

## **Curriculum and Instruction**

### **Planned Curriculum**

The foundation of a school's ability to provide its students with a quality education begins with a guaranteed viable curriculum that is aligned to state standards. The curriculum IIGP will provide for reading, math, science, social studies, technology and fine arts will be aligned to the Texas Essential Knowledge and Skills (TEKS) as required by 19 TAC §74 and has the English Language Proficient Standard(ELPS) embedded for ELL students. It will simultaneously build social emotional development and promote 21st century skills. According to McCrel, a viable curriculum promotes equity, giving *all* children equal opportunity to learn essential content. For IIGP, this means the curriculum will be pliable enough to support ALL student groups including special education, gifted and talented, and English language learners.

Using the TEKS Resource System as the foundational curriculum framework for K-5, the proposed head of school and the director of curriculum will customize the framework to incorporate activities, lessons, and supplemental curriculum. Particularly, the 4Factors Foundation (student engagement, cultural relevance, social emotional development, and college, career, and military readiness) will be infused throughout lessons and activities, IIGP realizes that the application of these four factors, at a high level, effectively and consistently will help our students become critical thinkers.

IIGP will use HighScope, which addresses the ten developmental domains as required by TEC §29.167 (a) and TAC §102.1003 (c), as the Pre K curriculum.

Adaptations to all customized lessons will also be included in the curriculum. For example, when teaching concepts to ELL students, their level of language acquisition must be taken into consideration. Depending on student levels, additional scaffolding may be required. Therefore, there is a scaffold version and an enrichment version for every customized lesson created. This supports the teacher's ability to differentiate instruction based on the student needs.

### **TEKS Resource System**

The TEKS Resource system (TRS) is an online curriculum created through a collaboration between the twenty Education Service Centers, referred to as the Texas Curriculum Management Program Cooperative. Global Prep chose TRS to serve as the foundational curriculum because of its alignment to what the state of Texas has determined students are expected to learn, the flexible platform that will allow the school to personalize the content and services to meet the unique needs of the students, and the inclusion of a parent portal which will aid the school in maintaining high expectations and promoting continuous improvement. {Reference - <http://www.tcmprc.org/about-tcmprc/about> }

The online curriculum management system is aligned to the most current versions of the State Board of Education-adopted TEKS and provides scope and sequence for the four core subjects. The system includes a Year At a Glance(YAG) chart that ensures that all the required TEKS are

taught during the school year. Using this tool will guarantee that IIGP covers all the required standards in a school year. The system also has a Vertical Alignment Document(VAD) to ensure content alignment from one grade level to the next. This tool will be used during PLCs and will help teachers to scaffold instruction when the data presents learning gaps. More importantly, TRS' Instructional Focus Document (IFD) outlines academic vocabulary, common misconceptions, and instructional guidance for teachers. The IFD bridges curriculum, assessment, and instruction to guarantee that what is written is taught and what is taught is tested.

### **Engagement**

With the targeted population in mind and unlike the traditional schools' lessons and activities, engagement strategies will be developed and embedded throughout each subject. Whether the strategy is turn and talk, jigsaw, or four corners, students will be engaged with the lessons and content presented beyond a sit-and-get approach. For each concept taught, a list of appropriate instructional strategies that teachers can choose from will be listed with implementation instructions, as well as complete lessons with engagement strategies embedded. Research has shown that when disengagement rises, student performance drops. According to Valentine and Collins, (2011) there is a strong and significant correlation between student engagement and student achievement.

Students will also find their innovative course to be engaging as they will work in groups, explore, share ideas, and build daily as they reinforce their learning in real world application.

### **Culturally Relevant**

As defined by the Culturally Relevant Education: A Guide for Educators, cultural relevance education (CRE) is "a way of teaching that empowers students and incorporates their cultures, backgrounds, and experiences into the school environment and classroom activities." (Laing and Villavicencio,2016). It also includes providing students with the tools to critique and challenge inequalities. IIGP students will be able to make the home-school connection and relevance utilizing CRE lessons for every standard throughout the curriculum. Literature and activities that are chosen will reflect student interest and community relevance. Starting in 3<sup>rd</sup> grade, students will focus on community issues and opportunities. An example would be writing a letter to the mayor or city council on improving the potholes in the community streets. In 4<sup>th</sup> and 5<sup>th</sup> grade, students will spend a nine-week grading period applying skills learned in the classroom to everyday life, referred to as School Without Walls, during social studies and science. Using Teaching Tolerance and Habits of Mind as resources, this unique approach to learning will build cognitive skills and promote life skills that are needed to successfully tackle more advanced academic tasks.

### **Social and Emotional Development**

IIGP has ensured that the whole child is developed by embedding social emotional development at each level and throughout the curriculum. Using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for social emotional development

interact with the content in an engaging manner, such as turn and talk, role playing, or think pair share. Additional strategies for ELL or special ed students such as narrate, explain, and describe will be incorporated for each objective to ensure lesson attainment for all students. High interest materials will be used for each lesson so students can understand the relevance of what they are expected to learn.

***Formative Assessments*** - Teachers will check for understanding throughout a lesson and at the conclusion of the lesson. The assessment will be presented in many different modalities to include exit tickets, reflection statements, online polls, or performance assessments.

## **Reading and Writing**

The literacy goal for IIGP is to promote language and literacy at the Pre K level, ensure that all students will read at or above grade level by grade three, and read, write, and speak effectively in 4<sup>th</sup>- 8<sup>th</sup> grades, as to exemplify college and career readiness. In this course, teachers will use play based, thematic units in a print rich literacy abound classroom for Pre K. Kindergarten- 3<sup>rd</sup> grade will develop mastery level skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension, also known as the five components of reading. Instruction will be provided using a balanced literacy approach such as guided reading, guided writing, fluency probes, read alouds, and independent reading in both small groups, whole class, and reinforced in projects. For K-5, students will have a 90 minute reading block that includes whole group, small group, and personalized learning stations. Students will participate in flexible learning groups arranged and based upon data and common gaps during intervention time, and in centers and stations. Students will also receive personalized instruction via computer-based instruction depending on individual needs and goals. For example. if a student has set a goal to increase his or her vocabulary, the student can work on vocabulary through the Work Sampling System and reflect on progress during weekly teacher/student success conferences. IIGPs goal for 4<sup>th</sup>- 8<sup>th</sup> grade students is to read effectively, regularly, and in depth. This includes reading different genres, novels, and vocabulary building exercises. Classroom libraries will contain plenty of literature that reflect the interest and experiences of the students.

## **Math Instruction**

Using the Texas Response to Curriculum Focal Points as a guide for making decisions regarding skill emphasis, pacing of instruction, curriculum design, and assessments, students will develop conceptual, procedural, and problem solving skills with a keen focus on reasoning and precision. According to Wilson (2002), these are essential building blocks that algebra rests on. Using the concrete-to-representational-to-abstract sequence of instruction, all activities will begin from the concrete level using hands on and real-world application. Students will then apply their understanding by creating representations that lead to the mastery of more abstract and complex math concepts. Other strategies such as visuals, show and tell, storytelling, and learning stations will also be included.

This course will use explicit vocabulary instruction to build deep understanding, develop mathematical fluency, and an ability to generalize. Ultimately, IIGP wants to build students'

confidence and foundation in the area of math so students will be able to compete for the jobs of the future.

### **Science Instruction**

Science concepts will be taught using the Five E instructional model of instruction where at least fifty percent of all science instruction is taught using lab investigations and demonstrations. During the “explain” component of the model, students will utilize tools such as mind mapping, guided imagery, reading frames, and reflection logs. Science concepts will be reinforced daily during ISTEM project integration. In the ISTEAM Academy students will use the engineering process to enhance life by applying science concepts to real world situations and products to drive life, community, and world improvement.

