Comparative):** All students attending for two or more years will attain proficiency at least 10 percent higher than surrounding district average measured by STAAR 5th Grade Science Assessment.

Our academic goals align to our mission and help ensure we are preparing our students to be successful in every step of their school career. We are of the belief that schools need data to truly drive student achievement. These standardized assessments give us valuable data, but we will gather additional data as well. We will have formal three trimester-based interim assessments administered to track academic progress and progress towards these goals throughout the school year. Elevate Collegiate arrived at these goals by studying the goals of high-performing schools in low income areas and developing goals that are comparable to their results. Directly observing and studying schools that serve the demographic we are targeting and achieving exemplary results affirmed our decision to set the academic bar high because our students can and will rise to it with the right supports in place. We unapologetically have a culture of high expectations and high standards and therefore set ambitious goals for our students. The Board will hold the Head of School responsible for delivering on the mission by accomplishing these goals and in turn the Leader will train staff and teachers to deliver instruction using rigorous TEKS-aligned curriculum.

### **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.



# 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:

Elevate Collegiate Charter School ("Elevate Collegiate") will equip all Prekindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college. Our school will be structured and warm. Our school will be a place with high behavioral and academic expectations for all students. We believe that through consistency and the implementation of proven-successful school-wide systems and expectations, students will thrive socially and intellectually. Student achievement is created when students know exactly what is expected and are supported in meeting those expectations. Proposed Head of School Rebecca Francis has studied top performing schools across the nation and has designed the culture and school systems based on those models. In particular, the proposed systems are modeled after Purpose Preparatory Academy ("Purpose Prep") in Nashville (<https://www.purposeprep.org/>) where that school is preparing their students for success in life through rigorous academics and a joyous and structured school culture. Students are celebrated for their academic success and for showing character traits such as perseverance during intense coursework. Purpose Prep is a 2017 Tennessee Reward School, ranking them in the top 5% in the state for student achievement. They are holding the bar extremely high for their students, who come from challenging socio-economic backgrounds and are nearly 100% African American, by creating a culture that supports their academic growth as well as their character development. Elevate Collegiate Charter School will do so as well. Academic achievement and emotional readiness will be at the forefront of every culture decision we make. The culture of Elevate Collegiate is designed purposefully to promote strong academics and intentional character development that will allow students to be successful in school and in life. Students growing up in high poverty communities can face a different set of challenges in the classroom due to stress and trauma, however this same demographic of students are experiencing great success in schools all over the nation when equipped with the combination of high-quality education and intentional character development. (Tough, Paul. *How Children Succeed*, 2016) We will be a community that loves learning and celebrates our growth and success in school. We will create and maintain a culture that supports students in exhibiting the behaviors that drive towards success in all of life's pursuits. The behaviors or character traits we will develop in our students are directly aligned to our PRIDE values of Perseverance, Respect, Integrity, Determination, and Excellence. We believe that students must take PRIDE in themselves, their learning, and their school to create significant academic achievement at the ambitious levels for which we aim.

**HIGH EXPECTATIONS DO NOT JUST REFER TO ACADEMICS.** We believe that the bar must be held high for behavior. We cannot deliver on our mission without providing the structure necessary for

rigorous learning to take place. Our PRIDE values will allow us to provide that structure and focus on developing character traits that allow all students to be successful in school.

<b>PRIDE Value</b>	<b>Definition</b>	<b>Example</b>
<b>Perseverance</b>	Students will be taught that life is challenging but that winners persevere! Our students will learn to persevere through challenging coursework through consistent teacher encouragement, school chants that celebrate perseverance, and schoolwide positive narration of students' productive struggle.	"We got this!"  "Wow, I see Miles showing perseverance by going back in to the text to find evidence!"
<b>Respect</b>	Respect will live in all moments of the school day. Students will be taught that we show respect by looking people in the eye, greeting adults in the building, and as many charter schools say, leaving spaces better than we found them. Adults will greet every student they encounter with respect.	Daily greetings with adults that include a firm handshake and formal greeting.  Maintaining a clean school bathroom, clean common spaces, and clean student desks with organized supplies.
<b>Integrity</b>	This value will live in the school through our teaching, expectation, and celebration of honesty and trustworthiness. Students will learn how to show integrity at school through lessons during Morning Meeting and Community Circle.	Keeping your eyes on your own paper.  Telling the truth.  Not touching other people's things.
<b>Determination</b>	This core value lives in weekly goal-setting and working hard to accomplish something you set out to do. Students will set reading goals, math goals, and writing goals. We will keep goal trackers in classrooms to remind student of the goals they are working to accomplish and to keep their determination strong.	Students who set and reach personal goals will be celebrated whole class for showing determination.
<b>Excellence</b>	Excellence is an action. Showing excellence or being an excellent student or teacher means taking pride in everything you do and always doing and being your very best.	The top tier of our color stick will be designated for excellent behavior.  All classrooms will have student work highlight board for "Excellence at Elevate."

**ENCULTURATING STUDENTS, STAFF, AND FAMILIES ON THE ELEVATE COLLEGIATE WAY.** Elevate Collegiate will teach our culture first to our staff and refresh that culture with our staff as needed throughout the school year. Teachers and staff will learn to model and communicate our PRIDE values before they can teach them to students. Through extensive summer professional development (see

**Teacher Development)** teachers will be trained on the systems, routines, and rituals that create the Elevate Collegiate culture. They will receive coaching and practice in areas such as tone of voice, body language, how to correct student behavior without emotion attached, and how to get students back on track as quickly as possible. They will learn all of our school cheers and how to incorporate joy into their daily lessons. Teachers will continue to receive trainings on culture throughout the year as scheduled refreshers and targeted professional development for struggling teachers and/or grade level or schoolwide concerns. Family Orientation will take place two weeks before school starts to go over the information in our Student Family Handbook and to detail Elevate Collegiate school expectations and culture. All new and returning families are expected to attend one session before the start of the school year. Leaders, teachers, and staff will call each family and student two days prior to the first day of school to introduce themselves and provide an overview of expectations and school culture for families and students. We believe that the family partnership should be strengthened early to engrain that we are a team working together for their child's success. For new families to the school, the Head of School, Student Supports Coordinator, and/or teachers will do Home Visits in the month after our lottery (or within one month of a family having accepted a seat at the school). Having frequent contact with families fosters their enculturation by setting and communicating expectations and establishing a clear and common vision of how we will work together to support every students' success. We love learning and celebrate success, so families will be notified by Shout Out slip or phone when their child reaches academic milestones such as moving up a STEP level or mastering a times table. We believe in developing students to have a love of literacy, so we will hold family events approximately every four to six weeks to involve families and encourage reading and math at home. The first week of school will be Culture Week. This week will be half days for students in Prekindergarten and Kindergarten (3 days for Prekindergarten and 2 days for Kindergarten) and will be full of investment and joy as we educate our students on our mission to see them all go to college. We will have a college acceptance day where students open letters and receive their official acceptance letter into their class college. We will have a college tee shirt day where students are awarded their class shirts for completing tasks aligned to our PRIDE values. This week will be a chance for us to show our students how much we care about them, that they have the power to do anything they want in life, and that we believe in them. During Culture week we will place emphasis on what it means to be an Elevate Collegiate student. Students will be educated on our routines and procedures in every space in the school. We will practice how to walk in HALLS and sit in STAR (please see schoolwide systems in this section). We will practice lunch routines and procedures and explicitly name our expectations. We will practice how we responsibly go to the restroom. These routines will be taught and practiced using fun competition using class groups, for example, in a soft and enticing voice, a teacher would say, "We are going to see which table group can come to the carpet in the safest, quietest, and swiftest manner. Go." We anticipate that some new students will arrive to our school after the beginning of the school year. The Head of School, Student Supports Coordinator, and/or Operations Manager will meet with each family prior to the student starting their first day and go over all that is expected in the Student Family Handbook, information usually conveyed at Prekindergarten/New Student Orientation. We will then assign the student a "buddy" - an exemplary student who will show them around for their first week. The buddy student will serve as a model for the new student and expedite the learning curve of our routines, procedures, and systems at Elevate Collegiate. The Head of School, student Supports Coordinator, and/or Operations Manager will walk the new student into classes and ensure they are situated. The teacher will be provided advance notice of the new students and will hold a class circle on the day prior in which the class discusses which PRIDE values they will use to help welcome them.

**EXAMPLE OF SCHOOLWIDE SYSTEMS - HALLS:** Hands at our sides, All eyes forward, Lips zipped, Legs moving safely, Silent; **STAR:** Sit up straight, Track the Speaker, Ask and Answer questions, Respect

others by waiting. All students in grades Pre-K-5 will be taught to, expected to, and supported in walking through the halls in HALLS and sitting in the classroom in STAR. These expectations will be practiced and positively reinforced starting on the first day of school.

**CULTURE IN THE CLASSROOM.** Teachers will celebrate academic growth and showing positive character development with chants and incentives aligned to mastery of skills and content. Students will be taught and take joy in praising each other for their successes as well. Rigorous lessons will be punctuated with brief moments of celebration and joy to highlight student success. For example, in the beginning of the school year, in a kindergarten classroom during Guided Reading, you will hear teachers praising students for recognizing letters and letter sounds during phonics rotation. The teacher may hold up a new letter and ask students what letter it is. The teacher will reinforce correct answers with cheers such as “You got that Chris!” and have students repeat the cheer. The teacher can also reinforce effort by cheers such as “Nice try, Chris!” and the students repeat it. Chants and cheers have simple quick movements such as a high five to your neighbor or pointing at the highlighted student to accompany the words. The proposed Head of School observed this method of joy and celebration fostering student engagement and ultimately student achievement in kindergarten through fourth grade classrooms, across content areas, at Purpose Prep and other successful elementary charter schools serving high need communities.

**EXAMPLE CHANTS CHEERS TO BE USED AT ELEVATE COLLEGIATE CHARTER SCHOOL**

Chants & Cheers	Intent
Rollercoaster cheer	Celebration
Basketball cheer	Celebration
Spirit Wiggle Fingers	Encouragement
“You got this (student name)”	Encouragement
“Read Baby Read”	Literacy Motivation
“We’re ready for math”	Math Motivation
“High Five Your Neighbor”	Celebration
“So sharp!”	Celebration

**ELEVATE COLLEGIATE WILL HAVE A CULTURE THAT LOVES LITERACY.** Students, teachers, and leaders will be avid readers that cannot wait for Drop Everything and Read (DEAR) each day. We will track how many books we have read independently, whole class, grade, and school. Teachers will model the love of literacy by reading alongside students during DEAR and talking about current books they are reading. Teachers and staff will make their love of literacy visible by documenting publicly the book they are currently reading and walking the halls with a book in hand. We will host a read-a-thon once every trimester and we will invite families to participate. Classrooms will have leveled reading libraries rich with book choices across genres, reading nooks, and flexible seating students can utilize during DEAR so that they can get comfortable and lose themselves in their books. Literacy is the foundation upon which all other academic content is built so it is deeply important to us that our students love reading.

**ELEVATE COLLEGIATE BELIEVES IN AFFIRMING OUR STUDENTS IN OUR PHYSICAL SPACE.** We will create a space that reflects our student body on our walls through motivational posters from a diverse group of notable individuals that reflect the identities of our students. We will also have inspirational quotes on our school walls from people who share their backgrounds, such as Michelle Obama, Martin Luther King, Jr., and Will Smith. We will show images of our students reading, learning, working hard at their studies, and having fun because we are proud of them and they deserve to be showcased as well. We will hang images of them sitting in STAR, walking in HALLS, reading their DEAR book in the

reading nook, and just being their best selves. When students see images of themselves in their school space they feel valued and connected to the space. (*What Every Fourth Grade Teacher Needs To Know About Setting Up A Classroom*, Responsive Classroom 2015 <https://www.responsiveclassroom.org>)

**RITUALS.** Rituals are important for establishing culture as they allow students to celebrate themselves, each other, and our school in predictable and consistent ways. We will have rituals that will start on day one of school. Students will always be greeted as they enter school with a handshake, greeting, and eye contact. Students will reciprocate that greeting in a proud voice and eye contact as well. The following rituals will continue throughout the school day and adapt by grade level to remain developmentally appropriate and engaging. Rituals allow students to feel connected to their school community and provide security in scheduled culture building moments with their teachers, peers, and school Leaders. (Greenberg, Polly. "The Value of Classroom Rituals & Routines" *Scholastic.com*. <https://www.scholastic.com/teachers/articles/teaching-content/value-classroom-rituals-routines/>)

**MORNING MEETING.** This will always take place in classrooms to start the day. Students will greet each other, share how they are feeling that morning, and participate in an interactive lesson on character development. The lessons will always tie back to our PRIDE values. For example, in the beginning of the year students will be acclimating back to school culture and expectations. Knowing this, we will plan Morning Meetings that teach and model how to show perseverance by sitting in STAR for extended periods of time which will directly benefit the student during read aloud, direct instruction, or anytime STAR is required. Towards the middle of the year, teachers will use Morning Meeting to teach character traits that align with our PRIDE values and are connected to an issue persisting in class/school. For example, if students are struggling with speaking to each other in kind and respectful ways, the lesson could be on Respect and students could practice how to speak to one another respectfully in the midst of a disagreement at recess after seeing it modeled by an adult.

**SHOUT OUTS & GRATITUDE.** Another daily ritual is "End of Day Shout Outs and Gratitude." Students will thank people who helped them or shout someone out who showed a PRIDE value. The day will start and end in a circle where all students can see each other and connect over the shared mission of being excellent students and friends. We will build in time for them to praise each other in front of the entire class for specific acts of kindness or positivity that directly correspond to one of our PRIDE values. For example, a student may shout out a classmate for showing Integrity when he returned an eraser he found that was not his. That student will then be celebrated by a cheer or chant of their choosing.

**COMMUNITY CIRCLE.** These weekly circles will celebrate academic achievement, students who show PRIDE values, and grade level/school wide goals. During this circle teachers will shout out their students for showing specific PRIDE values during the week. We will have preplanned skits or activities that reinforce our school values. Having the whole school present also allows for announcements to be made whole school on a whole school problem, focus, or achievement.

**STUDENT AND STAFF MEMBER OF THE WEEK.** Student and staff members of the week will be weekly rituals celebrated at Circle. Students will be presented with a blazer that they get to wear for the week with "Student of the Week" printed on the back. Teacher of the week will receive some small token (gift card, school swag, etc.). These individuals will be people who have exhibited our PRIDE values in meaningful and authentic ways that week. Public praise for showing good character is a ritual used at high performing schools such as Purpose Prep in Nashville and Nashville Classical also in Nashville.

**MANAGING BEHAVIOR.** We will first address negative behaviors with a focus on positive reinforcement of the desired behavior and intent to guide the student back to being in the space for learning. We will do everything in our power to keep the student on task and in class. When undesired

behaviors happen, we have a clear and consistent school wide approach to discipline that is applied without bias and with respect. Teachers and staff will be trained to uniformly address behaviors within the classroom. Through professional development, teachers will learn many proven successful strategies to aid in keeping students on task and engaged, the ultimate blocker for undesired behaviors. Students who are engaged in their learning are less likely to misbehave. Using strategies from Lemov's *Teach Like A Champion 2.0.*, we will draw heavily on one strategy - positive narration. Teachers will positively narrate students who are on task prior to redirecting small infractions from students who are not, allowing the student who is off task to receive a verbal reminder of what they should be doing. For example, if a teacher observes Jacob not sitting with his legs crossed on the carpet the teacher can positively narrate, "I see Jasmine sitting in STAR on the carpet!" and then move Jasmynes clip up (see visual behavior management system below). When Jacob sees and hears this positive praise of the desired behavior he will be influenced to show the desired behavior as well. When a student is still unable to correct their behavior, each classroom will have a visual system that allows not only students to monitor where they are at behaviorally at the present time but also any adult that enters the room.

**VISUAL BEHAVIOR MANAGEMENT SYSTEMS - Prekindergarten to Grade 2: Elevate Stick.** As used in several high achieving charter schools including RISE Mayoral Academy, Nashville Classical and Brooke Charter Schools, each classroom will utilize the Elevate Stick which is a yardstick separated into 4 colors; gold, green, yellow, and red. The elevated colors on the stick (gold and green) correspond to positive behavior. As colors go down from green to yellow it signifies a warning, and then red is a behavior infraction. Gold will be a small section at the very top of the stick for excellent behavior. Green will be the largest due to every student starting each day on green. Yellow and red will be of equal size (smaller than green. Students names will be on a moveable clothes pin affixed to either sides of the Elevate Stick. The Elevate stick is used to reinforce desired behaviors and discourage **Level 1** undesired behaviors. The stick is a free-standing yard stick that hangs from a hook on the wall which makes it an easily mobile behavior management system. It will be used in all classes and during transitions, recess, specials, lunch, and arrival and dismissal. The ability to move up and down on the Elevate stick reinforces the idea that we can recover from our mistakes and still have a positive day. All students start the day on green because they are "ready to go." Students rarely move up to gold; it is for exemplar behavior that is going to be celebrated whole class with a cheer or small incentive. As students move down from "ready to go" green they land on "think about your choices" yellow and then "poor choice" red. Students can move up and down on the stick all day and will receive a warning before being lowered. When a student ends the day on red there will be a phone call home by the Head of School. Students also have a behavior tracker in their homework folder that goes home daily to communicate to parents how their child's day went. If a student lands on red before recess, they are disqualified from five minutes of recess. If student misbehavior happens in the afternoon after recess, then five minutes of Choice Time is lost. **Grades 3-5** - As used at Brooke Schools, starting in third grade students at Elevate Collegiate will implement the Impressions System. This system has colors that correspond to the Elevate Stick system for continuity, however the actual visual system will not be mobile; instead, it will be affixed to the wall and laminated with students' names on clothes pins fastened to either side. We believe that by third grade our students need to be able to self-monitor behavior during transitions and outside of the classroom. The system tiers will be as follows: Excellent Impression, Good Impression, Neutral Impression, Poor Impression, and Community Violation. If a scholar moves into Community Violation at any point in the day, their parents will be contacted by a teacher or administrator. Students will be given a warning before their Impression is changed. Daily behavior performance will be communicated to parents by written note on a designated behavior sheet that stays in the homework folder. Students in grades 3-5 will fill out this sheet themselves and teachers will monitor and add notes as needed.



**BEHAVIOR DATA.** Teachers will track notable behavior data on a grade level spreadsheet daily. They will input who was on parent contact and why, how the conversation with the family went, and any other behavior observations from the day. This will be used to inform professional development by identifying behavior management challenges within the teachers and staff, track struggling students to provide individualized supports within our RTI framework, and keep track of all family communication.

**RESET DESK.** Instructional time is precious. We believe in keeping scholars in the classroom as much as possible. We will utilize a reset desk in every classroom to provide a space for students to reflect on poor choices and then rejoin the class for learning. This also serves as a timeout from the community without having to leave the classroom. If a student is on Red or Poor Impression and commits another infraction they will automatically be directed to the reset desk. Students will have to sit at the desk and complete a grade level appropriate Reflection Sheet that requires the student to identify the misbehavior and reflect on what the student could do differently next time. After the student has completed the reflection sheet and has a check-in with the teacher, the student may return back to the community. If the student missed classwork during that time, they will make it up at recess. This space is also used as an emotional reset spot for students. It will consist of a timer to track three minutes, calming materials (mindful coloring, textured surfaces, and peaceful images), and a grade level appropriate worksheet that allows the student to quickly process their feelings. For example, in Prekindergarten it could be a worksheet with a happy face, sad face, and neutral face. Student will circle the one they currently feel and then draw a picture to represent why. In third grade the sheet will require an active writing component through which the student can reflect on and express the reason for their emotional challenge. Any time a student uses the calm down corner it is indicated on the family behavior form in the homework folder. Students are also given alternative choices to emotionally regulate such as read a book quietly for three minutes or grab a quick drink of water. Our students need to build in the skill of self-monitoring and regulation when they are upset; this system will equip them with those skills by teaching them methods to quickly get their emotions under control and quickly rejoining the learning community.

**COMMUNITY APOLOGY.** We will teach, model, and practice with our scholars what it means to be a positive member of our school and community. When scholars misbehave in a way that disrupts or harms the community, they are responsible for repairing that harm through acknowledging and apologizing for their behavior. Fighting, vandalism, and theft will all require a community apology. The size and the audience of the infraction will indicate whether the apology happens whole class or whole school. In addition to the consequence the student will receive for their misbehavior, they will be supported by an adult to provide the community with a written apology that they will read aloud. Teachers and students will have opportunity to accept the apology, address the student, and ultimately welcome the student back into the community. The community apology can happen both either whole class or whole school depending on their actions affected different groups within the school.

**MONITORING PROGRESS OF SCHOOL CULTURE.** Elevate Collegiate will assess our progress on establishing a positive culture through behavior data, student and family surveys, staff surveys, and data from external reviewers with ample experience driving student achievement in low socioeconomic, high performing schools. We will implement a culture that will limit the amount of misbehaviors seen in traditional public schools in Third Ward by providing predictable structure and supports in which students can feel successful and valued during their school day and therefor be motivated to stay on task, follow directions, and most importantly, learn. We will analyze trends in behavior data to examine trends and modify our culture implementation plan to better assist struggling teachers, classes, or cohorts. We will also give student and family surveys annually to determine satisfaction levels by our most important stakeholders. We will also administer staff surveys to

determine how they perceive our school culture and its effectiveness in driving student growth and achievement.

#### **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:

Elevate Collegiate Charter School (“Elevate Collegiate”) will equip all Pre-K-5 grade students with the academic knowledge and character development necessary to set forth confidently on the path to college. We will promote students based on successful completion of coursework at their current grade level and academic readiness to complete the next grade. We will do everything in our power to address the needs of students early in the school year, so we are able to close all gaps that may be present and actualize academic success for all students in their current grade and prepare them for success in the next academic school year. We will determine academic readiness for promotion by proficiency on grade level coursework, internal assessments, STEP/F&P reading assessments, NWEA MAP, and STAAR scores. **PROMOTION STANDARDS FOR GRADES PRE-K-2.** Students must be able to read and comprehend text on grade level and do math on grade level at the end of their current grade to be promoted to the next grade. Students must have an average of 70% or higher in ELA, Math, Science, and Social Studies to ensure they are prepared for the increasingly challenging work in the next grade. We will use the STEP assessment, results on internal assessments, and NWEA MAP scores to determine readiness for the next grade. Kindergarten students must be reading at a STEP 3, first graders at a STEP 6, and second graders at STEP 9 to be promoted to the next grade. **PROMOTION STANDARDS FOR GRADES 3-5.** Students must be able to read and comprehend text on grade level and compute math at the end of their current grade to be promoted to the next grade. Students must have an average of 70% or higher in Math, ELA, Science, and Social Studies to ensure they are prepared for the increasingly challenging coursework in the next grade. We will use the F&P assessment, results on internal assessments, and NWEA MAP scores to determine student readiness for the next grade. Students must score an Approaching, Meets, or Masters standards on the STAAR in math and reading. In grade 4, students will take the STAAR writing assessment and will need to earn these scores as well. **ENSURING SUCCESS AFTER ELEVATE COLLEGIATE.** We do not consider our job done after our students have graduated from fifth grade. We will build a strong academic foundation to ensure they are competitive, capable applicants to high performing middle schools in our city. Starting in year 5, we will

employ an Alumni Support Coordinator to assist students and families in this transition to foster a streamlined process from our school to their next. In Third Ward there are two high performing middle school options - Baylor College of Medicine at Ryan and The Lawson Academy. Citywide options include Houston Gateway Academy and Lanier Middle School of Houston. All four have academic requirements for admission. Our Coordinator will work with families to examine their options and select the best that will continue their student's trajectory on the path to college. Our Coordinator will establish relationships with these and other schools, including potential private/religious schools that offer scholarships to children of need, inviting representatives to visit our school, and facilitate information sessions and school tours for our families. Our Alumni Support Coordinator will support fifth grade students and their families to navigate the application and admissions processes at the middle school programs to which they would like to matriculate after completing grade 5 at Elevate Collegiate. Our Alumni Support Coordinator will administer a survey to all fifth-grade families post matriculation into their new middle schools to determine effectiveness of our alumni support services.

**RETENTION.** If a student is not meeting the academic expectations set by Elevate Collegiate, there will be a Student Progress Committee meeting consisting of the Head of School, lead teacher, and family of the student. Together they will determine if the student is likely to perform on grade level in a timely manner with the additional supports. If that is deemed probable that student may still be promoted to the following grade. If the committee determines the student will not be likely to be academically successful in the next grade even with additional supports, the student will not be promoted. The committee will design an action plan to close the gaps necessary for that student to be performing on grade level the following year. The family has a right to appeal the decision of the Student Progress Committee to the Board; however, the Committee cannot promote students who have not mastered the content necessary to be successful in the next grade.

**ENSURING STUDENT SUCCESS.** Every aspect of our school design is developed to promote student achievement. We will do everything in our power to ensure our students are not only promoting to the next grade but achieving at high levels for the entirety of their career.

**PROGRAM ELEMENTS THAT FOSTER STUDENT PROMOTION - Saturday Academy.** Elevate Collegiate will offer Saturday Academy to students in grades 3-5 as an additional support and intervention for students who have not received 70% or higher on their interim assessment in ELA and Math. Saturday Academy will be every other Saturday for 3 hours (9:00AM-12:00PM) and the student to teacher ratio will stay below 15:1. We will begin Saturday Academy by the mid-point of trimester one to begin closing gaps immediately. Saturday Academy will be structured into small group instruction to provide intense focus on the standards not mastered on the last TEKS aligned Interim Assessment.

**After School Tutoring** - Elevate Collegiate will hold after school tutoring starting in grade 3 and through grade 5. After School Tutoring will be offered 3 days per week for 30 minutes from 4:00PM– 4:30PM in small groups of 8 or less. Tutoring will begin after the first two weeks of school and be mandatory for required students. Tutoring will be in homogenous groups with a rotation between the lowest literacy group and the middle literacy group. Tutoring sessions will provide math support one day per week and literacy support two days per week. Lead teachers will facilitate tutoring groups and After School Tutoring is a standard expectation within a teacher's annual contract.

**Double Literacy and Math Blocks** - Students in all grades Pre-K-5 will benefit from additional time spent on the pillars of academic knowledge – reading (140 minutes) and math (90 minutes). Allocating extended time best ensures we can provide the targeted interventions and supports for all students to experience growth and achievement. We can close gaps faster and anticipate the majority of our students being promoted due to the sheer number of instructional minutes they receive in these areas.

**Choice Time** - At the end of each day students in Pre-K-5 will participate in Choice Time (20 minutes) and choose which activities to work on while teachers pull small groups/individual students to work on targeted areas of growth that will yield the biggest academic gains in ELA or math. The Head of School,

Student Support Coordinator, and teachers will be pulling students during this time for extra support. Students pulled for small groups will be identified through STEP assessment data and internal assessment data. **EXTERNAL PARTNERSHIPS TO FOSTER STUDENT PROMOTION. Families Empowered** - We will work with Families Empowered to assist families in school choice following promotion from grade 5 at Elevate Collegiate. We will assist students with that transition with an Alumni Support Coordinator who will help families find the next school for their student, whether it be magnet, private schools, or charter. **Founding Board Member** - Dr. Zenaida Aguirre-Munoz is professor at the **University of Houston** and has built a relationship between Elevate Collegiate and its **College of Education** to provide volunteer opportunities for support within the school day, after school tutoring, and Saturday Academy. **Founding Board Member** - Dr. Patrick Jefferson is Director of Student Support Services at **Prairie View A&M** and has built relationship between Elevate Collegiate and the University to provide volunteer opportunities and support within the school day, after school tutoring, and Saturday Academy. Dr. Jefferson is membership Chair for **100 Black Men of Metropolitan Houston** and has established relationship between Elevate Collegiate and his organization to provide volunteer opportunities and support within the school day, after school tutoring, and Saturday Academy. **Founding Board Member** - Amanda Stephens is part of **Junior League in Houston** and has developed a relationship between her organization and Elevate Collegiate to provide volunteer opportunities and support within the school day, after school tutoring, and Saturday Academy. **Lead Founder and Proposed Head of School** - Rebecca Francis is working with Mayor Sylvester Turner's Office of Education who is collaborating with Early Matters Houston to promote and support the importance of early childhood education in Houston. **PROPOSED MATRICULATION RATES.** Elevate Collegiate will work closely with students and families to provide a high-quality education that prepares students for college preparatory coursework in middle school, high school, college, and beyond. Through our school design and focus on family partnerships we expect less mobility than the traditional public schools in Third Ward. Based upon high performing charter schools in communities similar to Third Ward, we anticipate a 7% attrition rate from year to year, primarily due to mobility driven by socio-economic factors. Per Texas State law, we will fill every available seat we have and are eager to provide all students with a high-quality education regardless of when they arrive to us.

#### 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.

# 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:

We know that effective and passionate teachers are the key driver in student success, so we have allocated our time and resources to ensuring our students have quality educators at every grade level. Aligned to our budget we have allocated \$500 per FTE hire each year. We will prioritize the recruitment, hiring, and retention of mission-aligned educators who believe that all students can succeed regardless of race, socio economic status, native language, or zip code, and who are willing to be on a growth mindset team that delivers results for all students. We will begin the recruitment and hiring process upon authorization in August 2019. Lessons from high achieving charter schools demonstrate that some of the most aggressive and productive teacher recruitment happens between October 1 and February 1 in the year preceding the need for that teacher or teachers; we will take that same aggressive approach. The Head of School will lead all recruitment efforts, setting the vision and priorities and processes, and the Manager of Operations (hired for April 1, 2019 start) will support with all operational details, including but not limited to, job posting and HR details. We anticipate having volunteer college students supporting the administrative needs prior to that time. The Lead Founder and proposed Head of School will take deep advantage of her local contacts and networks as well as her national ones, and she will be vigilant in ensuring a strong presence on the teacher recruitment opportunities, including full participation in hiring fairs, online efforts, and word of mouth, as well as working with Teach For America. (Please see TFA Letter of Support.) Our Board membership includes leadership at the University of Houston, Prairie View A & M, and University of Houston Downtown, and we will leverage relationships with each of these institutions and others on behalf of Elevate Collegiate. The Head of School will lead all teacher recruitment efforts in all years, with logistical and administrative support from the Manager of Operations and the Office Manager as hired.

**RECRUITMENT AND HIRING ROLES AND RESPONSIBILITIES. (1) Head of School, Experience Requirements.** Previous experience hiring, managing, and evaluating employees; BA required. The Head of School is responsible for hiring and all final decisions on candidates. The Head of School will run all interviews in year 1 and 2 and will be joined in those interviews by the Dean of Curriculum and Instruction as hired in year 3. **(2) Manager of Operations, Experience Requirements.** Previous experience with recruitment strategies and hiring employees; BA required. The Manager of Operations will assist the Head of School in posting job openings across platforms and managing all administrative details; all HR functions as part of hiring will be contracted out and costs are reflected in the budget. **(3) Dean of Curriculum and Instruction (Year 2+), Experience Requirements.** Previous experience



supervising employees and participating in hiring interviews; BA required. The Dean of Curriculum and Instruction will assist the Head of School in hiring decisions and will lead some initial screening of applicants. The Head of School makes all final hiring decisions. **(4) Experienced Teachers (General Education, Special Education, and ESL), Experience Requirements.** BA required. SPED and ESL teachers require valid Texas certification. Experienced teachers will observe demonstration lessons with the Head of School and provide feedback to applicants during the hiring process. **(5) Office Manager, Experience Requirements.** Communications and data entry; Associate's degree required; BA preferred; Spanish and English fluency required. The Office Manager will provide support with logistics, communication, and travel related to recruitment and hiring.

**RECRUITMENT STRATEGIES.** As stated, the Lead Founder has begun to build relationships with TFA Houston and has taken phone calls and meetings with Aisha Crumline, Director of TFA Houston Alumni Engagement, to cultivate that relationship and transform it into a talent pipeline for teacher recruitment. Board Members Dr. Aguirre Munoz and Dr. Jefferson work in higher education (University of Houston and Prairie View A&M) and will be vital connectors to the Education Departments at both universities. Starting in the fall of 2019, we will exhaust all opportunities to engage with and build relationships with the Education Departments at University of St. Thomas, University of Houston Downtown, Rice University, and Texas Southern University. Elevate Collegiate will begin university campus engagement initiatives in the forms of tabling, attending events, and presenting information about our school to upcoming graduates in order to recruit graduates from these universities. The Head of School will lead these campus engagement events beginning in September 2019. In addition to the aforementioned strategies, we will also attend job fairs, teacher fairs, run adds on Indeed, and in local and national online publications. Elevate Collegiate also has an established relationship with Good Reason Houston, a nonprofit who helps in the areas of teacher recruitment and will utilize them and their networks in the efforts of teacher recruitment.

**RECRUITMENT PROCESS.** We will begin our search for effective, passionate, mission-aligned teachers and staff in August of 2019 after authorization and continue to always be cultivating interest in working at our school in order to ensure a healthy pipeline of quality candidates in the event that we find ourselves down a teacher mid-school year and also to always have a head start on staffing for the following year. We know that quality teachers drive student success and therefore we will prioritize hiring early to be competitive with other charter schools in the area. We will aggressively recruit and interview staff on a continual basis until all positions are filled. Through our recruitment efforts, we aim to have 5 quality applicants per position per month until the position has been filled. We aim to fill all positions by the March prior to the following school year.

**HIRING PROCESS. Review Application and Resume** - Candidates will complete an online application that includes 3-5 mission-vetting questions and submit a professional resume for review. The Head of School will review the application responses and resume to check for alignment and education. Candidates must answer questions pertaining to any convictions that may disqualify them from working in a school. The Head of School will decide if candidate moves forward to a phone interview based on responses to the online application and adherence to all education requirements. **Phone Interview** - A phone interview is conducted by the Head of School where an internally created questionnaire informs the conversation to gauge mission alignment, educational philosophy, evidence of a growth mindset, and experience working with demographics similar to those of Third Ward. All responses will be documented. Candidates are also given the opportunity to ask any questions they may have about Elevate Collegiate. Strong candidates who provided evidence of the factors listed above will move past the phone interview to the next step. **Reference Check** - At this point, the Head of School, with administrative support from the Manager of Operations or the Office Manager as

needed, will call the three references for the candidate to capture a better picture of the overall candidate in performance, strengths, gaps, and overall fit for Elevate Collegiate. All information will be documented. Those candidates with positive reference checks will move to the next stage.

**Demonstration Lesson/Interview** - At this crucial stage, candidates are invited to deliver a demonstration lesson. In the planning year, this will be at a local school where the Head of School has established a professional relationship. Proposed Head of School Rebecca Francis has cultivated relationships with schools in Houston (Yellowstone Academy and Etoile Academy) so that candidates can deliver demonstration lessons at those campuses as part of their recruitment process. We believe we need to see a teacher in action in order to sufficiently gauge effectiveness, openness to feedback, and general coachability. In subsequent years, all demonstration lessons will be conducted at Elevate Collegiate, allowing the Head of School to evaluate the teacher's presence, style, and management abilities. After the demonstration lesson, candidates are given feedback and asked to implement the feedback in an immediate follow-up lesson for the Head of School. Following the lesson debrief, an in-person interview will take place so that the Head of School can explore areas of question more thoroughly. **Offer** - When the candidate has demonstrated that they have the educational requirements, is mission aligned, has positive and confirmed reference checks, takes and implements feedback, has a commanding presence and ability to plan and implement an effective, objective driven mini-lesson, the Head of School will make an offer to the teaching candidate. The offer will be verbal and written and contingent upon a satisfactory fingerprint and background check.

**SHORTAGES.** If there is an unforeseen shortage in teacher candidates, we will reevaluate our recruitment strategies and commit more time/resources to strategies proving to be most successful in generating candidates. We will also be prepared to allocate funds to hiring a teacher recruitment specialist if need be. We will be proactively in search of quality candidates year-round to ensure that we have consistent access to quality talent in the pipeline if we need to fill a position mid-year.

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:

**DEVELOPING TEACHERS.** Elevate Collegiate Charter School (“Elevate Collegiate”) will equip all Prekindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college. In order to deliver this mission, it is imperative that we equip educators with the skills, knowledge, and tools to effectively and efficiently drive student success. The Head of School will plan and lead all professional development in year 1. The Head of School will be required to have experience coaching and developing teachers to drive student achievement at high performing schools. The Student Supports Coordinator will assist on sessions pertaining to special populations. The Student Supports Coordinator will require a special education certification in the State of Texas. In following years, Grade Level Chairs and the Dean of Curriculum and Instruction will support teacher development sessions with ample training and guidance from the Head of School. Teacher development sessions will be evaluated by staff surveys administered immediately after sessions to gauge teacher perceived effectiveness. Classroom observation data will also be used to watch for trends of teacher strengths and weaknesses in skills taught and practiced during sessions. Elevate Collegiate will also have teacher development sessions evaluated by an external reviewer with ample experience supporting high performing schools with demographics similar to Third Ward. Elevate Collegiate will allocate time, energy, and appropriate funds to ensure that teacher development sessions are high quality and effective (see **Budget**).

**SUMMER PROFESSIONAL DEVELOPMENT.** We believe that summer professional development is an integral component of a successful school, and have developed a professional development schedule that focuses on equipping teachers with tools and skills to increase their effectiveness, diving into content relevant to each teacher, teach new and returning staff the Elevate Collegiate culture including our PRIDE values, and allowing leaders, teachers, and staff to build connection to each other and their school community prior to the start of the school year. Summer professional development will commence for four weeks prior to school starting.

**BUILDING THE TEACHER TOOLKIT.** To provide continuity in our school for teachers and students we have identified effective teaching strategies from *Teach Like A Champion 2.0* that all teachers will be expected to master and use consistently in their classrooms (see **Curriculum and Instruction**). Through

this, we have normed school wide teaching taxonomies that will be used in every classroom at our school. Norming these taxonomies school wide allows teachers with varying years of experience to manage a classroom with high expectations, high engagement, and high rigor. For example, we will teach strategies used in high performing schools with similar demographics to all teachers across grade levels such as clear, concise directions, warm, formal register, scanning for 100%, and positive narration/precise praise. In addition to compiling the strategies that will best serve our students, we have built a framework for how we will introduce and practice each strategy with our staff during professional development. After providing staff with the rationale for a strategy and modeling the strategy, we will jump into real time practicing the strategy in whole group and in smaller groups. We know that it is through practice, that teachers build confidence and cement new strategies into their already existing skillset. (*Get Better Faster: A 90-Day Plan for Coaching New Teachers*, Paul Bambrick Santoyo, 2016)

**GROUNDING TEACHERS IN THEIR CONTENT.** Teachers need time to internalize their scope and sequence, content, and lesson plans. We expect our teachers to have a deep understanding of their content and be crystal clear on what they want their students to deliver every time they enter the classroom; therefore, teachers will create their own exemplars for each student deliverable. This process will start during summer professional development and will continue throughout the year during planning time. By providing four weeks of summer professional development, we allow for teachers to not only become experts in the content they are teaching but also time to build in practice of execution of their lessons. Strong execution of a lesson is equally important to strong curriculum and lesson plans. Teachers must to practice how to launch a lesson, how to facilitate rigorous academic discussions with high student teacher ratio, how to scan the room while intentionally monitoring student work, etc. All of these skills yield incredible academic gains and take time to develop.