### **Social Studies Instruction**

Part of IIGP’s mission is to develop critical thinkers who becomes productive citizens in a global society. Through social studies, students will gain knowledge on how the world works. The insight students acquire through this course provides the foundational knowledge students will need to successfully complete the IStand pathway.

### **Innovative Drivers and Curriculum**

#### ***Teaming***

Harvard Business School professor Amy Edmondson reveals how high performance arises when teams are encouraged to take risks, fail, and learn from those small failures, a process she calls “teaming.” Global Prep recognizes students should start early expressing their ideas, building upon others’ ideas, and developing skills employers are looking for today. By working in teams, students challenge the thoughts of others and develop synergy for creativity in solving problems. Students will exercise the five key components of IIGP’s teaming model Adapted from *Cooperation in the Classroom. Johnson, D.W., Johnson, R., & Holubec, E.* that promote high levels of rigor, builds confidence, and extends learning: **1. Complex Tasks 2. Role of a Teammate 3. Access and Accountability for All 4. Discussion and Consensus 5. Strengthening and Stretching.** Teachers are trained on these components and serves as facilitators of learning and student-centered instruction.

#### ***Accountable Talk***

According to researchers, “A study of the experiences of 1,000 elementary students across the United States found that they spent 91 percent of their days in either whole-group or independent seatwork, with only 4.8 percent engaged with peers in a learning activity.” (Pianta, Belsky, Houts, & Morrison, 2007). The results of this study suggest that classroom lessons are limiting the amount of academic conversations that should be taking place through collaborative efforts.

With this information, the need for accountable talk in classrooms becomes more visible in order to increase the measure of academic discourse among students.

Accountable talk is the art of conducting productive conversations with the intent of learning; it is an instrument that helps the students become familiar with rules of engagement while giving them opportunities to explore unfamiliar concepts with the risk of inaccurate results. With accountable talk, students are also given the chance to alter their thought processes and formulate new ideas after analyzing their conversations. It is an IIGP goal to teach the importance of maintaining intellectual engagements, while practicing the social rules of conversations, in every classroom. The teachers at Global Prep will allot time in their lessons for students to collaborate with one another by asking questions and building on each other's responses. This process will increase the students' comprehension skills by allowing them to clarify and elaborate on each other's creativity. Accountability talk will be a primary asset to English Language learners, as they will be able to speak with others in the English language. Implementing accountability talk into the daily Global Prep schedule allows for peer collaboration to become meaningful and habitual, opposed to disruptive and disengaging. This process is a useful tool for checking for understanding after the students have developed new ideas.

### ***ISTEAM Academy Instructional Approaches***

In I-STEAM the teachers will employ a student-centered approach that aids students in receiving personalized instruction and ownership for their own learning. This is different from the curriculum-centered approach found in most traditional schools. Using Project-and Problem-Based Learning (PBL) as the crux of the instructional model, the ISTEAM Academy will focus on creativity, innovation, and design, and capitalize on the artistic and analytical learning capabilities of each participating student. Students will work with different students who are functioning at different developmental stages, which reflects a real-world environment. The students will sharpen 21st century skills such as collaboration and communication. In addition, the students will experience rigorous instruction as they complete projects and learn concepts that will cover sixth-eighth grade TEKS. Compared to traditional instruction, PBL raises long-term retention of content, helps students perform better than traditional learners in tests, and improves problem-solving and attitudes towards learning in all settings (Strobel & van Barneveld, 2009).

The teacher (facilitators) will provide a launch (direct teach) for the start of a project that could potentially cover TEKS from all four core subjects. The students use their management portfolio and predetermined roles to create a project plan. Upon approval of the plan, the students began completing the plan which requires the application of concepts taught using the TEKS Resource System. Using rubrics from The Buck Institute for Education, teachers will assess students' skill efficiency through their presentations and projects.

### ***IStand Academy Instructional Approaches***

## **Strategies for Assessment of Learning and Data-Driven Instruction**

IIGP has designed a comprehensive assessment plan that includes monitoring academic, social emotional, and 21st century skills. The assessment cycle, which will include formative and summative assessments, comprises of diagnosing learning deficits, prescribing and implementing an instructional plan for each student, analyzing the data, and adjusting instruction accordingly to ensure student learning. The ongoing use of progress monitoring and item analysis will help to ensure a quality education for all students. The assessment calendar was created to effectively measure student mastery of the Texas Essential Knowledge and skills (TEKS) for each grade level as outlined by Texas Education Code (TEC) 19 TAC §74. All formative assessment instruments chosen by IIGP can be found on the approved commissioner's reading list which identifies the strengths of each assessment. In addition, each test is aligned with the state standards and our mission to develop critical thinkers who are committed to positive change utilizing 21st century skills.

### **TEA Required Assessments**

IIGP will use Circle to screen and assess Pre-K readiness skills and TX-KEA screener for kindergarteners. In conjunction with the screener, we will utilize Work Sampling System as a diagnostic to identify specific student needs. This use of this diagnostic instrument allows consistent measures through third grade. Although the state only requires PreK and Kindergarten students are assessed for reading, IIGP will use Renaissance Star Reading and Math to measure progress for grades 4<sup>th</sup> -8<sup>th</sup>. IIGP has created an assessment calendar indicating when all required assessments will be administered. Along with the diagnostic assessments which will be given at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY), all first graders will be screened for dyslexia as required by Texas Education Code (TEC) §38.003. All students who indicate that a language other than English is their primary language on the language survey will be assessed using the preLAS for PreK through kindergarten and LAS for first grade through 12<sup>th</sup> grade.

### **Summative and Formative Assessments**

As the 3<sup>rd</sup> -8<sup>th</sup> grade students are required to take the **State** of Texas Assessments of Academic Readiness (STAAR), IIGP will administer formative assessments at the half-way point referred to as the midterm assessments, and at the end of the nine weeks grading period, also known as the nine weeks common assessments. Both the midterm and nine weeks common assessments measure the standards taught within the selected time frame. The data collected from the assessments will guide student groups for interventions, PLC agendas, instructional decisions, and professional development. After each assessment is administered, the teachers along with the director of schools will complete an item analysis by test item, standard, and by teacher to identify gaps, misconceptions, and trends in student learning. Based upon the findings, we will develop a reteach plan that identifies which standards and concepts have not been mastered and must be re-taught. Standards are classified into three categories to determine the best approach

for reteaching: category 1 – address in bell ringer to address slight misconceptions; category 2 – major misconceptions for less than thirty percent of the class to be targeted small group intervention; category 3 – major misconceptions for more than 30% of the class. Category 2 misconceptions will be addressed during Targeted Skill Development time, which is built into the master schedule for the tier 2 and tier 3 students. Tier 2 students are students who can benefit from additional small group instruction in a subject area and tier 3 students need intense intervention utilizing different tools. We will utilize flexible grouping during this hour based upon need. As the data tracker reflects mastery, students will be reassigned. For all category 3 misconceptions, teachers will teach the concept using a different approach and practice delivery during professional learning communities.

Third grade and above will also take in January a more comprehensive assessment, the STAAR Interim benchmark. This assessment is comprehensive and will provide both mock practice and an analysis of students' preparation for the STAAR test.

### **Special Populations Assessments**

IIGP will monitor additional measures as it relates to our ELL, special education, and gifted and talented students such as progress using LAS or IEP goals for special education students.

### **Intervention Plus**

With the knowledge that students in our targeted population will come with gaps, IIGP has an intervention period built into the master schedule. However, we realize our tier 3 students may need even more time and support. Therefore, IIGP has created Intervention Plus which is a two-prong approach to providing the extra support that some students may need. The first approach is when students are provided additional support after school for one hour, two days a week. IIGP recognizes that after school is not a viable option for some families. The second approach is when a student's innovative hour is reduced to 30 minutes. This allows 30 additional minutes for intervention.

### **Data Analysis Protocol**

IIGP uses the Circle, TX-KEA, Work Sampling System, and Renaissance STAR platforms to collect diagnostic data. After each administration of a midterm and nine weeks assessment, teachers will scan students answers into Eduphoria's data disaggregation application, Aware. Aware allows teachers and administrators to review test results in a variety of ways including by student, standard, teacher, and subject. This same application will eventually house STAAR data as well.

### **Standard Analysis**

On standards that students do not perform well, the team will compare teacher performance. If one teacher performs significantly better than the others, that teacher will model the instructional delivery approach used by the high performing teacher. For standards that all classes show little to no mastery, the proposed Head of school will assist teachers in completing a Know/Show form where teachers identify what a student needs to know to master the TEK and how the

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students will show it. The proposed head of schools adopted this process from participating in Paul Bambrick's Leadership/DSE Relay Program, which is also used in the high performing Uncommon Schools. The proposed leader will also model how to teach the standard effectively.

### **Item Analysis**

During this analysis teachers will review how each student performed on specific test items and by student groups. If more than twenty-five percent of the students missed the test item, the team will complete a Know/Show form for the item. For student groups such as special education or ELL, that are not showing mastery, the teachers will identify and practice evidence based instructional strategies that will be used for interventions with the students. Teachers will also review student work samples to identify misconceptions.

### **Action Plans**

Teachers will develop action plans identifying which standards will need to be taught again to the entire class and which students and skills will be addressed during small group interventions. Formative assessments will be used to measure learning after reteaching.

### **CCMR Assessments**

Starting as early as 6<sup>th</sup> grade, students who perform in the "meets grade level" or "advanced" on the STAAR test will be given the reading and writing portion of the TSIA each semester. 8<sup>th</sup> graders will take the PSAT 8/9 that will provide the students and teachers an opportunity to understand what they need to work on to be college ready upon high school completion.

### **Data Tracker**

IIGP plans to evaluate student learning constantly. Beyond collecting monthly progress monitoring data from the selected diagnostic instruments, teachers will maintain student data trackers where exit ticket data, performance-based assessments, and reflection writings will be collected into students' portfolios to help students with goal setting and self-monitoring. These assessments are built into the guaranteed viable curriculum. Therefore, they are not given as extra assessments, but instead, are a regular part of tier one instruction. Individual student conferences will be conducted by either the classroom teacher, school director, and or parent every month.

### **Assessment Schedule**

<b>Formative and Summative Assessments</b>				
<b>Assessment</b>	<b>Students</b>	<b>Type</b>	<b>Data Analysis</b>	<b>Schedule</b>
Circle	Pre-K		September 13 <sup>th</sup> - 17 <sup>th</sup>	BOY-August MOY-December EOY-May
TX-KEA	Kindergarten	Diagnostic	September 13 <sup>th</sup> - 17 <sup>th</sup>	BOY-August

Work Sampling Program	1 <sup>st</sup> -3 <sup>rd</sup>	Diagnostic	September 13 <sup>th</sup> - 17 <sup>th</sup>	BOY-August MOY-December EOY-May
Brigrance	1 <sup>st</sup> and 4 <sup>th</sup>	Gifted and Talented	Immediately after administration	February
ELL	English Language Learners	LAS	Immediately after administration and before the 21 day requirement	Ongoing
Dyslexia Screener	1 <sup>st</sup>	Diagnostic	Immediately after administration	October
Graduation Plans	6 <sup>th</sup> -8 <sup>th</sup>	formative	Immediately after review	Ongoing
STAR Reading and Math	4 <sup>th</sup> – 5 <sup>th</sup>	Diagnostic	One week after administration	BOY-August MOY-December EOY-May
TSIA	6 <sup>th</sup> - 8 <sup>th</sup>		Immediately after administration	February
PSAT8/9	8 <sup>th</sup>	Formative	When scores are returned to the school	
Midterm	3 <sup>rd</sup> - 8 <sup>th</sup>	Formative	One week after administration	September 20 <sup>th</sup> - 24 <sup>th</sup> November 15 <sup>th</sup> - 19 <sup>th</sup>
9 Weeks Common	3 <sup>rd</sup> - 8 <sup>th</sup>	Formative	One week after administration	October 18 <sup>th</sup> - 22 <sup>nd</sup> December 16 <sup>th</sup> – 21 <sup>st</sup> March 7 <sup>th</sup> - 11 <sup>th</sup> May 23 <sup>rd</sup> - 25 <sup>th</sup>
STAAR Interim Benchmark	3 <sup>rd</sup> - 8 <sup>th</sup>	Formative	One week after administration	February 1 <sup>st</sup> – 4 <sup>th</sup>
TELPAS	English Language Learners	Summative	When results are returned from the state	Feb 21–Apr 1
STAAR Alternate			When results are returned from the state	Mar 28–Apr 22

STAAR	3 <sup>rd</sup> – 8 <sup>th</sup>	Summative	When results are returned from the state	June Preliminary Scores
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### 21<sup>st</sup> Century Readiness Assessments

It is part of our mission to ensure that IIGP's students become productive citizens in a global society. To achieve this goal, we will also assess 21<sup>st</sup> century work skills such as collaboration, creativity, critical thinking, and communication. IIGP has built into its curriculum activities and rubrics that will allow ongoing performance indicators to be measured for each grade level. For example, teaming or collaboration is the kindergarten focus. Throughout the curriculum, students will learn skills to collaborate with others effectively. Students will be assessed on their skill development using rubrics on which teachers, students, and parents will be trained. In the initial years, students in grades first and second will be assessed on the compressed version of each pillar. In year one second grade students will be assessed on teaming activities the first semester and creativity the second semester. In year two, the students will be assessed on accountable talk the first semester and problem solving the second semester.

21 <sup>st</sup> Century Readiness Assessments	
Assessment	Grade Level
Teaming Driver	K
Creativity Driver	1st
Accountable Talk Driver	2 <sup>nd</sup>
Problem Solving	3 <sup>rd</sup>
Leadership Skills	4 <sup>th</sup> and 5 <sup>th</sup>
Presentation Skills	All grades

## **Supports for Special Populations**

Instant Impact Global Preparatory (IGP) is designed with the vision of “success for every child”; which means there are procedures set in place to not only serve all students with an education challenge, but to provide equitable access for learning opportunities and measurements of growth through innovative evidence-based practices. In accordance with the Individuals with Disability Education Act (IDEA), IGP is prepared to ensure each IDEA eligible or Section 504 child with a free and appropriate public education.

IGP will comply with IDEA’s legal requirement of Child Find, by identifying, locating and evaluating students in need of Special Education or 504 services. Under House Bill 1886 IGP will perform annual screenings for dyslexia for all K-1 students. As part of our instructional programming, additional screening for students grades 3-8, will take place upon teacher recommendation or as a result of student performance data. In addition to interventions that are embedded in the curriculum, additional evidence-based supports will be made available to staff to support students in need of interventions. IGP will also conduct universal screenings, staff training, create inclusive learning environments, and monitor student progress to ensure modifications and accommodations are provided.

According to 19 TAC 89.1011, referrals for full and individual evaluation (FIE) will be included in all screening processes, and behavioral and academic support services such as remediation and tutorials. IGP will ensure that each student referred to Special Education will have a Full and Individual Evaluation conducted by a qualified professional within 45 school days from the date of the signed parental consent. Within 30 calendars of the completed FIE report, IGP will convene an admission, review, and dismissal (ARD) committee, to review the report and determine the student's Special Education eligibility and placement. Each ARD committee will develop an individualized education program (IEP) for eligible students.

IGP will make available a continuum of service to implement IEPs for low incidence population and when appropriate IGP may join a shared service agreement for services such as the Regional Day School Program for the Deaf. IGP will maintain at least one General Education Texas-certified teacher in each classroom, and when appropriate a Texas-certified Special Education teacher will be assigned to classrooms. Students’ IEPs will drive the determination of the appropriate certification needed for Special Education teachers and or service providers. Special Education Teachers and paraprofessionals will be hired in compliance with Texas Education Code 89.1131.