**ELEVATE COLLEGIATE CULTURE.** The Elevate Collegiate school culture will permeate throughout our school through our rigorous academics and high expectations for behavior. We ground our culture of high achievement and joy in our PRIDE values. Staff will be enculturated to the Elevate Collegiate way during summer professional development through sessions centered around how we show each value as adults and therefore model it for our students. We will also build out how we expect students to show our PRIDE values in every part of the school day, starting with how students enter the building, bathroom expectations, hallway expectations, etc. Elevate Collegiate will establish a common language that we use with students that promotes the values we want them to show and highlights academic successes whether big or small. All Elevate teachers will know that STAR and HALLS are acronyms that signify how we sit in class and how we walk through the campus as respectful members of our school community. Having a common language promotes joy and celebration around academic success while simultaneously allowing any teacher or staff member to connect to a student they might not be familiar with in a deep and recognizable way.

**BUILDING CONNECTION AND INVESTMENT.** It is critical to our mission, that all stakeholders are grounded in the mission of Elevate Collegiate Charter School: *Elevate Collegiate Charter School will equip all scholars in Prekindergarten through grade five with the academic knowledge and character development necessary to set forth confidently on their way to college.* The first week of summer professional development will be focused heavily on explicitly naming to teachers and staff the reason Elevate Collegiate Charter School exists. Our staff will become aware of the needs in the community and hear from the Founder as to why she was driven to address those needs by founding Elevate Collegiate. The staff will also hear from one another about what drives them to do this work. This purposeful sharing will foster community and investment from the teachers and staff. Everyone on the team must be mission aligned for us to truly create the school our students in Third Ward need and

deserve. The first week of summer professional development will also include culture building activities that allow staff to get to know one another while setting ground work to introduce our school culture. This work is challenging, and we need to be able to leverage colleagues for support and guidance. In order to develop the trust necessary for professional collaboration to flourish, the team members need time to get to know one another personally and connect on why they have chosen to take on the challenging work of educating underserved students and changing the trajectory of those students' lives.

**WHOLE SCHOOL ABBREVIATED DAYS.** Elevate Collegiate Charter School believes in the power of professional development to drive student achievement. We will have weekly abbreviated days when students are dismissed early, to continue developing our teachers consistently throughout the school year. These days allow us to revisit our school wide norms that we know drive student success, communicate and strive toward a whole school goal or focus point, and provide logistical information or training to the whole staff at once. This time also fosters community by bringing the whole team together across all grade levels in a systemized way. Sessions will include but not be limited to: retraining and resetting on core instructional techniques that are consistent challenges across the school, developing the skills to ask probing questions and foster high student teacher talk ratio, etc.

**GRADE LEVEL TEAMS.** Grade level teams will meet once per week at minimum. The team will agree upon a set date and time and hold those meetings to fidelity. The Grade Level Chair will lead the meetings and go through a working agenda that is sent to the team members 24 hours prior to meeting. The Head of School will communicate any quick hits or agenda items that must be discussed to the Grade Level Chair. The agenda will be in a Google Doc that members are able to edit and add in any announcements pertaining to the grade level in the areas of academics and behavior. One designated team member will take notes on the Google Doc during the meeting and then share it with the Head of School. Possible agenda items include: Planning for an upcoming unit; Norming a grade level behavior expectation; Checking in around at-risk students; Reviewing exit ticket data; Planning an academic celebration (Publishing Party, Math Party, etc); Planning a grade level incentivized goal

**DATA ANALYSIS.** Elevate Collegiate Charter School firmly believes in the power of data analysis, allowing the school to visibly see learning and then address any knowledge or skills gaps that may persist. We will dedicate four full school days to data analysis ("Data Days") that directly correlate to our assessment schedule and particularly our interim assessments. This data will be analyzed across grade levels and sub groups to ensure all students are achieving at the levels we have set for Elevate Collegiate. Teachers will be coached and provided models on how to meaningfully interpret data and then adapt future lesson plans accordingly. After data is analyzed and discussed within teams, teachers will develop action plans that outline how, if reteach is needed, that content will be spiraled into the new content that is coming down the pipeline in the upcoming days. It is also imperative that a plan for collecting data on the success of the reteach plan is set in place in order to ensure we have made growth towards or achieved success in closing the gaps that were identified in the original data dive.

**INDIVIDUAL TEACHER COACHING.** We dedicate ample time to coaching our teachers into being the educators our students need and deserve. Through systematized, personalized individual coaching teachers grow at expedited rates and our students directly benefit as soon as the day following a feedback cycle. Great teachers thrive with feedback and want to be acknowledged for what is happening in their classrooms. (*Get Better Faster: A 90-Day Plan for Coaching New Teachers*, Paul Bambrick Santoyo, 2015) We believe in live coaching that is done in the moment by the school leader to foster immediate growth and development. By systematically developing our teachers into better

educators we are not only improving the education our students receive but also improve the chances that a teacher will return.

**DAILY WALK THROUGHS.** In Y1 and 2 the Head of School will conduct daily walk throughs for a minimum of 10 minutes in each teacher's classroom for a quick pulse check of the learning environment of each classroom. During the founding stages this is crucial to ensuring that the vision is being lived out in the ways taught, modeled, and practiced during summer professional development. The Head of School will leave notes as needed pertaining to highlights observed and small immediate fixes required.

**WEEKLY OBSERVATION AND FEEDBACK CYCLES.** Elevate Collegiate strongly believes that weekly teacher observation and feedback cycles lead to fast teacher growth and development which ultimately drives our mission forward by putting highly effective teachers in front of our students. We will formally observe each teacher for a minimum of 30 minutes per week. Each weekly observation will be followed by a 30-minute feedback session embedded with practice. During the feedback session, the Principal will ask pre-planned probing questions to guide the teacher into finding their own growth point. After a teacher is able to identify their own gaps, the Principal will continue questioning to come to a mutually decided upon rationale for why that skill is important to student achievement. Practice will be focused on the one skill that will propel a teacher's effectiveness forward most quickly. We will use the strategy of "See It, Name It, Do It" to lead teachers in finding their own gaps in their practice instead of the Head of School or other instructional coach pointing it out. By putting the heavy lift of analyzing the lesson on the teacher, and having them name their gap for themselves, they will be more invested and apt to closing that gap. (Bambrick-Santoyo, Paul. *Get Better Faster*. 2016)

**END-OF-YEAR TEACHER EVALUATIONS.** Teachers will receive end-of-year evaluations that encompass student results, growth on instructional and culture building goals, and professionalism. Assessment of teacher effectiveness will include STEP/F&P data, MAP growth data and STAAR results. Teachers will be evaluated on their growth in school wide instructional goals and culture building goals.

**LEADER CAPACITY.** The Head of School will minimally bring a bachelor's degree and 5-10 years of experience in education, including designing and leading professional development and coaching teachers within a high-achieving educational environment.

**EVALUATING TEACHERS.** We will conduct two evaluations per year with each teacher – the first formative in Dec/Jan and the other summative each May. Evaluations will be conducted by the Head of School. We will draw on two primary sources to develop an internal tool to evaluate our teachers: (1) Texas Commissioner's Rules Concerning Educator Standards 149.1001 and Purposes Preparatory Charter School's teacher evaluation rubric. We will ensure the creation of a Texas-aligned teacher evaluation tool that also aligns with the unique mission and school design elements of Elevate Collegiate.



### **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.

# 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:

Prior to authorization, and under the leadership of Rebecca Francis, we have been engaging the community to inform the design of the school. Through conversations, while hosting and/or participating in community events, she and Founding Board members have been laser focused on all stakeholder input, and input from parents and families in particular. Upon authorization, these efforts will continue and increase in frequency. While we will not reserve a seat for a parent on the Board of Directors for Elevate Collegiate, any interested individual including a parent or guardian may go through the same vetting process as any other Board candidate. Parents and families play a vital role in our school's success and we will work closely with them and hear all questions, comments, and concerns regarding their children and our school. We will offer many opportunities for parents and families to volunteer and/or participate in our school community and also their children's class.

After authorization, we will host monthly events to engage families and foster investment. Monthly events will include, but not be limited to, Coffee and Donuts with Elevate Collegiate and Pizza Party with the Head of School for potential and committed founding families to meet, socialize, and receive formal updates on the school from our intended Head of School Rebecca Francis. Parents will have consistent opportunity to give input and ask any questions as the planning year is underway. We will host monthly Saturday Coding Camp and scheduled Read Alouds for children, led by the Head of School and supported by Board members at the Smith Neighborhood Library in Third Ward. There will be a monthly newsletter emailed to all interested families informing them of upcoming events. Information will be advertised on the school Facebook and Instagram. As part of our monthly library presence, and as we get closer to solidifying our facilities and designing our physical space, parents will be invited to weigh in on aspects of the design to foster investment. The Head of School will make herself available to all committed and potential families through phone and email to address any concerns as they arise. After the Fall of 2020, when the school year is underway, the Head of School will host a Parent Café on the first Tuesday of every month. All families will be invited to attend and address any questions or comments they may have. Parents will attend a New Family Orientation two weeks prior to the school year starting during which we will provide an overview of what is expected of their child behaviorally

and academically. Families will receive a list of strategies to implement at home to promote student achievement. For families needing assistance implementing any of these strategies, the Head of School and Student Supports Coordinator will facilitate trainings as needed. We believe that family partnership propels student progress. Therefore, we will keep families updated on their students' progress via a communication folder sent between school and home daily. There will be an academic section to record any missed assignments, concerns, or communicate significant growth and academic milestones; there will also be a behavior section to record any highlights or concerns, and a notes section for either parent or teacher to jot down a quick communication. Parents will have access to their students' teachers' professional email addresses and be able to leave messages with the Office Manager during school hours for the Head of School and teachers. From the experience of the Lead Founder, it is necessary for parents to be able to communicate with their child's teacher and the leader of the school with relative ease in order for them to feel completely secure in trusting the school with the care and education of their child. At Elevate Collegiate we believe that families should be invited into our school to see and experience the academic milestones their children are reaching. We will hold publishing parties to celebrate writing, and presentations to showcase culminating student work once every trimester. These events will consist of gallery walks where student work is displayed and families walk around observing the work with sticky notes to leave praise or compliments on the child's efforts from Writer's Workshop; students read excerpts from their published or final draft writing pieces to their class and families that attend; presentations will include PowerPoint as our computer science program equips students with those skills. Families will be invited to participate in these events and have ample notice to make arrangements to attend. We will also host a science fair starting in Year 3 when our inaugural first graders are in third grade, and every year after. As a celebration of our love of literacy, we will host monthly reading events where families (parent and child) are invited to read their favorite books, and sections from beloved novels aloud to their child's class.

Elevate Collegiate will partner with community organizations such as 100 Black Men, The Houston Junior League, and SHAPE Community Center and a number of local universities as specifically leveraged by the networks of our Board. These partnerships will be free of charge to students and families and promote academic growth through after school tutoring, Saturday Academy, and volunteer opportunities in the classroom to drive student growth and mastery. We will also leverage our relationships with local universities to organize college visits and also invite college students to our school to present info sessions to our students and host a Q&A. We anticipate that the large majority of our students will be first generation college students; therefore, we will expose them to college for them to start visualizing themselves there and see it as a viable and exciting goal.

#### **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:

**ARRIVAL - 7:30 AM (30 MINUTES).** Madison and her family arrive to school at 7:30AM. Her parents drop her off in a designated drop off zone where there are cones to clearly mark where family cars are supposed to come to a stop. They see three smiling school staff members outside to greet students and families. As their car comes to a stop, a staff member opens the car door on the curb side where Madison is sitting. S/he greets the family warmly and helps Madison out of the car. The staff member then assists Madison in putting on her backpack. Before the adult closes the door s/he says goodbye to the family and so does Madison. Madison then walks to the school building where the Head of School is standing at the threshold ready to greet students. The Head of School does this every morning and Madison loves that she knows her name and asks her questions about things she is learning. Today she asks her about the read aloud that her class is reading this week and she reminds Madison to make direct eye contact when she is speaking to people and always gives her a firm handshake. Madison crosses the threshold of the building and walks quietly through the hall to her class. She looks up and see college banners hung along the wall. She knows some of the colleges by name now because all of the classes at her school are named after a college. Her class is University of Houston and she loves the cougar mascot. Madison enters her classroom silently because she knows that's the expectation. Her teacher taught all the students their class and school wide routines and procedures in the beginning of the school year. Madison thought it was fun because her teacher made it into a competition and the students would participate in chants and cheers when they followed the routines and procedures correctly. Madison hangs her backpack on her labeled backpack hook and takes out her homework folder. If Madison doesn't complete her homework she will have to do it for the first five minutes of recess, so she always makes sure to bring it home and complete it to the best of her ability. She then walks her folder over and places it into the homework bin where her teacher is already checking homework. Her teacher greets her with a warm smile. There is breakfast offered but Madison ate at home. On days where her parents are rushing they always tell her to just eat breakfast at school. Since Madison already ate, she begins her brainwork and book time. Her brainwork folder is in her seat sack. All of her folders are color coordinated so she always knows which one she needs to grab. This one is green and contains handwriting practice sheets, letter sound sheets, and number sense work. When she finishes her brainwork, Madison is allowed to read a book quietly at her desk. This is her favorite time. All of the Elevate Collegiate students and staff love reading! They have chants and posters about reading, and even charts in every classroom that track how many books we have read.

**MORNING MEETING – 8:00-8:20 (20 MINUTES).** At 8:00AM Madison’s teacher begins Morning Meeting. All students take turns individually greeting their class and then the class greets them back. Madison loves Morning Meeting because they talk about her school’s PRIDE values and even act out how to show them in different parts of the day. She once got to act out how to show Integrity in the bathroom by cleaning up after yourself and others. She had fun with her friends and also learned how to show Integrity. Today they are discussing their PRIDE value Respect. Her teacher makes a chart on the board and they have a class discussion about how we show respect to ourselves, other people, our spaces, and our education. Madison had never thought about how to show Respect for her education. Her classmates offer their thoughts and opinions. One classmate states, “We can show respect to our education by not writing sloppy and always trying our best on assignments.” The teacher writes down that suggestion on the chart paper. Madison’s class concludes their morning circle with their college chant. It’s a fun and energetic cheer that incorporates their class college and mascot! Students begin the day energized and ready to learn.

**CALENDAR MATH - 8:20-8:30 (10 MINUTES).** After Morning Meeting Madison participates in Calendar Math where she practices number fluency and days of the week through song and chants. Her whole class really enjoys Calendar Math because they get to sing and snap their fingers to the beat of the chants while they learn. She finds herself singing the chants at home afterschool sometimes.

**GUIDED READING – 8:30-9:45 (75 MINUTES).** Madison’s class then transitions into literacy groups. Madison really likes this time of the day because every 25 minutes she transitions into a different group and practices different skills. The transitions keep her engaged and she gets targeted instruction in her small groups. She transitions from the u-table where she practices reading comprehension with her teacher. They are reading a story about a family going to the park. The teacher reads a sentence and models how to track the words you are reading with your finger. Then she has other students read as well. Eventually, she releases them to read silently on their own while she conferences with readers quietly. When it is Madison’s turn she couldn’t remember a word on the page. Madison saw her teacher make a note on her clipboard. She always has that clipboard with her. Madison used one of her decoding skills and sounded out the word. It was park. Her teacher gave her a big smile and a high five for showing Determination. A bell chimes. As they were taught and practiced at the start of the year, everyone silently moves to their next rotation. Madison’s class knows that when they transition to their next group swiftly, safely, and silently they get a class point! Her teacher smiles when everyone has transitioned and holds up one finger, signaling they have earned a class point. Madison is now at a small group to practice phonics. During phonics she has another teacher in the room. She loves Mr. Garcia. He is always so happy when she masters a new letter sound. They often do the rollercoaster cheer with him. He says it’s his favorite. Today they are working on mastering the letter “P.” He holds up a card with the letter and has every student repeat the letter along with the letter sound. “PUH PUH P!” repeats every student. Then Mr. Garcia says it is time for the lightening round! That means he’s going to hold up the card and each student has to say the letter and sound as fast as they can! Mr. Garcia makes learning fun. A bell chimes. Madison transitions to her last station. There are a group of eight Chromebooks set up at a table for the blended learning station. Most of the students in Madison’s class get really excited for this station. She’s in class and practicing letter sounds and letter recognition but it feels more like a game! She likes Lexia the best. She goes on Lexia during Choice time a lot. A bell chimes. Madison and her classmates make their way back to their assigned seats.

**BRAIN BREAK AND SNACK – 9:45-9:55 (10 MINUTES).** Next Madison and her classmates take a brain break and have snack. A lot of kids bring a snack from home but there’s always a school snack, too. Madison likes the school snack, which is usually fruit. Madison’s teacher encourages all of the students to wait to use the bathroom until snack time. At snack time, Mr. Garcia takes the students in groups of

8 to the bathroom if they need to go. The other students stay in class and eat snack. When he returns he takes a second group if needed, and after that he takes the last group of students who still need to go. A lot of students use the bathroom at snack because they don't want to miss learning time. They even set a goal around it! If less than 3 students have to use the bathroom before snack time they get to have a 30 second silent dance party! Today they met their goal. Madison is excited for their dance party after snack clean-up. Madison's teacher has just announced that they have one minute to take their last big bites. The kids with the class clean-up jobs have started to grab the broom, dust pan, and Clorox wipes to restore the space back to its original state. After the room is cleaned and the students are settled, her teacher tells everyone they may stand behind their desks, stay in their own space, and dance silently for 30 seconds. She plays the instrumental for a popular song on the radio nowadays. The students dance joyously and then take their seats when the music stops.

**COMPUTER SCIENCE – 9:55-10:30 (35 MINUTES).** Madison looks up at the board for the daily schedule. She can't read all the words yet but there's a picture next to each block, so she knows what is up next. It's computer science so she looks excitedly at the door waiting for the computer science teacher to wheel the Chromebook cart in. Her Computer Science Teacher, Ms. Baker, is so enthusiastic about computers and technology! She calls them future computer scientists. Today they are going over different aspects of computer safety. Ms. Baker tells them they should always hold their computers with two hands and walk slowly when transporting it other places. She also shows them how to slowly and safely open the computer and turn it on. After she models both of these computer safety skills, she has each group practice it. She says that if students cannot do it correctly they cannot use their Chromebook. Using a computer at school makes Madison feel so special. Ms. Baker tells them about really cool careers in technology! Madison could see herself working in the field of technology when she grows up. As Computer Science ends, Ms. Baker thanks the class for their energy and focus and the class says in unison, "Thank you for teaching us Ms. Baker!" If it is not a computer science day then it is her Spanish class. She feels so special in that class because her teacher calls them Emerging Bilinguals! Her Spanish teacher told them means they are learning to speak two different languages! Madison's family thinks it's so neat and always asks her what new Spanish words she knows now. Madison's teacher has set a timer for 30 seconds which means everyone has 30 seconds to clear their space and sit in STAR waiting for math. She watches her classmate moving really slowly towards his seat and is worried he won't make it in time. He makes it to his seat but doesn't sit down. He's looking around the room instead. Her teacher asks him nicely to take his seat. He doesn't answer her and also doesn't sit. She calmly takes her Elevate Stick and moves his clothes pin from green to yellow. She says quietly but firmly, "That's a clip down, Joe. But I know you can make the right choice, so I can move you back up to green," her teacher says. All of his classmates show him "silent support" by wiggling spirit fingers at him. He takes his seat. "I'm so glad you made the right choice," she says respectfully as she moves his clip back to green. Madison is also happy he made the right choice. The class moves successfully into math block.

**MATH BLOCK – 10:30-12:00 (90 MINUTES).** Math block is broken up into two sections. Cognitively Guided Instruction (CGI) and TEKS-Aligned Eureka Math. Madison thinks CGI is really fun and interesting. Today her teacher wrote a problem on the board using their names. It said, "Madison has 3 gummy bears, Stephen has 6 gummy bears. How many gummy bears do they have all together?" Her teacher reads it three times and points to each word with a pointer stick as she reads. She tells Madison and her classmates to use one 10-block of cubes to solve the problem. Each student also has a worksheet with the problem and a space to show their work and answer. They are released to solve the problem independently. After CGI, Madison and her class begin their Eureka math lesson. It is on identifying two dimensional shapes. Her teacher instructs them on how to count sides of shapes to help recognize the shape it is. She then models how to find the triangles on a page of all different types



of shapes. Then she has students try one problem on their own. Madison watches as her teacher walks the room with her clipboard. She checks every student's paper and takes notes. Lastly, the class is released to complete the assignment independently except for a few students who move to the u-table to work with the teacher.

**LUNCH 12:00-12:20 (20 MINUTES).** After math Madison and her classmates line up for lunch. Lunch is always offered and sometimes Madison takes it, and sometimes she brings one from home. Today she brought a lunch from home, so she goes directly to her assigned lunch table and takes her assigned lunch seat and starts eating. Madison talks excitedly about something to her friend when the Head of School comes over and reminds the girls to speak in a "restaurant voice" as they had been taught. The Head of School is monitoring all the tables. Students don't get up from the tables; instead, at the end of lunch student lunch leaders facilitate clean up by bringing out trash bins and rolling them to each table. Students throw their own trash away and wait in STAR to be dismissed.

**RECESS 12:20-12:40 (20 MINUTES).** After Madison's table is dismissed, she walks to recess with her classmates. They play with soccer balls and hula hoops. During a lesson in Morning Meeting they discussed how sharing was a way of showing kindness and respect to others. They also practiced how to share by saying things like "That looks fun! Can I play with you?" or "Do you mind if I play with that when you're done? I'd really like to play with it before recess is over." A whistle blows on the playground and all the students know that means recess is now over. They make their way to their designated class lines where their teacher is waiting to walk them back to class. Madison is hot and sweaty from recess. She walks into her class and is happy to see the lights dim and soft classical music playing. Her teacher calls this a cool down period and leads the class in guided deep breaths to help them calm their mind and bodies. She then turns the lights on and stops the music.

**READ ALOUD – 12:40-1:00 (20 MINUTES).** Next is read aloud. The teacher calls students to their carpet spots and moves Madison's clip up higher on green for walking silently to the carpet. She continues to read them a book about friends at school. They are discussing characters' feelings and how the main character felt after he didn't win the basketball game at recess.

**WRITING BLOCK 1:00-1:45 (45 MINUTES).** Madison and her classmates transition back to their desks for writing block. Madison notices that some of her classmates have their names stenciled out for them to trace while others only have blank lines to write their names in. She guesses that people are at different stages in their writing development. She loves writing time because sometimes they draw a picture first and then write about what they drew. Today they are writing a sentence about the read aloud and how the main character Sam felt. The teacher writes the sentence stem "Sam felt\_\_\_\_" under the document camera. The student facing worksheet either has the sentence stem in stencil for them to trace or blank lines indicating they are to write it themselves, depending on the student's ability level. There is also a picture box to draw a picture of Sam after the basketball game showing how he must have been feeling.

**ART CLASS – 1:45-2:30 (45 MINUTES).** At 1:45 it is time for Art Block! Every other day except Fridays Madison's class has either Physical Education or Art Block. She loves both of these classes because she's always learning something new and participating in a fun new activity. Today in Art, she is learning how to make different colors by blending paints together. Tomorrow in PE she will learn the basic rules of soccer and practice kicking and dribbling a soccer ball.

**SCIENCE 2:30-3:00 (30 MINUTES).** Madison knows it's time for Science because she glanced up at the visual daily schedule. Tomorrow will be Social Studies. They usually begin Science or Social Studies with a short read aloud to learn about their new topic. Then they apply that knowledge in a fun

activity. Today, she is learning about the life cycle of a flower and her class is going to plant their own flowers and study them as they grow! She is so excited.

**CHOICE TIME 3:00-3:20 (20 MINUTES).** Madison and her classmates love Choice time. They get to choose which academic activity they work on during this block. Madison usually goes for the letter magnets and tries to make new words. But she also loves to go on Lexia and practice letter recognition. Other classmates love to grab a book and read in the reading nook. Her teacher calls a few of her classmates to her and goes over the letter sound “P” that they learned today in phonics.

**HOMEWORK HELP - 3:20-3:30 (10 MINUTES).** Madison and her classmates take out their homework folders and flip to the Monday page in their packets. Her teacher walks the room with a clip board and makes little corrections on students’ papers as they circle words that start with the letter “P.” There is also a math sheet for homework and they are expected to read with their families for 20 minutes each night. Madison has some books at home, but her teacher makes sure every kid has two books at their level in their book bag. Madison loves to show her parents that she already got started on her homework. As her homework increases in difficulty, her teacher may elect to project a problem from her homework with the document camera and have each student follow along and do it with her as an example to ensure that every has a correct model before going home.

**PACK UP/ CLOSING CIRCLE – 3:30-3:45 (15 MINUTES).** It is now the end of the day and Madison and her classmates are packing up to leave. Her backpack is packed and at her desk now. Her teacher calls everyone to the carpet in their circle spots for closing circle. She opens with a few statements of gratitude, high lighting Joe for getting back on track after a rough start and then ending the day on green. Madison and her classmates are so proud of Joe they send him spirit fingers for “silent support.” Her teacher then asks if anybody else would like to give a shout out or say something they are grateful for. A few students shout people out for showing Respect, by helping them. Madison raises her hand and shouts Joe out for showing Excellence by ending the day on green. Almost all of the shout outs are tied back to her school’s PRIDE values.

## **STEVEN**

**ARRIVAL - 7:30 AM (30 MINUTES).** Steven’s experience through the arrival process is identical to the experience described above for Madison. During brainwork and books, his brainwork sometimes looks different than his classmates due to it being differentiated for his level. He and his classmates do not notice this, because his teacher places their brainwork for them in their folder each week.

**MORNING MEETING – 8:00-8:20 (20 MINUTES).** Steven’s experience through Morning Meeting is identical to the experience described above for Madison.

**CALENDAR MATH - 8:20-8:30 (10 MINUTES).** Steven’s experience through Morning Meeting is identical to the experience described above for Madison. Stephen loves Calendar Math, he is really good at remembering the songs and chants and they help him with his number sense.

**GUIDED READING – 8:30-9:45 (75 MINUTES).** Steven’s experience through Guided Reading is similar, but not identical to the experience described above for Madison. After Calendar Math he starts guided reading rotations starting at the u-table with his teacher for reading comprehension. He likes the book his group is reading this week. After that rotation Ms. Baily, the Student Supports Coordinator, comes in and checks on a few of his classmates. She always has a clipboard with her. He likes working with her because she’s so calm and patient and helps him learn. Sometimes she stays in his class and goes to the reading nook with him and two friends to practice letter recognition and letter sounds. Sometimes she walks him to the office where she has a learning space set up for him and a few other

students. She talks to him about his learning goals and he feels so good when he's working towards meeting them.

**BRAIN BREAK AND SNACK – 9:45-9:55 (10 MINUTES).** Steven has snack in the learning space with her because the snack time inside his classroom can be overwhelming for him and then he doesn't eat his snack. Steven is also allowed to use the restroom whenever he needs to. If he needs to use it during learning time it doesn't count towards the class goal. The other students know this, and they are ok with it because their teacher often says different children need different things. Steven loves Computer Science and Math, so he reminds Ms. Bailey it's almost time to go back to class.

**COMPUTER SCIENCE – 9:55-10:30 (35 MINUTES).** Steven's experience through Computer Science is identical to the experience described above for Madison.

**MATH BLOCK – 10:30-12:00 (90 MINUTES).** Steven's experience through Math Block is identical to the experience described above for Madison.

**LUNCH 12:00-12:20 (20 MINUTES).** Steven's experience through Lunch is similar, but not identical to the experience described above for Madison. The Student Supports Coordinator or Head of School checks on Steven during lunch to make sure he's eating, and he is. Sometimes he doesn't eat his lunch, so his mother requested that he receive a lunch check-in.

**RECESS 12:20-12:40 (20 MINUTES).** Steven's experience through Recess is identical to the experience described above for Madison.

**READ ALOUD – 12:40-1:00 (20 MINUTES).** Steven's experience in read aloud is identical to the experience described above for Madison.

**WRITING BLOCK 1:00-1:45 (45 MINUTES).** Steven's experience in writing block is similar, but not identical to the experience described above for Madison. During Writing Block Steven loves to draw the image that helps guide his writing practice. But when it gets to the writing component he gets discouraged because writing is hard for him. His teacher notices and asks him to join her at the u-table while he writes. With her support he finishes his writing assignment.

**ART CLASS – 1:45-2:30 (45 MINUTES).** Steven's experience in Art Class is identical to the experience described above for Madison.

**SCIENCE 2:30-3:00 (30 MINUTES).** Steven's experience in Science is identical to the experience described above for Madison.

**CHOICE TIME 3:00-3:20 (20 MINUTES).** Steven's experience in Choice time is similar, but not identical to the experience described above for Madison. During Choice time, Steven is pulled to the u-table to work on letter recognition and letter sounds with a few friends. The students work with the teacher for ten minutes, and then are able to join Choice time. Steven chooses to use clay to form the letter "P." That's one of his favorite activities.

**HOMEWORK HELP - 3:20-3:30 (10 MINUTES).** Steven's experience in Homework Help is identical to the experience described above for Madison. During Homework Help, his homework packet looks different than everyone else's but again he doesn't notice, because it was placed in his folder just like everyone else's. He starts his homework and feels good about being able to do it independently because it's at his level.

**PACK UP/ CLOSING CIRCLE – 3:30-3:45 (15 MINUTES).** Steven's experience in Homework help is identical to the experience described above for Madison.

## **MARIA**

**ARRIVAL - 7:30 AM (30 MINUTES).** Maria's experience at arrival is identical to the experience described above for Madison.

**MORNING MEETING – 8:00-8:20 (20 MINUTES).** Maria's experience in morning meeting is identical to the experience described above for Steven.

**CALENDAR MATH - 8:20-8:30 (10 MINUTES).** Maria's experience in Calendar Math is identical to the experience described above for Madison. Maria loves Calendar Math, she is really good at remembering the songs and chants and they help her English language development.

**GUIDED READING – 8:30-9:45 (75 MINUTES).** Maria's experience in morning meeting is similar to the experience described above for Steven. Maria begins guided reading rotations at the u-table with her teacher for reading comprehension. She likes the book her group is reading this week. After that rotation Ms. Baily, the Student Supports Coordinator, comes in and checks on a few of her classmates. She always has a clipboard with her. She likes working with her because she's so calm and patient and helps her learn. Sometimes she stays in her class and goes to the reading nook with her and two friends to practice letter recognition and letter sounds. Maria doesn't go with the other students to the office learning space.

**BRAIN BREAK AND SNACK – 9:45-9:55 (10 MINUTES).** Maria's experience in brain break and snack is identical to the experience described above for Madison.

**COMPUTER SCIENCE – 9:55-10:30 (35 MINUTES).** Maria's experience in brain break and snack is identical to the experience described above for Madison.

**MATH BLOCK – 10:30-12:00 (90 MINUTES).** Maria's experience in math is identical to the experience described above for Madison.

**LUNCH 12:00-12:20 (20 MINUTES).** Maria's experience at lunch is identical to the experience described above for Madison.

**RECESS 12:20-12:40 (20 MINUTES).** Maria's experience at recess is identical to the experience described above for Madison.

**READ ALOUD – 12:40-1:00 (20 MINUTES).** Maria's experience at recess is identical to the experience described above for Madison.

**WRITING BLOCK 1:00-1:45 (45 MINUTES).** Maria's experience during writing is similar to the experience described above for Steven. Her teacher anticipates that she will have trouble completing her assignment and therefore asks Madison to join her, Steven, and another student at the u-table for extra support. Maria enjoys working with her teacher in a small group. During writing block Maria loves to draw the image that helps guide her writing practice. She is still tracing letters and sees that other students are now writing their letters independently. She sets a goal with her teacher to be able to write her name independently as well. She loves that her class is always setting goals and celebrating when people reach them.

**ART CLASS – 1:45-2:30 (45 MINUTES).** Maria's experience during art class is similar to the experience described above for Madison. Every other day she has either art or Spanish class except for Fridays. During Spanish class Maria feels so special already knowing all these words that her classmates are just now trying to remember and pronounce. She takes comfort in the fact that all the students are learning a new language at Elevate Collegiate, not just her. They are all Emerging Bilinguals.

**SCIENCE 2:30-3:00 (30 MINUTES).** Maria's experience during science class is similar to the experience described above for Madison.

**CHOICE TIME 3:00-3:20 (20 MINUTES).** Maria's experience during Choice time is similar to the experience described above for Steven. During Choice Time, Maria is pulled to the u-table to work on letter recognition and letter sounds with a few friends. The students are only there for 10 minutes and then she chooses to read books online using Reading A-Z. The books are pre-readers and the program actually reads to her and she follows along.

**HOMEWORK HELP - 3:20-3:30 (10 MINUTES).** Maria's experience during Choice time is similar to the experience described above for Steven. During homework help, her homework packet looks different than everyone else's but she doesn't notice, it was placed in her folder by her teacher just like everyone else's. She starts her homework and feels good about being able to do it independently because it's at her level.

**PACK UP/ CLOSING CIRCLE – 3:30-3:45 (15 MINUTES).** Maria's experience during pack up and closing circle identical to the experience described above for Madison.

#### 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.

# 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:

Rebecca Francis, Lead Founder and proposed Head of School for Elevate Collegiate Charter School ("Elevate Collegiate"), began community outreach in July of 2018. She attended events within Houston and Third Ward on behalf of Elevate Collegiate, sharing information, passing out flyers, and exchanging contact information with community members to gather community input on what it takes to create a trajectory-changing school for our community. The Lead Founder aimed to spread the word about Elevate Collegiate, gather support, and build leverageable connections within the city. Ms. Francis attended events for Houstonians in business, forums on education, and community events that would attract children and families. As the Founding Team grew in size throughout the late summer and fall, the importance of community connection and input stayed at the forefront of the Founding Team's discussions and action plans. Through many conversations with stakeholders at multiple events listed below, the community expressed their need and desire for a high-quality Pre-K. Based upon consistent community input, the Founding Team changed the proposed grade span from K-5 to Pre-K-5. Ms. Francis and the Founding Team also cultivated connections with small business owners in Third Ward



and Ms. Francis was able to take a genuine, organic approach to community outreach through her presence and volunteering in the neighborhood. The Founding Team has consistently and collectively prided itself on always seeking to be a value-add to and true partner in the community while spreading the word about Elevate Collegiate. **SMITH NEIGHBORHOOD LIBRARY.** The Founding Team established a presence in Third Ward by routinely setting up information sessions/tutoring hours at the Smith Neighborhood Library located in the middle of Third Ward on Mondays from 3:00PM-5:00PM. These sessions began Monday, October 15, 2018 and will continue throughout 2019. Through these sessions she has had conversations with over 60 community members. As these meetings were informal to build local relationships and credibility, we did not hold formal agendas or require all with whom we talked to share contact information if they were reticent. As a local small library in a community that is only 2.9 square miles in size and is not a destination point for other communities, we can reasonably surmise that the vast majority if not all in the library were people of the community; conversations reinforce this observation. The Founding Team will continue to hold weekly info sessions/tutoring hours at the Smith Neighborhood Library and has also decided to hold their monthly Board meetings at the library. Lead Founder and proposed Head of School Rebecca Francis replenished flyers announcing the proposed school with details about the school and contact information on a weekly basis at the library. **HOUSE OF TINY TREASURES.** Ms. Francis began volunteering at the House of Tiny Treasures on December 3, 2018 for four hours weekly each Monday and intend to continue this volunteering into 2019. The House of Tiny Treasures is a free preschool providing early childhood education to homeless children. Their enrollment is approximately 70 children, ranging in ages 2-5. Ms. Francis spends the majority of time volunteering as a teacher's assistant in a prekindergarten classroom, offering support with instruction and behavior. This experience has been extremely rewarding and valuable in being able to ground the design of the school in the needs of the population we intend to serve. On December 10, 2018, Ms. Francis hosted a holiday crafts session for the students of House of Tiny Treasures. **S.H.A.P.E. COMMUNITY CENTER.** The Center is a cultural, educational, and informational hub for Third Ward. Ms. Francis attended the Black Parents Townhall on Education on November 15, 2018 on behalf of Elevate Collegiate to gather family input on what is and is not working in the current educational landscape. Ms. Francis met the Center's Co-founder Deloyd T. Parker, Jr. and began to cultivate a community partnership with him and the larger organization. The Center has afterschool enrichment and summer youth enrichment programs. Mr. Parker and Ms. Francis are collaborating on ways to partner in bringing high quality educational experiences to children in Houston and will be a valuable resource to families on our abbreviated Friday with dismissal at 2:00PM. The Founding Team plans to hold literacy and STEM-centric events monthly beginning in February 2019 and plans to partner with S.H.A.P.E. in that regard. Dr. Aguirre-Munoz proposed that the team host mini-STEM camps over the summer and has volunteered a set of STEM kits for the team to utilize; these would be led by the proposed Head of School, with support from the Board and a growing volunteer base that the Founding Team and Lead Founder have established. Ms. Francis and Dr. Jefferson proposed that the team begin outreach with STEM events prior to the summer to continue building a presence in the community and provide access to STEM opportunities to more children. We will continue to cultivate a community partnership with S.H.A.P.E. and hold some of our literacy and STEM events at their center. Members of the Founding Team will continue to attend events at S.H.A.P.E. on behalf of Elevate Collegiate. **THE BLUE TRIANGLE COMMUNITY CENTER.** The Community Center offers a wide variety of services to children and families of Third Ward, such as youth enrichment, swimming lessons, summer camp, and kids' fashion and talent showcase. Ms. Francis has established a relationship with Executive Director Charlotte Kelly Bryant and volunteered on behalf of Elevate Collegiate at the 39<sup>th</sup> annual Breakfast with Santa Event hosted by Blue Triangle on December 1, 2018. Founding Board member Dr. Aguirre-Munoz was also in attendance. Founding team members were able to speak with and pass out

informational flyers to over 150 people at that event; we took over 100 signatures so that we could provide updates and further details. As with the library, we expect that the vast majority of those in attendance were from the community due to the community's small size, our discussions, and zip codes as provided in sign-up sheets. Ms. Francis and Dr. Aguirre-Munoz will continue to cultivate a community partnership with Blue Triangle to explore ways we can work together to bring high quality education to Third Ward. **NUWATERS FOOD CO-OP.** The Co-op aims to bring high quality healthy foods to Third Ward which has been described as a "food desert." Ms. Francis began visiting the Co-op weekly, starting in August when she realized the store operated as a community gathering spot. The Co-op was established and is still run by Carmen Jules. Ms. Francis cultivated a community partnership with Ms. Jules and donates books on a weekly basis to the "Pop Up Library" that is wheeled out in front of the store when weather permits. Ms. Francis was able to speak with over 50 community members on behalf of Elevate Collegiate from her time at the Co-op and continues to build meaningful connections to Third Ward. She will continue to frequent the Co-op and donate books and has been brainstorming events with Ms. Jules through which they could promote the love of literacy within the community. Ms. Jules was approached by the Food Network to host a Third Ward children's cooking show segment and asked if Elevate Collegiate could assist in the planning. Ms. Francis joined the planning committee in December 2018, and all planning will start in early 2019. **THE 100 BLACK MEN OF METROPOLITAN HOUSTON.** This is a volunteer organization that provides mentorship and educational support to young men and women in the greater Houston Area. Founding Board member Dr. Patrick Jefferson serves as the membership Chair and has forged a strong relationship between the organization and Elevate Collegiate. Ms. Francis and Dr. Jefferson attended a leadership forum for the Collegiate 100 (a college mentorship program) held at Prairie View A&M University on November 17, 2018. Ms. Francis was able to speak with over 75 college students from Texas Southern University, University of Houston, and Prairie View A&M about education and their current paths through college. The Founding Team views all future students of Elevate Collegiate as future college students, so this outreach has been a valuable way to gather input from the current generation of collegiate scholars on what gaps they wish had been closed prior to their matriculating into college, and it has been an opportunity to continue to make the proposed school relevant to potential future employees and families, or friends and family members of such. The Founding team of Elevate Collegiate will continue to partner with the 100 Black men of Metropolitan Houston to attend events and participate in educational forums. Upon authorization, the organizations will explore ways to provide mentorship to our prekindergarten through fifth grade students. **COMPLETE COMMUNITIES INITIATIVE: EDUCATION COMMITTEE.** Through a professional connection to Lynn Henson, Administration Manager in Planning for the City of Houston, Ms. Francis joined the Education Committee for the Complete Communities Initiative proposed by Mayor Turner. Monthly meetings will begin January 17<sup>th</sup>, 2019 and Ms. Francis intends on being an active member of the committee. **SATURDAY CODING CAMP.** Based upon community interest and in alignment with the mission and vision for Elevate Collegiate, the Founding Team will host Saturday Coding Camps at the Smith Neighborhood Library on a monthly basis beginning in March 2019 and continuing throughout the year. Dr. Zenaida Aguirre-Munoz, Mr. Chuck Ejim, and Mr. Antoine Bryant decided that this outreach would be an effective way to introduce the community to programs like MIT's Scratch and garner interest in and support for Elevate Collegiate from neighborhood families whose students will benefit from the opportunity to participate in these programs. Coding Camps will be led by the proposed Head of School, with support from the Founding Team and volunteers and will be held on one Saturday each month from 1:30PM-3:30PM and be open to all children ages 5-17 who attend. Children under the age of 12 must have a parent with them. **SOCCER SKILLS CAMP.** Ms. Francis created a plan to bring a Soccer Skills Camp to Third Ward at the newly redesigned Emancipation Park. She passed the park on a daily basis and rarely saw activities

taking place on the beautiful and expansive grass field. When inquiring as to the programs currently offered, Brenda Holmes, an employee with the Houston Parks Department, said they have the facilities but lack the man power to run such programs. Ms. Francis thought a soccer skills camp would be a great way to give back to the community by using her own skills as a former collegiate soccer player and soccer coach while garnering support for Elevate Collegiate. Soccer Skills Camp will be held weekly for two hours at Emancipation Park starting in March 2019. **FAMILIES EMPOWERED.** Ms. Francis attended the Families Empowered School Connection Fair on behalf of Elevate Collegiate on November 10 where she spoke with over 85 families and collected over 50 email addresses from local families desiring to stay in contact to receive updates on our events and progress towards authorization.

**POSSIBLE BARRIERS TO ENGAGEMENT FOR PARENTS AND FAMILIES.** The Founding Team is aware of the varied living and transportation situations for families in Third Ward. We have designed the majority of outreach to take place at the Smith Neighborhood Library and Emancipation Park which are both easily accessible by short walks, bus, and METRORail. We also have set the times of our events to be during day light to respect safety concerns families may have in trying to attend. With all of these considerations, we know that some families will still find difficulty attending events due to transportation, weather, and unavoidable circumstances, as well as the long-range calendar for school opening August 2020 that may appear less urgent in the fall and early winter of 2018. We will create a schedule that rarely changes per when and where we will be holding events so that families can depend on us being there and attend an event the next week or month if they miss the previous one.

**PUBLIC MEETING FOR ELEVATE COLLEGIATE.** The Founding Team held our public meeting on December 8, 2018 from 1:30PM-3:30PM at the Smith Neighborhood Library located at 3624 Scott Street, Houston, TX 77004. We chose this location due to its accessibility to and familiarity for Third Ward families; a total of 42 people attended, and as evidenced by details provided on sign-in sheets, 39 attendees reside within 5 miles from the meeting location and 3 people within 10 miles. As attendees arrived, they were greeted by our Founding Team as we introduced ourselves and the proposed school. Families were given informational flyers and asked to sign in on a sheet that asked for their zip code of residence. Families were then guided to a craft table where members of the founding team sat with our families and engaged with them, asking questions about their experience in education as well as their input on our education plan. Children and families decorated wooden ornaments and black mittens to take home. Led by Rebecca Francis, Founding Board members Antoine Bryant, Chuck Ejim, Dr. Patrick Jefferson, Dr. Zenaida Aguirre-Munoz, and Amanda Stephens were all in attendance. We were pleased with the turnout and had an overwhelmingly positive response and reception by the community members who attended.

**OUTREACH EFFORTS TO PROMOTE OUR PUBLIC MEETING.** We distributed 1,000 flyers to small businesses and gathering spots within 77004: Popeyes, Wingstop, gas stations, corner stores, Doshi Coffee House, The Library Coffee Shop, NuWaters Food Co-op, S.H.A.P.E Community Center, The Breakfast with Santa event at the Blue Triangle Community Center, Emancipation Cultural Center, Kiddie Kollege, Shipley Donuts, Burger King, and Domino's Pizza. **STRATEGIES THAT COULD HAVE INCREASED ATTENDANCE.** The distribution of 1,000 flyers to frequented community stores and restaurants contributed to attendance numbers. The Founding Team paired the public meeting with a holiday arts and crafts session for local children and families. The meeting was located at the Smith Neighborhood Library, accessible by bus and METRORail which contributed to the attendance rates. Given that local families may not widely read the *Houston Chronicle*, one strategy that might have produced greater attendance would have been to post an advertisement in a local online newspaper. **FACTORS THAT COULD HAVE LIMITED ATTENDANCE.** December 8 is in the middle of the holiday rush and that could have caused families not to attend. The evening prior had torrential downpours which

caused parts of the city to flood which could have limited attendance. While we advertised in the *Houston Chronicle*, families in Third Ward may not read that newspaper. **COMMUNICATIONS WITH TS STATE BOARD OF EDUCATION REPRESENTATIVES AND/OR ELECTED OFFICIALS.** The Founding Team emailed all SBOE representatives the week of December 3, 2018 to introduce our school and invite them to our public meeting. We received responses from SBOE Member District 8 Barbara Cargill and SBOE Member District 15 Marty Rowley. Ms. Francie had phone calls with both members in December 2018. The Founding Team has emailed Dwight Boykins, City Council Member for District D, Shelia Jackson Lee, State Representative for Texas District 18, and Sylvester Turner, the Mayor of Houston.

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

<b>Applicant proposes to open ONE campus by Year 5?</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Applicant proposes to open MULTIPLE campus by Year 5?</b>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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.

Elevate Collegiate Charter School ("Elevate Collegiate") proposes to open one kindergarten through fifth grade charter school in the fall of 2020 to meet the academic need and unmet demand in Third Ward Houston (77004). Third Ward is rich in vibrant history, and the students and families who live there desire an additional, high-quality K-5 educational opportunity in their neighborhood. We propose to become that resource and to become a proof point within Third Ward, with actualized results in place prior to any detailed discussion of expansion.

While we recognize the need for additional options for more schools providing high-quality education within Southeast Houston, we also recognize that the community needs a school that will deliver excellent results, and therefore we prioritize that goal over early thoughts regarding replication or expansion. Elevate Collegiate is not part of a larger CMO (Charter Management Organization) or network; therefore, we believe that it would be presumptuous to assume we should plan for expansion prior to authorization or proven student outcomes. We are fully aware that any conversation regarding expansion or replication would require experienced professionals brought onto our team who have helped high performing schools replicate.

After establishing the school and successfully delivering on academic goals, we will listen to our most valuable stakeholders, students and families and community need, to determine any further growth.

**STRATEGIC CHOICE AREA.** We are proposing to operate Elevate Collegiate Charter School in the high need Third Ward of Houston: “A map of where each student on the [charter schools’] wait list lives shows where the demand is still the greatest: areas of Third Ward, Fifth Ward, the Near Northside up through Aldine, Sharpstown and Westchase,” (“As Families Wait for Charter Schools, Leaders Ask for More State Funds.” *Houston Chronicle*. (<https://www.houstonchronicle.com>)). As of February 2018, the *Houston Chronicle* reported that there are still over 26,000 students on charter school waitlists. (Ibid) In addition, through conversations between Lead Founder Rebecca Francis and school leaders at Yellowstone Academy, their prekindergarten through fourth grade program has a consistent waitlist and thus family need that they are unable to fulfill due to limited seat availability. Third Ward families are looking for high quality education for their children. Families are actively searching for other school options, and then adding their children to impossibly long waitlists hoping to be one of the lucky ones admitted. We propose to provide our families with a high-quality option in their neighborhood to expand their access to school choice.

**ELEVATE COLLEGIATE: PRIMARY CAMPUS DEVELOPMENT.** The Elevate Collegiate Founding Team is working with an experience real estate broker at Houston-based company, JLL Commercial Real Estate as we begin the search for a safe, easily accessible by light rail/bus stops, ADA-compliant facility for our founding year and early years of school growth as we open with 200 students in our inaugural year and grow 75 students each year. Like many charter schools, we expect to secure a facility that allows for a minimum of three years of growth, and that allows us to operate within the details of our secured revenue base. Upon authorization, this search will increase significantly in order to ensure we are located in the best possible physical space for our students, families, and staff.



Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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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 <input type="checkbox"/>	Lease <input type="checkbox"/>	Purchase <input type="checkbox"/>

Has the building been issued a certificate of occupancy for educational use?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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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 2<sup>nd</sup> or 3<sup>rd</sup> 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 <input checked="" type="checkbox"/>	Purchase <input type="checkbox"/>

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:

The Founding Team has been working diligently to familiarize themselves with the commercial real-estate market in our proposed territory of Third Ward, Houston. We will prioritize finding a facility in 77004 to be a neighborhood school for our target community. To learn more about our options in the Third Ward, the Founding Team is communicating with Lesa French, Vice President of Jones Lang LaSalle ("JLL") on the recommendation of other charter schools. Her services come free of charge due to her being compensated by the entity leasing property upon final transaction. Founding Board member Antoine Bryant is an architect with Moody Nolan and a highly skilled and accomplished designer and community developer who has led and directed the physical and social development of underserved communities, and specifically Third Ward Houston; he will bring his expertise in the facility selection and renovation process to ensure full suitability for a public Pre-K-5 school. After authorization, the Founding Team and Head of School will begin aggressively searching for a specific facility. Our goal is to secure a facility by December 2019, complete renovations, secure a Certificate of Occupancy with an "E" rating, supply that Certificate to TEA, and move in May 2020 to adequately prepare for Summer professional development and the first day of school on August 20, 2020 with students. In Y1 we will need approximately 16,000 square feet of space for eight classrooms, one pull-out space, communal space, a teacher work room, and a main office area. We will need eight classrooms to accommodate two classes of 25 students in prekindergarten, three in kindergarten, and three in first grade, and pull-out space for special education and other needs. As a school designed for push-in supports to the greatest degree possible and individualized small group instruction daily, each class in each grade will

need to have their own contained classroom for instruction in all content areas. It is critical to our mission that we procure a facility that allows the classroom to operate with minimal distraction from other classrooms, street traffic, and main office business, and therefore will actively seek out facilities that allow each classroom to be its own contained space. Our desired facility will have a communal space designated for whole school Community Circles, family events, and daily meals. We will prioritize finding a facility within a densely populated section of Third Ward close to public transit (METRORail and/or bus stop). In market research, we have seen cost per square foot range from \$8-\$28 and have budgeted \$12 per square foot. Based upon local professional expertise, we anticipate that all costs for modifications required to make our facility ADA compliant and generally appropriate for a school will be absorbed by the owner and then recaptured in the rent. Our rent will possibly increase to adjust for any building modifications and all assumptions are captured in our financial details.

#### **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.

Elevate Collegiate proposes to be a neighborhood school with the majority of students living within five miles of the campus; we will not provide daily bus transportation. Third Ward is just under three square miles and we will actively recruit neighborhood students and families for enrollment within the community. We anticipate students will walk or drive to school with their families. We will work with METRO Houston to provide subsidized bus and METRORail fare, discounted at 50% for students with proper forms completed. As required by federal law, and as a public school, Elevate Collegiate will provide transportation to any student whose Individualized Education Plan (“IEP”) indicates such need. The Head of School will contract with a Texas licensed, insured, and qualified transportation company to ensure appropriate transportation is in place upon enrollment for any student whose IEP indicates.

# 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:

We will target students in Third Ward, in 77004, a high-poverty zip code in Houston, Texas. We will ensure equitable access to all children regardless of race, socioeconomic status, native language, zip code, or any other status, including having a disability. Children growing up in poverty are more likely to experience a lack of reading-readiness and thus low levels of literacy starting as early as kindergarten. (Hart, Betty, and Todd R. Riskey. "The Early Catastrophe: The 30 Million Word Gap." *American Educator*. v27 n1 p4-9 Sept 2003) Therefore, we will provide an instructional program designed to specifically address any gaps students bring and will continue to equip our students with the academic knowledge and character traits necessary to be competitive with their more affluent peers. We will provide daily double literacy blocks, double math blocks, computer science, and Spanish during our extended school day. Students will matriculate at the end of fifth grade as confident readers and writers across genres and on grade level, computing math on grade level, being digitally literate which is becoming ever so important, and also knowing conversational Spanish.

**RECRUITMENT TIMELINE. Marketing** (Jul 2019 - Jul 2020). We have designed flyers and informational one-pagers, worked with a graphic designer on our branding, and launched our Facebook, Instagram, and Twitter pages. Beginning in July 2019, we will continue to build our brand by reaching out to more community organizations and partners and developing a powerful online presence. All materials will be in English and Spanish and will indicate that we are a public school accessible to all students, including those who may have a disability. We have allotted the appropriate resources for our marketing efforts. Our Head of School and Manager of Operations will oversee all recruitment. Our Head of School will have experience working with families and community stakeholders; our Manager of Operations will have experience in recruiting students.

**RECRUITMENT CAMPAIGN. Door-to-Door Canvassing** (Jul 2019 - Sept 2019). The Head of School and Founding Board Members, with a robust group of volunteers from across our networks, will conduct door-to-door weekly canvassing in our target neighborhood. In the early months we will speak about the school, gauge interest, and collect email addresses and phone numbers from families for continued communication. Canvassing in Oct 2019 - Mar 2020 will be more targeted towards actual enrollment of age-eligible children and interested families will be able to apply to Elevate Collegiate with a physical



application on the spot with one of our volunteers. **Information Sessions** (Monthly). We will hold a monthly information session during our startup year at local organizations, libraries, and day care centers. We will share information about Elevate Collegiate and answer questions families or community members may have. We will advertise these events by flyers posted in such local gathering places as Smith Neighborhood Library, Emancipation Cultural Center, and S.H.A.P.E Community Center, email blasts to all families whose contact information we have acquired through our door-to-door campaign and other strategies, and through social networks. **Community Presence** (Twice per month at minimum). We will attend community events that draw families with young children in our target neighborhoods and collaborate and partner with the hosting organizations by tabling, volunteering, and/or speaking on behalf of the school. **Partnering with Local Daycare Centers/Head Starts** (Monthly). We have begun making connections with local day care centers such as Tiny Treasures where the proposed Head of School has been volunteering each Monday since December 3, 2018, as well as Kiddie Kollege and Wheeler Avenue Christian Academy. We will be strategic in partnering with Daycares and Head Start Centers in our founding year and beyond, providing their leadership, staff, and families with enrollment information to share with families and proactively visiting these centers throughout our founding year to help families enroll. We expect, for example, to host both drop-off and pick-up coffee and snacks for families once per month at these venues. **Online Presence and Promotions** (Weekly). We will be proactive in updating our online/social media platforms (Facebook, Instagram, Twitter) with information regarding Elevate Collegiate, including details on all upcoming events and information about enrollment, and will be able to complete an enrollment application online, including at the Smith Neighborhood Library where we have been meeting with families once per week since August of 2018 and where we held our Public Meeting. The Head and School and Board of Directors will evaluate all student recruitment efforts monthly, determining where we are in relationship to our goals, and which strategies and/or venues are more or less beneficial in recruiting families of Third Ward. By the end of the enrollment period, February 15, 2020, Elevate Collegiate aims to have all 150 seats filled in prekindergarten, kindergarten, and first grade. To ensure that, the Founding Team has set a goal for 30 total enrolled students (10 enrolled in each grade) by the 15<sup>th</sup> of each month starting November 15 of each year, and ending on the last day of enrollment, February 15, 2020. If enrollment numbers are lower than anticipated, either in our planning year or in year one, recruitment efforts will include surrounding zip codes 77021 and 77023 and the Founding Team will consult and work with a recruitment specialist as may be needed.

#### 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:

As a public charter school, Elevate Collegiate Charter School (“Elevate Collegiate”) will provide equitable access to all children, regardless of race, socioeconomic status, native language, zip-code or ability. Elevate Collegiate will implement an admissions policy that does not discriminate on the basis of race, national origin, sex, ethnicity, academic and artistic or athletic, religion, sexual orientation, gender identity, age, mental or physical disability, special need, home language, or academic achievement. (Texas Education Code § 12.111 (a)(5)) Our admissions and enrollment processes are designed in accordance with all federal and Texas State laws and in alignment with our moral obligation to make available this educational option to all students and families as they may choose to apply.

The application for Elevate Collegiate will ask for the family’s contact information; email, phone number, address, and age of applying student(s). Information regarding any status, including English Language Learner and Special Education, will not be asked during the enrollment period and only be requested after a student has enrolled so that we can best prepare to serve their needs fully and well.

Elevate Collegiate will have an open-enrollment period beginning November 1 and ending February 15 of each year. If we receive more than 50 applications for prekindergarten, or 75 applications for kindergarten, or 75 applications for first grade in our inaugural year, we will hold a public random lottery for that grade or grades, no later than March 1 using a computer-based program such as Mint at our school site or the Smith Neighborhood Public Library if we have not yet secured a site. If there are less applicants for any of those individual grades per allotted seats, all children who enroll will be admitted. The date and time of our lottery will be posted on our website and announced in local media and posted in multiple, centrally located venues within the community. Families will be invited but not required to attend. First, we will draw all names of children from our Primary Geographic Boundary, which is the Houston Independent School District (“ISD”). After all names are pulled sufficient to seat each grade level, the lottery will continue to populate our waitlist slots.

Once all students from our Primary Attendance Boundary are admitted or given a spot on the waitlist, we will draw all names according to grade from our Attendance Boundary that includes Pasadena ISD and Galena Park ISD. We will go through the same process to offer a seat or provide the next available spot on the waitlist as each name is drawn. No child from the Secondary Geographic Boundary will be offered a seat until all applicants from the Primary Boundary have been enrolled. After a child is admitted their family will be notified within 48 hours by phone, email, and U.S. mail and will have 10 days to respond by either phone, email, or mail, either accepting or declining the seat before we offer that seat to the next child on the waitlist.

Elevate Collegiate will actively recruit students residing in the 77004-zip code but will admit all students located in our Primary Geographic Boundary, and with space available, from our Attendance Boundary. The children of staff and Founding Board members will be exempt from the lottery. In addition, in each year of the school's existence priority will be given to returning students, children with siblings at Elevate Collegiate, and the children of staff and the Founding Board of Directors. In year one we anticipate the percent of exempt students to be less than 5%.

For children applying mid-year, they will be granted a spot any day at any time as long as a seat is available. If a seat is not available, their name will be added to the waitlist. If a seat becomes available, their family will be notified within 48 hours by phone, email, or mail and have 10 days to respond by phone, email, or mail before the next name from the waitlist is pulled.

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.

**YEARLY AND DAILY ACADEMIC CALENDAR PROMOTING SCHOOL SUCCESS.** Elevate Collegiate Charter School ("Elevate Collegiate") will provide: (a) an extended calendar for all operational and instructional staff to ensure that we are prepared to deliver on our mission and vision and (b) an extended school year and school day for all students in all grades Pre-K-5 to ensure that all students with a variety of educational backgrounds and needs build the academic knowledge and character development necessary to set forth confidently on the path to college. Prior to the beginning of each school year, we will provide four weeks of professional development to build staff culture, train on the language/rituals/rules/routines that will build our school culture, internalize early curriculum and assessment components, preview and begin early engagement in the teacher feedback cycle through practice lessons and feedback, and practice teaching taxonomies as outlined in Lemov's *Teach Like a Champion*. We also provide six days for staff per year for data analysis in which there will be no school with students, and two additional days at the end of the year for staff reflections, annual close-out details, and forward-planning. For students, our first day of school will be August 20, 2020 and our last day of school will be June 4, 2021 (187 total instructional days and 92,190 instructional minutes), which is an additional seven instructional days per year and additional 12,990 instructional minutes as compared to the local traditional schools. We organize our year into a trimester system, aligned to our assessment cycle.

We observe all national Holidays as non-school days: Labor Day, Thanksgiving, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, and Memorial Day. Aligned with the schedule of local schools, we will also observe the traditional two weeks for a winter break beginning December 21, 2020 and ending on January 4, 2021 and the traditional spring break from March 15 to 19, 2021.

In preparing for the needs of our anticipated student population, we will add 16 Saturday Academy days into our school calendar starting in year 2023 when our inaugural first graders will be third graders. Saturday Academy will only be for students in grades 3-5. Saturday Academy sessions will be for three hours, or 180 minutes, each session, in Math and ELA and will be staffed by a minimum of four instructional staff members. Traditional public schools in Southeast Houston do not provide free afterschool tutoring or Saturday intervention.

**DAILY SCHEDULE DESCRIPTIONS.** An extended school day is necessary to deliver on our mission and reach our academic goals as outlined in our Performance Indicators and accompanying metrics. Our day begins at 7:30 AM when our doors open for breakfast on all days Monday through Friday; our official school day is from 7:45 AM to 3:45 PM Monday through Thursday and from 7:45 AM to 2:00 PM on Friday for students in all grades. Students in prekindergarten will have a 30-minute Rest Time after lunch. Our doors will open at 7:30AM with breakfast, brain work, and books that will allow scholars to complete independent work at their level. Our official start time will be 7:45AM; any student arriving after that time will be considered tardy. Brain work, and books will continue until 8:00 AM. Starting the day with morning work creates an atmosphere that prides itself on maximizing every minute we have with our students to always be striving towards excellence. Our school day will end at 3:45PM on Monday through Thursday. Having an extended school day allows us to incorporate 150 minutes of literacy instruction and 90 minutes of math instruction daily, and allows 70 minutes of computer science instruction weekly, and 70 minutes of Spanish weekly as well. Physical education and Fine/Performing Arts will both be taught twice per week as well for 90 weekly instructional minutes each. During certain units in Performing Arts, students will participate in readers theater which will actually increase the literacy instruction minutes to 195.

On Fridays our scholars will start school at 7:30AM and end school at 2:00PM. This early dismissal allows valuable time for staff to meet around strategic professional development, grade level meetings, and data analysis. We have designed Fridays to maximize instructional minutes in ELA and math so that those content blocks mirror that of the full day schedule (see below).

Homework Help is a 15-minute block of time attached to Choice time for Pre-K- Grade 2 students to look over the night's assigned homework and ask any questions with the guidance and support of a teacher. Homework Help moves to 35 minutes in Grades 3-5 so that students can substantially begin their homework with the help of their teacher.

#### **FULL DAY SCHEDULE (MONDAY – THURSDAY)**

<b>Time</b>	<b>Pre-K - Grade2</b>	<b>Grades 3 - 5</b>
7:30 AM	DOORS OPEN	
7:30 – 7:45AM	Breakfast, Brainwork, Books	
7:45AM	OFFICIAL START TIME	
7:45 AM	Breakfast, Brainwork, Books (cont'd)	
8:00 – 8:20 AM	Morning Circle	
8:20 – 8:30 AM	Calendar Math	Timed Math Review
8:30 – 8:55 AM	Literacy Block 1 Phonics	Literacy Block 1 Word Study
8:55 – 9:20 AM	Literacy Block 2: Reading Comprehension	Literacy Block 2: Text Analysis
9:20 – 9:45 AM	Literacy Block 3: Blended Learning	
9:45 – 9:55 AM	Bathroom / Snack	
9:55 – 10:30 AM	Computer Science (2x week) / Spanish (2x week)	

10:30 – 11:00 AM	CGI Math	
11:00 AM – 12:00 PM	Eureka Math	
12:00 – 12:20 PM	Lunch	
12:20 – 12:40	Recess	
12:40 – 1:10 PM	Rest (Pre-K)	Read Aloud K-5
1:10 – 1:45 PM	Writing	
1:45 – 2:30 PM	P.E. (2x week) / Performing Arts (2 x week)	
2:30 – 3:00 PM	Science (2x week) / Social Studies (2x week)	
3:00 – 3:20 PM	Choice Time	Homework Help
3:20 – 3:35 PM	Homework Help	
3:35 – 3:45 PM	Pack Up / Closing Circle	
3:45 PM	DISMISSAL	

#### ABBREVIATED DAY SCHEDULE (FRIDAY)

Time	Pre-K – Grade 2	Grades 3-5
7:30 AM	DOORS OPEN	
7:30 – 7:45 AM	Breakfast, Brainwork, Books	
7:45 AM	OFFICIAL START OF DAY	
7:45 – 8:00 AM	Breakfast, Brainwork, Books (cont'd)	
8:00 – 8:20 AM	Morning Circle	
8:20 – 8:30 AM	Calendar Math	Timed Math Review
8:30 – 8:55 AM	Literacy Block 1 Phonics	Literacy Block 1 Word Study
8:55 – 9:20 AM	Literacy Block 2 Reading Comprehension	Literacy Block 2 Textual Analysis
9:20 – 9:45 AM	Blended Learning	
9:45 – 9:55 AM	Bathroom / Snack	
9:55 – 10:30 AM	CGI Math	
10:30 – 11:25 AM	Eureka Math	
11:25 – 11:45 AM	Read Aloud	
11:45 AM – 12:00 PM	Choice Time	Homework Help
12:00 – 12:20 PM	Lunch	
12:20 – 12:40 PM	Recess	
12:40 – 1:40 PM	Writing	
1:40 – 2:00 PM	Pack Up / Closing Circle	
2:00 PM	DISMISSAL	



# FINANCE/OPERATIONS/GOVERNANCE PLANS

## START-UP PLAN

<b>Identify the fiscal year for the sponsoring entity.</b>	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>
<b>Identify the fiscal year for the proposed charter school.</b>	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>

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:

Summer PD will be a crucial time prior to the start of the year in order to enculturate staff to the Elevate Collegiate way. Therefore, we have designated \$3,000 towards materials (paper, printer ink, binders, etc.) needed and any external training necessary for that four-week onboarding period.

Based upon the experiences of other charter schools in start-up, we have budgeted one month of rent, utilities, and insurance at \$32,417 to ensure we open with a clean, safe, space ready for students.

By recommendation of Founding Board member Amanda Stephens, we will order student materials, furniture, and curriculum through vendors that allow for us to pay when state aid is dispersed or through lines of credit. Founding Board members Dr. Jefferson and Dr. Aguirre-Munoz made recommendation for the procurement of books (leveled classroom libraries that are critical to our mission and vision), materials, and other items in the planning year to ensure that our students arrive to school on the first day with their and have budgeted \$34,924 towards them. Similarly, we will buy our STEP kits in the planning year to administer assessments during home visits and kinder orientation that will allow us to collect valuable data prior to school even starting.

The Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget monthly during our Board meetings. The Finance Committee on the Board will meet prior to

the full Board to review the pre-prepared report by the Head of School showcasing the status of the current start-up budget. The Board will inquire as to how the money is being allocated as they see fit.

The salary of the Head of School will be adjusted in the event that funds are limited. The Board has committed to raising at minimum \$20,000 for start-up year costs and every year after.

**PLAN TO MITIGATE WASTE, FRAUD, AND ABUSE.** Elevate Collegiate Charter School is a public school that is responsible for the ethical and efficient use of public dollars allotted to us for the education of children in Third Ward, Houston. To ensure monies are allocated and spent responsibly, aligned to Generally Accepted Accounting Principles and within the guidelines of the Texas Education Agency, as well as in alignment with our mission, we will implement a plan to carefully and transparently manage all revenue. Upon authorization, the Board will adopt policies in alignment with the Financial Accountability System Resource Guide (FASRG) that include systems and procedures for credit use, cash management, internal controls, expense reimbursement, fraud reporting, anonymous tips and whistleblower protections.

**ADDITIONAL SAFEGUARDS PUT IN PLACE TO MITIGATE WASTE, FRAUD, AND ABUSE.** These safeguards will be implemented by the Head of School and the Board. (1) We will adhere to all laws calling for transparency in our budget and spending. (2) The Board's Finance Committee will maintain internal oversight over budgeting and spending through monthly review to ensure all transactions are in compliance with all financial policies, local, state, and federal laws and regulations; (3) We will conduct an external annual audit of all finances. (3) We will have fiscal policy that outlined clear segregation of tasks and responsibilities across multiple management and governance roles to ensure multiple checks and balances. (4) We will have a clear set of fiscal controls outlined in our fiscal policies and will train all roles on those and other policies upon hire. (5) We will develop an organized, pass-coded with appropriate access to key roles to file and store all financial documents. (6) We will implement fiscal policy on requiring authorization for large school expenses that align with all state requirements and best practices.

#### **TASKS TO TAKE PLACE BETWEEN JUNE 2019 AND AUGUST 2020**

<b>Month/Year</b>	<b>Task</b>	<b>Responsible Party</b>
June 2019	Upon authorization Elevate Collegiate will open a bank account.	Head of School
June 2019	Research additional funding sources, apply to all applicable grants.	Head of School/Board of Directors
June 2019	Partner with local community centers (S.H.A.P.E, Blue Triangle, Emancipation Cultural Center) to provide summer enrichment programs.	Head of School
June 2019	Begin facility search.	Head of School/Board of Directors
July 2019	Confer with graphic artist for a possible rebrand of marketing documents and consultation on digital marketing plan.	Head of School
July 2019	Have all marketing materials translated in Spanish.	Head of School
July 2019	Create Board meeting schedule for the year/Ratify Bylaws/Ratify Code of Ethics and Conflict of Interest Policy.	Board of Directors

July 2019	Finalize Superintendent Contract for Rebecca Francis.	Board of Directors
July 2019	Create Teacher and Staff Recruitment Plan.	Head of School
August 2019	Create application and enrollment forms.	Head of School
August 2019	Register to table at Fall community events.	Head of School
August 2019	Create and launch teacher application portal on website.	Head of School
August 2019	Board Finance Committee schedules their meetings for the year.	Board of Directors
August 2019	Board Academic Excellence Committee schedules meetings for the year.	Board of Directors
September 2019	Hold weekly family information sessions at the Smith Neighborhood Library and local restaurants.	Head of School/ Board of Directors
September 2019	Create interview questions and scenarios/ finalize digital job postings plan.	Head of School
October 2019	Hiring season for teachers and staff commences which includes reviewing resumes, phone interviews, reference checks, demo lessons at local schools, demo scenarios for staff, etc.	Head of School
October 2019	Establish policy and procedure for credit card expenditures.	Head of School/ Board of Directors
October 2019	Attend PEIMS training sessions with Region 4.	Head of School
October 2019	Board attends TEA Board training sessions.	Board of Directors
November 2019	Student open enrollment period begins. Aggressive recruitment tactics include tabling weekly, canvassing neighborhoods, presenting to neighborhood parent groups, social media campaigns, continue to hold information sessions, etc. Student open enrollment period ends February 15 <sup>th</sup> .	Head of School/ Board of Directors/ Volunteers
November 2019	Application for enrollment is available on our website.	Head of School
November 2019	Teacher and staff recruitment efforts at local universities and job fairs.	Head of School/ Board of Directors
December 2019	Elevate Collegiate holds 1 <sup>st</sup> Annual toy drive.	Head of School/ Board of Directors/ Volunteers
January 2020	Select uniform vendor and uniform.	Head of School
January 2020	Engage enrolled and interested families through our monthly newsletter.	Head of School
January 2020	Create policy and procedures around background checks, fingerprinting, degree/certification verification, and benefits enrollment.	Head of School
February 2020	Continue holding information session and community events.	Head of School
February 2020	Evaluate Teacher recruitment strategies and adjust if need be.	Head of School/ Board of Directors

March 2020	Hold public lottery on March 1 <sup>st</sup> , 2020. Communicate lottery results with selected families, and request student cumulative files.	Head of School/Board of Directors
March 2020	Request vendor quotes for meal service, furniture, and Chromebook carts. Finalize services upon reviewing quotes.	Head of School
March 2020	Finalize academic assessment plan, curriculum, homework policy, and order leveled libraries and STEP kits.	Head of School
March 2020	Select facility, finalize room assignments, and schedule to occupy the space after necessary renovations by July 1 <sup>st</sup> , 2020.	Head of School
March 2020	Purchase classrooms supplies and materials.	Head of School
March 2020	Finalize arrival and dismissal plan in relation to the physical building.	Head of School
April 2020	Hire Manager of Operations and administer PEIMS training.	Head of School
April 2020	Create detailed campus security and emergency response plan, including fire evacuation, lockout, and lockdown.	Manager of Operations/Head of School
April 2020	Finalize documents for teacher evaluations, growth plans, and improvement plans.	Head of School
April 2020	Finalize TEKS aligned scope and sequence plans for all content areas along with academic support and intervention plans for all grades in year 1.	Head of School
May 2020	Publish student handbook on website.	Manager of Operations
May 2020	Solidify all training and logistical components of Summer PD.	Head of School/Manager of Operations
May 2020	Create policy procedures for maintaining student and family records in adherence to FERPA.	Head of School/Manager of Operations
May 2020	Finalize student attendance policies and procedures, including policy for tardy/absence, tracking and communication, and truancy. Establish front desk procedures for sign-in/out and visitors.	Head of School/Manager of Operations
May 2020	Finalize special education policies and procedures, review IEPs for incoming students, and create response to intervention (RTI) roles. Finalize ESL policies and procedures including assessment process, testing requirements, LPAC meetings, and PEIMS data recording.	Head of School/Manager of Operations
June 2020	Install all furniture and classroom equipment, stock classrooms with supplies, materials, and books, and install mission aligned posters in hallways and classrooms.	Head of School/Manager of Operations /Volunteers
July 2020	Develop faculty campus supervision plan that creates ample teacher presence throughout recess and transitions, including individual roles, locations, and responsibilities.	Head of School/Manager of Operations

July 2020	Whole staff Summer PD begins, home visits commence, prekindergarten/ new student orientation.	Head of School/Manager of Operations
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#### **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:

**OUTSOURCED SERVICES.** Elevate Collegiate Charter School ("Elevate Collegiate") will equip all students with the academic knowledge and character development necessary to set forth confidently on the path to college. We will require contracted services to deliver on our mission. All contracts with outside providers will be selected and finalized no later than June 1, 2020, unless specified differently below, through a competitive bidding process, including an RFP process as required by the State of Texas for contracts exceeding \$50,000. All term negotiations will be managed through the RFP process as applicable, and when not, will be done to ensure the most cost-effective, high-quality services for our students. **ACCOUNTING/AUDIT.** *\$15,000 based on market rates.* We will contract annually with a licensed CPA or accounting firm to conduct a full annual audit of the school's finances and financial practices and to provide the audit report to the authorizer as required in all years. The CPA or accounting firm will be retained no later than June 1, 2019. **LEGAL SERVICES.** *\$10,000 based on preliminary needs.* We will require legal counsel on various matters that may arise such as reviewing our lease, reviewing policies, and providing consult on Texas Education Law. Any attorney(s) hired will be admitted to the Texas State Bar and carry adequate malpractice insurance and will have at least two years of experience related to the school's specific needs (ex: contract law). We will retain an attorney or legal firm no later than August 1, 2019. **FOOD SERVICES.** *\$143,714 in Year 1, to grow annually with enrollment.* We will contract out our nutritional needs for breakfast, snack, and lunch and ensure that it provides our students with high quality food throughout the day. The vendor will hold a certification to provide child nutrition services in the State of Texas and be in compliance with all mandated federal nutrition guidelines and all local insurance requirements. Any contracted vendor who will work on campus must undergo a background check. We will select and execute a contract through an RFP



process with no later than February 1, 2020. **JANITORIAL SERVICES.** *\$18,000 contingent upon square feet to grow annually with facility.* We will have a clean and safe facility for our students and staff in all years. Our contracted janitorial service provider must have experience with school settings, and evidence strict compliance with all federal, state, and local laws related to the management and disposal of hazardous waste in a school. Our contracted vendor will work on campus therefore must undergo a background check. We will contract these services no later than May 1, 2020. **SPECIAL EDUCATION SERVICES.** *\$40,775 costs contingent upon needs to grow annually with enrollment.* To deliver on our mission for students with unique learning needs we will contract out for ancillary special education services (i.e. speech and language, OT, counseling). We anticipate that at least 10% of our population will require special education services and that half of those students will require outside services. Contracted specialists will possess all necessary certifications and licensures as required by the State of Texas and have at least two years of experience working with public schools. We will identify need after enrollment and procure necessary services no later than August 1, 2020. **NURSE SERVICES.** *\$12,000 in year one to grow annually with enrollment.* Our nurse will ensure accurate and organized medical record-keeping, medication distribution, and overall health safety for our students. All contracted nursing services will be provided by an appropriately certified nurse. We will procure and contract for nurse services no later than July 1, 2020. **PAYROLL/BACK-OFFICE PROVIDER.** *\$40,000* We will require a back-office provider to handle the payroll and benefits of the annually growing staff. Our contracted back-office provider will have ample experience working with schools. We will contract out their services no later than May 1, 2020.

In addition, Elevate Collegiate will adopt the provisions of Texas Education Code, Chapter 44, subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure of other improvement or addition to real property where required by law.

#### 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.

# 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:

The PEIMS Coordinator will require a two-year college degree and minimum two years of experience working with data or specifically in coordinating PEIMS. As a small school with a student enrollment size of 200 in year one, the PEIMS Coordinator will start in year one as a .5 FTE role and will be combined with a .5 FTE role as Office Manager; this role will be supplemented and supported in year one by an Operations Manager role. In year 2 and in all continuing years, the PEIMS Coordinator will be a 1 FTE position. The Salary range for this position is \$35,000-\$45,000 depending upon experience.