Special Education teachers and administrators will support training efforts for general educators to implement and or monitor progress for students’ IEPs. As the organization grows, there will be an increased number of Texas-certified Special Education teachers and support facilitators added into each classroom at the K-8 levels.

During the annual staff development sessions, teachers will receive Family Education Rights and Privacy Act compliance training and will be introduced to all IDEA eligibility requirements as referenced by 19 TAC 89.1040 Eligibility Criteria, including autism, auditory impairment, emotional disability, emotional disturbance, etc. Staff members will be provided strategies and systems for accessing wrap-around services and multi-tiered systems of support such as Response to Intervention (RTI) for academics and behavioral support across home and school settings, small group interventions, and services that consider life concepts that reflect Maslow's Hierarchy of Needs.

To evaluate the growth and needs of the students at IGP, all teachers will be given a Special Education Progress Monitoring Report (SEPMR) that highlights the specialized instructional supports provided to each student. The SEPMR is IGP's additional safeguard approach to monitor students' progress and make appropriate adjustments to student programming. This system will also be used to monitor the lack of progress made by students eligible for special services to modify instructional and support services for student success. IGP's SEPMR also serves as an assessment system that helps determine growth or assist with determining any additional accommodations that need to be added or realigned to meet the student's needs. The reports will be reviewed by the Director of Student Services, leadership teams, and Director of Schools on a bi-weekly basis to monitor student growth. Data obtained from the SEPMR will be shared with parents, the ARDC for IEP revisions and updates as appropriate.

### **Director of Student Services**

The Director of Student Services, once identified, will be responsible for the oversight of all special education operations. The Director will maintain current knowledge of state and federal legal requirements, complete reports, and ensure state performance plan indicators are compliant. The Director of Student Services will also provide oversight for Section 504, Bilingual Education, and Gifted and Talented Education programs. The Director will work with administrators, curriculum teams, and teachers to collect and analyze data for all students identified as part of special populations. The Director will work with administrators to allocate budget resources appropriately to all special programs.

### **Budgeting Costs for Special Education**

The allocated cost for Special Education services will calculate to approximately \$97,000 per school year. This cost is inclusive of the salary for the Director of Student Services at \$54,000, special education software and material at an estimated cost of \$10,000, special education service contracts at a value of \$22,000, and miscellaneous costs will be covered with the remaining \$11,000. With the expansion of the Global Prep School, the cost for Special

Education services will be expected to increase annually contingent upon additional special education service contracts.

### English Language Learners

IGP will comply with Texas Education Code (TEC), Chapter 29, Subchapter B and provide as appropriate a Bilingual/ESL program in place for all students who speak English as a second language. Upon enrollment each parent of a student enrolled for the first time in a Texas Public School will complete a Home Language Survey. IGP will request records of all transfer students to obtain the original Home Language Survey. There will be a language placement test (oral proficiency test) administered according to grade-level at the beginning of the school year and reviewed by the Director of Student Services and ELL teacher to determine the language status of all bilingual students. Once the student's proficiency level is determined, students will enter the Texas English Language Proficiency Assessment System (TELPAS), which focuses on 4 domains: speaking, listening, reading and writing. The ESL student is then classified as beginning, intermediate, advanced, or advanced high, if it is determined by the test that services are needed, and the Language Proficiency Assessment Committee (LPAC) will work with the ARD committee to determine specific accommodations needed for each Bilingual student.

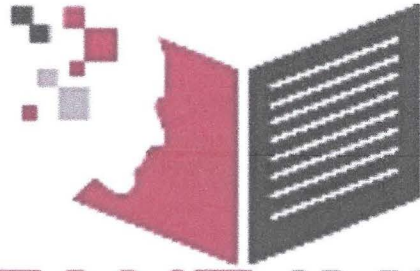
In alignment with 19 TAC 89.1210 (b), Global Prep has a foundational curriculum that embeds English Language Proficiency Standards (ELPS) within its design. Using the TEKS resource system as the foundational curriculum, ELPS is interwoven throughout the scope and sequence, which will be applied in guided reading stations and the content development intervention instructional time. Global Prep will host parent-workshops to promote parental involvement. Parents will be provided with information and ways to understand their child's performance status as their student works to gain English proficiency. Instructional resources, such as Woodcock-Munoz III and vocabulary support software will be implemented to assure the additional services are rendered to ESL students. The estimated cost for ESL programming ranges from approximately \$6,800- \$7,000 in funding. A differentiated progress monitoring report will also be used to survey the progress of ELL students.

The Global Prep organization will seek to hire all general education teachers with English as a Second Language (ESL) certification as a priority. However, IGP will guarantee at least one ESL certified teacher to support the training of all teachers, focusing on the English Language Arts content area to gain ESL certification. After the school year has concluded, there will be a two-tier, campus-wide program effectiveness evaluation assessed by the Campus Improvement Team (CIT) and the Advisory Board to determine the effectiveness of all special programs, including the Bilingual/ ESL program. The assessment team will use the beginning of the year

survey information, student performance and the testing data to determine what changes are needed to improve growth for the following school year.

### Gifted and Talented

To identify high-performance ability, students will be administered the Naglieri assessment. This assessment will be used to identify students who are performing higher than their peers in specific content areas. Although the rigor of the differentiated instruction will be provided in the Global Prep learning model, it is important to know who the GT students are to provide personalized lessons that will challenge and promote cognitive growth for those students. Students who are recommended into this program during the school year will require data-supported evidence, teacher recommendations, and a repeated diagnostic assessment to determine accurate placement within the school year. All teachers will have the opportunity and support to complete the 30-hour requirement for GT training. The budgeted amount for Gifted and Talented resources are estimated at approximately \$2,500.



# INSTANT IMPACT

PROPOSED DISCIPLINE PLAN 2021-22

**Mission:** Develop critical thinkers to become productive citizens in a global society.

**Vision:** Every Child Equipped to Excel!

A. Instant Impact Global Prep will implement a plan for student behavior management that is proactive in nature. The three foundational components of this plan will be the use of PBIS, Class Dojo, and restorative practices.

**Positive Behavior Supports and Interventions (PBIS)** provides a framework consisting of evidenced based practices that support the development of social emotional capabilities in every child, speak to the behavioral and social emotional needs of all children who are at risk, are used to formulate supports for children with persistent social, emotional and behavioral issues.

(Positive Behaviors Interventions and Supports, [pbis.org](http://pbis.org).)

**Class Dojo** is an online behavioral management system that can be used to promote positive student behavior. Students earn or lose Dojo points based on their behavior and teachers can input comments regarding student behavior. An app makes information input into Class Dojo available to parents also. Class Dojo can also be setup to automatically send a weekly summary of a student's points and any comments to parents. Rewards can be given for earning a certain number of points each week.

([www.thecornerstoneforteachers.com](http://www.thecornerstoneforteachers.com))

**Restorative practices** are used to promote inclusiveness, relationship-building and problem-solving among students. This is accomplished by through the use of restorative techniques such as circles for teaching, conflict resolution, and conferences that bring victims, offenders and their supporters together to address wrongdoing. Restorative practices are not punishment. Instead restorative practices are used to encourage students to reflect on and take responsibility for their actions and come up with a plan to repair the harm they have committed against another.

(International Institute of Restorative Practices, [iirp.org](http://iirp.org))

Within classrooms each teacher will determine what incentives are used. School wide incentives include, but are not limited to the following.

- a) Gift cards
- b) Free admission to student activities
- c) Field trips
- d) Afternoon movies
- e) Name on a celebration wall
- f) Lunch at a special table in the cafeteria
- g) Lunch with the counselor or an administrator
- h) Other group events

C. Any disciplinary action of a student receiving services under either 504 or the IDEA shall be conducted in accordance with applicable federal and state laws. The students ARD Committee must conduct a manifestation determination review concerning any disciplinary action that would constitute a “change in the placement” of a student with a disability under the IDEA.

d. Students who are suspended for more than three days or expelled may appeal the decision to the school director. If the student’s parent or legal representative are not satisfied with the decision of the school director, the decision can be appealed to the board of directors.