We will post this position on Indeed, Monster.com, and Idealist upon authorization in August 2019. Qualified applicants will go through a reference check, requiring three professional references from similar type employment experiences, a formal interview process with the Head of School to test for alignment and mission-fit, and a set of activities aligned to the responsibilities of the position that will allow us to effectively screen for detail-orientation, organization, and follow-through. For example, the Head of School would ask qualified applicants to: (1) review and accurately record 150 FRL forms (proxies) in a timely manner (i.e. two hours) with no errors, (2) set up a tracking documents for several different work streams (i.e. two hours), and (3) compose an email that would transmit these details.

The PEIMS Coordinator will receive training from the Head of School and Operations Manager, both of whom will have received formal external training (described below) and will also receive training from Region 4 Education Services Center which provides sessions including but not limited to, the Student Attendance Accounting Handbook, PEIMS Data Standards, and Staff Data Reporting. Region 4 facilitates PEIMS training sessions every week in September and October, with some sessions repeated throughout the year for fullest access. The Head of School will attend training sessions in the planning year that are to provide initial information and training to new PEIMS Coordinators such as PEIMS – A Beginner’s Look at the Fall and Mid-Year Submissions, and the Operations Manager and PEIMS Coordinator will take such trainings as well. Sessions range in costs from \$150-\$250.

### **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:

The Board has identified Rebecca Francis as the proposed Superintendent and Head of School for Elevate Collegiate Charter School ("Elevate Collegiate"). Ms. Francis is the ideal candidate to create and lead a K-5 public charter school in which all students are equipped with the academic knowledge and character development necessary to set forth confidently on the path to college.

Ms. Francis brings 10 years of experience working within the education and nonprofit sectors. After graduating from the University of Houston with a B.A. in Psychology and Minor in African American Studies, Ms. Francis began her career seeking to obtain social justice for marginalized children by providing school-based behavior counseling to children in elementary, middle, and high school. Ms. Francis quickly realized that she could have a more meaningful and measurable impact by providing disenfranchised children with a life-changing education. She began teaching elementary school at a traditional public school in Oakland, California where 95% of her students were designated low income; 75% of her class grew at least two reading levels each year.

An opportunity to teach English Literature and Psychology at an international high school in Nanjing, China brought Ms. Francis East for a school year where she was strongly impacted by the structure and her students' dedication to academics. While abroad she was recruited by Caliber Schools, a high performing charter network, to help found a new school and coach teachers on academics and behavior management. She quickly observed how charter schools are able to grow students more quickly by utilizing their autonomy to design rigorous academic programs and school environments.

Ms. Francis is a 2018 BES Fellow, a highly selective program with a 1.7% acceptance rate. She has participated in substantial training in all aspects of school management that fosters academic and

behavioral success for underserved students. Her trainings during the Fellowship consisted of developing and selecting curriculum, teacher development, school budgets, establishing a strong school culture, and operations. She has also studied over 45 high performing charter schools across the nation with demographics very similar to that of Third Ward and is engaging throughout 2019 in leadership residencies in high-poverty, high-achieving charter schools that are demonstrating results that outpace both district and state averages even while serving a high-poverty, high-needs community of students.

As our proposed school leader, Ms. Francis has seen and continues to see what is possible in black and brown communities when all stakeholders charge relentlessly towards the mission: to equip all kindergarten through fifth grade scholars with the academic knowledge and character development necessary to set forth confidently on the path to college. Ms. Francis has led and continues to lead a robust outreach across Third Ward and has earned the respect and trust of key stakeholders and local families, both essential to the early and ongoing success of the proposed school.

The proposed Superintendent salary is \$80,000. This salary was established by looking at the salaries of other charter school superintendents in the area with similar education and experience, leading similar sized schools, and will be adjusted if the school budget requires.

The Board will evaluate the Superintendent's performance by these metrics: (i) School Performance – Achievement on and progress toward the measurable and objective student outcome goals outlined in the charter application and its Performance Indicators. (ii) Governance and Board Relations – Accountable, proactive, and responsive communication with the Board, its Officers, Members, and Committees, to include attendance at Board and Committee Meetings, interactions with Board members, and presentation of detailed, accurate, and relevant academic and financial data dashboards, and overall professionalism; (iii) Community Relations – interactions with the community, leveraging community resources and cultivating community partnerships to further drive the mission and vision, works to establish the school in the community, positively representing the school in the community, building strong relationships with students' families; (iv) Staff Relations – hiring high capacity mission aligned staff, establishing a strong and positive staff culture; (v) Business and Finance – ensure the school stays in excellent financial standing by staying up to date on the budget and making decisions that drive student achievement while maintaining a healthy budget; (vi) Instructional Leadership – Staying up to date on all best proven instructional practices, invests all major stake holders in the mission and vision, routinely uses data to analyze student growth and achievement, teacher effectiveness, and curricular choices. At the end of each academic year, the Board will rate the superintendent against these indicators on a scale from 1-5 (1-unsatisfactory, 2- does not meet expectations, 3- meets expectations, 4- exceeds expectations, and 5-Exceptional) and support their ratings with evidence. The Board will then meet to discuss responses which will be shared with Superintendent and include an explanation of the rating, strengths, growth areas, and goals for the following year.

### **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.

# 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:

Elevate Collegiate Charter School (“Elevate Collegiate”) will hire qualified, effective staff in all positions, including those providing operational support. All candidates will be interviewed and complete a thorough and successful background check before being provided with an offer of employment. The Head of School will review applications, check references, conduct phone interviews, and observe demonstration lessons (**Assistant Teachers**) and mock scenarios (**Office Staff**). As the school grows, the Student Supports Coordinator and Manager of Operations will be trained to assist in the hiring processes in appropriate areas; the Head of School will retain all final hiring decisions.

**ASSISTANT TEACHERS.** We will use the same process and protocols for hiring Assistant Teachers as we do for hiring other teachers, which includes a written application and resume review, phone interview, reference check, demonstration of skill, and once background check is satisfied, an offer. Postings will be placed on sites such as Indeed and Idealist in August 2019 after authorization until suitable candidates are hired, and we will continuously cultivate interest in working at our school to ensure a healthy pipeline of quality candidates should we find ourselves down a teacher or staff member mid-school year. As the Assistant Teacher will deliver direct phonics instruction for a designated grade level (pre-K-2) and will then support with instruction the remainder of the day, we will require an applicant to present a phonics demonstration lesson using materials that we will provide; we will then give feedback on that lesson, and finally we will ask the candidate to reteach the lesson incorporating that feedback to ensure the applicant has the capacity to be responsible for the content and the ability to be efficiently and effectively coached in execution of that lesson.

**OFFICE STAFF.** These roles will include .5 FTE Office Manager (Y1) who also acts as a .5 FTE PEIMS Coordinator (Y1), with each position becoming 1 FTE in Y2. Office staff will go through the same hiring process to include an application and resume review, phone interview, reference check, demonstration of skill, and an offer. All positions will be on sites such as Indeed and Idealist starting in August of 2019 after authorization until suitable candidates are hired. All office staff will go through mock scenarios of responsibilities required and task prioritization/troubleshooting required within the position. (See PEIMS for mock activities for that role.) For example, for an Office Manager position, we would provide a list of several simultaneous events that position might need to handle (an upset parent calls at the same time that a student with a bloody nose walks into the office and a few seconds later a delivery person enters the office with several large boxes needing direction on where to put them and daily attendance rosters are delivered to the office and need to be recorded). The Head of School will be looking for how the candidate prioritizes these needs and how the candidate might handle him/herself and serve all needs of the school professionally, thoughtfully, and in a prioritized and timely fashion. The office staff will have ample contact with students and families and we need to ensure that our biggest stakeholders feel heard, validated, appreciated, and respected by all staff members, and we will have mock activities that test for that level of professionalism and service orientation as well, and which will be in concert with our assessment of the candidate’s ability to manage and multi-task



operational details requiring detailed levels of attention. Comprehensively, we will look to see how the candidate demonstrates thinking in real time, as well as the strength of their soft and hard skills.

**CUSTODIAL AND FOOD SERVICE STAFF.** We anticipate and have budgeted for hiring external vendors to provide custodial services as well as food services in all years. We will post advertisement for these services starting in August 2019, engage an RFP process if at any point either of the annual costs of these services exceed \$50,000, and will secure contracts for these services no later than February of each year. Should an RFP not be required, we will still secure formal quotes and three professional references, and a detailed contract. In both the RFP and non-RFP processes, we will require professional background checks for any providers working at the school as requirement of the contract.

**CHALLENGES IN HIRING QUALIFIED STAFF.** We are in a competitive market, and it will be critical that we post early, screen quickly as others will be looking for similar talent on the market and make ourselves a competitive option for viable candidates. The most successful charter schools also use multiple partners to ensure the widest reach, and we intend to take a similar approach as well.

**UNFORESEEN SUPPORT STAFF SHORTAGES.** If we experience unforeseen staff shortages, which is not uncommon for any school and growing organization: we will have maintained all documents and contact history with previous applicants to ensure quick access if needed; we will leverage the relationships we have built with organizations such as TFA and Good Reason Houston; and we will increase the intensity of the recruitment efforts outlined in the **Teacher Recruitment** section to fill these spots. We will ensure at all times that we have cross-functional ability on our administrative team to take on short-term needs.

#### 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:

**PRIMARY ROLES OF THE GOVERNING BOARD.** The Elevate Collegiate Founding Team was formed with the main purpose of providing skill and expertise, first as a Founding Team in the design of the school and second in their commitment to and capacity for serving as members of the Governing Board that will be charged with overseeing the successful opening, growth, and performance of a trajectory-changing Pre-K-5 public charter school for children in Third Ward, Houston. The Governing Board holds the charter and is accountable for the school meeting all academic and financial metrics each year and for ensuring the school's compliance with all federal, state, and other regulatory requirements that apply to an operating charter school in the State of Texas. The primary role of the Board is one of oversight. The Board will identify, establish requirements for, set salary and benefits for, require reporting frameworks and the use of accountability tools from, support and advise, and ultimately evaluate each year the Head of School according to metrics aligned to school goals and job responsibilities, and who will report formally to the Board, lead all daily management responsibilities and make all management decisions on behalf of the school. The Board will establish and annually review policy that regulates its own behavior and actions (i.e. Bylaws, Conflict of Interest, Code of

Ethics, Nepotism) as well as that of both the Board and Management regarding financial management and fiscal controls, personnel, and students and families. The Board and its committees will operate in full adherence to the Texas Open Meeting Act and will be accountable to the Texas Education Agency for the school's academic success, financial viability, and adherence to the terms of the charter. The Board will abide by its legal duties of care, obedience, and loyalty, meaning that all members will execute their roles in the full care of the organization, in alignment with its mission and goals, without any self-interest, in full obedience to all applicable laws and regulations and the consensus-based actions and decisions of the Board, and in full loyalty to the work of the Board and priorities of the school at all times.

The Superintendent / Head of School will report to the Board on a monthly basis, or more frequently as requested by the Board, its officers, and its committees. The Board will review all pertinent academic indicators and metrics, including but not limited to, CIRCLE (Pre-K) data in ELA and math, Strategic Teaching and Evaluation of Progress ("STEP") (Pre-K-2) data in reading fluency and comprehension, Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") data in ELA and mathematics (K-5), Fountas & Pinnell ("F&P") (3-5) data, and STAAR (3-5) data in all required content areas. The Board will review all cultural indicators and metrics, including but not limited to: enrollment, attendance, discipline, family engagement, and stakeholder (staff and families) satisfaction rates. The Board will review all financial indicators and metrics, including but not limited to: budget details (projected and current), budget variances (within established thresholds), cash flow (projected and current), financial forecasts (three-year, one-year, and three-month), all banking documents, and the annual Financial and Compliance Report ("AFR"). The Superintendent / Head of School is responsible for all operational decisions; the Board oversees those decisions to ensure the Superintendent/Head of School is acting in ways conducive to driving the school mission forward and in alignment with all policies and required timelines. The Head of School will report to the Board each month, or more frequently as requested, using a Board-approved academic and cultural dashboard that tracks academic growth and progress against pre-determined goals and metrics and using a Board-approved set of financial reporting documents that align to all time-bound required financial details.

**GOVERNING BOARD COMPOSITION, ELECTED ROLES, AND COMMITTEE STRUCTURE.** Upon authorization, the Founding Board will transition to a governing Board of Directors with the exception of Rebecca Francis, whom we intend to serve as the inaugural Superintendent/Head of School. The Board will be comprised of 7-13 individuals whose responsibility is to govern the school, act in full trust and representation of the public's interest, ensuring that the charter school is able to meet all promises and goals set out in the charter and updated over time by the Board. All members will reside in the State of Texas; no board members will be related within the third degree of consanguinity or affinity.

**OFFICERS.** The Board will elect four Officers that will oversee the work of the Board. The **Board Chair** will preside over all board meetings, create agendas for board meetings in conjunction with the Head of School, appoint committee chairs, evaluate the Board's membership and effectiveness, and make recommendations for change when needed. This individual sets organizational priorities and is the chief communicator in delivering information to the Board. If the Board Chair is unable to fulfill his or her duties, the **Vice-Chair** shall act in their absence and will conduct any duties as may be delegated by the Chair. The **Treasurer** is entrusted with financial responsibilities and will serve as the chair of the Finance Committee; review monthly financial statements; aid in preparation for the school's annual audit; ensure that financial records are organized, accurate and current, and prepared in a timely manner; vet and recommend an external auditor to the board for the annual financial audit; and report to full Board regularly to ensure the Board understands the financial health of the school while staying compliant with all local, state, and federal laws. The **Secretary** is the chief record keeper on the Board

responsible for keeping accurate and up-to-date records of all Board business. The Secretary records all meeting minutes and ensures compliance with the Texas Open Meetings Act by providing appropriate public notice, maintaining meeting records, and making information publicly accessible.

**COMMITTEES.** The Board will form four standing committees to do the work of the Board and ensure that significant progress toward the measurable goals outlined in the charter is being made. The **Governance Committee** functions as the self-regulating and self-reflective mechanism of the Board. Key responsibilities include the recruitment, vetting, and training of new Board members, ensuring that the Board is collaborating optimally, and overseeing the Board's self-assessment process. Additionally, this committee will make recommendations for updates to any board policies, procedures, or codes, as well as ensure any necessary trainings. The **Finance Committee** provides oversight of school funds, ensures that funds are being spent in an appropriate manner in alignment with the mission of the school and in alignment with all time-bound and threshold-based state indicators, flags and addresses financial issues, and holds the Head of School responsible for accurate reporting of the school's current and projected financial status. Committee members will provide financial recommendations and review and present the annual budget to the Board for approval. The **Academic Excellence Committee** will develop student outcome goals in alignment with the educational program and school mission. This committee will meet monthly to analyze outcomes and progress towards measurable goals, raise questions and or concerns to the Superintendent/Head of School about student outcomes, disaggregate the data to ensure that all students' needs are being met, look for trends in student data that warrant improvement, and proactively recommend strategic action steps to remedy challenges.

**ELEVATE COLLEGIATE CHARTER SCHOOL FOUNDING BOARD.** The team was formed between the months of July and November of 2018. Through the Building Excellent Schools Fellowship, Lead Founder Rebecca Francis was provided training on how to build a strong, diverse, and local Board with leverageable professional and personal strengths to oversee the school and ensure that we deliver on the mission to educate students from underserved communities and make college a viable option to students growing up in Third Ward. Our Founding Board consists of seven individuals with varying skillsets who all live in Houston, Texas and who are not related within the third degree of consanguinity or affinity. The Lead Founder reached out to over 300 Houstonians to ensure the strongest Founding Board of Directors for Elevate Collegiate. All Founding Team members have the utmost belief that all students deserve a high quality, college preparatory, identity-affirming education regardless of race, socio-economic status, native language, or zip-code. Through a minimum of one phone screening and two face-to-face interviews, each Board member was invited to join the Founding Team based on their skillsets and expertise and their belief that ALL students can achieve when the right supports are in place and the right environment is created. Please see a brief introduction to each member, four of whom bring previous governance experience, with more detailed information in found in **ATTACHMENT FOG 8: Board Member Biographical Affidavit.**

**ANTOINE BRYANT** is an award-winning architect and Project Manager at Moody Nolan. Mr. Bryant utilizes his skills and expertise to involve underserved communities in the development of their neighborhoods and is Board Chair of the Greater Houston Chamber of Commerce. Mr. Bryant believes in providing all children access to varied experiences and exposing them to less common career paths in order to spark an interest that may develop into a lifelong passion as architecture became for him. Mr. Bryant earned a Bachelor's in Urban and Regional Studies from Cornell and a Master's in Architecture from the University of Texas at Austin. **CHUCK EJIM** is Managing Consultant helping Fortune 500 and Public Sector clients across multiple industries to deliver competitive advantage and business performance through the use of data, technology, and digital media. Mr. Ejim grew up in Nigeria and vividly recalls his father bringing home a computer and becoming enthralled with figuring

out all the mechanisms of the device. He is passionate about bringing more exposure to career paths in technology to underserved students. Mr. Ejim has a Bachelor's in Mathematics and Computer Science from the University of Houston and MBA in Finance and Information Systems from Texas A&M University. **DR. PATRICK JEFFERSON** is the Director of Student Academic Support Services at Prairie View A&M University. He has served as an Assistant Principal, Dean of Mathematics Instruction, and classroom teacher. Dr. Jefferson volunteers as a mentor, serving as Membership Chair for 100 Black Men of Metropolitan Houston. Growing up in Acres Homes, Houston, which has a demographic very similar to Third Ward, Houston, Dr. Jefferson credits education for opening up his world to a wealth of opportunity. Dr. Jefferson has a Bachelor's in Biology from Xavier University, Master's in Education Administration from Loyola Marymount University, and Doctorate in Educational Leadership from UCLA. **DEBRA JOHNSON** is Exclusive Financial Specialist (EFS) with Allstate. Ms. Johnson brings extensive experience in Business Development, Marketing, Advertising, and Public Relations having served as the Interim Director of External Affairs for Grambling State University. Ms. Johnson believes in students thriving in a structured school environment and, through her own ample experience serving on boards, recognizes the importance of having a strong and invested Board to ensure that the mission is central to all decisions. Ms. Johnson has a Bachelor's in Economics from Grambling State University and Executive MBA from Texas Southern University. **DR. ZENAIDA AGUIRRE-MUNOZ** is Associate Professor at the University of Houston and is skilled in STEM, Bilingual Education, Teacher Development, Program Evaluation, and Assessment. Dr. Zenaida recalls being an English Language Learner herself in elementary school and now dedicates her research and practice to ensuring that students of all native languages are receiving a high-quality education that sets them confidently on the path to college. Dr. Aguirre-Munoz has a Doctorate in Educational Psychology from UCLA. **AMANDA STEPHENS** is Senior Associate at Orrick, Herrington, & Sutcliffe LLP and specializes in Public Finance, having done extensive work with charter school finance law. Ms. Stephens is also a part of the Junior League Houston. Ms. Stephens works closely with the Houston Food Bank to ensure that no child goes hungry and is passionate about providing quality foods to all children. Ms. Stephens has a Bachelor's in Sociology from Biola University, and JD from Baylor University School of Law. **TYRA WILLIAMS** is a licensed Social Worker for Houston Independent School District. She previously worked as lead social worker at SEARCH Homeless Services. With SEARCH she worked closely with House of Tiny Treasures, an early childhood education center dedicated to providing high-quality education to homeless children. She was responsible for implementing programs to address the social emotional development of children who have experienced chronic homelessness, trauma, and generational poverty. Ms. Williams has a Bachelor's in English from Coppin State University and a Masters in Social Work from University of Houston.

**BOARD TERMS AND EVALUATIONS.** Board members will serve three-year terms. The Board will receive training from TCSA and take part in an annual retreat led by Building Excellent Schools in year one and the Board Chair in all proceeding years. The Board will also self-reflect and evaluate on their effectiveness by survey which will be discussed at the following Board meeting. The Board will determine their effectiveness by the academic standing of Elevate Collegiate, Fiscal standing of the school, communication between the Board and the superintendent and overall performance on all academic and financial metrics.

**POLICIES THAT GOVERN THE BOARD OF DIRECTORS.** The Board of Directors is governed by all applicable local, state, and federal laws, including but not limited to, all Texas open meeting requirements, 19 TAC§ 100.1113 and Texas Government Code § 573.021-573.025 relating to relationships by consanguinity or affinity. The Board will defer to and comply with all Board governance policies, codes, and procedures that it has adopted and approved that include but are not limited to Bylaws and Conflict of Interest Policies. The Governing Board is an existing entity which is not a current

grantee or subgrantee of a state and/or federal grant and has not been investigated for grant mismanagement within the past 5 years.

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:

**OVERVIEW.** Elevate Collegiate Charter School ("Elevate Collegiate") is given the autonomies of a charter (staffing, program, and budget) and is held accountable for results. As a Founding Board, we have established specific academic performance indicators for all core subjects, in all grades, and in all years, which we will use to measure our success throughout each school year, at the end of each school year, and across school years during the charter term. All indicators represent academic goals, based on student growth, student absolute achievement results, and/or students' comparative standing against other students in the district, state, and country. Elevate Collegiate arrived at these goals by studying the goals of high-performing charter schools in low-income communities and developing goals that are comparable to their results, as we believe that the real proves what is possible, and that it is up to us to deliver similar levels of success for the children of Third Ward, Houston. We unapologetically have a culture of high expectations and high standards and therefore set ambitious goals for our students. The Board will hold the Head of School responsible for delivering on the mission by accomplishing all academic goals, and in turn the Head of School will hold teachers and staff accountable for accomplishing their grade level and content area goals.

**FREQUENCY.** The Superintendent/Head of School will provide the Board with a monthly school progress update in the form of a Data Dashboard. The Dashboard will include student performance data across all relevant assessments; given the assessment cycle of various assessments, updates per individual types of data may be updated on a: once per year basis, for example STAAR; three times per year basis, for example NWEA MAP; six times per year basis, for example STEP; or three times per year basis, for example CIRCLE. Given that all assessments will not be administered on the same cycle, we will err on monthly reports to capture all assessment data to date. The Board's Academic Achievement Committee will meet monthly to review student academic data with the Head of School, which will be shared at the monthly full Board meeting. The Board will assess whether the school is adequately progressing towards the measurable goals it has set for all students, including sub-populations (students with special needs and English Language Learners), and the Board will inquire about deficits or gaps in performance to the Head of School. The Finance Committee will meet monthly to review the school's cash flow, budget, and balance sheets to oversee fiscal health. This information will also be shared at the full Board meeting each month.

**SPECIFIC METRICS FOR EACH INDICATOR.** We establish metrics in a number of ways. **STUDENT PROFICIENCY.** This metric views student performance through the lens of grade level standards set by the State of Texas. The Board will look to see that students are mastering content at or above their grade level. Board members will examine students' absolute academic performance measured against grade-level benchmarks and grade level averages, along with disaggregated performance by sub-



group. **ACADEMIC GROWTH.** This will be assessed by analyzing prior student results within the year and across years to current standing. Data will be analyzed across the school, by grade level, content, and sub-population to identify trends and areas for growth. Special Education and English Language Learners data - data for students with special needs and ELLs will be disaggregated from schoolwide data and compared to one another and students in general education to ensure that all supports are put in place to guide all students towards academic proficiency. **NEW STUDENT/RETURNING STUDENTS.** The Board will analyze data from student enrollment on a monthly basis and look for trends from month to month and year to year. Data will be analyzed to compare how the academic progress of new students compares with students that have been enrolled at Elevate Collegiate for more than one year or across multiple years. **DISTRICT AND STATE HISTORICAL COMPARISONS.** The Board will analyze student performance trends on the STAAR by academic school year, compared to both District and State performance. The Board will disaggregate this information by sub-populations, including but not limited to students who receive free and reduced lunch, race/ethnicity, special needs, and ELLs. **ACHIEVEMENT GAPS.** The Board will make comparison of student achievement by category or subpopulation within the school, compared to the district, state, and nation to see where gaps may be in any area and to work with Management to ensure resources and strategic plans are in place.

**THRESHOLDS TO DETERMINE SUCCESS AND FAILURE.** Using our Measurable Goals as a framework, the Board will set target benchmarks for growth and achievement to be captured as current by month, and to be measured per assessment cycle to ensure progress towards annual goals. The Board will use academic growth and proficiency indicators to inform its annual evaluation of the Head of School.

**BOARD MEMBERS WITH DEMONSTRABLE EXPERIENCE TO LEAD REVIEW OF INDICATORS.** Dr. Zenaida Aguirre-Munoz is an academic researcher and professor at the University of Houston. She has a long history of working in Teacher Development, Program Evaluation, and Assessment. She also served as Senior Research Associate at the Center for Evaluation, Standards, and Student Testing for ten years. Dr. Patrick Jefferson is Director of Student Academic Services at Prairie View A&M and has years of experience in curriculum design, implementation, and evaluation. He is skilled in the areas of student assessment and evaluation of academic programs and has led short- and long-range academic goal planning, implementation, and evaluation at the secondary and higher education levels.

#### **ELEVATE COLLEGIATE INDICATORS (GOALS) AND METRICS (MEASURES) OF ACADEMIC SUCCESS**

##### **Goal 1: Students Achieve Proficiency in English Language Arts.**

- **Measure 1.01 (Absolute):** 90% of students in Pre-Kindergarten will demonstrate literacy readiness for Kindergarten as measured by CIRCLE, an assessment tool on the Commissioner's preapproved assessments list.
- **Measure 1.02 (Absolute):** 70% of students in Kindergarten will be at STEP 3 by the end of the school year, which demonstrates first grade reading readiness.
- **Measure 1.03 (Absolute):** 80% of students in first grade will be at STEP 6 by the end of the school year, which demonstrates second grade reading readiness.
- **Measure 1.04 (Absolute):** 90% of students in second grade will be at STEP 9 by the end of the school year, which demonstrates third grade reading readiness.
- **Measure 1.05 (Growth):** 90% of students will grow a minimum of three STEP levels on the STEP assessment each year.

- **Measure 1.06 (Growth & Comparative):** In a grade level cohort analysis of longitudinal growth, average yearly percentile increases of 5 percentiles will be seen in Reading Comprehension on the NWEA MAP until the average percentile score reaches 75.
- **Measure 1.07 (Absolute):** 70% of students who have attended Elevate Collegiate for two or more years will score Meets or Exceeds on the STAAR Reading Assessment. 80% of students who have attended for three or more years will score Meets or Exceeds on the STAAR Reading Assessment. 90% of students who have attended for four or more years will score Meets or Exceeds on the STAAR Reading Assessment.
- **Measure 1.08 (Comparative):** Elevate Collegiate Charter School will have proficiency rates on the STAAR Reading Assessment that exceed those of the district and state.

**Goal 2: Students Achieve Proficiency in Writing.**

- **Measure 2.01 (Absolute):** 70% of students who have attended Elevate Collegiate for two or more years will score Meets or Exceeds on the STAAR 4<sup>th</sup> grade writing assessment. 80% of students who have attended for three or more years will score Meets or Exceeds on the STAAR 4<sup>th</sup> grade writing assessment. 90% of students who have attended for four or more years will score Meets or Exceeds on the STAAR 4<sup>th</sup> Grade Writing Assessment.
- **Measure 2.02 (Comparative):** Elevate Collegiate will have proficiency rates on the STAAR 4<sup>th</sup> Grade Writing Assessment that exceed those of the district and state.

**Goal 3: Students Achieve Proficiency in Mathematics.**

- **Measure 1.01 (Absolute):** 90% of students in Pre-Kindergarten will demonstrate math readiness for Kindergarten as measured by CIRCLE, an assessment tool on the Commissioners preapproved assessments list.
- **Measure 1.01 (Growth & Comparative):** In a grade level cohort analysis of longitudinal growth, average yearly percentile increases of 5 percentiles will be seen in Math on the NWEA MAP until the average percentile score reaches 75.
- **Measure 1.02 (Absolute):** 70% of students who have attended Elevate Collegiate for two or more years will score Meets or Exceeds on the STAAR Math Assessment. 80% of students who have attended for three or more years will score Meets or Exceeds on the STAAR Math Assessment. 90% of students who have attended for four or more years will score Meets or Exceeds on the STAAR Math Assessment.
- **Measure 1.03 (Comparative):** Elevate Collegiate will have proficiency rates on the STAAR 4<sup>th</sup> Grade Writing Assessment that exceed those of the district and state.

**Goal 4: Students Achieve Proficiency in Science.**

- **Measure 1.01 (Absolute):** 70% of students who have attended Elevate Collegiate for two or more years will score Meets or Exceeds on the STAAR 5<sup>th</sup> Grade Science Assessment. 80% of students who have attended for three or more years will score Meets or Exceeds on the STAAR 5<sup>th</sup> Grade Science Assessment. 90% of students who have attended for four or more years will score Meets or Exceeds on the STAAR 5<sup>th</sup> Grade Science Assessment.

**Measure 1.02 (Comparative):** Elevate Collegiate will have proficiency rates on the STAAR 5<sup>th</sup> Grade Science Assessment that exceed those of the district and state.

### **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.

# 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:

The Board of Directors will ensure that the school remains in excellent financial standing at all times. To provide transparency and always make visible our financial performance, the Board will establish financial policies, procedures, and goals related to the school's finances. The Finance Committee will meet monthly to review the previous month's financial documents and continuously conduct financial forecasting, and all financial reports will be shared with the full Board at the next meeting.

The Board will meet monthly at least 10 times per year. The Finance Committee will meet once per month at a minimum, between monthly Board meetings, to review the school's finances.

The Board will examine the indicators outlined below to ensure the school's financial health. The Board will also ensure that our budget is balanced, conservative, transparent and clear in its assumptions, and mission-aligned. The Board will analyze the school's current revenue and expenses compared with the budget that was created at the start of the academic school year and require explanation of all variances that exceed \$1000. Founding Board Member Amanda Stephens, Esq. is an experienced attorney that specializes in Public Finance and has years of experience working with charter schools and charter networks to ensure they remain fiscally sound and well managed. Dr. Patrick Jefferson has years of experience designing and implementing school budgets both in the K-12 setting and also in higher education. Debra Johnson and Chuck Ejim both hold MBAs and have considerable experience in corporate finance, analyzing complex financial documents and ensuring accountability and transparency in all verbal and written reports as used internally as well as provided to a variety of external agencies as may be required.

### **FINANCIAL INDICATORS**

1. YTD revenue and expense vs. budget - The Elevate Collegiate Board each month will analyze the school's current revenue and expenses compared with the budget that was created at the start of the academic school year.
2. Fund balance or Reserves - The Board will monitor the unrestricted fund balance each month that is set aside to account for large unforeseen expenses and decide if and when these reserves are spent.
3. Direct classroom expenses – The Board will analyze expenses pertaining to items, programs, and personnel that directly impact the classroom and ensure all funds are being allocated to meet the needs of all students and aligned to mission and vision.
4. % of revenue dedicated to personnel - The Board will evaluate the percentage of funds spent to staff the school in comparison with other expenses, ensuring that we are placing the

majority of our funds towards personnel and in appropriate number as aligned to school growth and different subgroups of students.

5. % of expenses dedicated to classroom instruction - The Board will analyze the percentage of expenses devoted to items and programs related to classroom instruction, ensuring that all students' needs are being met in the classroom through the allocation of resources.
6. Average spending per pupil (and comparison to averages) – The Board will analyze per pupil spending as an annual average to ensure the school is spending an adequate and comparable amount per each student when examining allocations in other districts and across the state.
7. % of expenses dedicated to facilities - The Board will analyze the percentage of revenue being spent on occupying and maintaining a facility (including janitorial services, utilities, etc.) compared with total revenues, and ensure that we do not exceed identified thresholds aligned to sound practice (i.e. 10-15% of revenues).
8. Internal accounting - The Board will establish a schedule and protocol to determine and ensure the accuracy and validity of the Elevate Collegiate Charter School's financial statements; this information will be used to ensure the fiscal health of the organization and will contribute to the accountability of the superintendent for collecting and producing accurate information and spending money in a ways that always drive the mission of Elevate Collegiate Charter School.

**THRESHOLDS THAT WILL DETERMINE SUCCESS AND FAILURE.** The Elevate Collegiate Charter School Board will use specific and measurable goals to assess whether the financial standing and structure of the school is contributing to adequate progress being made for all students in all grades and across all subgroups. Monthly financial reports will determine the progress on those goals. We will be guided by TEA's Indicators as outlined in materials as presented on April 20, 2018; the Board will ensure local guidance to establish all thresholds by January 1, 2020 of the planning year.

#### **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.

# 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:

Note: Our budget and plan are influenced by the guidance and expertise of Building Excellent Schools (BES) and the successful start-up plans of previous BES Fellows with similar funding structures such as Compass Rose in San Antonio and Etoile Academy in Houston. The Financial Plan Workbook was prepared by proposed Head of School Rebecca Francis with the assistance of Building Excellent Schools (BES) and the contracted services of the Texas Charter School Association. Our current budget is based on reasonable estimations and will undergo multiple iterations during the planning year by the Head of School and Finance Committee of the governing Board. Elevate Collegiate's budget will be reviewed and approved by the Board at the beginning of every academic year.

**START-UP BUDGET.** Our major source of start-up revenue will be in the form of a grant sourced by the Walton Family Foundation and provided by Building Excellent Schools in the amount of \$325,000. Upon charter authorization, the funding will be immediately disbursed. Another source of revenue is the Board's annual commitment of \$20,000. Our start up monies total \$270,000, which includes a portion of the Walton Family Foundation grant (\$250,000 with \$75,000 set aside for disbursement in year one) and \$20,000 in Board fundraising. Start-up funds have been budgeted as follows:

**SALARY AND BENEFITS.** \$93,181 in salary and benefits including compensation for the Head of School (based on a Sep 15th start date) and an Operations Manager (.25 FTE based on an April 2020 start).

These roles will be critically important in ensuring that the processes, systems, procedures and logistics are all operational before our opening in August 2020.

**CONTRACTED SERVICES.** \$15,000 that includes: accounting/audit (\$3,000), legal (\$5,000), back office financial support that includes payroll services (\$2,000)

**SCHOOL OPERATIONS.** \$81,324 that includes: \$5,000 Board of Directors training costs; \$14,924 leveled libraries and student workbooks; \$20,000 STEP Assessment; \$7,500 in laptops for all year one staff; \$2,400 office expenses and printing costs; \$7,500 in summer staff development; \$7500 staff recruitment; \$10,000 student recruitment to include marketing costs; \$5,000 for leadership team expenses to visit and study high performing schools; \$1,500 for Directors and Officers insurance.

**FACILITY OPERATION & MAINTENANCE.** \$32,417 that includes: \$1500 for insurance; \$14,667 assumes one month's rent (\$11 per sq. foot @ 80 sq. ft per student); \$15,000 Repairs/Maintenance; \$1250 Utilities.

**TOTAL EXPENSES.** \$221,922 with a net operating income of \$48,078.

Before the start of our academic year in August 2020, we will procure all student materials, supplies, classroom furnishings, curriculum and materials, assessments, and administrative materials. We will negotiate terms of payment with vendors that allow for payment following the receipt of state aid. Should we successfully secure grant and fundraising monies before the start of the academic year, those monies (without spending stipulations) will be used to pay vendors for materials. Additionally, we will arrange for initial facilities costs to be recouped through rent so that we can arrange for necessary renovations and alterations. If additional funds are needed in the start-up year, monies allotted to the Head of Schools' salary will be adjusted as necessary.

**ENROLLMENT AND ATTENDANCE.** In alignment with the Texas Education Agency's recommendation for conservative budgeting we use an 85% attendance rate in Y1. In the following years we raise it to 90% due to the belief that we will develop a strong school culture that will manifest itself in our students and families internalizing the utmost importance of strong attendance to maximize learning.

**SPECIAL POPULATIONS.** We predict that approximately 10% of our population will be enrolled in special education services, 10% of our students will be English language learners, and 85% of students will be economically disadvantaged (compensatory education).

**REVENUE ESTIMATES.** The financial workbook template populates projected revenue contingent upon anticipated student enrollment and attendance numbers. State funding in Y1 is estimated at \$1,368,359 based upon enrollment projections. Federal funding is reflected in an estimate for the National School Breakfast and Lunch Program and is calculated at \$3.97 per student per day annually for a total in Y1 of \$104,213 that increases with enrollment in subsequent years. In addition to state and federal funding, our financial workbook includes \$20,000 per year from the Board and for the first year \$75,000 from Walton Family Foundation funds reserved from our start-up year grant.

**PERSONNEL.** Start-up year We have Head of School 10-month position (.83) starting on September 1. We hire an Operations Manager in April 2020, to represent a 0.25 FTE position for that year, to manage many high priority logistical items and ensure a strong start in our first year of operation.

**YEAR ONE.** Two staff will provide instruction in each classroom in all grades during the literacy block. We will hire 7.5 classroom teachers and 3 assistant teachers. Additionally, we will hire 1 Student Supports Coordinator (who will be certified in SPED as required by the State of Texas), .5 Office Manager, .5 TX certified ESL teacher, 1 enrichment teacher, and 1 teacher intern. In Y1, the PEIMS Coordinator will be a .5 FTE with the additional role of .5FTE Office Manager.

**YEAR TWO.** We hire 3 additional general education teachers, 1 additional teacher assistant, we hire 1 additional enrichment teacher, and PEIMS Coordinator becomes 1 FTE.



**YEAR THREE.** We hire 1 Dean of Curriculum and Instruction, 3 additional general education teachers, 1 additional special education teacher, an additional .5 ESL teacher, and 1 additional teacher assistant, Office Manager becomes 1 FTE, and we hire 1 additional teacher intern.

**YEAR FOUR.** We also hire 1 additional Dean of Curriculum and Instruction, 1 Director of Student Supports, 3 additional general education teachers, 2 additional enrichment teachers, another 1 Office Manager. We also bring on 1 Dean of Culture and 1 additional assistant teacher.

**YEAR FIVE.** We will add a .5 Middle School Placement Coordinator. We will hire 3 additional general education teachers, 1 additional special education teacher, and 1 additional ESL teacher. We will also add the position of Executive Director.

**LINE ITEM ASSUMPTIONS.** Estimates included in line item assumptions are influenced by the expertise of Building Excellent Schools and its past Fellows in addition to contacting service providers for estimates based on our enrollment and anticipated student needs.

**PAYROLL TAXES AND BENEFITS LINE ASSUMPTIONS.** Social Security: Elevate Collegiate will provide a Teacher Retirement System (TRS) contribution and has budgeted for staff opting out of social security; Medicare based on the federally mandated rate of 1.45% of salaries; State unemployment estimated rate of 0.45% of salary; Worker's Compensation Insurance estimated at .5% of salary; Teacher's Retirement includes TRS reporting entity and new member match at 7.7%; Health insurance estimated at 8% of staff salaries based on average employer contribution.

**CONTRACTED SERVICES LINE ASSUMPTIONS.** Accounting/ Audit: assumes an annual audit in year one at \$15,000 and adjusted at a rate of 2% per year for inflation; Legal assumes year one estimation at \$10,000 based on local market prices and adjusted at a rate of 2% per year for inflation; Food service per the National Lunch Program's prices, assumes \$3.97 per student daily assumes growth with enrollment; Payroll services estimated at \$40,000 to include full back office services, and as based on information provided by back officer providers includes HR services, PEIMS review/assistance, and federal grant management and increases with 2% COLA; Special education services estimated at \$40,775 for occupational therapy, speech therapy, and physical therapy services at a rate of \$100 per hour, grows each year based upon enrollment.

**SCHOOL OPERATIONS LINE ASSUMPTIONS.** Board expenses estimated at \$3,000 that includes the cost of monthly meetings, governance trainings, printing, and travel to study high performing schools and adjusted at a rate of 2% per year for inflation; Classroom/teaching supplies and materials estimated at \$4,000 in the first year (\$500 per teacher) and increases annually with enrollment; Special education supplies and materials estimated at \$4,375 which is calculated at \$250 per the number of students projected to have special needs in our first year and increases annually based on projected SPED enrollment; Textbooks/workbooks estimated at \$20,000 based on a rate of \$100 per student. Estimate based on grade level needs and accounts for the majority of our curriculum being internally created and increases annually with student enrollment; Supplies & Materials other estimated at \$10,000 calculated for NWEA MAP with no increase; Equipment /furniture estimated at \$50,000 with an assumption of \$250 per student and increases annually with enrollment; Telephone estimated at \$2,520 based on 1 line per classroom increases with enrollment; Technology estimated at \$10,000 in the first year. Total includes the price of one Chromebook cart per grade level; Student Testing and Assessment estimated at \$10,000 total in year one. Total includes STEP Assessments; Field trips estimated at \$20 per students for a total of \$4,000 in year one and increases with enrollment in subsequent years; Office expenses approximated at \$1,000 per month for a total of \$10,000 annually and includes the price of printing, supplies etc. and increases annually with school growth; Staff development estimated at \$6,500 in year one with an assumption of \$500 per FTE. Includes the price of weekly professional development and data days; Staff recruitment estimated at \$6,500 in year one with an assumption of \$500 per FTE. Includes the cost of advertising positions and printed marketing

materials. This line item increases annually with number of staff; Student recruitment/marketing estimated at \$3,750 in each year and includes the prices of printed and digital marketing materials, traveling to make home visits, information table materials; Travel (Staff) estimated at \$2,000 total with an assumption of \$1,000 per member of school leadership team. In year one members of the Leadership Team include the Head of School and Manager of Operation. Line item is to be used for visits to high performing schools and increases annually based on increases in leadership team.

**FACILITY OPERATION AND MAINTENANCE** Insurance total expense in year one is \$12,000 calculated at \$1.00 per square foot and increases with square footage in subsequent years; Janitorial services: total expense in year one is \$18,000 calculated at \$1 .50 per square foot based on market rates and increases with square footage in subsequent years; Building land rent/Lease approximated at \$176,000 in year one based on a price of \$11 per square foot for 16,000 square feet (approximately 80 square feet per student) and increases with square footage in subsequent years; Repairs and maintenance approximated at \$12,000 in year one based on a price of \$1 per square foot for 16,000 square feet and increases with square footage in subsequent years; Security total cost in year one is \$2,000 to include security cameras and adjusted at a rate of 2% per year for inflation; Utilities approximated at \$12,000 in year one based on a price of \$1 per square foot for 16,000 square feet and increases with square footage in subsequent years

**CONTINGENCY:** If we do not hit enrollment targets we will reduce staffing and other costs accordingly and will combine administrative roles as prudent; we will also look to see which purchases may be delayed or which contracts might be renegotiated. We will reduce the Head of School salary if needed, and the Board will aggressively seek out other resources.

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



## TABLE OF CONTENTS

[illegible]

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](mailto: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: Elevate Collegiate Charter School

Sponsoring Entity Name as reflected on the 501(c)(3): Elevate Collegiate, Inc.

Application Contact Name: Rebecca Francis

Title/Role: Lead Founder

Email: rfrancis@buildingexcellentschools.org

Phone: 346-234-1434

Board Member Attending: Dr. Zenaida Aguirre-Munoz

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](mailto: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](mailto:jennifer.hagan@tea.texas.gov).

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**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.

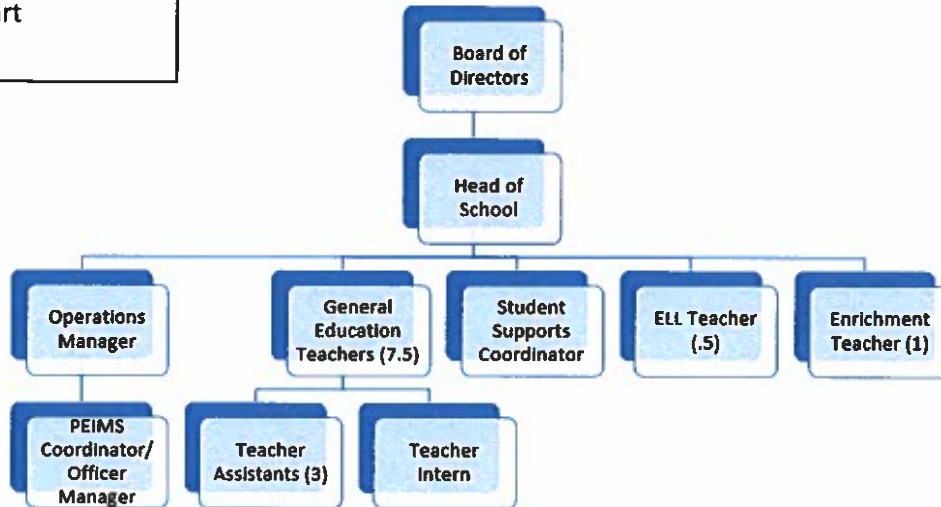
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the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

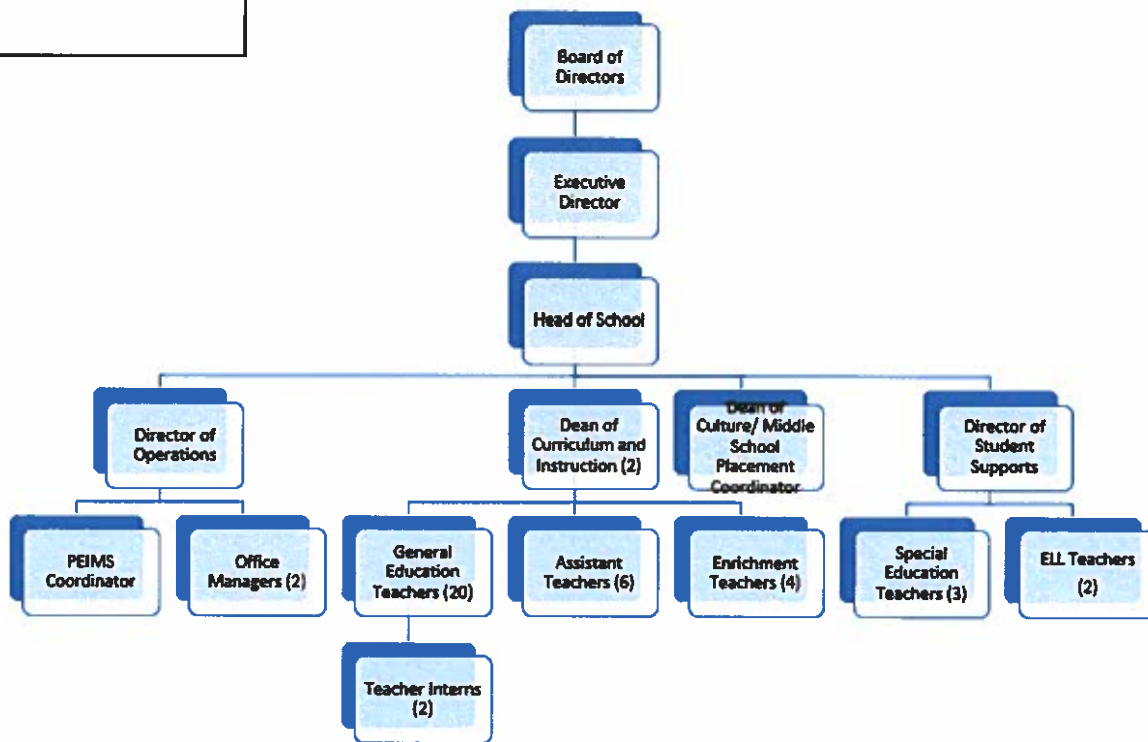
**PLEASE NOTE: Attachment E2 is referenced on the Teacher Recruitment narrative page of the Education Plan.**



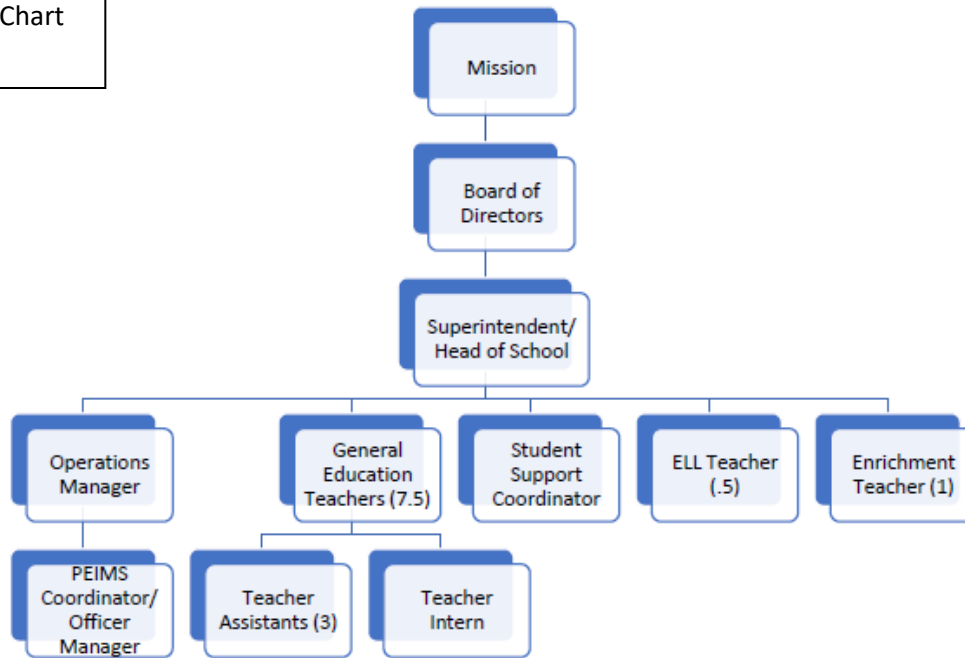
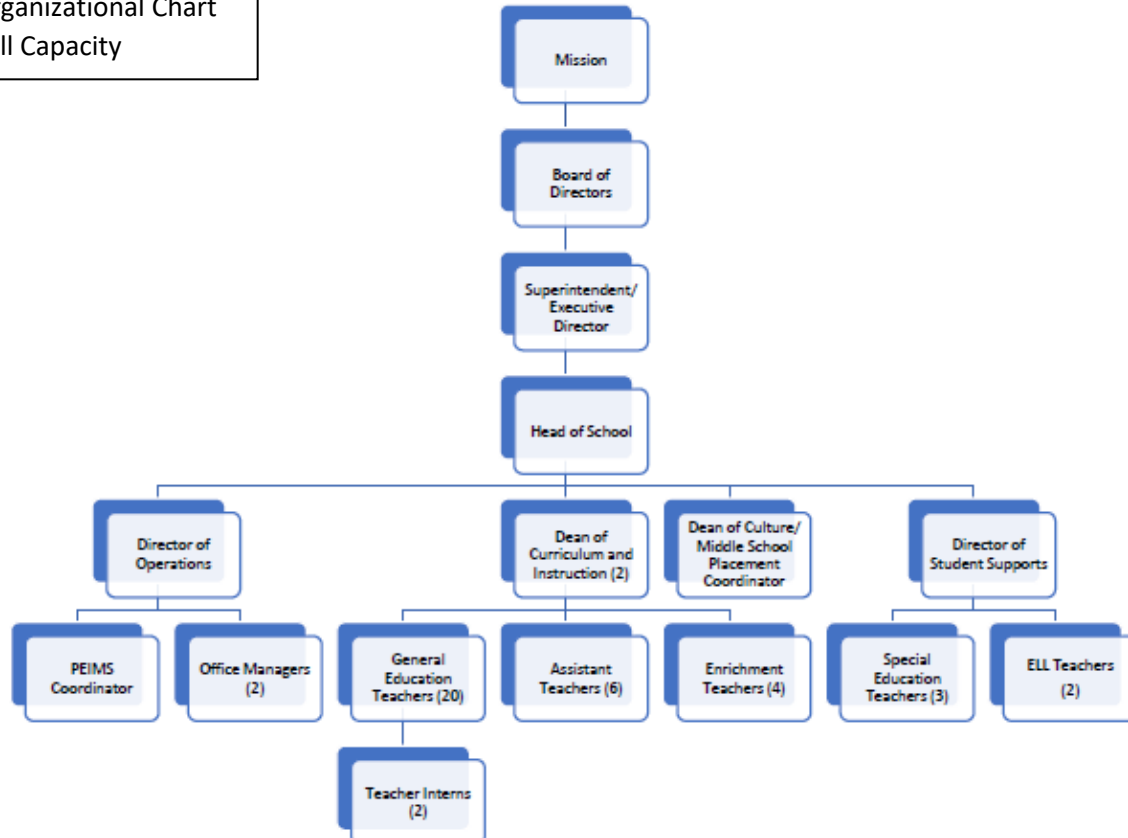
Organizational Chart  
Year One



Organizational Chart  
Full Capacity



## Elevate Collegiate Charter School

Organizational Chart  
Year OneOrganizational Chart  
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: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	0	0	0	0	0
Assistant Principal	0	0	0	0	0
Head of School	1	1	1	1	1
Manager of Operations	1	1	1	1	1
Dean of Curriculum and Instruction	0	0	1	2	2
Classroom Teachers (Core Subjects)	8	11	14	17	20
Classroom Teachers (Specials)	1	2	2	4	4
Student Supports Coordinator	1	1	1	1	1
Special Education Teacher	0	1	2	2	3
Dean of Culture	0	0	0	1	1
Teacher Interns	1	1	2	2	2
Teacher Aides and Assistants	3	4	5	6	6
Campus Operations Support Staff	1	1.5	2	3	3
Total FTEs at elementary campus(es)	17	23.5	31	40	44

MIDDLE SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at middle school campus(es)					

Comments:  
*see next page  
for additional  
comment box  
space.*

Name of Proposed Charter School:

Elevate Collegiate Charter School

Name of Sponsoring Entity:

Elevate Collegiate, 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	<b>17</b>	<b>23.5</b>	<b>31</b>	<b>40</b>	<b>44</b>

Comments:

Head of School: Serves as Principal in all years.  
 Student Supports Coordinator: TX License in Special Education, provides special education supports in all years and programmatic oversight. Serves as special educator of record in year 1.  
 Teacher Interns: College students considering the teaching profession and serving as needed.  
 Teacher Aides and Assistants: Leads phonics instruction and small group work, assigned to a specific grade level.

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:

Elevate Collegiate Charter School

Name of sponsoring entity:

Elevate Collegiate, Inc.

Position:

CEO/Superintendent

Reports to:

Charter Holder Board of Directors

Salary Range:

\$80,00 - \$140,000

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:

200

In year five:

500

Minimum Qualifications Required:

Education Required:

Bachelor's degree required.

Experience Required:

The CEO/ Superintendent must have a minimum of 5 years experience driving student growth and achievement in underserved communities, and demonstrated success leading teachers and staff to deliver student outcomes.

Certification Required:

No 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
Pasadena ISD	101917	Houston	56,019	\$215,000
Pearland ISD	020908	Pearland	21,093	\$275,000
Galena Park ISD	101910	Houston	22,751	\$225,000



Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

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

1. Ensures all decisions are made in alignment with academic and financial goals set in the charter.
2. Reports to and works directly with the Board of Directors to plan for school growth and success.
3. Cultivates community support and partnerships that help drive student success.
4. Trains staff on implementation of strong school culture and evaluates the effectiveness of culture.
5. Evaluates or oversees the evaluation of all staff.
6. Trains, manages, and evaluates all leadership positions.
7. Monitors and evaluates all operational functions of the school.
8. Works with Board to develop policy around academics and finances.
9. Selects and evaluates all curricular choices and instructional methods to ensure effectiveness.
10. Ensures school is in compliance with all local, state, and federal laws.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Executive Director

Reports to: Board of Directors

Salary Range: \$80,000-\$140,000

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: The Executive Director must have a minimum of 5 years experience driving student growth and achievement in under-served communities, and demonstrated success leading teachers and staff to deliver student outcomes.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$115,000
Pearland ISD	020908	Pearland	21,093	\$95,000
Galena Park ISD	101910	Houston	22,751	\$101,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Executive Director

Reports to: Board of Directors

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

1. Ensures all decisions are made in alignment with academic and financial goals set in the charter.
2. Reports to and works directly with the Board of Directors to plan for school growth and success.
3. Cultivates community support and partnerships that help drive student success.
4. Trains staff on implementation of strong school culture and evaluates the effectiveness of culture.
5. Evaluates or oversees the evaluation of all staff.
6. Trains, manages, and evaluates all leadership positions.
7. Monitors and evaluates all operational functions of the school.
8. Works with Board to develop policy around academics and finances.
9. Selects and evaluates all curricular choices and instructional methods to ensure effectiveness.
10. Ensures school is in compliance with all local, state, and federal laws.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Head of School

Reports to: Executive Director

Salary Range: \$80,000-\$140,000

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Must have at least five years experience teaching in an underserved community with proven record of driving student results. Experience coaching teachers preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$79,000
Pearland ISD	020908	Pearland	21,093	\$76,000
Galena Park ISD	101910	22,751	22,751	\$77,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Head of School

Reports to: Executive Director

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

1. Assists Executive Director in all curriculum selection.
2. Designs and implements school wide behavior systems.
3. Designs and implements professional development sessions for all staff.
4. Analyzes all data to inform school education plan and track student progress.
5. Trains staff to deeply analyze data to inform instruction.
6. Leads all data analysis days.
7. Co-leads all weekly whole school community circles.
8. Designs feedback cycles for all staff and implements feedback cycles for leadership team.
9. Develops leadership team through individualized growth plans.
10. Supports leadership team growth by implementing improvement plans when necessary.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Director of Operations

Reports to: Head of School

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Must have at least 2 years experience working with office operations preferably in a school setting. Experience working with under-served communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$87,000
Pearland ISD	020908	Pearland	21,093	\$81,000
Galena Park ISD	101910	Houston	22,751	\$83,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Director of Operations

Reports to: Head of School

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

1. Work sin conjunction with Head of School to develop safety policies and procedures.
2. Develops and helps lead family orientations and information sessions.
3. Tracks student data such as attendance, tardies, and dismissals.
4. Providesepoint of contact for all vendors.
5. Keeps inventory and maintains all school assets.
6. Takes lead in procuring all goods and services.
7. Works with leadership team to design systems around arrival, breakfast, lunch, and dismissal.
8. Ensures all legal documents and records are maintained and in compliance.
9. Designs and implements all logistics around school events with Head of School.
10. Manages additional operations staff or volunteers.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Manager of Operations

Reports to: Head of School

Salary Range: \$50,000-\$60,000

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

N/A

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

Number of Students anticipated in year one: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Must have experience working with school-based operations and experience working in underserved communities is preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$85,000
Pearland ISD	020908	Pearland	21,093	\$73,000
Galena Park ISD	101910	Houston	22,751	\$75,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Manager of Operations

Reports to: Head of School

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

1. Work sin conjunction with the Head of School to develop safety policies and procedures.
2. Develops and helps lead family orientations and information sessions.
3. Tracks student data such as attendance, tardies, and dismissals.
4. Provides point of contact for all vendors.
5. Keeps inventory and maintains all school assets.
6. Takes lead in procuring all goods and services.
7. Works with leadership team to design systems around arrival, breakfast, lunch, and dismissal.
8. Ensures all legal documents and records are maintained and in compliance.
9. Designs and implements all logistics around school events with Head of School.
10. Manages additional operations staff or volunteers.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: PEIMS Coordinator

Reports to: Manager of Operations

Salary Range: \$40,000-\$50,000

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

N/A

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

Number of Students anticipated in year one: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Associate's degree required. Bachelor's degree preferred.

Experience Required: Must have two years experience working with PEIMS and data recording in a school setting. Experience working with under-served communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$63,000
Pearland ISD	020908	Pearland	21,093	\$62,000
Galena Park ISD	101910	Houston	22,751	\$60,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: PEIMS Coordinator

Reports to: Manager of Operations

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

1. Oversees and evaluates all school data systems.
2. Processes and organizes all PEIMS DATA using PEIMS DATA Standards.
3. Ensures the school is always in compliance with data and recording.
4. Creates and shares status reports with Head of School.
5. Facilitates whole staff training around PEIMS and data collection.
6. Trains staff on compliance and regulations pertaining to data and record-keeping in SPED.
7. Trains staff on compliance and regulations pertaining to data and record keeping for ELLs.
8. Maintains professionalism in dress, punctuality, communication, and interactions with all people.
- 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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Office Manager

Reports to: Manager of Operations

Salary Range: \$40,000

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

N/A

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

Number of Students anticipated in year one: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Associate's degree required.

Experience Required: Must have at least 2 years experience working with office operations preferably in a school setting. Experience working with under-served communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$25,000
Pearland ISD	020908	Pearland	21,093	\$27,000
Galena Park ISD	101910	Houston	22,751	\$29,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Office Manager

Reports to: Manager of Operations

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

1. Manages the front office telephone system.
2. Monitors the entry to the school and holds all visitors to school sign in policy and procedures.
3. Greets all who enter the school in a warm and respectful manner.
4. Manages all family calls to school leadership, teachers, and staff and maintain school protocol.
5. Manages and maintains all file systems.
6. Supports the leadership team, Manager of Operations, and PEIMS Coordinator when applicable.
- 7.
- 8.
- 9.
- 10.

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

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Dean of Curriculum and Instruction

Reports to: Head of School

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: At least 2 years experience delivering academic results with underserved students. Experience coaching teachers preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$62,000
Pearland ISD	020908	Pearland	21,093	\$66,000
Galena Park ISD	101910	Houston	22,751	\$61,000



Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Dean of Curriculum and Instruction

Reports to: Head of School

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

1. Assists Head of School in selecting curriculum.
2. Co-leads family orientations, information sessions, and academic-focused school events.
3. Tracks all student assessment data.
4. Trains staff in all assessment facilitation.
5. Trains staff in school wide teaching taxonomies.
6. Assists Head of School in implementing staff feedback cycles.
7. Plans and implements professional development relating to curriculum and instruction.
8. Evaluates all curricular choices to ensure effectiveness.
9. Present sat Parent Teacher Conferences for students facing academic challenges.
- 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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: General Education Teacher

Reports to: Head of School

Salary Range: \$50,000-\$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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Experience teaching in under-served communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$51,000
Pearland ISD	020908	Pearland	21,093	\$57,000
Galena Park ISD	101910	Houston	22,751	\$54,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: General Education Teacher

Reports to: Head of School

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

1. Internalizes lesson plans to deliver rigorous and engaging lessons.
2. Provides proof of intellectual preparation for all lessons plans to Head of School.
3. Utilizes data to effectively drive differentiated instruction to all students.
4. Implements all school wide behavior management systems fairly to all students.
5. Internalizes grade level TEKS standards and moves all students to meeting/exceeding standards.
6. Uses all instructional minutes effectively to drive student success.
7. Oversees and manages students during non instructional time such as arrival, recess, and lunch.
8. Participates active in all grade level meetings and collaborates with colleagues.
9. Maintains professional in dress, punctuality, communication, and interactions with all people.
10. Engages and responds to feedback cycles, live practice, and meets all instructional goals.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Teacher Assistant

Reports to: General Education Teacher

Salary Range: \$30,000-\$40,000

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

N/A

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

Number of Students anticipated in year one: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Associate's degree required. Bachelor's degree preferred.

Experience Required: Experience working with underserved communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$32,000
Pearland ISD	020908	Pearland	21,093	\$34,000
Galena Park ISD	101910	Houston	22,751	\$29,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Teacher Assistant

Reports to: General Education Teacher

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

1. Assists classroom teachers with daily tasks and classroom logistics.
2. Assists classroom teacher by supporting students during instruction.
3. Assist classroom teacher by supporting students with behavior management.
4. Implements the school wide behavior management system with all students.
5. Support staff during non-instructional time by supervising recess, lunch, and dismissal.
6. Engages actively in feedback cycles with Head of School and classroom teacher.
7. Internalizes phonics curriculum and delivers rigorous and engaging lessons.
8. Participates in grade level meetings for the grade level you assist.
9. Maintains professionalism in dress, punctuality, communication, and interactions with all people.
10. Serves as substitute for teachers and staff when necessary.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Enrichment Teacher

Reports to: Head of School (Y1&amp;Y2) DCI (Y3+)

Salary Range: \$45,000-\$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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Associates degree required. Bachelor's degree preferred.

Experience Required: Experience teaching applicable content in under-served communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$51,000
Pearland ISD	020908	Pearland	21,093	\$57,000
Galena Park ISD	101910	Houston	22,751	\$54,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Enrichment Teacher

Reports to: Head of School (Y1&Y2) DCI (Y3+)

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

1. Creates and internalizes lesson plans to deliver rigorous and engaging lessons.
2. Provides proof of intellectual preparation for all lessons plans to Head of School or DCI.
3. Utilizes data to effectively drive differentiated instruction to all students.
4. Implements all school wide behavior management systems fairly to all students.
5. Internalizes grade level TEKS standards and move all students to meeting or exceeding standards.
6. Effectively uses all instructional minutes to drive student success.
7. Oversees and manages students during non-instructional time such as arrival, recess, and lunch.
8. Actively participates in all grade level meetings and collaborates with colleagues.
9. Maintains professionalism in dress, punctuality, communication, and interactions with all people.
10. Engages and respond sto feedback cycles, live practice, and meets all instructional goals.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Teacher Intern

Reports to: General Education Teacher

Salary Range: \$30,000

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Enrollment in a college or university required.

Experience Required: Experience working with under-served communities preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	n/a
Pearland	020908	Pearland	21,093	n/a
Galena Park	101910	Houston	22,751	n/a

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Teacher Intern

Reports to: General Education Teacher

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

1. Assists classroom teachers with daily tasks and classroom logistics.
2. Assists classroom teacher by supporting students during instruction.
3. Assist classroom teacher by supporting students with behavior management.
4. Implement the school wide behavior management system with all students in a fair manner.
5. Supports staff during non-instructional time by supervising recess, lunch, and dismissal.
6. Engages actively in feedback cycles with Head of School and classroom teacher.
7. Completes all tasks and projects assigned in a timely manner.
8. Participates actively in grade level meetings when applicable.
9. Maintains professionalism in dress, punctuality, communication, and interactions with all people.
10. Assists Manager of Operations in school wide logistical items.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Dean of Culture

Reports to: Head of School

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: At least 2 years experience building culture and community and implementing behavior management with under-served students preferably in a school setting.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$62,000
Pearland ISD	020908	Pearland	21,093	\$66,000
Galena Park ISD	101910	Houston	22,751	\$61,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Dean of Culture

Reports to: Head of School

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

1. Assists Head of School with design of school wide behavior management systems.
2. Trains teachers and staff in school wide behavior management systems.
3. Track student behavior data.
4. Co-leads weekly whole school community circle with Head of School.
5. Develops student behavior plans.
6. Assists Head of School in planning and implementing class, grade level, and school incentives.
7. Develops the scope and sequence of morning meetings with Head of School.
8. Evaluates school culture systems for effectiveness.
9. Utilizes the RTI model for behavior when supporting students.
10. Presents at all parent teacher conferences with students who exhibit behavior challenges.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Middle School Placement Coordinator

Reports to: Head of School

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Experience navigating the admissions and enrollment processes of charter schools, magnet schools, and private schools preferred.

Certification Required: No 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
Pasadena ISD	101917	Houston	56,019	\$62,000
Pearland ISD	020908	Pearland	21,093	\$66,000
Galena Park ISD	101910	Houston	22,751	\$61,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Middle School Placement Coordinator

Reports to: Head of School

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

1. Assists Head of School in cultivating relationships with strong middle schools in our area.
2. Tracks all deadlines, application steps, and our student enrollment at strong middle schools.
3. Communicates with families about quality middle school options in our neighborhood.
4. Arranges school tours for families interested in middle school options.
5. Assists families in the application, admissions, and enrollment process as needed.
- 6.
- 7.
- 8.
- 9.
- 10.

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

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Director of Student Supports

Reports to: Head of School

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree preferred.

Experience Required: At least two years of experience providing special education services. Experience working with under-served communities preferred.

Certification Required: Valid Special Education Certificate for the State of Texas required. ESL teaching certification preferred.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pasadena ISD	101917	Houston	56,019	\$61,000
Pearland ISD	020908	Pearland	21,093	\$67,000
Galena Park ISD	101910	Houston	22,751	\$64,000



Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Director of Student Supports

Reports to: Head of School

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

1. Serves as the Special Education expert on staff and ensures we stay in compliance with all laws.
2. Assists Head of School with weekly observations and feedback cycles.
3. Writes necessary reports and supports the SPED teachers in writing and updating IEPs.
4. Oversees, implements, and evaluate sthe RtI model.
5. Maintains all records, documentation, and state/federal reports for special education students.
6. Schedule sall IEP and 504 meetings and evaluations.
7. Oversee sand manages students during non -nstructional time such as arrival, recess, and lunch.
8. Actively participates in grade level meetings to lend expertise on anything related to special ed.
9. Keeps professionalism in dress, punctuality, communication, and interactions with all people.
10. Leads IEP, 504, and manifestation determination hearings.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Student Supports Coordinator

Reports to: Head of School

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree preferred.

Experience Required: Experience teaching in underserved communities preferred.

Certification Required: Valid Special Education Certification for the State of Texas required. ESL teaching certification preferred.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pasadena ISD	101917	Houston	56,019	\$51,000
Pearland ISD	020908	Pearland	21,093	\$57,000
Galena Park ISD	101910	Houston	22,751	\$54,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Student Supports Coordinator

Reports to: Head of School

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

1. Serves as the Special Education expert on staff and ensures we stay in compliance with all laws.
2. Assist sHead of School with weekly observations and feedback cycles.
3. Writes necessary reports and supports the SPED teachers in writing and updating IEPs.
4. Oversees, implements, and evaluates the RtI model.
5. Maintains all records, documentation, and state/federal reports for special education students.
6. Schedules all IEP and 504 meetings and evaluations.
7. Oversees and manages students during non instructional time such as arrival, recess, and lunch.
8. Actively participates in grade level meetings to lend expertise on anything related to special ed.
9. Maintains professionalism in dress, punctuality, communication, and interactions with all people.
10. Leads IEP, 504, and manifestation determination hearings.

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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: Special Education Teacher

Reports to: Student Supports Coordinator

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: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Experience teaching in underserved communities preferred.

Certification Required: Valid Special Education Teaching Certification for the State of Texas 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
Pasadena ISD	101917	Houston	56,019	\$75,000
Pearland ISD	020908	Pearland	21,093	\$55,000
Galena Park ISD	101910	Houston	22,751	\$54,000

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: Special Education Teacher

Reports to: Student Supports Coordinator

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

1. Internalize curriculum and TEKS standards to develop and implement rigorous lessons.
2. Use data to inform instruction and intervention groups.
3. Guide teachers in providing accommodations and supports for SPED students.
4. Utilize intervention block to close gaps in students' skills and knowledge.
5. Review and accommodate general education classroom materials as needed.
6. Work in conjunction with all general education teachers to ensure all students are achieving.
7. Participate in weekly feedback cycles and meet instructional goals.
8. Provide input and expertise on IEPs.
- 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: Elevate Collegiate Charter School

Name of sponsoring entity: Elevate Collegiate, Inc.

Position: ELL Teacher

Reports to: Student Supports Coordinator

Salary Range: \$52,000-\$60,000

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

N/A

Proposed Location (City and County): Houston, TX

Number of Students anticipated in year one: 200 In year five: 500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Experience teaching in under-served communities preferred.

Certification Required: Valid ESL Teaching License for the State of Texas 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
Pasadena ISD	101917	Houston	56,019	\$74,000
Pearland ISD	020908	Pearland	21,093	\$55,891
Galena Park ISD	101910	Houston	22,751	\$55,719

Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

Position: ELL Teacher

Reports to: Student Supports Coordinator

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

1. Internalizes curriculum and TEKS standards to develop and implement rigorous lessons.
2. Uses data to inform instruction and intervention groups.
3. Guides classroom teachers in providing supports and accommodations for ELL students.
4. Utilizes intervention block to close gaps in students' skills and knowledge.
5. Reviews and accommodates general education classroom materials as needed.
6. Works in conjunction with all classroom teachers to ensure all students are achieving.
7. Participates in weekly feedback cycles and meet instructional goals.
8. Assists SSC in tracking all ELL student data.
9. Assist sSSC in evaluating the effectiveness for all ELL programs and curriculum.
- 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.**

# HOUSTON ★ CHRONICLE

Chance of rain: High 65, Low 60

Thursday, December 6, 2018 | HoustonChronicle.com and Chron.com | Vol. 118, No. 54 | \$2.00 ★★

**"Elevate Collegiate, Inc. Board of Directors** will hold a public informational meeting on Saturday, December 8th, 2018 from 1:30pm-3:30pm at Smith Neighborhood Library located at 3624 Scott Street, Houston, TX 77004. Attendees will be able to ask questions about our school, Elevate Collegiate, a proposed open-enrollment charter school for grades Pre-K-5 in Southeast Houston. If approved, we will open in the Summer of 2020. Members of the school board include Antoine Bryant, Chuck Ejim, Patrick Jefferson, Ph.D., Debra Johnson, Zenaida Aguirre-Munoz, Ph.D., and Amanda Stephens Esq."



## 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:

ELEVATE COLLEGIATE  
RAN A LEGAL NOTICE  
SIZE BEING: 2 x12 L

0000184837 HC053371323

Product  
Houston Chronicle

Date  
Dec 6 2018

Class  
Legal Notices

Page  
B 3

Victoria Bond A IR Clerk  
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 6th Day of December A.D. 2018



Delilah Metzger  
Notary Public in and for the State of Texas

"Elevate Collegiate, Inc. Board of Directors will hold a public informational meeting on Saturday, December 8th, 2018 from 1:30pm-3:30pm at Smith Neighborhood Library located at 3624 Scott Street, Houston, TX 77004. Attendees will be able to ask questions about our school, Elevate Collegiate, a proposed open-enrollment charter school for grades Pre-K-5 in Southeast Houston. If approved, we will open in the Summer of 2020. Members of the school board include Antoine Bryant, Chuck Ejim, Patrick Jefferson, Ph.D., Debra Johnson, Zenaida Aguirre-Munoz, Ph.D., and Amanda Stephens Esq."

**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 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**

7540 7401 0000 5143 0000 12

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature ☒ 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:

E. Service Type

☐ Adult Signature ☐ Registered Mail®  
☐ Adult Signature Restricted Delivery ☐ Registered Mail Restricted Delivery  
☐ Certified Mail® ☐ Certified Mail Restricted Delivery  
☐ Certified Mail Restricted Delivery ☐ Return Receipt for Merchandise  
☐ Certified Mail Restricted Delivery ☐ Signature Confirmation™  
☐ Insured Mail ☐ Signature Confirmation Restricted Delivery  
☐ Insured Mail Restricted Delivery (over \$500)

Domestic Return Receipt

PS Form 3811, July 2015 PSN 7530-02-000-6053

CERTIFIED MAIL RECEIPT CARD

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
(Domestic Mail Only, Not Intended for Certified Mail®)

**OFFICIAL USE**

Package

Certified Fee

Adjusted Weight Fee (International Required)

Postage & Insurance Fee (International Required)

Special Services & Fees

Serial No.

Mark, Add, Del, or PS Use Only

PSN 7530-02-000-6053

CERTIFIED MAIL RECEIPT

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



7018 2290 0001 7753 5544

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee	\$ 12.75	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
Postage	\$	
Total Postage and Fees	\$	
Sent To <b>Wanda Heath Johnson (GPISD)</b>		
Street and Apt. No., or PO Box No. <b>14705 Woodforest Boulevard</b>		
City, State, ZIP+4® <b>Houston TX 77015</b>		

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

7018 2290 0001 7753 5537

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee	\$	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
Postage	\$	
Total Postage and Fees	\$	
Sent To <b>Dr. Angi Williams (GPISD)</b>		
Street and Apt. No., or PO Box No. <b>14705 Woodforest Boulevard</b>		
City, State, ZIP+4® <b>Houston TX 77015</b>		

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

7018 2290 0001 7753 5490

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee	\$	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
Postage	\$	
Total Postage and Fees	\$	
Sent To <b>Ahonda Skillern-Jones (HISD)</b>		
Street and Apt. No., or PO Box No. <b>4400 West 19<sup>th</sup> Street</b>		
City, State, ZIP+4® <b>Houston TX 77092</b>		

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

7018 2290 0001 7753 5483

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee	\$	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
Postage	\$	
Total Postage and Fees	\$	
Sent To <b>Grenita Lathan (HISD)</b>		
Street and Apt. No., or PO Box No. <b>4400 West 19<sup>th</sup> Street</b>		
City, State, ZIP+4® <b>Houston TX 77092</b>		

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

7018 2290 0001 7753 5506

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee	\$	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
Postage	\$	
Total Postage and Fees	\$	
Sent To <b>Marigelle Quijano (PISD)</b>		
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Postage	\$	
Total Postage and Fees	\$	
Sent To <b>Dr. Dee Ann Powell (PISD)</b>		
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<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage  
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 Street and Apt. No., or PO Box No. **3717 Corn Dr.**  
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Sent To **Rep Garnet F. Coleman**  
 Street and Apt. No., or PO Box No. **5448 Alameda Road Suite 501**  
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Sent To **Rep Alma A. Allen**  
 Street and Apt. No., or PO Box No. **10101 Fondren Rd. Suite 500**  
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Postage  
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Total Postage and Fees  
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Sent To **Rep Carol Alvarado**  
 Street and Apt. No., or PO Box No. **2400 Woodbridge Drive Suite 305**  
 City, State, ZIP+4® **Houston TX 77087**

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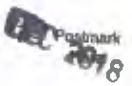
Postage  
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Total Postage and Fees  
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Sent To **Rep Sarah Davis**  
 Street and Apt. No., or PO Box No. **6300 West Loop South, Suite 140**  
 City, State, ZIP+4® **Bellaire TX 77401**

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Sent To <b>Rep Shawn Thierry</b> Street and Apt. No., or PO Box No. <b>2616 South Loop West Suite 635</b> City, State, ZIP+4® <b>Houston TX 77054</b>	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

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Postage \$ _____	
Total Postage and Fees \$ _____	
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TX

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12/29/2018 (800)275-8777 12:55 PM

Product Description	Sale Qty	Final Price
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\$6.70 Pri Mail (Unit Price:\$6.70)	14	\$93.80
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Bill #:

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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.**

# Elevate Collegiate Charter School

A proposed Prek-5 charter school for the students of Houston

## Our Mission

Elevate Collegiate Charter School  
equips prekindergarten through fifth grade scholars  
with the academic knowledge and character development  
necessary to set forth confidently on the path to college graduation.