- i. The parent will receive written notice of the proposed suspension.
- ii. The parent has five days to submit a written appeal.
- iii. A meeting with the parents must be scheduled within 72 hours of filing the appeal.
- iv. At the meeting a parent or other representative has an opportunity to present information he/she feels is pertinent to the situation.
- v. The school director shall give a written decision within 48 hours of the meeting.
- vi. If not satisfied with the director’s decision the parent has five days to appeal the decision to the board of directors.
- vii. This meeting must be held within seven days.
- viii. The board will hear from both parties and review minutes from the previous meeting.
- ix. A written decision will be given within 48 hours. The boards decision is final and cannot be appealed.

3. A variety of methods will be used to inform stakeholders of the school’s discipline policy. The policy will be posted on the school’s website with hard copies available by mail or pickup in the school’s office. Access to that document will also be accessible via the school’s app. Student discipline policy will reviewed during teacher in-service before school begins.

#### **4. School Dress Code Policy**

##### **General Guidelines**

- Students must come to school neat and clean.
- Pants, slacks, shorts, or skirts are to be worn at the waistline.
- The midriff must be covered.
- Appropriate shoes are to be worn.
- Shorts, skirts or dresses, even worn with leggings, must be as long all the way around as the bottom of the fingertip, with normal movement, with the arm fully extended at the side.
- Appropriate earrings or studs are acceptable in boys or girls’ ears.  
Leggings/jeggings/yoga pants may be worn as pants with an appropriate length top.

**The following clothing/ornamentation's are NOT permitted**

- Shorts that do not meet the length requirement.
- Clothing with extreme holes or shreds. No holes above fingertip length with skin exposed.
- Crude or vulgar language or pictures.
- Drug, tobacco, weapon, or alcohol related language or pictures.
- Racial/ethnic slurs, or discriminatory language or pictures on clothing, school supplies, or any other student possession
- Flagging or “posting of colors”. No items draped over shoulder, neck or hung out of pocket
- Oversized/sagging clothing such as pants, shirts, belts. Pants must be worn and secured at the waistline.
- Pajama type clothing
- Metal, wheeled, or hard tap shoes
- Hats, hoods and caps in building during the instructional day
- No costumes or costume accessories unless on specified days by administration

THE SCHOOL DIRECTOR OR DESIGNEE HAS FINAL DETERMINATION AND AUTHORITY OVER A STUDENT’S DRESS.

5. Instant Impact Global Academy will use a multi pronged plan to ensure student and school personnel safety and wellbeing.

- a) Create a threat assessment team that has received training provided by Texas School Safety Center to recognize but physical and digital threats.
- b) Keep all outside doors locked and require that visitors first show their ID before being granted entrance into the building.
- c) The Raptor Visitor Management System will be used to track visitors.
- d) All visitors will be escorted to and from their destination.
- e) Use the free app available from the Justice technology Information Center to assess the school’s buildings and grounds to determine trouble areas that need to be addressed.
- f) Create safety plans and practice drills involving fires, bad weather, and active shooters or other intruders.
- g) Develop an anonymous reporting system that can be used by all stakeholders, including those in the community.
- h) Provide guidance lessons on personal safety including the dangers of technology.
- i) Install cameras in common areas and outside entrance points.
- j) Students and personnel will wear picture IDs.

## **BYLAWS OF INSTANT IMPACT**

WHEREAS, the initial Board of Directors of Instant Impact Educational Services. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation

NOW, THEREFORE: BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

### **PREAMBLE CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

### **ARTICLE ONE NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is "Instant Impact Educational Services"

Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act. (d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting.

#### **CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS**

2.06 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.07 Board Action By Unanimous Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairperson or Vice Chair of the Board. Delivery must be by email, by facsimile, by hand delivery, or by certified or registered mail, return receipt requested.

#### **MEETINGS & RECORDS GENERALLY**

2.08 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act.

income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.15 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by Robert's Rules of Order Newly Revised, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

### **ARTICLE THREE DIRECTORS**

3.01 MANAGEMENT. The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than seven (7) persons. New board members shall be appointed to the Board of Directors based on a majority vote of a quorum on existing board members.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairperson. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairperson of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve staggered terms to ensure continuity over time. Approximately half of the Board will serve two-year terms and the remaining members will initially serve three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein. As the Board appoints new members filling expiring terms, new members will serve three-year terms.

3.05 VACANCY: The Chairperson of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairperson of the Board.

### **ARTICLE FOUR OFFICERS**

5.01 COMMITTEES: Designated committees may be established by the Chairperson of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairperson of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

#### **ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS**

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

#### **ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS**

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of Texas or federal law, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

#### **ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS**

governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. (c) Procedures for Addressing the Conflict of Interest (1) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (2) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (3) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement. (d) Violations of the Conflicts of Interest Policy (1) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**9.04 RECORDS OF PROCEEDINGS :** The minutes of the governing board and all committees with board delegated powers shall contain: (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed. (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**9.05 ANNUAL STATEMENTS:** Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: (a) Has received a copy of the conflicts of interest policy, (b) Has read and understands the policy, c. Has agreed to comply with the policy, and d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.



# 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.

We meet and operate together as a board.

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.

2. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member, it is my responsibility to provide oversight and governance for the successful operation of the school. To represent the school in the community. To work with other board members in fundraising activities. To also embrace the vision and mission of the school. To work with the school director in accomplishing the school's mission.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Presently, I am on the board for Education First Credit Union where we review and make budget decisions, work on policies, make decisions regarding growth of organization, listen to member concerns, provide input on changes. I will be able to assist with various hiring procedures, give input when budget decisions and review the success of school goals.

4. Describe the specific knowledge and experience that you would bring to the board.

I have ten (10) years as a public school teacher and forty (40) years in higher education training pre-service teachers. During my higher educational experience I supervise students in their field experience. I have diagnosed students who were experiencing difficulties in reading. I also have experience working with Adult Basic Education students. It is felt that these experiences will provide support the Instant Impact Global Prep.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The over arching mission of Instant Impact Global Prep is to provide students with twenty first century marketable skill, to develop character, problem solving skills to assist them in being productive in citizens in a global society. Encourage students to gain knowledge, stretch their ability for success. It is stated in the mission that all children can learn given the opportunity and support, a quality education is something that all students should be have and a safe and caring learning environment.

2. What is your understanding of the school's proposed educational program?

The curriculum of Instant Impact Global Prep will be aligned with the Texas Essential Knowledge and Skills (TEKS) and other state standards. The promotion of social, emotional and cognitive development skills will play a great role in the curriculum. Language skills will be promoted through discussion, storytelling and collaboration with others. Staff development of the teachers will assist with promoting creativity and critical thinking with the students.

3. What do you believe to be the characteristics of a successful school?

A successful school provides opportunities for all students to learn no matter the learning level. The learning activities are engaging with parent and staff involvement. Student potential is utmost to the staff. The school administrators seeks and welcomes parent and community involvement. An environment where

students are valued, they have a voice in their learning, the staff is caring, the curriculum prepares them for success in a global society, in enhances there their creativity, teaches students work ethics. All persons involved with the school will have strong personal integrity.

4. How will you know that the school is succeeding (or not) in its mission?

The school will be measured by state guidelines and scores from other standardized test. Other measures such as behavior and attendance will be used. A review will be conducted regarding student attitude toward their classroom instructional learning activities and learning environment.. Parents and the community will be surveyed for their input.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will provide objective oversight and governance over the operation of Instant Impact Global Prep. The Board will ensure that the Director and teachers are in line with the mission of the school. We will work with the Director to make sure that the school is in compliance with federal, state and local regulations. The Board will assist with fundraising and community activities. We will also provide academic and financial.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year success will be measured by sustainability of students and teachers. Review any growth patterns. If we operated within our budget. Parent and community will be surveyed concerning the success of the school. The Board will review data from the first year to assist in determining success.