## Our Beliefs

- All students have the right to a high-quality education.
- Excellent teaching drives student growth.
- Individualized supports allow all students to learn.
- 21st century skills are essential to an academic foundation.
- Students thrive in a warm and structured environment.
- Family partnerships propel student progress.

## About Charter Schools

Charter Schools are free public schools with more freedom in school design, budget, and hiring to create a high quality school option for students and families.

## Your Role

**Elevate Collegiate Charter School** needs high capacity individuals to use their passions, expertise, and skill sets to further drive our mission to bring an excellent education to the children of Houston. Make a lasting difference in your community by being a friend and supporter of our school.

## Spread The Word

Share our mission and plans with families, educators, and community leaders who can assist in bringing our vision to life.

## Contact Us

Rebecca Francis, Lead Founder  
346-234-1434 | [rfrancis@buildingexcellentschools.org](mailto:rfrancis@buildingexcellentschools.org)  
[www.elevatecollegiate.org](http://www.elevatecollegiate.org) 177  
facebook: @elevatecollegiate Instagram: @elevatecollegiate



# **Elevate Collegiate**

**Elevate Collegiate Charter School**

**will equip all prekindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college.**

## **Information Session with an Arts and Crafts Session to follow!**

**Saturday, December 8, 2018**

**1:30PM-3:30PM**

**Smith Neighborhood Library**

**3624 Scott st. Houston, TX**

**Come meet our Founding Team, hear about  
our proposed program and ask questions, and  
decorated holiday arts and crafts!**

**We are proposing a Pre-K-5 grade school for the  
students and families of Southeast, Houston.**

### **Contact Us**

**Rebecca Francis, Lead Founder 346-234-1434 |**

**rfrancis@buildingexcellentschools.org**

**www.elevatecollegiate.org facebook: @elevatecollegiate**

**Instagram: @elevatecollegiate**



# Elevate Collegiate Tutoring Sessions

MONDAYS

3:00PM-5:00PM

Smith Neighborhood Library  
3624 Scott St. Houston, TX 77004

## Free Tutoring For Pre-k-8th Grade Students

**Come get homework help, meet Lead Founder,  
Rebecca Francis, and learn more about our school!**

**Elevate Collegiate Charter School is a proposed Prek-5th grade  
charter school for children in Southeast, Houston.**

### Contact Us

Rebecca Francis, Lead Founder 346-234-1434 |  
rfrancis@buildingexcellentschools.org www.elevatecollegiate.org facebook:  
@elevatecollegiate Instagram: @elevatecollegiate





**A proposed Pre-K through 5<sup>th</sup> Grade School**

<b>Name</b>	<b>Email</b>	<b>Phone#</b>	<b>Child Age(s)</b>



*Elevate Collegiate Charter School  
will equip all prekindergarten through fifth grade students  
with the academic knowledge and character development  
necessary to set forth confidently on the path to college.*

Date: December 8, 2018

Time: 1:30PM-3:30PM

Location: Smith Neighborhood Library, 3624 Scott St, Houston TX 77004

**Meeting Objective:**

- Share information about **Elevate Collegiate Charter School**
- Answer family and community questions

Time	Topic
1:30	Welcome and Introductions <ul style="list-style-type: none"> <li>- Founding Board Members and Lead Founder introductions</li> </ul>
1:45-2:30	Questions for the Community <ul style="list-style-type: none"> <li>- What do you think is going well for education in Houston?</li> <li>- Where would you like to see improvements?</li> <li>- Do you believe that technology skills are necessary for students?</li> <li>- What are your thoughts on coding in elementary school?</li> <li>- Is it important to you that students in the Third Ward learn languages other than English?</li> </ul>
2:30-2:45	<b>Elevate Collegiate's</b> Academic Program <ul style="list-style-type: none"> <li>- Mission</li> <li>- Core Beliefs: <i>Rigorous Academics, Excellent Teachers, Character Development, Family Partnerships, Literacy Focus, Computer Science, Spanish</i></li> <li>- Double Literacy and Math</li> <li>- Core Values: PRIDE</li> <li>- Extended Year/Day</li> <li>- Enrichment: <i>Spanish, Coding, Performing Arts</i></li> </ul>
2:45-3:00	A Day in the Life of an <b>Elevate Collegiate</b> Student <ul style="list-style-type: none"> <li>- Kindergarten Student</li> <li>- 5<sup>th</sup> Grade Student</li> </ul>
3:00-3:30	Q&A and Holiday Arts & Crafts



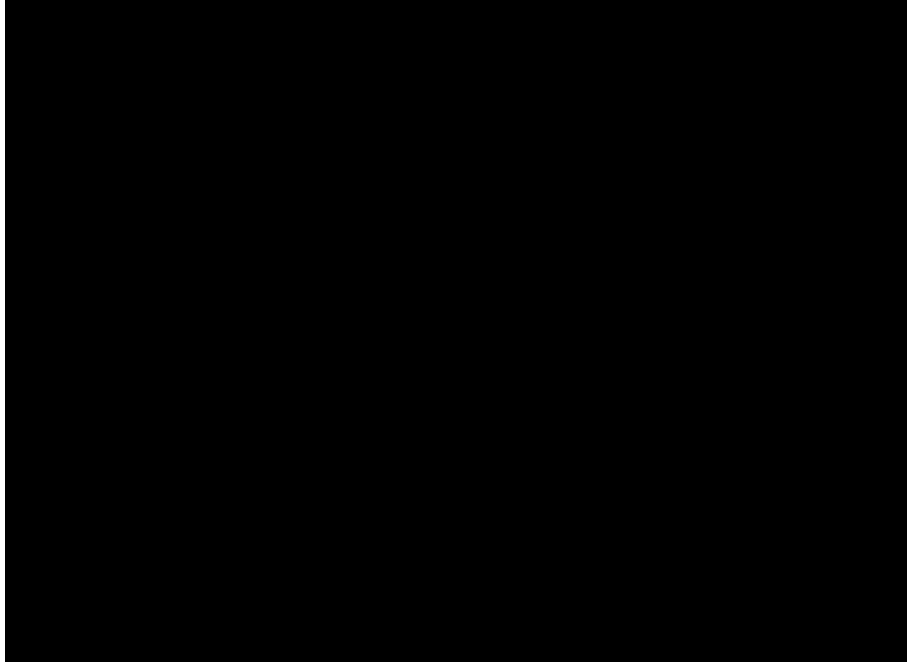
### ATTACHMENT FOG 3 – Community Efforts and Support

## Examples of Elevate Collegiate Community Outreach & Social Media

**An Instagram post from the Elevate Collegiate page showing Lead Founder, Rebecca Francis tabling at the Families Empowered School Connection Fair on 11/3/18.**



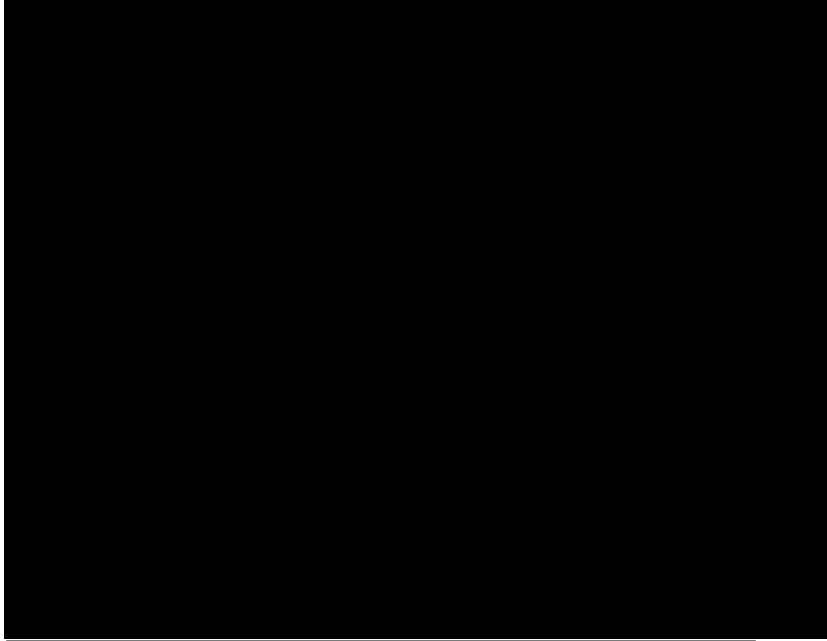
**Photos showing Elevate Collegiate Founding Team members at public meeting held 12/8/18.**



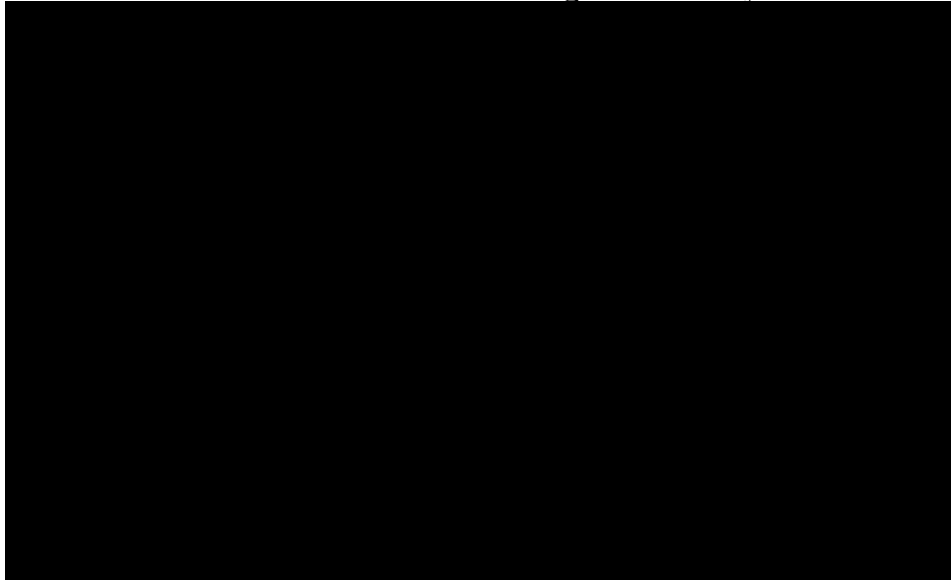
**Photo 2**



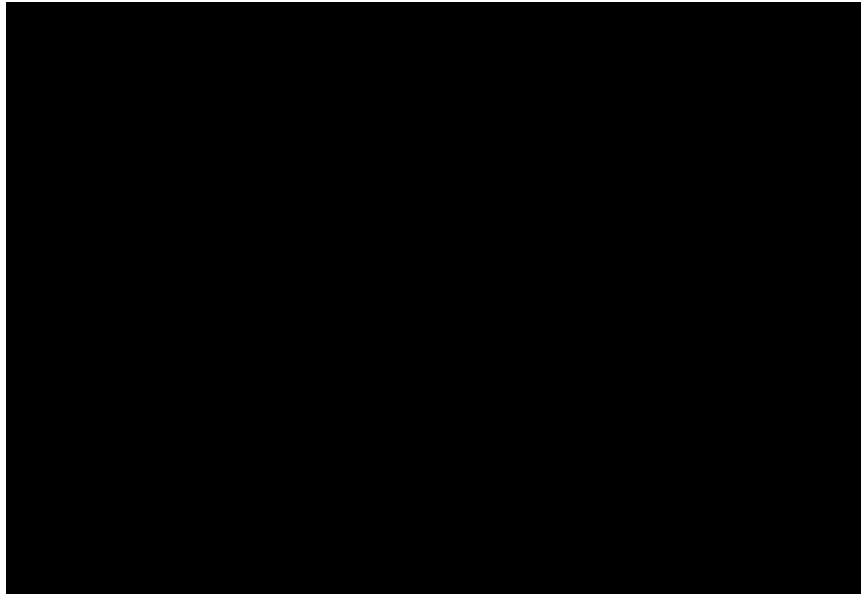
**Lead Founder, Rebecca Francis volunteering at Etoile Academy in Houston.**



**Photos showing Founding Team members Dr. Zenaida Aguirre-Munoz and Rebecca Francis at the Breakfast with Santa event at the Blue Triangle Community Center on 12/1/18.**



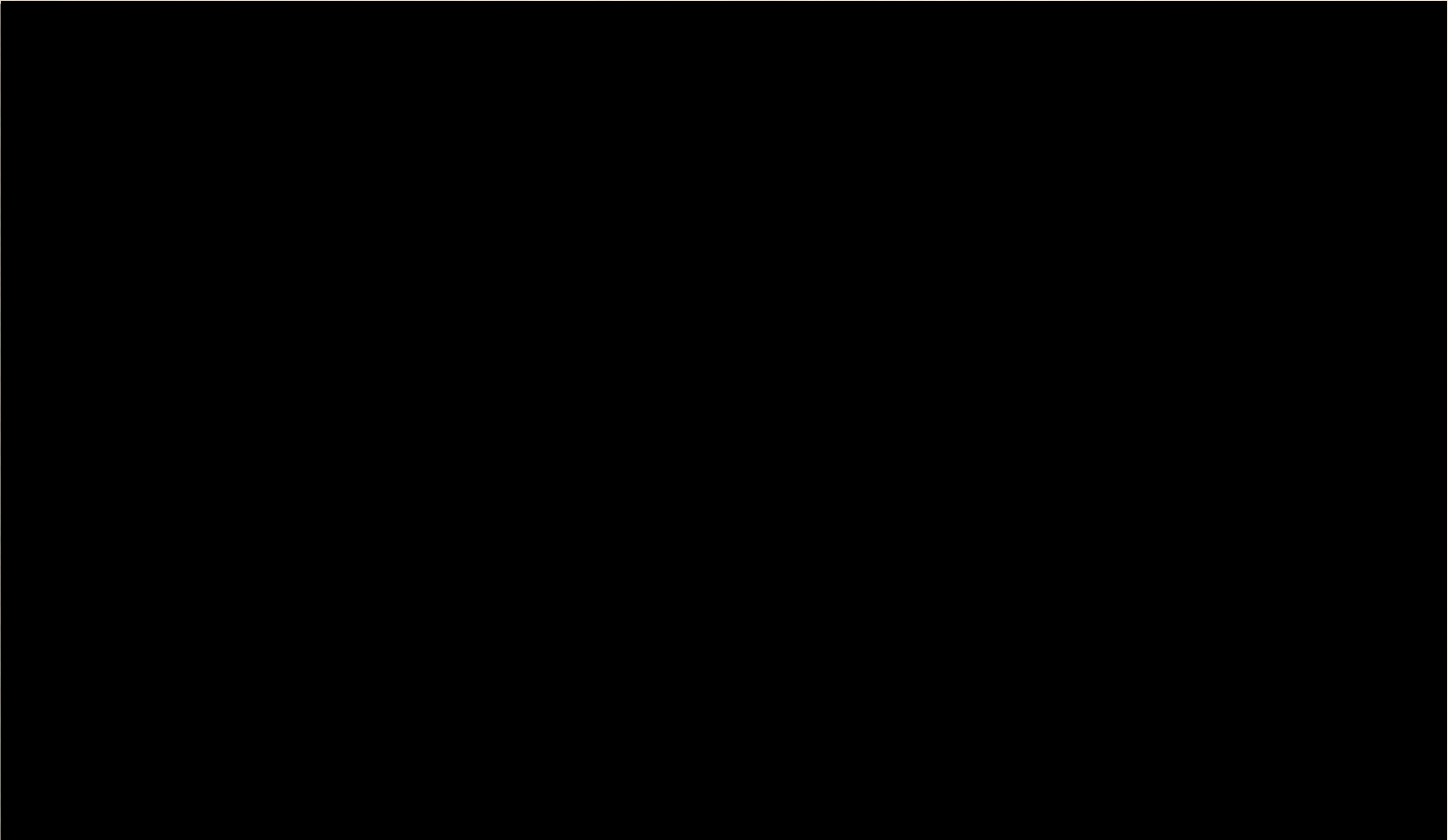
**Photo 2 Further shows the event.**



**Lead Founder, Rebecca Francis at the NNPA Black Parents in Education Townhall on 11/15/18.**



# EDUCATOR SPOTLIGHT: Rebecca Francis



Rebecca Francis is an alumna of the University of Houston where she earned Bachelor of Arts in Psychology with a minor in African American Studies.

By Lynette Monroe, Program Assistant, NNPA ESSA Awareness Campaign

Rebecca Francis, like most dynamic leaders of our time, recognized a problem and created a solution. As a former behavioral counselor, fourth grade teacher, and international high school psychology and English literature instructor, Rebecca Francis' professional resume alone qualifies her to lead in the field of education. But her personal experience as an adolescent in the Bay Area, traveling 45 minutes across town to attend a higher performing school in a more affluent neighborhood, sparked the passion she needed to lead *effectively*.

Now Francis is looking to expand her passion for equity in education to Houston, Texas. Drawing from her studies at the **Purpose Preparatory Academy** in Nashville, Tennessee, Francis is proposing a new, independent, PreK-5 public charter school in the Bayou City. Through a **Building Excellent Schools Fellowship**, she is designing and founding **Elevate Collegiate Charter School**, slated to open Fall 2020.

Francis has visited over 25 high-performing schools across the nation to learn what it takes to make award-winning, high-quality public charter schools. She believes charter schools offer an alternative option to parents and students who are not satisfied with the options available to them. Although she supports traditional public, neighborhood schools, Francis recognizes the reality that all schools are not created equal and that traveling far away from home can inhibit children's social development.

"As a little girl, traveling long distances in pursuit of a higher quality education I thought, 'What is wrong with the school in my own neighborhood? Why does something like this not exist closer to my home?'" Lessons reiterated as a professional, "then, as an educator it became more clear that children on different ends of the income spectrum were receiving vastly different education experiences" Francis said.

Elevate Collegiate Charter School seeks to provide an accessible high-quality option to underserved students in Houston. Their mission is to equip all pre-kindergarten through fifth grade scholars with the academic knowledge and character development necessary to set forth confidently on the path to college. Elevate Collegiate Charter School strongly believes that they are not just responsible for providing a college preparatory education to students, but also to help instill the character traits necessary for them to be positive members in their class, school, and community.

Increased access to opportunity is a major goal of Elevate Collegiate Charter School. "We see education as a tool that all children need to unlock their greatest potential," Francis says, "To better serve minority and low-income students this charter school will feature double literacy blocks, which we hope will promote advanced literary skills, and an increased prioritization of computer science. In the eight largest tech companies, African Americans make up less than 5 percent of the workforce. So, our challenge is also to figure out innovative ways to infuse coding, robotics, and basic computer software to light that tech spark in the curriculum."

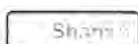
Title IV, Part C, of the Every Student Succeeds Act (ESSA), entitled, "Expanding Opportunity Through Quality Charter Schools," supports the increased accessibility of high-quality public charter schools. State entities can even receive grants from the federal government to open and prepare for the operation of new charter schools. ESSA defines a high-quality charter school as an educational institution that shows evidence of strong academic results or growth and has no significant issues with fiscal management or procedural compliance. ESSA gives states more flexibility to states to decide how to incorporate charter schools into their accountability systems, but most state charter school laws hold charter schools to the same standards as their traditional public school counterparts.

Why Houston? Rebecca is an alumna of the University of Houston where she earned Bachelor of Arts in Psychology with a minor in African American Studies. Houston is one of the most diverse cities in the nation and there are currently roughly 22,000 students on alternative school option waiting list.

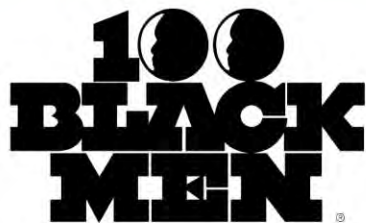
Elevate Collegiate Charter School seeks to provide the individualized learning support towards mastery that ESSA encourages. It will do so by hiring teachers with experience teaching underserved populations and who have the passion to do so effectively and consistently.

To learn more about the Every Student Succeeds Act (ESSA) and the innovative opportunities it affords to Black students check out [nnpa.org/essa](https://nnpa.org/essa).

Share this:







Metropolitan Houston

January 2, 2019

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration

Sincerely,

A handwritten signature in black ink, reading 'Kenneth Robinson Jr.' with a stylized flourish at the end.

Kenneth Robinson Jr., President  
100 Black Men of Metropolitan Houston, Inc.



12/27/2018

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

X 

Marina Ageyeva, CLU®, ChFC®, CLTC, LUTCF

Financial Adviser offering investment advisory services through Eagle Strategies LLC, a Registered

Investment Adviser Registered Representative offering securities through NYLIFE Securities LLC (member

FINRA/SIPC), a Licensed Insurance Agency Agent, New York Life Insurance Company

Work: (281) 809-3842

Cell: (917) 587-1570

E-mail: [REDACTED]

January 2, 2019

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,



Charles Green, MBA, FSCP  
Agency Owner

# **Cosmetic Dentistry of Texas**

5009 Caroline Street; Suite 201 Houston, TX 77004

January 1, 2019

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to be a change agent in education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

As a business owner in the Third Ward Section of Houston, TX it is imperative that we have dedicated learning facilities that builds upon the strengths of the Houston Community. This will enable underserved children to compete with students at elite institutions in the surrounding areas. Upon meeting with the members of the Founding Board of Elevate Collegiate, I am impressed with the mission and vision they are trying to achieve. The most profound difference that was presented to me was the extended school day and school year for their students. This will keep the children's' mind stimulated and keep them in a safe environment while their caregivers are at work. Elevate Collegiate has a curriculum which tends to target weaknesses in the foundational learning of comparable schools in the HISD system, and helps to prevent these shortcomings as early as pre-school.

It is my strong belief that all children deserve the right to quality education and approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that same right.

Thank you for your time and consideration for this wonderful endeavor.

Warm Regards,

***Justin Washington DDS, MPH***

DECEMBER 27, 2018

# ANDRE FARR INTERNATIONAL, LLC

5020 KLUMP AVE., PENTHOUSE 621 | N.HOLLYWOOD | 310-601-0395

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

Dear Texas Education Agency:

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Understanding that Elevate Collegiate Charter School's mission is to provide historically underserved students and families in Southeast, Houston with the proper educational and developmental foundation that is desperately needed; I write to you today in support of their charter proposal.

Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality and college preparatory education. I believe that Elevate Collegiate Charter School will help to ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andre Farr', with a large, stylized initial 'A'.

ANDRE FARR, FOUNDER & CEO

**ADRAON D. GREENE**  
Director  
Licensed in Texas  
Direct: (713) 403-7125  
[Agreene@gallowaylawfirm.com](mailto:Agreene@gallowaylawfirm.com)

1301 McKinney Street, Suite 1400  
Houston, Texas 77010  
Tel: (713) 599-0700  
Fax: (713) 599-0777  
[www.gallowaylawfirm.com](http://www.gallowaylawfirm.com)

January 2, 2019

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

Dear Texas Education Agency:

It is my firm belief that all children deserve the right to a high quality, college preparatory education. Elevate Collegiate Charter School ("Elevate Collegiate") exists to provide a trajectory changing education to historically underserved students and families in Southeast Houston. I write to you in support of Elevate Collegiate's charter proposal.

After meeting with members of the Founding Board of Elevate Collegiate and learning more about their school design, I am truly impressed with the mission and vision the Board has set out to accomplish. Various elements resonated with me including, but not limited to, extending the school day and school year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an educational plan that will address prevalent literacy gaps in their students as early as pre-kindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

Based on the foregoing, I strongly urge you to approve Elevate Collegiate Charter School to help ensure that students in Southeast Houston have access to the high quality, college preparatory education that they truly deserve.

Thank you for your time and consideration.

Sincerely,



Adraon D. Greene

**GILBREATH**

Strategy  
Advertising – Creative Services  
Marketing  
Digital  
Communications – PR



28 December 2018

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

Audrey Gilbreath  
President

Gilbreath Communications, Inc.  
15995 North Barkers Landing  
Suite 100  
Houston, Texas 77079  
Tel 281 649-9595  
Fax 281 752-6899  
[www.gilbcomm.com](http://www.gilbcomm.com)

Texas Education Agency,

Growing up in [REDACTED] was difficult. Drug abuse and violence was everywhere. When my [REDACTED] I were in high school I remember it feeling like chaos and it didn't motivate me to finish school. I didn't feel like the teachers cared. I don't want that for [REDACTED] I've worked my whole life to make sure [REDACTED] are properly cared for, including [REDACTED] It's messed up that where you live says how good of a school your kids can go to. I want [REDACTED] to be better than me. I want them to go to college. They can only do that with an excellent education. I think Elevate Collegiate Charter School is a great turn in the right direction. The plans and ideas I heard for this school makes me so happy that I can send [REDACTED] somewhere where the staff cares about the students future and is really expecting them all to go to college. What got me was their dedication to reading from early childhood. I used to hate to read mostly because I was never encouraged or helped when I got stuck. I feel like my community would really benefit from having a school like this in OUR neighborhood for OUR kids who really need it.

Thanks for listening.

[REDACTED]





**Drew Masterson**  
Managing Director

**Jonathan Church**  
Vice President

December 28, 2018

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

Dear Texas Education Agency:

We write to you today to show our strong support of the charter proposal of Elevate Collegiate Charter School, with its mission to equip kindergarten through fifth grade scholars with the academic knowledge and character traits necessary to set forth confidently on the path to college graduation. Having served as Financial Advisor to both the University of Houston and Texas Southern University, we are acutely aware of the historic position that the Third Ward holds in Houston as well as the many challenges the area still has today, particularly as it involves meeting the educational needs of grade schoolers and providing school choice options for their families.

Masterson Advisors was founded in part to serve Texas charter schools, and we are proud to serve as Financial Advisor to many of the largest charter management organizations in the Greater Houston Area, including Harmony Public Schools, YES Prep Public Schools and International Leadership of Texas. Charter schools such as these provide educational alternatives to traditional schools and school districts to families at no additional cost. We have certainly found demand to be very robust for academically strong, mission-driven charter schools and would love to see more schools like Elevate Collegiate Charter School expanding in Houston.

One common theme in the successful charter schools we work with has been a strong and dynamic leadership team, and having worked with Amanda Stephens, a Founding Board Member, and upon hearing about Rebecca Francis and the rest of members of the Founding Board of Elevate Collegiate, we have no doubt the assembled team will prove to be strong stewards for the success of Elevate Collegiate. We were particularly impressed with the mission and beliefs around which the school will be structured. Some elements that resonated with us that have a proven track record include extending the school day and year to maximize learning time, focusing on 21<sup>st</sup> century skills such as computer science to stay competitive in our global economy and equipping all of their scholars with conversational Spanish.

It is our firm belief that all Texas children deserve a high-quality education and that more Texas families would benefit from having no-cost options for their child's education. Approving Elevate Collegiate Charter School will help ensure that grade-school students in Southeast Houston's Third Ward will be able to benefit from a world-class education, just as their college-age peers down the street at Texas Southern University and the University of Houston are able to do today.



Thank you so much for your time and for giving thorough consideration to the application from Elevate Collegiate Charter School.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Drew Masterson', with a long horizontal flourish extending to the right.

Drew Masterson  
Managing Director

A handwritten signature in blue ink, appearing to read 'Jonathan Church', with a long horizontal flourish extending to the right.

Jonathan Church  
Vice President

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

Dear Texas Education Agency:

I once saw a quote, “Education is the key to success in life, and teachers make a lasting impact in the lives of their students.” Education is the key to success and I want [REDACTED] to be as successful as possible. However, often times the quality of education is dictated by the parents’ economic status. Children who have the means to live in affluent neighborhoods are privileged with a great education while children who live in impoverished areas are provided subpar schooling. What resources are in place for youth who yearn for a higher level of education and intellectual nurturing who happen to live in a less affluent area? How can we succeed without the tools for success?

I became familiar with Elevate Collegiate Charter School through a college friend who introduced me to Rebecca Francis. At the time I was mentally, emotionally and financially drained from my efforts to provide quality education for [REDACTED]. I had moved to better neighborhoods and financially stretched [REDACTED]. I didn’t mind because the schools were fantastic and [REDACTED] was being mentally stimulated and challenged. At this time, [REDACTED] I noticed that [REDACTED] was becoming a bit withdrawn and often felt left out of social groups and activities. [REDACTED] realized [REDACTED] was different and it made [REDACTED] feel insecure and alone. In my quest to provide her a better education, I never thought about how she may feel as one of the [REDACTED] [REDACTED] school. I didn’t think it mattered but it did.

The [REDACTED] a school in our neighborhood where [REDACTED] felt right at home with [REDACTED] peers and [REDACTED] teachers. That brings me to the second part of the quote; “teachers make a lasting impact in the lives of their students”. [REDACTED] loved the school, however I saw [REDACTED] start to decline academically. [REDACTED] had become accustomed to a challenging workload with various supports to aid in [REDACTED] learning experience. [REDACTED] new school provided less than we were used to. So although the spirit of the school was so rich, it lacked the substance we needed.

When Ms. Francis introduced me to Elevate Collegiate I thought it sounded like the best of both of those schools. A high quality school, in our neighborhood. After attending a few events I am excited at the prospect of a learning facility like this being made available to families like ours. People who want the best possible advantages in life for their offspring through education. I was blown away at the ideas and overall vision of ECCS. I appreciate the extended school day/ year to ensure that our children are not just learning but actually comprehending all that they have taken in. The focus

on reading and exploring other cultures and languages is so valuable. The fact that this is being driven by an African American woman who has spent her life educating children here and abroad is inspiring. I really hope Elevate Collegiate Charter School is brought to Houston. It takes a village to raise a child, but it takes a great education to raise a successful adult.

Thank you for your time,

[REDACTED]

Texas Education Agency

Hi. My name is [REDACTED]

[REDACTED]  
[REDACTED] you have to work hard, get your education and learn in class. That can only happen at a good school. A school that has nice teachers, lots of books, and teaches you science. Ms. Francis is opening a school like this [REDACTED]  
The kids here will love it because kids like good schools. It makes them want to wake up early and come there to learn and make new friends. Ms. Francis always asks me

[REDACTED]  
[REDACTED] . I hope so because [REDACTED]  
[REDACTED]

Sincerely,

[REDACTED]



**Orrick, Herrington & Sutcliffe LLP**

609 Main Street  
40th Floor  
Houston, TX 77002-3106

+1 713 658 6400

[orrick.com](http://orrick.com)

December 27, 2018

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically under-served students and families in Southeast Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students, such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast Houston have access to that right.

Thank you so much for your time and consideration.


Sincerely,

A handwritten signature in black ink, appearing to read "Todd Brewer".

Todd Brewer

17784/as

Frank G. Pogue, Ph.D.  
509 Isadore Drive  
New Castle, DE 19720



December 28, 2018

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

Dear Texas Education Agency:

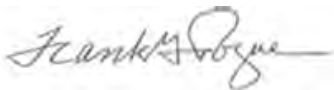
Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,



Frank G. Pogue, Ph.D.  
President Emeritus of Edinboro University





January 2, 2019

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "R Price".

Russell Price

MBA

Assistant Vice President of Facilities, Engineering, and Planning (Ret.) - Rice University

E-Mail: [REDACTED]



December 27, 2018

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a college preparatory education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon learning about their background, school design, and mission I am impressed with the vision they set out to accomplish. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

All children deserve to have a high quality education that prepares them for higher learning, regardless of economic status. Approving Elevate Collegiate Charter School will provide these underprivileged students in Southeast Houston with an opportunity to experience a college preparatory education that prepares them .

Thank you so much for your time and consideration.

Sincerely,

Jihye Deveau | Owner  
941 Heights Blvd, Houston TX 77008



December 24, 2018

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

A handwritten signature in dark ink, reading "Stephen L. Carter", followed by a horizontal line.

Stephen Levi Carter, MBA  
Chief Executive Officer & Co-Founder  
Sterling Staffing Solutions

**Sterling Staffing Solutions**  
14140 Southwest Freeway  
Suite 100  
Sugar Land, TX 77478  
PH 281-240-3536 FX 888-403-8326  
205



Sysco Corporate  
1390 Enclave Pkwy  
Houston, TX 77077  
T 281.584.1390

[Sysco.com](http://Sysco.com)

December 30, 2018  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning more about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

Tracey L. Anderson  
Senior Director Global Real Estate  
& Supply Chain Sustainability



January 2, 2019

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

Dear Texas Education Agency:

Elevate Collegiate Charter School exists to provide a trajectory altering education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

Upon meeting with members of the Founding Board of Elevate Collegiate, and learning about their school design, I am impressed with the mission and vision they set out to accomplish. Some elements that resonated with me were extending the school day and year to maximize learning time, instilling a love of literacy through double literacy blocks and culturally relevant curriculum, and the focus on developing other skills in their students such as digital literacy and exposure to the Spanish language through enrichment classes twice a week. Elevate Collegiate has designed an education plan that will address any prevalent literacy gaps in their students as early as prekindergarten to truly equip them with the academic knowledge necessary to be on par with their more affluent peers.

It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Juan S. Muñoz', with a horizontal line extending to the right.

Juan S. Muñoz  
President  
University of Houston-Downtown  
One Main Street, Suite S990  
Houston, Tx. 77002-1001  
Office: (713) 221-8001

January 2, 2019

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

Dear Texas Education Agency:

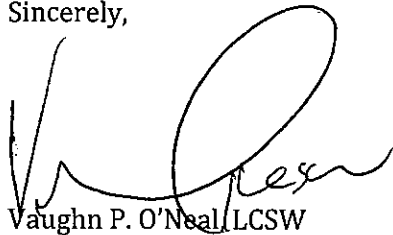
Elevate Collegiate Charter School exists to provide a trajectory changing education to historically underserved students and families in Southeast, Houston. I write to you today in support of their charter proposal.

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It is my firm belief that all children deserve the right to a high quality, college preparatory education and therefore approving Elevate Collegiate Charter School will help ensure that students in Southeast, Houston have access to that right.

Thank you so much for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vaughn P. O'Neal', with a large, stylized loop at the end.

Vaughn P. O'Neal, LCSW

CentrePath Counseling



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.**



*The Admission Policy & Procedures as provided here were written by the Texas Charter School Association and provided to Elevate Collegiate, Inc. for inclusion within the charter application, and if authorized, for approval by the Board of Directors.*

Admission Policy & Procedures  
Elevate Collegiate Charter School

Admission to Elevate Collegiate Charter School (the “School”) shall be open to all students who reside within the geographic boundaries stated in the open-enrollment charter of the School and who are eligible for admission in accordance with applicable law.

When making admissions decisions, the School does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

**Admissions Eligibility**

To be eligible for admission, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must generally reside within the geographic boundaries of the School. Elevate Collegiate Charter School’s geographic boundaries include Houston Independent School District, Pasadena Independent School District, and Galena Park Independent School District.

As authorized by Texas Education Code § 12.111(6), the School reserves the right to exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37.

To be eligible for prekindergarten, student must be 4 prior to September 1 of the year the student starts prekindergarten. To be eligible for kindergarten, student must be 5 prior to September 1 of the year the student starts kindergarten.

**Submission of Application Deadline**

The School requires applicants to submit a completed application form in order to be considered for admission. The School’s admission application period is from November 1st to February 15th. The deadline to submit admissions applications for the next school year is February 15<sup>th</sup> however if there are seats available in any grade level at any time a student may be enrolled.

Elevate Collegiate’s application will include the following:

1. Name of Student
2. Birthday
3. Name of Parent/Guardian
4. Address
5. Home school district
6. Current grade and grade level requested for admission
7. Name of siblings attending/applying for admission
8. Whether student has a documented document history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37.

If necessary, a random admissions lottery will be held by March 1<sup>st</sup>.

**Admissions Lottery**

A random admissions lottery will be conducted if the total number of applicants exceeds the number of

open enrollment spaces. Each applicant will be entered into a computerized lottery generated such as Mint. Notification will be made by email, phone, and mail to the families. Failure of an applicant to respond within 10 days of the date of the telephone call or e-mail, or within 10 business days of a post-marked letter, will result in withdrawal of his or her position from the application process. Parents notified by mail should call the office immediately upon receipt of the notice in order to preserve their child's position in the lottery.

Once all spaces have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

### **Geographic Boundary Admissions**

If Elevate Collegiate Charter School receives fewer applications than the number of open seats from primary boundary applicants, the remaining seats will be filled with students from the secondary boundary applicants. If there are fewer secondary boundary applicants than seats, the students will be assigned a seat in the order of the applications received. If there are more secondary applicants than available seats, after all primary applicants have been assigned seats, the remaining open seats will follow the same lottery process as above.

If Elevate Collegiate Charter School receives more applications than available seats, then all primary boundary applicants will be entered into the random admissions lottery. After all primary boundary seats have been filled, and all primary boundary applicants have been placed on a waiting list, then all secondary boundary applicants will be entered into a lottery and placed on the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

### **Lottery Exemptions**

As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

1. Returning students already admitted or attending the school;
2. Siblings of students already admitted to or attending the school, so long as the sibling's grade is not oversubscribed;
3. Children of employees of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment; and
4. Children of founders of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment.

### **Admission Notification**

Families will be notified within 48 hours of the lottery or when a seat becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. If a student is going to enroll in Elevate Collegiate Charter School the student's parent or guardian must accept enrollment within 10 school days of receiving notice of admission.

**Enrollment**

Upon student enrollment, Elevate Collegiate Charter School must receive the following documents within 30 days:

1. Verification of student identity
2. Immunization Records
3. Verification of Residency (see below)
4. School Records

**Texas Records Exchange (TREx)**

Elevate Collegiate Charter School will request records through TREx within 10 days of student enrollment, for any student who has previously attended a Texas public school.

**Proof of Residency**

In order to ensure a student resides within the boundaries of Elevate Collegiate, the school may request the following:

1. Utility bills
2. Lease or mortgage information
3. Tax records
4. Other sources or documents demonstrating residency

Elevate Collegiate Charter School is committed to serving students who may be homeless. To ensure that all homeless students, are not stigmatized or segregated on the basis of their homeless status, Elevate Collegiate will adopt policies and procedures to ensure a student's admission or current enrollment are not delayed or denied. Elevate Collegiate will immediately enroll a homeless student even if the student is unable to produce the records normally required for enrollment.

Elevate Collegiate may conduct home visits as necessary to confirm residency.

**Re-Enrollment**

Students previously enrolled at Elevate Collegiate who have withdrawn and wish to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and waitlist.

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.**

Date of this notice: 12-17-2018

Employer Identification Number:  
83-2848652

Form: SS-4

Number of this notice: CP 575 A

ELEVATE COLLEGIATE INC  
% REBECCA FRANCIS  
2031 WESTCREEK LN APT 1404  
HOUSTON, TX 77027

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE,

**WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER**

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-2848652. 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 941	01/31/2020
Form 940	01/31/2020
Form 1120	09/15/2019

If you have questions about the form(s) or the due date(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](http://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.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at [www.irs.gov](http://www.irs.gov). If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the 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.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is ELEV. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.





INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Submitted on 02/28/2019

Date: **FEB 22 2019**

ELEVATE COLLEGIATE INC  
C/O KATHRYN V GARNER  
609 MAIN STREET 40TH FLOOR  
HOUSTON, TX 77002

Employer Identification Number:  
83-2848652  
DLN:  
17053355300008  
Contact Person:  
SUMER M GARNER ID# 31731  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
November 19, 2018  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

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ELEVATE COLLEGIATE INC

Submitted on 02/28/2019

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Stephen A. Martin". The signature is written in a cursive style with a large initial 'S'.

Director, Exempt Organizations  
Rulings and Agreements

Letter 947

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

**COVINGTON, KY 41012**

**OFFICIAL USE**

Certified Mail Fee \$3.45

Extra Services & Fees (check box, add fee as indicated)

☒ Return Receipt (hardcopy) \$2.75

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$2.68

Total Postage and Fees \$8.88

Sent To: **Internal Revenue Service, EO**  
 Street and Apt. No., or P.O. Box No.: **Step 31, P.O. Box # 12192**  
 City, State, ZIP+4: **Covington, KY 41012-0192**

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

**Elevate Collegiate**

**SENDER: COMPLETE THIS SECTION**

■ Complete items 1, 2, and 3.  
 ■ Print your name and address on the reverse so that we can return the card to you.  
 ■ Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:  
**Internal Revenue Service**  
**Attn: EO Determination Letters**  
**Step 31**  
**P.O. Box 12192**  
**Covington, KY 41012-0192**

2. Article Number (Transfer from envelope label)  
**7018 1830 0000 3084 6997**

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

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
**X**

☐ Agent  
☐ Addressee

B. Received by (Printed Name)  
**INTERNAL REVENUE SERVICE**

C. Date of Delivery  
**DEC 20 2018**

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

3. Service Type  
☐ Adult Signature  
☐ Adult Signature Restricted Delivery  
☒ Certified Mail®  
☐ Certified Mail Restricted Delivery  
☐ Collect on Delivery  
☐ Collect on Delivery Restricted Delivery  
☐ Registered Mail™  
☐ Registered Mail Restricted Delivery  
☐ Return Receipt for Merchandise  
☐ Signature Confirmation  
☐ Signature Confirmation Restricted Delivery

☐ Priority Mail Express®

4. Signature Confirmation Restricted Delivery (over \$500)



Orrick, Herrington & Sutcliffe LLP  
609 Main Street  
40th Floor  
Houston, TX 77002-3106

+1 713 658 6400

orrick.com

Kathryn V. Garner

E [REDACTED]  
D +1 512 582 6941  
F +1 512-582-6949

December 17, 2018

***BY CERTIFIED MAIL – RETURN RECEIPT REQUESTED***

**EXPEDITED PROCESSING REQUESTED.**

Internal Revenue Service  
Attention: EO Determination Letters  
Stop 31  
P.O. Box 12192  
Covington, KY 41012-0192

Re: Elevate Collegiate, Inc. (EIN 83-2848652) – IRS Form 1023

Dear Sir or Madam:

Enclosed with respect to Elevate Collegiate. (83-2848652) are: (i) Form 1023 (Application for Recognition of Exemption), with attachments, (ii) a check for the user fee of \$600, and (iii) IRS Form 2848 (Power of Attorney, authorizing the undersigned to represent Elevate Collegiate, Inc. Elevate Collegiate respectfully requests expedited processing of its Form 1023. Enclosed is a separate letter regarding this request and the supporting information.

If you require additional information to process the enclosed Application or Request for Expedited Processing, please contact me at (713) 658-6440. Thank you for your attention to this matter.

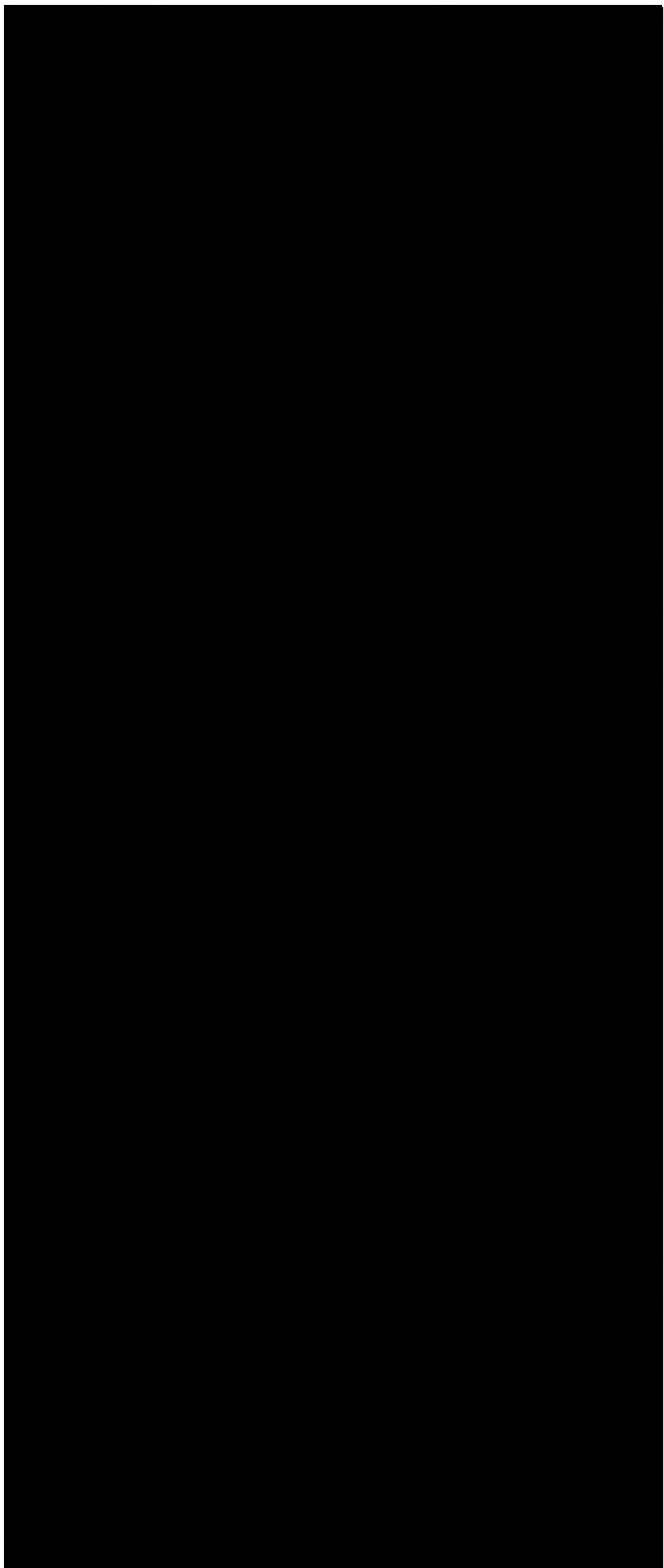
Sincerely,

A handwritten signature in cursive script, reading "Kathryn V. Garner".

Kathryn V. Garner

Cc: Ms. Rebecca Francis

4160-5230-7225.1



**Form 8718**

(Rev. March 2018)

Department of the Treasury  
Internal Revenue Service

# **User Fee for Exempt Organization Determination Letter Request**

► **Attach this form to determination letter application.**  
(Form 8718 is NOT a determination letter application.)  
► **Go to [www.irs.gov/Form8718](http://www.irs.gov/Form8718) for the latest information.**

OMB No. 1545-1798

For  
IRS  
Use  
Only

Control number \_\_\_\_\_  
Amount paid \_\_\_\_\_  
User fee screener \_\_\_\_\_

Name of organization

Elevate Collegiate, Inc.

Employer Identification Number

83-2848652

**Caution:** Do not attach Form 8718 to an application for a pension plan determination letter. Use Form 8717 instead.

## **1 Type of request**

**Fee**

- a ☒ Application for recognition of exemption under section 501 or under section 521 from organizations (other than pension, profit-sharing, and stock bonus plans described in section 401). Enter the applicable fee amount . . . . . ► \$ 600.00
- b ☐ Group exemption letters . . . . . ► \$ \_\_\_\_\_

Section references are to the Internal Revenue Code, unless otherwise noted.

## **Instructions**

The law requires payment of a user fee with each application for a determination letter. For more information, see Rev. Proc. 2018-5, 2018-1 I.R.B. 233, or latest annual update, available on IRS.gov.

Check only one box on line 1 for the type of application you are submitting. Then, enter the appropriate user fee amount in the space provided.

**Caution:** The application will not be processed without payment of the proper user fee.

Attach to Form 8718 a check or money order payable to the "United States Treasury" for the full amount of the user fee. If you do not include the full amount, your application will be returned. Attach Form 8718 to your determination letter application.

Generally, the user fee will be refunded only if the Internal Revenue Service declines to issue a determination.

## **Where To File**

Send the determination letter application and Form 8718 to:

Internal Revenue Service  
P.O. Box 12192  
Covington, KY 41012-0192

## **Who Should File**

Organizations applying for federal income tax exemption, other than filers of Form 1023, Application for Recognition of Exemption Under Section 501(c)(3), or Form 1023-EZ (filed only electronically), should file Form 8718.

**Paperwork Reduction Act Notice.** We ask for the information on this form to carry out the Internal Revenue laws of the United States. If you want your organization to be recognized as tax-exempt by the IRS, you are required to give us this information. We need it to determine whether the organization meets the legal requirements for tax-exempt status.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of Form 8718 are covered in section 6104.

The time needed to complete and file this form will vary depending on individual circumstances. The estimated average time is 5 minutes. If you have suggestions for making this form simpler, we would be happy to hear from you. You can send us comments from [IRS.gov/FormComments](http://IRS.gov/FormComments). Or you can send your comments to the Internal Revenue Service, Tax Forms and Publications, 1111 Constitution Ave. NW, IR-6526, Washington, DC 20224. Do not send the form to this address. Instead, see *Where To File*, above.

Cat. No. 64728Z

Form **8718** (Rev. 3-2018)



4123-5489-6665.1



Submitted During 501(c)(3) Cure Period  
DEPARTMENT OF THE TREASURY

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

Date: **FEB 22 2019**

ELEVATE COLLEGIATE INC  
C/O KATHRYN V GARNER  
609 MAIN STREET 40TH FLOOR  
HOUSTON, TX 77002

Employer Identification Number:  
83-2848652  
DLN:  
170533553000008  
Contact Person:  
SUMER M GARNER ID# 31731  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
November 19, 2018  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947



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ELEVATE COLLEGIATE INC

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Stephen A. Martin". The signature is written in a cursive style with a large initial 'S'.

Director, Exempt Organizations  
Rulings and Agreements

**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.

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

Carlos H. Cascos  
Secretary of State

**Office of the Secretary of State**

**CERTIFICATE OF FILING  
OF**

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  
Secretary of State


Phone: (512) 863-5552 Fax: (512) 863-5709  
Prepared by: Debbie Gustafson TDD: \_\_\_\_\_

Mail: 3-1-1 for Ready Services Document: \_\_\_\_\_

TEXAS CERTIFICATE OF FILING

**Form 202  
(Revised 05/11)**

Submit in duplicate to  
Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
512-463-5555  
FAX: 512-463-5709  
Filing Fee: \$35



**Certificate of Formation  
Nonprofit Corporation**

This space reserved for office use

**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 \_\_\_\_\_ State \_\_\_\_\_ 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.**

**Form 202  
(Revised 05/11)**

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



**Certificate of Formation  
 Nonprofit Corporation**

This space reserved for office use.

**FILED**  
 In the Office of the  
 Secretary of State of Texas

**NOV 19 2018**

**Corporations Section**

**Article 1 – Entity Name and Type**

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

Elevate Collegiate, Inc.

**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:

Rebecca		Francis	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

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

2031 Westcreek Lane, #1404	Houston	TX	77027
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

**Article 3 – Management**

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

*A minimum of three directors is required.*

Director 1				
Rebecca		Francis		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
2031 Westcreek Lane, #1404	Houston	TX	77027	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

<b>Director 2</b>				
Zenaida		Aguirre-Munoz	PhD	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
2031 Westcreek Lane, #1404	Houston	TX	77027	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

<b>Director 3</b>				
Patrick		Jefferson	PhD	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
2031 Westcreek Lane, 1404				
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

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

**Article 4 – Membership**

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

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

**Article 5 – Purpose**

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

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

The Corporation is formed exclusively for charitable, religious, educational or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of this Certificate of Formation, this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purpose of this Corporation.

Specifically, the Corporation will operate one or more Texas public charter schools and conduct other activities in connection with the operation of such school(s).

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

**Article 6 - No Private Inurement**

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or any other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above. No substantial part of the activities of the Corporation shall be 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.

**Supplemental Provisions/Information**

(See instructions.)

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

**Article 7 - Indemnification**

The Corporation may indemnify a person who was, is, or is threatened to be made a named defendant or respondent in litigation or other proceedings because the person is or was a director or other person related to the Corporation regardless of the provisions in the Texas Business Organizations Code governing indemnification. As provided in the Bylaws, the Board of Directors shall have the power to define the requirements and limitations for the Corporation to indemnify directors, officers, members, or others related to the Corporation.

**Article 8 - Termination and Distribution of Assets**

In the event of the winding up and termination of this Corporation, or in the event it shall cease to carry out the objects and purposes herein set forth, all the business, property, and assets of the Corporation shall go and be distributed to a non-profit fund, foundation, or corporation which is organized or operated exclusively for charitable, religious, and/or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Code as the directors of this Corporation may select and designate; and in no event shall any of the said assets or property, in the event of winding up and termination, go or be distributed to any persons, either for the reimbursement of any sum subscribed, donated, or contributed by such persons, or for any other such purpose.

**Organizer**

The name and address of the organizer:

Kathryn V. Garner

Name

609 Main Street, 40<sup>th</sup> FloorHoustonTX77002

Street or Mailing Address

City

State

Zip Code

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

- A. ☒ This document becomes effective when the document is filed by the secretary of state.
- B. ☐ This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: \_\_\_\_\_
- C. ☐ This document takes effect upon the occurrence of a future event or fact, other than the

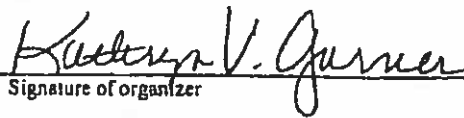
passage of time. The 90<sup>th</sup> day after the date of signing is: \_\_\_\_\_

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

### Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized to execute the filing instrument.

Date: November 19, 2018



Signature of organizer

Kathryn V. Garner

Printed or typed name of organizer



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Elevate Collegiate, Inc.  
File Number: 803169623

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: 11/19/2018

Effective: 11/19/2018



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos  
Secretary of State



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.**

*The Bylaws as provided here were written by the Texas Charter School Association and provided to Elevate Collegiate, Inc. for inclusion within the charter application, and if authorized, for approval by the Board of Directors.*

## **Amended and Restated**

### **Bylaws**

**of**

### **Elevate Collegiate, Inc.**

#### **ARTICLE I**

##### **NAME**

The name of the corporation is Elevate Collegiate, Inc. (the Corporation”), a Texas non-profit organization.

#### **ARTICLE II**

##### **PURPOSE**

The Corporation is the charter holder of a Texas open-enrollment public charter school Elevate Collegiate (hereinafter, the “Charter School”). The Corporation is formed for charitable and educational 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 and educational 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 manner prohibited by law. The Charter School will not deny admission to the Charter School based on sex; gender; sexual orientation; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the Charter School the child would otherwise attend under state law, or any other factors prohibited by state or federal law.

### **ARTICLE III MEMBERS**

The Corporation shall have no members.

### **ARTICLE IV BOARD OF DIRECTORS**

4.1 **Powers.** The business and affairs of the Corporation shall be managed by the Board of Directors of the Corporation (the "Board"). The Board shall be responsible for adoption and implementation of policy for the Corporation and for the management, operation, oversight and accountability of the Charter School. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted and conducted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints or parental concerns;
- (b) Final authority to adopt or amend the budget of the Corporation or the Charter School;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing the Charter School' operations;
- (f) Final authority to approve audit reports under TEC §44.008(d); and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate or set compensation for any chief executive officers.

4.2 **Number of Directors.** The number of directors comprising the Board of the Corporation shall be at least five (5) and no more than nine (11). The number of directors may be increased or decreased in accordance with Section 4.3 of this Article II, but in no case shall the number of directors be less than three (3). Each director shall serve for a three (3) year term and until his or her successor is elected or appointed. A director whose term has expired may be appointed to succeed him or herself. A director's term shall not be extended or shortened beyond the term for which the director was elected by an amendment of these Bylaws or other Board action.

4.3 **Election of Directors.** The Board shall elect directors to vacancies on the Board as and when required at any meeting of the Board duly called for such purpose by a vote of two-thirds of the Board then in office. Each director so elected shall serve (a) for the balance of the unexpired term in the case of a vacancy created because of resignation, removal, death or otherwise, (b) for the term specified by the Board in the case of an election upon expiration of the term of a director or the increase in the number of directors authorized.

4.4 **Removal of Directors.** The Board may remove a director, with or without cause, by an affirmative vote of the majority of the directors of the Board then in office, excluding the vote of the director subject to removal. Any director removed by this Section 4.4 shall also be deprived of status as a board officer of the Corporation.

4.5 **Resignation of Director.** A director may resign at any time by written notification to the President/Chair or Secretary of the Board. The resignation shall take effect at any time specified therein, and if no time is specified, at the time of its receipt. The acceptance of a resignation by the President or Secretary shall not be necessary to make it effective. Any director who is absent for more than three (3) consecutive meetings of a Board meeting in any fiscal year shall be deemed to have resigned in accordance with this Section 4.5 of these Bylaws, unless the Board acts affirmatively to retain the director.

4.6 **Compensation of Directors.** Directors shall serve without compensation for their services as directors of the Corporation, except that directors may be reimbursed for necessary and reasonable expenses incurred in the performance of duties as directors of the Corporation.

## **ARTICLE V MEETINGS OF THE BOARD OF DIRECTORS**

5.1 **Meetings.** Meetings of the Board shall be conducted in accordance with the provisions of the Texas Education Code and Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the Board meet to deliberate any issue or business of the Corporation or the Charter School without posting notice of a meeting as set forth in these Bylaws and in accordance with the Texas Open Meetings Act. Directors shall normally attend meetings of the Board in person.

(a) **Closed Session:** 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 complaint 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.

5.2 **Annual Meeting.** An annual meeting of the Board shall be held each year on a date set by the Board, at which all board officers of the Corporation shall be elected, and there shall be transacted such other business as may properly be brought before the Board.

5.3 **Regular Meetings.** Regular meetings of the Board shall be held at least once per month at the corporate office or on the campus of a Charter School, or such other time or

place as the Board may designate from time to time within the state of Texas.

5.4 **Special Meetings.** Special meetings of the Board may be held at any time upon the call of the President or Vice-President of the Board or upon written demand of at least two (2) or more directors.

5.5 **Quorum.** A quorum for the transaction of business by the Board shall consist of a majority of the directors of the Board then in office.

5.6 **Agenda.** At regular meetings of the Board, the order of business shall be established in an Agenda approved by the President and as presented in the notice of the meetings. 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.

5.7 **Action Taken at Meetings.** Any business may be transacted and any corporate action taken that has been properly placed on an agenda at any annual, regular or special meeting of the Board at which a quorum is present and except as otherwise provided by law or these Bylaws, the vote of a majority of the Directors members present at the meeting shall be the act of the Board as body corporate. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any director.

5.8 **Fundamental Actions Requiring Greater Vote.** In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board are fundamental actions that shall require the affirmative vote of the majority of directors of the Board then in office:

- (a) amendment of a certificate of formation;
- (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.

5.9 **Resolutions and Minutes.** 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 the corporate records of the Board. Such records shall be maintained and made available to the public in accordance with state law, the Texas Open Meetings Act and these Bylaws.

5.10 **Notice of Meetings to Directors.** Not less than 72 hours nor more than thirty (30) days (inclusive of the date of the meeting) before the date of any regular or special meeting of the Board, the Secretary of the Board, or any other officer of the Board, shall cause a written notice setting forth the time, place and general purposes of the meeting to be delivered personally, to be sent by facsimile, or by email, or to be deposited in the mail, with postage paid, addressed to each director of record at his or her last address (including email or facsimile number) as it appears in the Corporation's records. Notice that is mailed to a director must be deposited in the mail no less than five (5) days (exclusive of the date of the meeting) before the date of the meeting. Attendance of a director at a meeting constitutes a waiver of notice, unless the director attends a meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

5.11 **Public Notice of Meetings.** Public notice of all meetings of the Board, of the Executive Committee, and of all committees authorized by the Board shall be given pursuant to and as required by the Texas Open Meetings Act. Pursuant thereto, notice of all meetings of the Board, except as otherwise permitted by state law or these Bylaws, will be posted as described below at least 72 hours before the time of the meeting.

- (a) **Posting of Notice:** Notice to the public of any meeting shall be posted at the administrative offices of the Charter School and at each charter school campus in a location convenient to the public at least 72 hours before the time of such meeting.
- (b) **Emergency Notice:** Emergency meetings as may be allowed under the Texas Open Meetings Act may be posted up to two hours before the time of such meeting. The emergency or public necessity for an emergency meeting shall be clearly identified in the notice.
- (c) **Internet Posting:** Notice and the agenda of all meetings of the Board shall also be posted on the Charter School's internet website, if any, concurrently with the notice posted at the administrative offices of the Corporation as described above in subsection (a).
- (d) **Closed Session:** The agenda shall clearly state whether the Board intends to convene in a closed session and shall identify separately each matter to be deliberated by the Board in the closed session and whether the Board may take action on any such matter upon returning to the open session of the meeting. The Secretary shall note the times in the open session that the Board convenes to and adjourns from the closed session.

5.12 **Meetings Using Videoconference.** Meetings may also be conducted by videoconference call, provided a presiding officer of the board is present at one location, audio

and video is simultaneously available to the participants and the public, and other prerequisites and requirements of the Texas Open Meetings Act are met.

## **ARTICLE VI COMMITTEES**

**6.1 Executive Committee.** The Board may establish an Executive Committee to consist of the President/Chair and at least two other directors selected by the President and approved of by the Board at a meeting called for such purpose. The President/Chair shall serve as chairman of the Executive Committee. The Executive Committee may be given responsibility for part or all of the programs, activities and affairs of the Corporation; however, all actions of the Executive Committee shall be subject to approval by the Board.

**6.2 Other Committees.** Designated committees may be established by 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 selected by the President and approved by the Board. 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. All such committees shall be subject to the direction of the Board and all actions of any committee shall be subject to Board approval.

**6.3 Notice.** Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. 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 VII OFFICERS**

**7.1 Board Officers.** The board officers of the Corporation will consist of the of the Board Chair, a Vice-Chair of the Board, a Secretary, a Treasurer and such other officers that the Board may from time to time as established by a majority of vote of the directors of the Board then in office.

**7.2 Election and Term.** The board officers will be elected by the Board at the annual meeting of the Board or at any other meeting of the Board called for such purposes, and each officer will serve for a three year term and until his or her successor is elected. Any board officer may be elected to succeed him or herself.

**7.3 Removal of Officer.** Any board officer elected by the Board may be removed, with or without cause, at any time by the affirmative vote of a majority of the directors of the Board then in office. The board officer in question will not vote on the question of removal but may be present at the meeting and may be counted in determining the presence of a quorum.

**7.4 Vacancies.** Any vacancy occurring in any office of the Corporation may be filled for the unexpired duration of the term by the Board.



7.5 **President.** The President of the Board will preside at all meetings of the Board of Directors. The President will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-President will have the powers and duties of the President in his absence.

7.6 **Vice-President.** A Vice-President will act under the direction of the President and in his absence have the duties and powers of the President. A Vice-President will have other duties and powers as the President of the Board of Directors may assign.

7.7 **Secretary.** 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 President, Vice-President or other authorized board officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors to be 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 President.

7.8 **Chief Executive Officer/Superintendent.** The Board shall employ a Chief Executive Officer to be employed by the Corporation. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if he/she is a member of the Board of Directors, he/she shall resign such position on the Board immediately upon hiring if required by state law. The Chief Executive Officer shall report to the Board of Directors of the Corporation. The Chief Executive Officer shall be deemed to be the Superintendent of the Charter School as provided by the Texas Education Code and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation and the Charter School. The Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board, or as required by state law.

## **ARTICLE VIII**

### **DEPOSITS, CHECKS, LOANS AND CONTRACTS**

8.1 **Deposits.** 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.

8.2 **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.

8.3 **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.

8.4 **Contract Authority; Execution of Instruments.** Unless specifically authorized by the Board of Directors or as otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or legal written instruments executed in the name of and on behalf of the Corporation shall be signed and executed by the Chief Executive Officer or the President (or such other person designated by the Board), pursuant to the general authorization of the Board.

## **ARTICLE IX CONFLICTS OF INTEREST**

9.01 **Ethics, Conflict of Interest, and Nepotism Policy:** The Corporation and the Board shall comply with the Ethics, Conflict of Interest, and Nepotism Policy attached hereto and incorporated herein by reference as **Exhibit A** to these Bylaws.

9.02 **Loans.** No loans or grants will be made by the Corporation to its directors, officers, employees or committee members. 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 X INDEMNIFICATION OF DIRECTORS AND OFFICERS**

10.1 **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 or committee member.

10.2 **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.

10.3 **Insurance.** The Board will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board and others.

## **ARTICLE XI AMENDMENT OF BYLAWS**

11.1 **Amendment.** These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a two-thirds vote of the directors of the Board then in office, provided that the written notice setting forth in detail the proposed revisions to the Bylaws is provided to the directors at least three (3) days in advance of the meeting in compliance with the Texas Open Meetings Act. Any amendment of the Bylaws shall be approved by the Board for submission to the Commissioner of Education in the form of a charter amendment and any such amendments

shall take effect upon the approval by the Commissioner of the charter amendment.

## **ARTICLE XII MISCELLANEOUS**

12.1 **Fiscal Year**. The fiscal year of the Corporation will commence on July 1 of each year and will end on June 30 of the next year.

12.2 **Annual Report**: In addition to such other reports and information as may be required by the Texas Education Code and the interpretive regulations, the Board shall have the financial and programmatic operations of the Charter School audited annually by a certified public accountant licensed by the Texas State Board of Public Accountancy and registered as a provider of public accounting services, and the Board shall review, approve and file a copy of the annual audit report with the Texas Education Agency (TEA) no later than 150 days after the end of the fiscal year for which the audit is made.

12.3 **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 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 as required by the Texas Public Information Act. Upon leaving office, each director, officer or agent of the Corporation will turn over to the President 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.

12.4 **Interpretation and Compliance with Laws**. These Bylaws are subject to and governed by, and should be read to comply therewith, any applicable federal or state laws and regulations applicable to the Corporation and the Charter School, including the Texas Education Code, interpretive regulations, pertinent local ordinances and the Certificate of Formation of the Corporation and any amendments thereto.

## **CERTIFICATION**

Upon authorization, the Board of Directors for Elevate Collegiate Charter School, will ratify these bylaws.

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: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

## BACKGROUND

Full Legal Name: Zenaida Aguirre-Munoz

Home Mailing Address: 2201 Rutland Street, Houston, TX 77008

Phone Number: 806-790-9794

E-mail Address: zaguirre-aguirre@uh.edu

Business Name: University of Houston

Business Mailing Address: 4800 Calhoun Rd. Houston Texas 77004

Business Phone Number: 806-790-9794

E-Mail Address: zaguirre-aguirre@uh.edu

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

As an education researcher who investigates opportunity to learn for underserved students of color, I am well aware of the impact of long-term and systemic educational inequities on the lives of poor students of color. I am now at a point in my professional and personal life where I feel I can make a significant and direct contribution to young students of color. Elevate Collegiate aims to implement evidence-based practice to meet the learning needs of students. It is an organization with which I will be thrilled to be associated.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to adopt and execute educational policy that complies with local, state, and federal agencies. The board member uses these policy statements to evaluate the extent to which the charter meets its goals with respect to serving all students while attending to fiscal and budgetary responsibilities.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on a number of parent, state, and international advisory boards where I monitored and advised state agencies on the degree of compliance with state and federal regulations. In my consulting activities I have experience in providing technical assistance to schools, districts, and international education bodies in developing and aligning assessments that meet local, state, and federal guidelines. These experiences provide me with important knowledge and skills relevant for board service.

4. Describe the specific knowledge and experience that you would bring to the board.

My background in learning, instruction and assessment of culturally and linguistically diverse students provides me with technical expertise in ensuring compliance with education mandates using evidence-based strategies that are effective for meeting the educational needs of all students.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to equip all Pre-kindergarten through fifth grade students with the academic knowledge and character development necessary to guide them through the path to college, careers of their choice, and a life filled with success.

2. What is your understanding of the school's proposed educational program?

Strong and consistent focus on literacy and mathematics as these two areas constitute the foundation of elementary school academics. In addition, the proposed educational program will equip students with 21st century skills they may not be exposed to in typical neighborhood schools such as computer science with elements of robotics, engineering, and coding. Another unique feature of the school is that it will provide all students with opportunities to gain functional proficiency in Spanish through enrichment classes.

3. What do you believe to be the characteristics of a successful school?

High academic rigor, culturally relevant instruction, and a student centered curriculum that engenders the development and motivation of positive achievement identities. Successful schools also remain fiducially responsible and meet their academic goals.

4. How will you know that the school is succeeding (or not) in its mission?

The Board and the Lead Founder will set yearly academic goals around academic growth and achievement, and financial targets. The Head of School will present the Board with a monthly data dashboard highlighting current academic and financial standing. Academic standing will be data driven.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Board will ensure the school abides by all local, state, and federal laws. The Board oversees the outcomes of the Head of Schools' management both financially and academically.

2. How will you know if the school is successful at the end of the first year of operation?

The Board will evaluate the success of the school by comparing student literacy and mathematics results with the all academic benchmarks. School and community climate will be monitored by analyzing responses to family and student surveys. School will be fiscally sound and we will have met all enrollment goals for the upcoming year.

3. How will you know at the end of four years if the school is successful?

Four year evaluation will be conducted using STAAR results for 3-5 grade students. Overall academic performance for all pre-k-5 students, using student level indicators. In addition, trends in quality of middle school to which our 5th graders are matriculating. The goal is to have a high percentage of students enrolling in high performing schools such as The Lawson Academy and the Baylor College of Medicine at Ryan, both located in Third Ward.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Engaging in appropriate governance to hold Head of School accountable, including regularly analyzing data dashboards to monitor fiscal and academic standing.

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 members are committed to adhering to all by laws and code of ethics pertaining to the Board. In the event that a board member may be acting unethically, I will report it to the Board chair, who in turn will have a private conversation with said parties. Any unethical behavior will result in removal 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.

not applicable

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 not had experience with a charter school. I have conducted research at Energized for Excellence in Houston, Texas.

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?

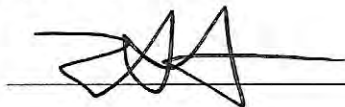
☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

## CERTIFICATION

I, Zenaida Aguirre-Munoz, 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

12/30/18

## Verification

State of TEXAS

County of HARRIS

On this day, ZENaida AGUIRRE MUNOZ (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.

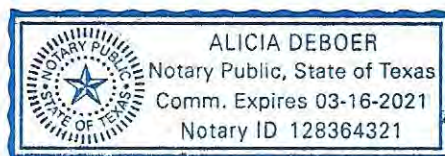
Subscribed and sworn to before 31 day of DECEMBER, 2018.

(Notary Public)

Alicia DeBoer

(Seal)

My commission expires 3-16-2021





Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

**BACKGROUND**

Full Legal Name: Antoine Bryant

Home Mailing Address: N/A

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?

I have lived and worked in Third Ward, Houston for over 15 years. I am intimately aware of the challenges our local public-school system has, and sincerely believe our children deserve better. This is not an indictment of said system, nor a statement that public schools cannot serve our children. However, I do believe that we should explore quality options for our children whenever possible, and I know that Elevate Collegiate Charter School will be a phenomenal addition to our local academic landscape.

## 2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member ensures that the school is achieving its academic goals and also ensures that the school is making financial decisions that are aligned with the mission or purpose of the school. A school board member is aware of the fact that the Head of School makes all operational decisions and therefore acts accordingly by concerning themselves with governance as opposed to management responsibilities.

## 3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on several local and national Boards and have served on Boards for the better part of the last two decades. A few of the Boards I have served on or currently serve on are; National Organization of Minority Architects; Greater Houston Black Chamber of Commerce; OST/Almeda TIRZ #7 Redevelopment Authority Board; and the American Institute of Architects (AIA) Diversity & Inclusion Committee. Through my experience serving on Boards I have facilitated Board trainings, hired Executives, and met fundraising goals.

## 4. Describe the specific knowledge and experience that you would bring to the board.

The skill set I bring to the Board includes a track record of successful fundraising, Board experience, and 20 years experience being a design and development professional. I have particular experience in the design and construction of academic environments, including K-12 facilities. I served as a project manager for Yates Senior High School in Houston's Third Ward, which opened for classes this past Fall 2018.

## SCHOOL MISSION AND PROGRAM

## 1. What is your understanding of the school's mission and guiding beliefs?

Elevate Collegiate believes that all children should have the choice to go to college. The school believes that college can be a launching pad for children to experience a life filled with success and opportunity. The school has also determined that strong academics paired with character development is what will truly set our students up for success in their future academic endeavors.

## 2. What is your understanding of the school's proposed educational program?

Elevate Collegiate will implement an extended school day and year in order to have enough time with our students to develop them into strong readers and mathematicians. We will have a math and literacy focus because those two subjects allow children to access all of the other subjects. The school will have computer science as well to expose our children to the world of technology at a young age.

## 3. What do you believe to be the characteristics of a successful school?

A successful school is educating students and allowing them to perform well on all academic measures of success. A successful school enables all children to learn regardless of their differences. A successful school has full enrollment, is in compliance with all laws, and maintains a healthy budget as well.



#### 4. How will you know that the school is succeeding (or not) in its mission?

We will know that we are succeeding on our mission by holding ourselves to the goals we set at the beginning of each school year. These goals, if reached, will incrementally steer us toward fulfilling our mission. These goals are centered around academics and also finances.

## GOVERNANCE

#### 1. Describe the role that the board will play in the school's operation.

It is my understanding that the Board will operate in an oversight capacity, ensuring complete and responsible fiscal controls are in place, for the successful maintenance and growth of the school. Additionally, we will serve in the evaluation for the school's executive leadership. I believe the day-to-day operations of the school will be served by the executive staff on-site, and that the Board will serve best in an advisory capacity, to ensure the school maintains its culture of excellence.

#### 2. How will you know if the school is successful at the end of the first year of operation?

At the end of the 1st year, a measure of success will be the continued academic growth of our first class of students. If children are thriving academically and enjoy coming to school, that will be a discernible measure of success. Additionally, it will be paramount that a school culture clearly exists amongst students, parents, faculty and staff. If the culture is clearly present, then that will permeate every level of the school, and play a critical part in its sustainability. The school will also have to be fiscally sound.

#### 3. How will you know at the end of four years if the school is successful?

After 4 years, we will have had enough time to analyze trends in our successes and challenges. Success will be represented by some of the following: children are ready to actively excel in middle school; we continue to be enrolled at capacity; we have an active pipeline of students coming into the school, we actively participate in the community, surveys indicate that students, families, staff are satisfied with the school, and we have met all academic and financial goals

#### 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 create policies and procedures that ensure the school is always acting in ways that are aligned to the mission. The Board must then evaluate the academic and financial standing of the school on a monthly basis to ensure those goals are being met. The Board must always hold the Head of School accountable for all school operations and student outcomes.

#### 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

If a situation involving unethical actions by a fellow board member were to occur, then the Board MUST react swiftly, and suspend or remove the Board member. All members must abide by Code of Ethics.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

## CERTIFICATION

I, Antoine Bryant, 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

Antoine Bryant

Date

2 Jan 19

## Verification

State of Texas

County of Harris

On this day, Jacqueline Gbur (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.

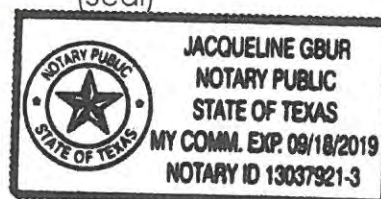
Subscribed and sworn to before 2nd day of January, 2019.

(Notary Public)

Jacqueline Gbur

(Seal)

My commission expires 09/18/2019





Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

**BACKGROUND**

Full Legal Name: Chukwubuike Ejim

Home Mailing Address: 26607 Majestic Ridge Lane, Katy TX 77494

Phone Number: 724-556-9620

E-mail Address: [REDACTED]

Business Name: Consultant

Business Mailing Address: 26607 Majestic Ridge Lane, Katy TX 77494

Business Phone Number: 724-556-9620

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 passionate and driven by the mission and vision of educational excellence, academic achievement and bringing a lifetime of opportunity to the children in my community. I strongly believe that every child deserves a great education. I want every single school to be a school I can choose to send my own children to. By serving on this board, I can be part of the team that turns that dream into reality.

Further, I had a number of great teachers, counselors, and mentors growing up, who really made a difference in my life. They helped me conquer math, stay focused, graduate from college, and influenced my career choice. Board service is the most directly relevant way possible that I can honor these educators in my own life, by actively supporting public education with my skill sets, and making sure every child that walks through the doors of Elevate Collegiate Charter School has a great teacher and life-changing education experience.



2. What is your understanding of the appropriate role of a public charter school board member?

Among other roles, a public charter school board member demonstrates understanding and passion for the school's mission, beliefs, and values; respects management/governance boundaries; and promotes board development and governance best practices. Additionally, he/she will cultivate a constructive partnership with the School Leader that reflects the school's and board's priorities. Further, he/she should uphold legal and ethical standards of conduct, while cultivating relationships with donors, funders, and stakeholders.

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 experience working with Fortune 500 to establish effective governance practices (systems, structures, and policies). I look forward to bringing this experience to Elevate Collegiate. Additionally, the school will need to acquire facilities, hire vendors, manage a large budget, raise funds, retain top talent, comply with a variety of laws, and engage the community. I can leverage my extensive professional experience to contribute and help make sure the school has sound business operations and runs effectively.

4. Describe the specific knowledge and experience that you would bring to the board.

I was introduced to Information Technology as a 12-year old, fell in love with it, and have not looked back since. Today I am a successful IT Strategy Consultant that helps Fortune 500 companies tackle their biggest IT challenges. I believe 21st century students need 21st century skill sets, especially in this fast-changing Digital world. Elevate Collegiate seeks to equip students with Computer Science skills, and it would be exciting to serve on the board and see hundreds of students fall in love with the same passion that captivated me.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Elevate Collegiate Charter School will equip all pre-kindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college graduation, success in their careers, and a life filled with opportunity. We believe that ALL students have a right to a high-quality education, that excellent teaching drives student growth, that 21st century skills are essential to an academic foundation, and that family partnerships propel student progress.

2. What is your understanding of the school's proposed educational program?

Diverse curricular and instructional programs driven by the mission, and with academic emphasis on literacy and math, as well as content for Spanish language and intentional character development. Elevate Collegiate will also equip students with skills they may not be exposed to, such as Computer science, with elements of robotics, engineering, and programming.