3. How will you know at the end of four years if the school is successful?

Success will be determined if the projected student growth patterns were accomplished, student test scores are at the top level. Continued input for parents, students and the community. Success with making sure that we are operating within our budget.

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 provide support and promote the school in the community. Make sure that the personnel and Board is accountable for the operation of the school. The Board will meet on a regularly to review the mission and vision to assure the alignment or to make changes. We will conduct an audit for evaluation. The Board will participate in community activities.

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 discuss any unethical behavior by a Board member to the Board Chair for him/her to investigate the incident. It would allow the Chair to speak with the Board member and then suggest a solution.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have worked with Dr. Rucker. Was Mr. Bean's teacher.

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.

Dr. Rucker, Mrs. Reed, Ms. Griffin

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

# 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

Date

\_\_\_\_\_

\_\_\_\_\_

State of

\_\_\_\_\_

County of

\_\_\_\_\_

On this day, \_\_\_\_\_ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

(Notary Public) \_\_\_\_\_

(Seal)

My commission expires \_\_\_\_\_

# CERTIFICATION

I, Lula Henry, 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

Lula J. Henry

Date

1-21-2020

State of

Texas

County of

Jefferson

On this day, Lula Henry (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 27<sup>th</sup> day of January, 2020.

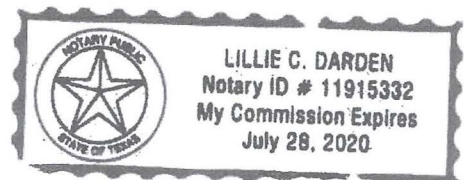
(Notary Public)

Lillie C. Darden

(Seal)

My commission expires

July 28, 2020



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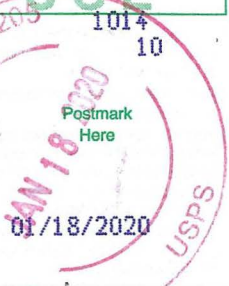
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Street and Apt. No., or PO Box No. 1206 B St  
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PORT ARTHUR, TX 77642

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Sent To Dr. Mark Porterie, Superintendent  
Street and Apt. No., or PO Box No. 4801 9th Ave  
City, State, ZIP+4® Port Arthur, TX 77642

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BEAUMONT, TX 77706

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Postage \$0.55

Total Postage and Fees \$6.85

Sent To Dr. Shannon Allen, Superintendent  
Street and Apt. No., or PO Box No. 3385 Harrison Ave  
City, State, ZIP+4® Beaumont, TX 77706

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



Name of Proposed Charter School: **Instant Impact Global Prep**

Name of Sponsoring Entity: **Instant Impact Educational Services**

## BACKGROUND

Full Legal Name: **Valarie Griffin**

Home Mailing Address: **P. O. Box 263  
Imperial, TX 79743**

Phone Number: **469-271-5773**

E-mail Address: **vrgriffin68@gmail.com**

Business Name: **Buena Vista ISD**

Business Mailing Address: **404 W. Highway 11  
Imperial, TX 79743**

Business Phone Number: **432-536-2336**

E-Mail Address: **vgriff@bvisd.esc18.net**

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non- public school or any not-for-profit corporation.

☐ Yes     ☒ No, does not apply to me

If Yes, state the name of the entity: **N/A**

1. What was your motivation to serve on the board of the proposed charter school?

**As a person who grew up in poverty I know first hand the difference education can make in one's life. So many children who grew up as I did looked to sports as a means of escaping poverty. Then and now too often that is the dream that is sought. For the majority that dream will not be realized. I feel that more emphasis needs to be placed on ordinary people whose life changed through getting a good education. I want to help students who are living the life I lived realize they can live the life I am living through education. I want to help give them the opportunities I was given and change the generational poverty cycle.**

4. How will you know that the school is succeeding (or not) in its mission?

**Objective data, observation, and feedback from students, parents, and community stakeholders will be used.**

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

**The board will help develop and enforce policy that governs the school, analyzing curricula and education programs and prioritizing how money should be spent, and helps incorporate a community's vision of what students should know and be able to do.**

2. How will you know if the school is successful at the end of the first year of operation?

**Objective data, observation, and feedback from students, parents, and community stakeholders will be used; as well as retention rate.**

3. How will you know at the end of four years if the school is successful?

**Objective data, observation, and feedback from students, parents, and community stakeholders will be used; as well as retention rate. In addition, the number of new applicants will also be used as a measurement tool.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**Help develop and enforce policies that reflect the mission and vision of the school. Represent the best interests of the students and community. Help make sound financial decisions for the school. Fairly evaluate the school leader and take any necessary corrective actions.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

**I would bring the matter before the board to determine if there was indeed an ethical violation and what should be the consequences of said violation.**

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.

Achieving Sobriety Addiction Treatment Services

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of

the  
school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Education Services

**BACKGROUND**

Full Legal Name: Ronnie Turner, Jr.

Home Mailing Address: 7230 Bythewood Rd. Beaumont, TX 77713

Phone Number: 409-838-8805

E-mail Address: RONNIETURNERJR@GMAIL.COM

Business Name: Provost Umphrey Law Firm

Business Mailing Address: 490 Park St. Beaumont, TX 77701

Business Phone Number: 409-835-6000

E-Mail Address: RTurner@provostumphrey.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes    ☒ No, does not apply to me

If Yes, state the name of the entity:

--

1. What was your motivation to serve on the board of the proposed charter school?

I believe it is the clear benefits that a strong education background will provide for children. I am a product of the same. I would like to, as much as possible, to give other kids the benefits which proper schooling and education can provide.

#### 4. How will you know that the school is succeeding (or not) in its mission?

The school will be measured by state measures such as attendance and behavior. The school will also conduct internal reviews to measure community and parent perception. Based on the concept of being student and family focused, the school will also solicit and evaluate student, parent, and community stakeholder's perceptions to ensure student success.

## GOVERNANCE

#### 1. Describe the role that the board will play in the school's operation.

The Board is responsible for the governance of the school. The Director will be responsible for the day to day operations and the Board will provide the oversight and accountability to keep the school in compliance with local, state, and federal regulations. The Board will serve as an active funding mechanism for the school, by hosting fundraising events for the express purpose of providing additional funding for the sustainable operation of Instant Impact Global Prep.

#### 2. How will you know if the school is successful at the end of the first year of operation?

The school's performance will be measured on student and parent retention. Parents, students, and community stakeholders will be evaluated on the success of the school and board members along with staff members will evaluate student outcomes to determine the level of success.

#### 3. How will you know at the end of four years if the school is successful?

At the end of four years we will know if the school is a success as we continue to meet our projected student enrollment, staff retention, and students will have had an opportunity to be assessed on state assessments to give baseline and growth markers for student performance.

#### 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board, as a committed entity, is about holding each other and school's staff accountable. The Board will revisit regularly, the mission and vision, to make sure that the school continues to align. The Board will continue to recruit Advisory Board members to serve as Ambassadors of good will within the local community.

#### 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would immediately report what I believe to be the unethical actions to the Board Chairperson to be investigated. I would allow the Board Chair to address the unethical behavior or actions that are not in the best interest of the school.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Education Services

**BACKGROUND**

Full Legal Name: Debra A. Morris-Reed

Home Mailing Address: 97 Emma Rose Ct. NE, Ludowici, GA 31316

Phone Number: 912-977-3687

E-mail Address: dmorrisreed1989@gmail.com

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: Atlantic Area Ct. App.Spec.Adv.-CASA

1. What was your motivation to serve on the board of the proposed charter school?

As a lifelong learner and educator, I consider it a privilege to serve on the Board of Instant Impact Global Prep. Because I have been afforded the opportunities in my life by having a strong academic foundation, it is only befitting that I provide my services and talents to a Board that is going to prepare our next generation of students with a sound academic and social foundation.

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Educational Services

## BACKGROUND

Full Legal Name: Lula Jaynette Henry

Home Mailing Address: 47 Sandelwood Trail, Beaumont, Texas 77706

Phone Number: (409)899-2473

E-mail Address: lulahenry47@gmail.com

Business Name: Lamar University

Business Mailing Address: PO Box 10034 Beaumont ,Texas 77710

Business Phone Number: 409-880-8218

E-Mail Address: lula.henry@lamar.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: Education First Credit Union

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Student learning and success in school and the world is a very important of my life. Preparing future teachers to think outside the box when planning instructional activities for student learning, providing a caring and safe classroom environment, allowing students to be creative learners, and to be able to working with all students for success in the classroom is a high priority for me. This carry over to their classrooms. I am sure that the over arching philosophy of Instant Impact Global Prep will benefit students in our community. As a Board member I am committed to working for the success of all student that will be served in our school as well as the impact on our community.

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?

I have a desire to improve educational outcomes for Beaumont's future generations.

# 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.

Yes, I now know all board members, as we have been meeting and speaking regularly to achieve the establishment of this school.

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.

Yes, I am a former employee of the local school district so I know several current and former school employees.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

## CERTIFICATION

I, \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Verification

State of \_\_\_\_\_

County of \_\_\_\_\_

On this day, \_\_\_\_\_ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

(Notary Public) \_\_\_\_\_

(Seal)

My commission expires \_\_\_\_\_

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management 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.

Lula J. Henry, Ed. D.  
Lamar University  
P. O. Box 10034  
Beaumont, Texas 77710  
[Lula.henry@lamar.edu](mailto:Lula.henry@lamar.edu)

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## EDUCATION

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<b>University of Missouri-Columbia, Columbia, Missouri</b> <b>Ed. D. in Higher and Adult Education Foundation</b> Dissertation: "Perceived Characteristics of Effective Adult Basic Education Teachers"	<b>1978-1983</b>
<b>University of Missouri-Columbia, Columbia, Missouri</b> <b>Educational Specialist Degree in Reading Education</b>	<b>1973-1978</b>
<b>Lincoln University-Missouri, Jefferson City, Missouri</b> <b>Adult Education Certification</b>	<b>1972-1980</b>
<b>Missouri Teacher Certification in Elementary Education, English 7-9, Social Studies 7-9, Core Curriculum 7-9, Reading Specialist K-12, Adult Education K-12, Psychologist Examiner K-12, Learning Disabilities K-12, Guidance and Counseling K-8</b>	
<b>University of Arkansas, Jonesboro, Arkansas</b> <b>M.S. Ed in Elementary Reading Education</b>	<b>1968-1970</b>
<b>Paul Quinn College, Waco, Texas</b> <b>B.S. in Elementary Education</b>	<b>1961-1965</b>

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## ACADEMIC AWARDS

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Recognized as an Outstanding Educator by Lucas Elementary School, Beaumont, Texas	2008
Professor of the Year at Lamar University	1989
Texas State Teachers Association Student Program Advisor of the Year	1991

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## TEACHING EXPERIENCE

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Lamar University, Beaumont, University Associate Professor – Department of Professional Pedagogy	1987-Present
Lincoln University, Jefferson City, Missouri Associate Professor in the College of Education and Director of the Lincoln University Reading Center	1980-1987
Lincoln University, Jefferson City, Missouri Assistant Professor in the College of Education and Director of Lincoln University Day Care Center	1975-1980

# RONNIE TURNER, JR.

7230 Bythewood Road  
Beaumont, Texas 77713  
(281) 704-5196  
ronnieturnerjr@gmail.com

## EXPERIENCE |

### PROVOST UMPHREY LAW FIRM, L.L.P.

*Law Clerk, May 2009 – August 2009; December 2009 – January 2010*

Beaumont,  
TX

- Prepared discovery requests, drafted dispositive motions and responses (such as Fed. R. Civ. P. 12(b) motions and summary judgment motions), as well as other miscellaneous pleadings and motions
- Created written summaries and indexes of voluminous medical records, depositions, and documents produced during discovery
- Drafted legal memoranda

### PROVOST UMPHREY LAW FIRM, L.L.P.

*Associate Attorney, September 2010 – July 2014*

*Non-Equity Partner, July 2014 – Present*

Beaumont,  
TX

- Practice Areas: Personal Injury Trial Law, Industrial Accidents, Premises Liability, Products Liability, Engineering Professional Negligence, and Consumer Protection litigation
- Resolved over three hundred cases
- Managed dockets of over sixty cases
- Responsible for all aspects of litigation including client intake, site inspections, hiring local counsel, discovery practice, scheduling and conducting depositions, preparing witnesses (lay and expert), motion practice (including summary judgment and *Daubert* motions), arguing judicial hearings, and settlement negotiation
- Led and directed all facets of jury trials, from pre-trial motions to post trial hearings
- Tried forty cases to jury verdict—first or solo chair in thirty of the trials
- Acquired the largest individual wrongful death settlement in firm history in 2018 involving a refinery explosion
- Provided legal analysis regarding insurance policies and coverage issues
- Wrote, reviewed, and revised settlement documentation
- Supervised associate attorneys, including assigning case files, reviewing and editing legal writings and pleadings, reviewing deposition strategy, and assessing trial preparation and strategy

## EDUCATION |

### LAMAR UNIVERSITY, COLLEGE OF ARTS AND SCIENCES

*Bachelor of Arts, Psychology, May 2007*

Beaumont,  
TX

- President, Student Government Association/Student Body
- Vice Chair, Student Advisory Board to Texas State University System
- Vice President, Student Government Association
- Vice President, Alpha Phi Alpha Fraternity, Inc.
- Member, Order of Omega Honor Fraternity

### BAYLOR UNIVERSITY SCHOOL OF LAW

*Juris Doctor, July 2010*

Waco, TX

- Finalist, Intramural Top Gun Mock Trial Tournament
- Member, National Mock Trial Team
- President, Minority Student Association

## CERTIFICATION |

Personal Injury Trial Law, Texas Board of Legal Specializations, 2015

## ADMISSIONS |

Texas, 2010

Southern District of Texas, 2011

Eastern District of Texas, 2011

## HONORS/AWAR

Texas Rising Star, Thomas Reuters, 2015, 2016, 2017, 2018, 2019

# Tamia McAfee

(972) 838-7123 | [tamia910@me.com](mailto:tamia910@me.com)

## CORE COMPETENCIES

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- Learning and Development • Instructional Design • Educational Technology • Training Delivery • Presentation Development • Learning Analysis and Evaluation

## EDUCATION

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### **Masters in Educational Technology Leadership**

Lamar University; Beaumont Texas (2013)

### **Bachelors in Education (Math/Science)**

Lamar University; Beaumont Texas (2008)

## WORK EXPERIENCE

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### **Adjunct Instructor- Vista College June 2018-Present**

- Developed and implemented coursework objectives
- Provided staff training for strategies to engage collegiate students
- Incorporated research based learning in lesson plan development

### **Co-Founder- New Beginnings Education Services LLC (April 2017-Present)**

#### **Director- Camp STEM/ Educational Consultant**

- Supervised and assisted in the implementing of curriculum.
- Managed financial reports and invoices for contracts
- Provides intervention and services for administrators, teachers and students
- Developed curriculum and assessed student achievement
- Collaborate with teachers for pedagogy best practices
- Facilitated all training sessions for faculty members and volunteers
- Enhance skills of students through small group instruction

### **Educator- Class100 e-learning (October 2016- May 2018) Contract position**

- Conduct and communicate lesson to overseas ESL students in China
- Train newly hired teachers on lesson implementation and platform usage
- Develop and collaborate with the development of lesson planning
- Collaborate with overseas administrators to implement training to teachers
- Mentor and coach new hires and provide feedback through lesson evaluations
- Utilize technology to conduct lessons and training of new teachers