3. What do you believe to be the characteristics of a successful school?

A successful school grows learners, has experienced teachers, and delivers a challenging and engaging curriculum. It provides the supports needed for every student to meet or exceed student performance targets and has expectations and consequences for student behavior that are openly communicated and fair for all. A successful school operates in a manner that is accountable to the families and communities it serves and operates openly and transparently as stewards of taxpayer funds.



#### 4. How will you know that the school is succeeding (or not) in its mission?

We will set annual academic and financial goals that work to drive our mission forward. During monthly Board meetings we will assess our progress towards those goals and develop action plans for closing any gaps we see.

## GOVERNANCE

#### 1. Describe the role that the board will play in the school's operation.

The board will govern through its adopted policies and clear evaluative metrics. It will ensure that:

- The school's academic and operational programs are successful, and comply with all terms of its charter
- The school is compliant in all statutory and regulatory requirements
- The school is financially solvent
- Hire and evaluate the Superintendent

#### 2. How will you know if the school is successful at the end of the first year of operation?

The charter school will set goals that are specific to its mission and student body. Measurement of metrics including Academic results, school financial performance, student and family surveys results, teacher evaluations, math and literacy proficiency rates, etc.

#### 3. How will you know at the end of four years if the school is successful?

We will ask ourselves are we instilling the scholarly habits, attitudes, and skills students need to succeed in college, in their communities, and in life? Are we integrating parents into their children's learning while providing a strong academic foundation? Are we providing a rigorous education that serves low income families? Are we meeting metrics e.g. state exam proficiency, total enrollment, 4-year graduation rate, college admission, math/reading, demographics etc?

#### 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Govern to fulfill the school's mission. Focus relentlessly on student achievement. Review indicators of student success regularly to measure progress toward school goals. Ensure exceptional school leadership. Support a strong School Leader and hold them accountable. Implement exemplary best governance practices. Act strategically and respect the balance between oversight and management. Manage all monies responsibly. Expand awareness and raise funds. Maintain legal and regulatory compliance.

#### 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?

Report it to the Board chair. The expectation is for the Board chair to have a private conversation with said parties. You are committed to adhering to all by laws and code of ethics pertaining to the Board. The Board chair will lead the process of removal of the member by vote of the Board if there is unethical behavior and thus a breach of our Code of Ethics.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

The Jidola Group

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 not previously worked in any official capacity 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 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, CHUKWUBUIKE EJIM, 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

01/02/2019

## Verification

State of Texas

County of Fort Bend

On this day, Chukwubike Ejim (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

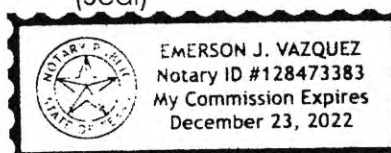
Subscribed and sworn to before 2nd day of January, 2019.

(Notary Public)

[Signature]

My commission expires Dec 23, 2022

(Seal)



Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

**BACKGROUND**

Full Legal Name: Patrick D. Jefferson

Home Mailing Address: 3603 Alderwood Dr., Spring, TX 77388

Phone Number: 310-491-4522

E-mail Address:

Business Name: Prairie View A&amp;M University

Business Mailing Address: 700 University Dr., Prairie View, TX

Business Phone Number: 936-261-3635

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes      ☒ No, does not apply to me

If Yes, state the name of the entity:

## 1. What was your motivation to serve on the board of the proposed charter school?

I have had the opportunity to develop a unique view of our public education system. I have started my career as a high school biology and chemistry teacher and moved on to work in public adult education, and in higher education at the community college and university levels working with undergraduate as well as graduate level students at public institutions. In short, I have seen the pipeline from one end to the other. These experiences have shaped my view of the many challenges we face in educating our society, as well as the many opportunities. Working in higher education, I can see a clear distinction between the students that have had a solid educational foundation and find success in college and those that struggle due to not having such a foundation and fight to play "catch-up." I also have first-hand experience being in the latter group. I struggled through college as a first-generation student partly because of not having a solid educational foundation. My motivation to serve on the board of the proposed charter school is to be an active participant in bringing an opportunity students and their families that need a meaningful and viable alternative to what is currently available. Education provides the best opportunity to break the cycle of generational poverty and all the trappings therein. As an educator, it is my duty to help bring opportunity to communities in need, my communities. This elementary school can be the spark and foundation that changes the trajectory of thousands of students and give them a fighting chance to chase their dreams and build a life for themselves. I choose to actively help bring this opportunity to life.

## 2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board's responsibility for school performance and institutional effectiveness is exercised through its policy making role and the delegation of policy implementation to school staff through the Head of School. The public charter school board is responsible for adopting policy language that directs the school employees toward good practice and for examining how well the school meets its goals. The public charter school board is also responsible for the fiscal integrity of the institution.

## 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 I have not served on the board of a charter school, I have experience servicing on the board of a nonprofit community service organization and two education related nonprofit entities. Currently, I serve as the Vice President of Operations for the 100 Black men of Metropolitan Houston. Previously, I served as a founding board member for the African American Male Educational Network and Development (A<sup>2</sup>MEND), and a board member for the Ventura College Foundation.

## 4. Describe the specific knowledge and experience that you would bring to the board.

Through my professional experiences, I have developed vast practical experience in organizational leadership, strategic planning, organizational performance assessment, organizational change, leader and team development and learning program management, evaluation methodology, curriculum design, faculty development, and proposal writing and grants management. These experiences and skills can be useful in the development of the school.

## SCHOOL MISSION AND PROGRAM

## 1. What is your understanding of the school's mission and guiding beliefs?

I support the school's mission and guiding beliefs. I engaged in several conversations with the lead founder on the mission and guiding beliefs before I agreed a founding board position. The cornerstones of the school are academic preparation and character development. In addition, the mission and guiding beliefs are aimed to give students the support and foundation that they will be able to rely on for the rest of their lives.

## 2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is purposefully focused on making sure every student leaves the school after 5th grade on grade level and showing both growth and mastery in the core academic areas. Extended days, a longer school year, a focus on literacy and math, and incorporating culminating learning assignments are hallmarks of the educational program that sets high standards and give students the academic, social, and emotional support to meet those standards.

## 3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school include the ability to develop a vibrant campus community while never overlooking the individual needs of students. It sets high expectations for students and provides them the support to meet those standards. It meaningfully engages with parents and the community, and has sound financial management to ensure the long-term health and stability of the institution. These overarching principles will lead to a successful school and positive outcomes for students.



#### 4. How will you know that the school is succeeding (or not) in its mission?

I have been trained on and appreciate gauging the efficacy of an educational institution through a holistic approach. Using quantitative methods such as academic assessment scores, reading levels, and budget reports, combined with qualitative methodology such as looking at campus climate, parent engagement, and teacher satisfaction will give an accurate and credible reading on if the school is succeeding (or not) in its mission.

## GOVERNANCE

#### 1. Describe the role that the board will play in the school's operation.

The Board empowers the Head of School to oversee the operations of the institution and avoids intruding into those operations. The Board sets policy that should help guide and direct the school's operation toward student and institutional success. The Board holds the Head of School responsible for school and student outcomes.

#### 2. How will you know if the school is successful at the end of the first year of operation?

Goals and objectives will be set by the board and school leadership. These goals and objectives will be shared with the school community, parents, and teachers. Through quantitative and qualitative methods, these goals and objectives will be used to gauge the success of the school at the end of the first year of operation. Initial ideas would include looking at enrollment rates, teacher turnover, academic assessment scores, parent satisfaction, and fiscal stability.

#### 3. How will you know at the end of four years if the school is successful?

Similar to one year success measures, long term strategic goals and objectives will be developed to ensure the lasting success of the school. By the end of four years, there should be a trove of longitudinal data that can be used to evaluate all aspects of the school. Data used for evaluation would include student retention rates, their mastery of core grade level competencies, teacher retention, parent engagement, resource development, and school expansion.

#### 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that the school is successful the charter school board must: 1) remember its role as a policy and accountability setting body; 2) have relevant and meaningful discussion on school progress and health through regular and lawful board meetings; 3) ensure fiscal responsibility and accountability of the school; 4) engage in meaningful fund and friend raising on behalf of the school community; and 5) engage in meaningful professional development to grow board skills.

#### 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?

There are several steps to take if one or more members of the school's board were acting unethically or not in the best interest of the school. First, I would speak directly to the member/members. If this was not effective, I would bring the matter to the board chair. If the matter is still not remedied, I would bring the matter to the full board for consideration. Depending on the severity of the situation I would expect some level of sanction including and up to dismissal 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.

I am a board member for the 100 Black men of Metropolitan Houston. This organization may provide free of charge mentoring services to students and parent workshops.

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, Patrick Jefferson, 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

12/29/18

## Verification

State of Texas

County of Harris

On this day, Patrick Jefferson (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

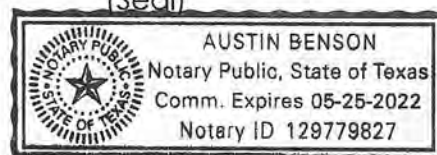
Subscribed and sworn to before 29 day of December, 2018.

(Notary Public)



My commission expires May 25, 2022

(Seal)



Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

**BACKGROUND**

Full Legal Name: Debra Anne Johnson

Home Mailing Address: 2602 Shaly Court, Katy, Texas 77450

Phone Number: 713-503-0218

E-mail Address: [REDACTED]

Business Name: Allstate

Business Mailing Address: 5621 Third Street, Katy, Texas 77493-2422

Business Phone Number: 281-392-6868

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: McKinney-Byrd Academy (pre-school) 2013-14

1. What was your motivation to serve on the board of the proposed charter school?

I bring several years of Board service with different organizations, and what motivated me about this board was the opportunity to be a part of something truly life changing for children. I want to bring my professional skills to support and guide a school community that is developing the next leaders of our country, state, and city. I want to empower undeserved children through education, ensuring that students before they enter middle school are set up for a life of success. We are providing an educational opportunity to children who may not be as fortunate as others but desperately need a head start.



## 2. What is your understanding of the appropriate role of a public charter school board member?

The charter school board and all of its members ensure that the school is academically strong - that we are meeting our goals in all subject areas, and that the school is financially strong - that we are managing public dollars ethically and for our mission. The board also ensures that we are following all laws. The Board holds the Head of School accountable for all academic and financial goals set.

## 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 three boards associated with education. They were: McKinney-Byrd Academy (pre-school) 2013-14; Board of Directors-Ruston Lincoln Parish Convention & Visitor Bureau (representing Grambling State University) 2013-14; Industry Advisory Board, TSU-Maritime Transportation Mgt. & Security 2010-11. Through my communication and marketing skills, I was a key lever in driving future students to enroll at the universities.

## 4. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience in the communications/marketing field lend added value to the Board. I also have experience in development, branding, public relations, advertising, and outreach campaigns. I served as the spokesperson at the higher education level for Grambling State University.

## SCHOOL MISSION AND PROGRAM

## 1. What is your understanding of the school's mission and guiding beliefs?

Elevate Collegiate Charter School will equip all prekindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college. I believe in this mission and want to make college more accessible to our undeserved communities. We believe college should be accessible to all children and that 21st century students need 21st century skills. We believe that literacy unlocks success for years to come.

## 2. What is your understanding of the school's proposed educational program?

We will develop the strong literacy and mathematics abilities of every student while offering additional educational experiences that may not be obtained in the traditionally public school system. Students will be able to broaden their horizons linguistically and culturally through Spanish enrichment courses. Students will also be exposed to computer science in every grade with elements of coding, robotics, and engineering.

## 3. What do you believe to be the characteristics of a successful school?

To provide a high quality education to all enrolled students that cross our threshold, and to ensure they have the skills to succeed in the upper grades as they continue in their education. To academically challenge students to reach ambitious goals and to support them in reaching those goals. To encourage students to be their own person, go after their dreams, with a team of teachers and staff who believe in them.



#### 4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding when all students are reaching the goals that we have set out for them each academic year, both in terms of growth and absolute achievement (i.e. reading levels). I will also know we are successful in our mission when students are showing that they are achieving on state and national assessments and taking pride in themselves, and showing their PRIDE values every day. Of course, to be successful we also have to have strong finances and a community that supports the school.

## GOVERNANCE

#### 1. Describe the role that the board will play in the school's operation.

The primary role of the board is to ensure that the school is fiscally sound and academically strong and that the school abides by all local, state, and federal laws. The Board will not take part in day to day operations of the school but oversee how effective those operations are in driving student success. We establish policy that guides the school, ensure the school has the resources that it needs, and monitor its success against clear goals for every student every year.

#### 2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of the first year by reviewing reports (i.e. assessment data and survey results) that are generated monthly, by semester and/or annually and seeing how results measure up to academic and financial goals we set at the start of the year. Staff is excited to return for the next year, families are filling our waiting list, and students are reading books with excitement and ability.

#### 3. How will you know at the end of four years if the school is successful?

We will review scores from STAAR, MAP, and other assessments and will have met all goals. Our assessment scores will be comparable to other high performing schools locally and nationally. The school will be successful if our fifth grade class will be going on to high performing middle schools in Houston. In addition, we will be fiscally sound in all years, with strong and continuing enrollment in all grades.

#### 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will need clear metrics on which to evaluate our performance month to month and year to year. We will need a fully engaged board with active committees that can consider monthly management reports thoughtfully to ensure academic accountability and the school's sound fiscal standing. We also have to be willing to hold the Head of School accountable for delivering on all goals.

#### 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would report the situation immediately to the Board Chair. I would expect us to use our Code of Ethics and Conflict of Interest Policy to guide our actions. As I understand it, all unethical actions are subject to dismissal as a board member.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.



11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01 (5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

No.

## CERTIFICATION

I, Debra A. Johnson, 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

Debra A Johnson

Date

12-29-2018

## Verification

State of

Texas

County of

Harris

On this day, 12/29/18 (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

29

day of

December

, 2018.

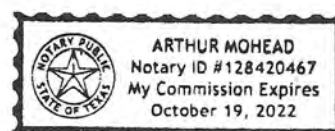
(Notary Public)

Arthur Mohead

(Seal)

My commission expires

10/19/22



Name of Proposed Charter School: Elevate Collegiate Charter School

Name of Sponsoring Entity: Elevate Collegiate, Inc.

**BACKGROUND**

Full Legal Name: Amanda Victoria Stephens

Home Mailing Address: 1903 Bradshaw Street, Houston, Texas 77008

Phone Number: (713) 658-6412

E-mail Address: [REDACTED]

Business Name: Orrick, Herrington &amp; Sutcliffe LLP

Business Mailing Address: 609 Main Street, 40th Floor, Houston, Texas 77002

Business Phone Number: (713) 658-6412

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?

For me, a good education changed the path that I saw for myself and helped me to achieve many milestones in my life. I am so thankful for what my education did in my life and I want to make sure that other children have the opportunity to receive a good education, without having to pay for it. I think that Elevate Collegiate Charter School is going to provide a place where children in under served and under performing areas of Houston can go to get the education they need to be successful in life. Children are the future of Texas and this country and we must give them the tools they need to succeed. In my law practice, I interact with many independent school districts and charter schools. I think that the ability to have both types of schools in a community fosters growth, the overall standard of the education being given, and increases the likelihood that all children will succeed. I also see how many charter schools are opened by passionate people with no idea how to navigate the world of finance, especially facilities financing. I believe I can be an asset to Elevate Collegiate Charter School from a purely legal perspective, but also with all my experience working with other charter schools in the State and around the country.

2. What is your understanding of the appropriate role of a public charter school board member?

A charter school board is not engaged in the day to day activities of the charter school, rather the Board sets the overarching policies for the school and provides accountability to those running the school. It reviews and approves large transactions, and ensures fiscal responsibility and compliance with all the applicable state, local and federal requirements.

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 previously served on a charter school board. However, I currently serve with the Junior League of Houston and Texas Women in Public Finance (Executive Committee). I have always been active in working with non-profits and my legal work with Charter Schools provides me with knowledge of IRS, TEA and other issues that are unique to charter schools in Texas.

4. Describe the specific knowledge and experience that you would bring to the board.

On a day to day basis I work with charter schools and charter support organizations to help them get the best capital project financing available. I work with charter schools on TEA compliance, financial compliance, and other issues. I have a strong understanding of how charter schools succeed in Texas and have seen instances where the shortfalls of the board or management have created serious issues for the charter school. I know that I can assist in areas that are often unknown or misunderstood by charter schools.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To equip children with the academic skills and character to allow them to choose a path in life that leads to college, a career or any life that they choose. Ultimately, we want the students to develop into active and educated members of our society who have the ability to make successful choices in life.

2. What is your understanding of the school's proposed educational program?

We will have a strong emphasis on literacy and math, which are the building blocks of education. We also want to teach children how to successfully navigate the fields of science and technology, including coding, robotics, and other STEM fields. Exposing students to other languages will also help our children succeed in an ever changing America.

3. What do you believe to be the characteristics of a successful school?

The ability to engage children and inspire them to learn. Education has to fight against so many social and economic factors. It often loses and when this happens it hurts our children. Children don't always understand the importance of an education so we must inspire them to learn and to overcome those other factors that are preventing them from getting the education they need. Successful schools are fiscally sound and meet the academic goals they set each year for all of their students.

#### 4. How will you know that the school is succeeding (or not) in its mission?

We will need to set academic and financial goals and track those goals. It won't be enough to look back each year and see if we met our goals; we will need to review this data every month and learn from our inevitable challenges and overcome these challenges. We will need to see academic growth and achievement from our students. Eventually we will also be able to see the success they have outside of the school as well.

## GOVERNANCE

#### 1. Describe the role that the board will play in the school's operation.

The board will set the policies and procedures that govern management, and ensure financial and fiscal responsibility. The academic and financial health of the school should be the board's top priority, along with compliance with all applicable laws. The board is not involved the actual operations of the school.

#### 2. How will you know if the school is successful at the end of the first year of operation?

We will look to our families and student for feedback on our operations. We will also see the academic growth and achievement in our students and how those results align with the academic goals that we set in the beginning of the year.

#### 3. How will you know at the end of four years if the school is successful?

One huge indicator of the school's success will be the the results of our STAAR (or other applicable State wide test). In our first testing year, 3rd grade students will have been with the school for three years and we will be able to see how they are doing compared to other schools in the area and the State. We will also be receiving an overall academic rating and financial rating from TEA which will be important indicators of our success. We will want to see our students being admitted to high performing middle schools in the area.

#### 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

A charter school board should focus on the policies and procedures that they set in place and the compliance with those policies and procedures. This will cover accountability of management, financial accountability and academic progress accountability. There should be ways to measure these areas each month and should be reviewed each month by the 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?

If I believed one of the board members was acting unethically, I would report it to the board chair. Typically, the board chair would address with issue directly with the party being accused. The board should always handle these matters consistent with laws and code of ethics that apply. Any unethical behavior would require a member to step down or 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.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Through my capacity as a public finance attorney, I have worked in the last four years on many transactions with open-enrollment charter schools serving in the role of Bond, Disclosure, Trustee, Purchaser, Bank and Underwriter's Counsel involving TLC Academy, Charter School Solutions, Harmony Public Schools, Inc., The Soulsville Charter School (TN), KIPP Texas, Young Audiences (LA), Houston Gateway Academy, Austin Achieve Public Schools, International Leadership of Texas, Village Tech, Cityscape Schools, Inc., Knowledge Academies (TN), Rocketship (TN, CA), Arizona School of the Arts (AZ), Uplift, Ordenda Education, Eagle Advantage, Riverwalk, IDEA, A+ Academy, Bob Hope and Ehrhart School, ECI Academy, South Texas Educational Tech, A.W. Brown, WALIP, and many more.

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, Amanda Victoria Stephens, 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

Amanda V. Stephens

Date

12/26/18

## Verification

State of Texas

County of Harris

On this day, Amanda Victoria Stephens (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 26<sup>th</sup> day of December, 2018.

(Notary Public)

Marilyn J. Herzog

(Seal)

My commission expires 08/20/19



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 to serve on the Board stems from my desire to transform the lives of children and families through the lens of high-quality education and academically challenging curriculum, where every child's natural curiosity, innovation, and creativity is unveiled to facilitate life long learning and critical thinking skills. In addition to this, my passion for mental health, early childhood education, trauma informed education, and social-emotional learning are also motivating factors in my desire to serve on the board.

Lastly, but equally important is my love for Houston's Third Ward. When I relocated from Baltimore to Houston, Third Ward was the first place I called home. Houston's Third Ward is a community of beauty and grit, a community of rich cultural history and tremendous strength even in the face of sustained economic disenfranchisement. Just as Elevate Collegiate Charter School is committed to providing high-quality education to all children and collaborating with parents, the charter school is also committed to collaborating with organizations and community stakeholders to learn what is needed, seek feedback, and foster change.



2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to oversee or govern the school without managing it themselves. The board will hire a superintendent who will be the manager of all academic and financial processes for the school and the Board will support, oversee, and evaluate the Superintendent to ensure those processes are aligned to the mission and vision of the school as well as adhering to all laws.

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 I do not have prior board experience, my expertise in and passion for early childhood education and working with vulnerable children will enable me to be an effective Board member. I have developed and maintained significant professional relationships in Third Ward, Houston through my work as a licensed social worker and the lead family services case manager at SEARCH Homeless Services' House of Tiny Treasures, an early childhood education center dedicated to providing high-quality education to homeless children.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring skills and expertise related to social emotional development in children who have experienced chronic homelessness, trauma, and generational poverty which are challenges we will face in Third Ward. I also bring expertise about special education and other services provided within the public school system. I have worked with numerous community organizations in Third Ward, and have established meaningful relationships that will be an asset to Elevate Collegiate.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Elevate Collegiate Charter School will equip all prekindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college. Elevate Collegiate believes that all students learn differently and need varied supports and interventions to succeed at high levels.

2. What is your understanding of the school's proposed educational program?

Elevate Collegiate will implement rigorous curriculum and effective teaching in a warm and structured environment. The school will have an extended school day and year to ensure Elevate Collegiate will provide students in Southeast Houston with a high quality college preparatory education. We have a literacy and math focus with two enrichment courses, Spanish and Computer Science, required for all students.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are accountability, integrity, excellence, and transparency. I believe it is the responsibility of the board and school administrators to create the culture of the school and ensure it drives academic results. The proof of a strong school culture will then manifest itself into academic achievement. A successful school will also be in good financial health and adhere to all laws and regulations.



4. How will you know that the school is succeeding (or not) in its mission?

Upon reviewing the current state of academic and financial affairs the Board and the Head of School will determine how current status is measuring up against all goals set at the beginning of each school years. All goals will be directly aligned to our mission.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will oversee the school's operation and hold the Head of School accountable for meeting all academic and financial goals while remaining in compliance with all local, state, and federal laws.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful when we have met our academic and financial goals we set at the beginning of the school year. We will also take into account student, staff, and family surveys to gauge satisfaction. Our enrollment will be at capacity with a wait-list for the following year.

3. How will you know at the end of four years if the school is successful?

At the end of four years, our inaugural first graders will be fifth graders seeking high quality middle school options in the neighborhood. We will be successful if they are academically and behaviorally prepared for the schools into which they seek to matriculate. We will be successful if we continue to meet all academic and financial goals set at the beginning of each school year. Success will be a school enrolled at capacity with a wait-list, and surveys from students, staff, and families indicating satisfaction.

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 adhere to all meeting schedules and deadlines and be fully present and engaged in their governance role. The Board must communicate effectively with each other and the Head of School. The Board will need to deeply analyze all academic and financial data monthly to ensure Elevate Collegiate is on track to meeting all goals. The Board will need to hire and assess the superintendent to ensure we are always moving on our mission.

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?

If I believed one or more members of the Board were acting unethically, I would review the Board's Code of Ethics and report directly to the Board Chair. Any violations to our Code of Ethics is grounds for removal 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.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.



11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

## CERTIFICATION

I, \_\_\_\_\_, 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

Tyra Williams

Date 1/2/2019

## Verification

State of Texas

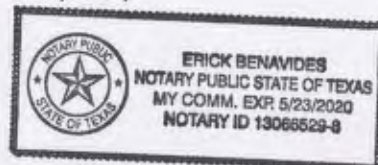
County of Harris

On this day, Tyra Williams (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 2<sup>nd</sup> day of January, 2019.

(Notary Public) Erick Benavides / Erick Benavides (Seal)

My commission expires 5/23/2020



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, Tyra Williams, 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

Tyra Williams

Date 1/2/2019

## Verification

State of Texas

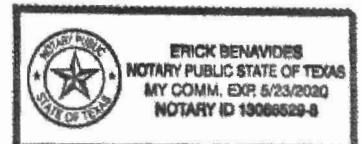
County of Harris

On this day, Tyra Williams (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 2<sup>nd</sup> day of January, 2019.

(Notary Public) Erick Benavides / Erick Benavides (Seal)

My commission expires 5/23/2020



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.**

*The Code of Ethics and Conflict of Interest Policy as provided here were written by the Texas Charter School Association and provided to Elevate Collegiate, Inc. for inclusion within the charter application, and if authorized, for approval by the Board of Directors.*

## **Code of Ethics & Conflicts of Interest Policy**

### **Preamble**

This Policy is adopted by the Board of Directors (collectively, the “Board” or the “Directors” and individually a “Director”) of Elevate Collegiate Charter School (the “Charter School”). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

The Directors and Officers (as defined below) of the Charter School are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Charter School at all times paramount in order to 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 the Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to Charter School and charitable organizations.

### **I. Ethical Principles**

**A. Personal and Professional Integrity.** Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

**B. Financial Stewardship.** The Charter School manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Charter School and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Charter School uses

and expends its funds in a manner that advances the charitable and educational mission and objectives of the Charter School and not the private interests of Directors or Officers.

**C. Public Accountability.** The Charter School provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Charter School such as the 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.

**D. Accuracy and Retention of Records.** The Charter School will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

**E. Political Activities.** As a 501(c)(3) tax-exempt public charity, the Charter School is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

**F. Endorsements and Use of the Charter School Name and Affiliation.** The Charter School's 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 Charter School Board.

**G. Questions, Concerns or Reports of Violations.** Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Charter School and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Charter School, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

**H. Staff Obligations.** In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Charter School.

## **II. Conflicts of Interest**

**A. Statement on State Law.** The 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 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

**i. Employees Serving on the Board.**

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

**ii. 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 C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official 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 (Exhibit A, attached) 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 (Exhibit A) must be filed with the official record keeper of the charter holder. For the Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

**iii. Separate Vote on Budget Item.** The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

**iv. Conflict Disclosure Statement.** For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Charter School or if the Charter School is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Charter School is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that such a contract has been

executed or the Charter School is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Charter School not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Charter School of the alleged violation.

The Charter School must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

**B. Statement on Federal Law.** In addition to state laws described herein, the Charter School 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 might 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 organization. A “disqualified person” includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Charter School and its Officer and Directors shall comply with the most restrictive requirement.

**i. 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 the Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School or with any entity or individual with which the School 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 School 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 II.A(ii) above.

**ii. 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.

### **C. Conflict of Interest Procedures**

**i. 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 Chief Executive Officer/Superintendent or designee. 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.

**ii. Determining Whether a Conflict of Interest Exists.** 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.

**iii. 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 A(ii)(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) 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 the Charter School 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: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) 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, (1) current independent appraisals of the property and (2) 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 the Charter School. In conformity with the above determination, it 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 (iv) below.

**iv. 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.

**(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;

**(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.

**D. Compensation.** A Director who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local 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 Section 573.002 of the Local Government Code).

**E. Definitions.** The following terms shall have the following meaning:

i. **Director.** 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 or an agent of a board director.

ii. **Officer.** 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, or an agent of an officer, 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 100.1.011(16).

iii. **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.

iv. **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.



**v. 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.

**vi. Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

**vii. 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.

### **III. Nepotism**

**A. Nepotism Generally Prohibited.** Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

- i. The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- ii. The Director or CEO 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. *Local Gov't Code 573.002, 573.041.*

**B. Independent Contractors.** The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

**C. 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. *Local Gov't Code 573.083;19 T.A.C. § 100.1116.*

**D. 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. *Local Gov't Code 573.022.*

**E. Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and

iii. Great-grandparent, great-grandchild, aunt or uncle (who is sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't 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.

**F. 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. *Local Gov't Code 573.024.*

**G. 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.

**H. Second Degree of Affinity.** A person's relatives within the second degree by affinity are:

- i. The person's spouse;
- ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

**I. 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 CEO to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

- i. Thirty days, if the Director or CEO is appointed; or
- ii. Six months, if the Director or CEO is elected.
- iii. One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

**J. Retired Teachers.** A teacher who has retired from a full-time, certified teacher position

has broken his or her employment with the Charter School and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

**K. 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 action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't 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. *Local Gov't Code 573.061*.

**L. 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:

- i. The person is related to another Director or Officer within the prohibited degree; and
- ii. 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. *Local Gov't Code 573.044*.

**M. 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)*.

**N. Nepotism Exceptions.** The nepotism exceptions described in 19 T.A.C. § 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.

**O. Enforcement of Nepotism Prohibitions.** In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Charter School. A failure to thus remove is a material charter violation.

- i. Removal must be in accordance with the Articles and Bylaws of the Charter School and in accordance with the terms of the charter and other state and federal law.
- ii. 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.

#### **IV. Confidentiality**

**A. 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 the Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

**B. No Use of Information for Personal Benefit.** A Director shall not use the Charter School 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.

#### **V. Disclosure and Annual Review**

**A. 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.

**B. Periodic Review.** To ensure that the Charter School 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 are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Charter School'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.

**C. 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 to the extent permitted by law.

**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 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 Charter School Ethics, Conflict of Interest and Nepotism Policy.

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☐ 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 Charter School's 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 Charter School 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 Ethics, Conflict of Interest and Nepotism Policy of the Charter School that is currently in effect.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

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	Year 0 (Start-Up) 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
<b>REVENUE</b>						
Total State Revenue		\$ 1,368,359	\$ 2,052,539	\$ 2,736,650	\$ 3,420,813	\$ 4,062,215
Total Federal Revenue		\$ 104,213	\$ 133,705	\$ 163,788	\$ 194,417	\$ 223,579
Total Local and Other Revenue	\$ 270,000	\$ 115,000	\$ 19,999	\$ 20,198	\$ 20,400	\$ 20,604
<b>TOTAL REVENUE</b>	\$ 270,000	\$ 1,587,572	\$ 2,206,242	\$ 2,920,637	\$ 3,635,630	\$ 4,306,398
<b>EXPENSES</b>						
Total Administrative Staff Personnel Costs	\$ 78,900	\$ 225,000	\$ 249,900	\$ 348,534	\$ 519,992	\$ 635,929
Total Instructional Personnel Costs	\$ -	\$ 566,000	\$ 862,920	\$ 1,208,945	\$ 1,519,650	\$ 1,828,228
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 14,281	\$ 143,171	\$ 201,420	\$ 281,904	\$ 369,175	\$ 446,012
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ 93,181	\$ 934,171	\$ 1,314,240	\$ 1,839,382	\$ 2,408,817	\$ 2,910,169
Total Contracted Services	\$ 15,000	\$ 261,489	\$ 315,239	\$ 370,068	\$ 425,892	\$ 479,153
Total School Operations	\$ 81,324	\$ 146,645	\$ 178,265	\$ 213,567	\$ 249,519	\$ 283,733
Total Facilities Operations and Maintenance	\$ 32,417	\$ 232,000	\$ 297,130	\$ 363,566	\$ 431,205	\$ 495,610
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 221,922	\$ 1,574,305	\$ 2,104,875	\$ 2,786,583	\$ 3,515,433	\$ 4,168,666
<b>NET OPERATING INCOME (before depreciation)</b>	\$ 48,078	\$ 13,267	\$ 101,367	\$ 134,053	\$ 120,196	\$ 137,733
<b>STUDENT ENROLLMENT</b>						
Projected Student Enrollment		175	250	325	400	475
Revenue Per Pupil		\$ 9,072	\$ 8,825	\$ 8,987	\$ 9,089	\$ 9,066
Expenses Per Pupil		\$ 8,996	\$ 8,419	\$ 8,574	\$ 8,789	\$ 8,776

**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.**

**Elevate Collegiate, Inc.,  
Statement of Financial Position  
As of December 31, 2018 – July  
1, 2019**

	2018	2019
<b>Assets</b>		
Current Assets		
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
<b>Liabilities and Net Assets</b>		
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	\$\$0	\$\$0
Unrestricted	\$\$0	\$\$0

Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

\$0	\$0
\$0	\$0
\$0	\$0

**Elevate Collegiate, Inc.,  
Statement of Activities  
For the Years Ended December 31, 2018 –  
July 1<sup>st</sup>, 2019**

	Unrestricted	Temporarily Restricted	Totals	
			2018	2019
<b>Revenues</b>				
Local support:				
5740 Other Revenues from Local Sources	\$0	\$0	\$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	\$0	\$0
Total Revenues	\$0	\$0	\$0	\$0
<b>Expenses</b>	\$0	\$0	\$0	\$0
11 Instruction	\$0	\$0	\$0	\$0
12 Instructional Resources and Media Services	\$0	\$0	\$0	\$0
13 Curriculum Development and Instructional Staff Development	\$0	\$0	\$0	\$0
21 Instructional Leadership	\$0	\$0	\$0	\$0
23 School Leadership	\$0	\$0	\$0	\$0
31 Guidance, Counseling and Evaluation Services	\$0	\$0	\$0	\$0
32 Social Work Services	\$0	\$0	\$0	\$0
33 Health Services	\$0	\$0	\$0	\$0
34 Student (Pupil) Transportation	\$0	\$0	\$0	\$0
35 Food Services	\$0	\$0	\$0	\$0
36 Cocurricular/Extracurricular Activities	\$0	\$0	\$0	\$0
41 General Administration	\$0	\$0	\$0	\$0
51 Plant Maintenance and Operations	\$0	\$0	\$0	\$0
52 Security and Monitoring Services	\$0	\$0	\$0	\$0
53 Data Processing Services	\$0	\$0	\$0	\$0
61 Community Services	\$0	\$0	\$0	\$0
81 Fund Raising	\$0	\$0	\$0	\$0
Total Expenses	\$0	\$0	\$0	\$0
Change in Net Assets	\$0	\$0	\$0	\$0
Net Assets, beginning of year	\$0	\$0	\$0	\$0
Net Assets, ending of year	\$0	\$0	\$0	\$0

Elevate Collegiate, Inc.,  
Statement of Cash Flows  
For the Year Ended December 31, 2018 – July 1, 2019

	<u>2018</u>	<u>2019</u>
<b>Cash flows from operating activities:</b>		
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
<b>Cash flows from investing activities:</b>	\$0	\$0
Purchase of land and building	\$0	\$0
Purchase of equipment	\$0	\$0
Net cash provided by investing activities	\$0	\$0
<b>Cash flows from financing activities:</b>	\$0	\$0
Issuance of long-term debt	\$0	\$0
Principal payments on long-term debt	\$0	\$0
Net cash provided by financing activities	\$0	\$0
<b>Net increase in cash</b>	\$0	\$0
<b>Cash at beginning of year</b>	\$0	\$0
<b>Cash at ending of year</b>	\$0	\$0
<b>Reconciliation of change in net assets to net cash provided by operating activities:</b>		
Change in net assets	\$0	\$0
Adjustments to reconcile change in net assets to net cash provided by operating activities:	\$0	\$0
Depreciation	\$0	\$0
(Increase) Decrease in assets:	\$0	\$0
Accounts receivable	\$0	\$0
Increase (Decrease) in liabilities:	\$0	\$0
Accounts payable	\$0	\$0
Accrued liabilities	\$0	\$0
Net cash provided by operating activities	\$0	\$0



**Elevate Collegiate, Inc.**  
**Schedule of Expenses**  
**For the Years Ended December 31 and July 1, 2019**

	Totals	
	2018	2019
<b>Expenses</b>		
6100 Payroll Costs	\$0	\$0
6200 Professional and Contracted Services	\$0	\$0
6300 Supplies and Materials	\$0	\$0
6400 Other Operating Costs	\$0	\$0
6500 Debt	\$0	\$0
Total Expenses	\$0	\$0

**Elevate Collegiate, Inc.**  
**Schedule of Capital Assets**  
**For the Year Ended December 31,**  
**2018 – July 1, 2019**

	Ownership Interest		
	Local	State	Federal
1110 Cash	-	\$0	
1510 Land and Improvements:		\$0	
1520 Buildings and Improvements:		\$0	
1531 Vehicles:		\$0	\$0
1539 Furniture and Equipment:	\$0		<u>\$0</u>
Total Property and Equipment	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**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, 2017.” (TEA Charter Application Document)

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, Form 990-N, or Form 990-EZ**

“No documents are being provided because the sponsoring entity was incorporated after January 1, 2017.” (TEA Charter Application Document)



**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.**



January 01, 2019

Re: Commitment of Start-Up Funds to Elevate Collegiate 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 Elevate Collegiate 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 Navlakhi  
Chief Executive Officer



December 30, 2018

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

Texas Education Agency:

All Founder members of the Elevate Collegiate Charter School Board are deeply committed to fulfilling our mission to equip all our prekindergarten through fifth grade students with the academic knowledge and character development necessary to set forth confidently on the path to college. To show our commitment to our mission and vision we will leverage our networks to raise money for Elevate Collegiate.

We have an annual Board fundraising goal of at least \$20,000 beginning in our start-up year and continuing every year after. The Founding Board of Directors will renew this commitment on an annual basis as part of our annual development plan.

Sincerely,

A handwritten signature in black ink, appearing to read "ZAM", with a stylized flourish extending to the right.

Zenaida Aguirre-Munoz, Ph.D.  
Proposed Chairwoman of the Board

# GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

## SPECIAL ASSURANCES





# OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION

## Generation Twenty-Four

### Special Assurances Document

Sponsoring Entity: Elevate Collegiate, Inc.

Proposed Charter School Name: Elevate Collegiate Charter School

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

#### I. Open Meetings Requirements

ZAM 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.

ZAM Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

#### II. Public Information Requirements

ZAM The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

#### III. Criminal History Check Requirements

ZAM The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

#### IV. Annual Training Requirements

ZAM The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

#### V. Residential Facilities Monitoring (RFM) System

ZAM The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

#### VI. Special RF Training

ZAM 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:

Elevate Collegiate, Inc.

Proposed Charter School Name: Elevate Collegiate Charter School

## VII. Admission and Enrollment

- ZAM 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.
- ZAM 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.
- ZAM 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.
- ZAM 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.
- ZAM 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)

- ZAM 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

- ZAM 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.
- ZAM 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: Elevate Collegiate, Inc.

Proposed Charter School Name: Elevate Collegiate Charter School

ZAM 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).

ZAM The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

#### **X. Ready to Open Check-List**

ZAM 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**

ZAM 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**

ZAM 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.

ZAM 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.

ZAM 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**

ZAM 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: Elevate Collegiate, Inc

Proposed Charter School Name: Elevate Collegiate 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.*

Zenaida Aguirre-Munoz

Printed Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair

12/30/18

Date