### **Educator (STEM) - Port Arthur Independent School District (August 2014-June 2016)**

- Build strong relationships, collaborated and communicated ideas, to grade level teachers, techniques to implement within classrooms
- Presented content for professional development, staff meetings, PLCs
- Developed and implemented STEM curriculum for the campus

### **Educator (Math/Science) - Beaumont ISD (August 2008- 2014) (August 2016-2017)**

- Disaggregated data through the use of technology in order to generate lessons to meet the needs of students
- Conducted effective technology driven lessons to assess knowledge and outcomes
- Member of the site based decision making committee which develops, revises and implements campus policies and procedures
- Established effective communication and interpersonal skills in relation to students, parents, teachers and administrators

## PROFESSIONAL DEVELOPMENT/ CERTIFICATIONS

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Teacher of the Year- Beaumont ISD 2017-2018

Region 5 Texas Math/Science Mentor Teacher Collaborative 2015-2017

Port Arthur Education Foundation Grant Recipient -2015

Principal Certification- June 2015

Port Arthur Rookie of the year 2015-2016

Science and Math Teaching Certification – October 2008

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Educational Services

Position Title: Theater Arts Teacher(specials)

Reports to: Head of School

Salary Range: \$48,400 - \$62,500

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): Beaumont, Jefferson County

Number of Students anticipated in year one: 280

In year five: 600

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: 1 year of teaching experience in music.  
Experience teaching in a Title I school.

Certification  
Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Tyler ISD	212905	Tyler	18,099	\$44,250 - \$65,000
Waco ISD	161914	Waco	14,696	\$49,000 - \$61,300
Bryan ISD	021902	Bryan	15,906	\$45,000 - \$71,500

# GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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

Cell Phone

Proposed Location (City and County):

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

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Tyler ISD"/>	<input type="text" value="212905"/>	<input type="text" value="Tyler"/>	<input type="text" value="18,099"/>	<input type="text" value="198,000 - 207,000"/>
<input type="text" value="Waco ISD"/>	<input type="text" value="161914"/>	<input type="text" value="Waco"/>	<input type="text" value="14,696"/>	<input type="text" value="252,000 - 272,000"/>
<input type="text" value="Bryan ISD"/>	<input type="text" value="021902"/>	<input type="text" value="Bryan"/>	<input type="text" value="15,906"/>	<input type="text" value="232,000 - 260,000"/>

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Educational Services

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Establish a mission, vision, and expectations for the school and all staff.
2. Develop and supervise school-wide systems to create a positive and professional culture.
3. Supervise the development and implementation of curriculum, assessments, and MTSS to ensure positive outcomes.
4. Supervise all aspects of human capital including recruiting, hiring, training, evaluating and dismissing personnel.
5. Supervise campus operations and maintainance.
6. Supervise the procurement process including securing contracts and meeting state and federal fiscal requirements.
7. Create and supervise systems for data collection and analysis to support school improvement.
8. Professionallly develop all staff.
9. Secure and maintain partnerships for the success of the school as well as with parents and community members.
10. Communicate requirements, updates, and outcomes regularly with board members.

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Educational Services

Position Title: Chief Financial Officer

Reports to: CEO/Superintendent

Salary Range: \$78,000 - 100,000

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

Cell phone

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 280

In year five: 600

Minimum Qualifications Required:

Education Required: Bachelor's Degree, masters preferred.  
CPA preferred.

Experience Required: A minimum of 5 years working in a finance related position. Budgeting experience.  
Experience supervising others.

Certification  
Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Tyler ISD	212905	Tyler	18,099	100,945 - 175,000
Waco ISD	161914	Waco	14,696	102,868 -133,609
Bryan ISD	021902	Bryan	15,906	100,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

**RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED**

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

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

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Educational Services

Position Title: PEIMS Coordinator/Technologist

Reports to: CEO/Superintendent

Salary Range: \$34,027 - \$37, 870

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): Beaumont, Jefferson County

Number of Students anticipated in year one: 280 In year five: 600

Minimum Qualifications Required:

Education Required: Minimum associates degree, bachelor's preferred.

Experience Required: Minimum 3 years in a PEIMS related role.  
Must have experience with data entry and analysis.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Tyler ISD	212905	Tyler	18,099	\$37,870
Waco ISD	161914	Waco	14,696	\$34,027
Bryan ISD	021902	Bryan	15,906	35,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Instant Impact Global Prep

Name of Sponsoring Entity: Instant Impact Educational Services

Position Title: Teacher (Core Area)

Reports to: CEO/Superintendent

Salary Range: 48,500-62,500

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): Beaumont, Jefferson County

Number of Students anticipated in year one: 280

In year five: 600

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: 1 year of teaching experience in reading, math, science, or social studies.  
Experience teaching in a Title I school.

Certification  
Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Tyler ISD	212905	Tyler	18,099	\$44,250 - \$65,000
Waco ISD	161914	Waco	14,696	\$49,000 - \$61,300
Bryan ISD	021902	Bryan	15,906	\$45,000 - \$71,500

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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# Instant Impact Global Prep.

## 2021-2022 Calendar

July 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					





March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### KEY

-  - First/Last Day or School
-  - Staff Development/ Student Holiday
-  - Teacher Work Day/ Student Holiday
-  - Parent/Teacher Conference (1/2 day)

-  - Staff/Student Holiday
-  - Inclement Weather Day
-  - Report Card Release
-  - End of Term



### Extension Form , 90

#### Branch & Customer Information

Branch Number: 752  
Branch Location: Houston, TX South  
Account Number: [REDACTED]  
Borrower: Warren Rucker  
Co-Borrower:

#### Work Item Information

Form Id: 1723070  
Launched By: Juan  
Launched On: 8/8/2019

#### Form Body

Extension Period: 90-day Extension Charge: \$0.00  
Reason for requesting extension: Family Issues/Event  
Are you willing to pay for this vehicle? YES  
Are you currently employed full time? YES  
In your current financial situation, do you have the ability to make this car payment monthly? YES  
After the extension, your next payment will be due on: 08/06/2019  
Installments being extended: 07/2019, 06/2019, 05/2019  
Your last scheduled payment is now due on: 01/06/2021

**Finance charges will continue to accrue on the unpaid balance at the contract rate. By extending one or more installments, you will pay more finance charges than originally disclosed.**

**NOTE: If My/Our Account is a Texas Retail Installment Contract, the following notice applies: Finance charges will continue to accrue on the unpaid balance at the contract rate. By deferring one or more installments, you will pay more finance charges than originally disclosed.**

FAX THE COMPLETED FORM TO: (888) 761-8704 / No cover sheet required

I/We understand that by granting the extension, Regional Acceptance Corporation (RAC) is allowing me/us to postpone the payment(s) until the end of my/our contract. I/We understand that interest will continue to accrue on the unpaid account balance. I/We understand that this does not include any additional insurance premium and that any insurance coverage provided in my/our contract will expire on the expiration dates shown on the insurance policies.

By signing this document, I/we acknowledge the terms and conditions of this agreement.

NOTE: All parties signed on the contract are required to sign this agreement.

NOTE: This agreement is not valid until accepted and signed by a Regional Acceptance Manager.

#### NOTICE TO CONSUMER:

1. Do not sign this agreement before you read it.
2. You are entitled to a copy of this agreement.
3. You may prepay the unpaid balance at any time without penalty.

Borrower [Print]: Warren Rucker

Co-Borrower [Print]: \_\_\_\_\_

Borrower Signature: Warren Rucker

Co-Borrower Signature: \_\_\_\_\_

Date: 8/10/19

Date: \_\_\_\_\_

[REDACTED]	CO-BORROWER, please provide current information:	
	Home Address	
	Home Phone	
	Cell Phone	
	Email Address	
	Employer Name and Address	
	Work Phone	Work Hours
	Reference's Name	