

# SPECIAL ASSURANCES

# GENERATION 25

CREW ENROLLMENT CHARTER APPLICATION



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## Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write "yes" to indicate that each section has been included in the Application Package.

Sections	Required Elements	Complete (yes/no)
Applicant Checklist	Applicant Checklist	yes
Applicant Cover Sheet	Applicant Cover Sheet	yes
School Overview	Executive Summary	yes
	Targeted Community and Anticipated Student Population	yes
	<ul style="list-style-type: none"> <li>• Geographic Boundaries</li> <li>• Enrollment Projections</li> <li>• Demographic Projections</li> </ul>	yes
	Community Engagement	yes
School Design	Mission, Vision, and Overview of School Design	yes
	Curriculum and Instruction	yes
	Strategies for Assessment of Learning and Data-Driven Instruction	yes
	Supports for Special Populations	yes
	School Culture and Safety	yes
	Promotion and Graduation Requirements	yes
	Family and Community Engagement	yes
Leadership and Governance	Board Structure and Qualifications	yes
	Proposed Superintendent Qualifications	yes
	Proposed Instructional Leadership Team	yes
	Proposed Financial and Operations Leadership Teams	yes
	Performance Management	yes
Talent Management and Development	Talent Management	yes
	Professional Development and Evaluation	yes

Sections	Required Elements	Complete (yes/no)
	Retention	Yes
Operational and Financial Plans	School Calendar and Schedule	Yes
	Student Recruitment and Enrollment	Yes
	Facility Acquisition <ul style="list-style-type: none"> <li>• Facility Identified</li> <li>• Facility Not Identified</li> </ul>	Yes
	Transportation	Yes
	Start-up Plan	Yes
Operational and Financial Plans	Financial planning	Yes
Attachments	Attachment 1: Articles of Incorporation	Yes
	Attachment 2: 501(c)(3) Determination Letter	Yes
	Attachment 3: Applicant Information Session Documentation	Yes
	Attachment 4: Evidence of Community Demand	Yes
	Attachment 5: Certified Mail Receipt Cards	Yes
	Attachment 6: Published Notice(s) of Public Meetings	Yes
	Attachment 7: Sample Course Scope and Sequence	Yes
	Attachment 8: Proposed Discipline Policy	Yes
	Attachment 9: Evidence of Community Support	Yes
	Attachment 10: Bylaws	Yes
	Attachment 11: Code of Ethics and Conflict of Interest Policy	Yes
	Attachment 12: Board Member Résumés and Biographical Affidavits	Yes
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes
	Attachment 14: Tool(s)/Process to Evaluate	Yes

Sections	Required Elements	Complete (yes/no)
Attachments	Superintendent	yes
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	yes
	Attachment 16: Job Description or Qualifications for Superintendent	yes
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	yes
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	yes
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	yes
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	yes
	Attachment 22: Staffing Chart	yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	yes
	Attachment 24: Teacher Evaluation Tool(s)	yes
	Attachment 25: Proposed School Calendar (Annual)	yes
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	yes
	Attachment 27: Proposed Admissions and Enrollment Policy	yes
	Attachment 28: Certificate of Occupancy for Facility	yes
	Attachment 29: Evidence that Facility Has Been Secured	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 30: Detailed Start-Up Plan	Yes
	Attachment 31: Financial Plan Workbook	Yes
	Attachment 32: Budget Narrative	Yes
	Attachment 33: Evidence of Other Financial Support	Yes
	Attachment 34: Audit Report	Yes
	Attachment 35: Credit Report	Yes
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	Yes
	Attachment 37: Plan for Insurance Coverage	Yes
Special Assurances	Special Assurances	Yes
CMO Addendum	CMO Addendum (if applicable)	Yes

## Applicant Cover Sheet

<b>NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL</b>	
LIONS ACADEMY	
<b>NAME OF SPONSORING ENTITY</b>	
TRISTAN THOMPSON UNITY GROUP	
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes\* ☐      No ☒      If yes, identify the CMO: \_\_\_\_\_

\* If the answer is yes, the applicant must complete the CMO Addendum.

### I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Kathy Kay Goodwin	Kathy Kay Goodwin	Dr. Jana Willis
Mailing address	2815 FM 2611 Road, Brazoria, TX 77422	2815 FM 2611 Road, Brazoria, TX 77422	3019 Country Club Dr, Pearland, TX 77581
Email address	kathy_goodwin@yahoo.com	kathy_goodwin@yahoo.com	willis@uhcl.edu
Phone number	979-824-4165	979-824-4165	832-746-6566

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

### II. CHARTER SCHOOL INFORMATION

LIONS ACADEMY

<b>Grade level(s) served in Year 1</b>	7 <sup>th</sup> grade – 12 <sup>th</sup> grade
<b>Number of students served in Year 1</b>	250
<b>Grade levels served at capacity</b>	7 <sup>th</sup> grade – 12 <sup>th</sup> grade
<b>Number of students served at capacity</b>	750
<b>Number of campuses requested</b>	1
<b>Number of districts within geographic boundary</b>	8

*Note:* The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

<b>Address of Proposed Administrative Offices <i>(if different from above):</i></b>
<b>Physical Address of Each Proposed Campus <i>(please include street address, city, state, zip, and county)</i>. If the specific address is unknown at this time, please provide the county and general location of the proposed campus:</b>
The general location of the campus will be located in north/central Brazoria County.

### III. GOVERNANCE/LEADERSHIP

<b>Number of Board Members</b>	
<b>Chairperson of the Governing Board</b>	Dr. Jana Willis
<b>Chief Executive Officer of the Sponsoring Entity</b>	Kathy Kay Goodwin
<b>Superintendent of Proposed Charter School</b>	Kathy Kay Goodwin
<b>Board Member Who Attended Applicant Conference</b>	Kathy Kay Goodwin

*Note:* The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

### IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. *(Add additional rows as needed.)*

<b>Full Name</b>	<b>Current Job Title and Employer</b>	<b>Position or Role with Proposed Charter School</b>
Kathy Kay Goodwin	Special Programs/Pasadena	Superintendent



## Applicant Cover Sheet

<b>NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL</b>	
LIONS ACADEMY	
<b>NAME OF SPONSORING ENTITY</b>	
TRISTAN THOMPSON UNITY GROUP	
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

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2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes\* ☐      No ☒      If yes, identify the CMO: \_\_\_\_\_

\* If the answer is yes, the applicant must complete the CMO Addendum.

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	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Kathy Kay Goodwin	Kathy Kay Goodwin	Dr. Jana Willis
Mailing address	2815 FM 2611 Road, Brazoria, TX 77422	2815 FM 2611 Road, Brazoria, TX 77422	3019 Country Club Dr, Pearland, TX 77581
Email address	kathy_goodwin@yahoo.com	kathy_goodwin@yahoo.com	willis@uhcl.edu
Phone number	979-824-4165	979-824-4165	832-746-6566

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

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<b>Number of students served in Year 1</b>	250
<b>Grade levels served at capacity</b>	7 <sup>th</sup> grade – 12 <sup>th</sup> grade
<b>Number of students served at capacity</b>	750
<b>Number of campuses requested</b>	1
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<b>Physical Address of Each Proposed Campus (please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:</b>
The general location of the campus will be located in north/central Brazoria County.

## III. GOVERNANCE/LEADERSHIP

<b>Number of Board Members</b>	
<b>Chairperson of the Governing Board</b>	Dr. Jana Willis
<b>Chief Executive Officer of the Sponsoring Entity</b>	Kathy Kay Goodwin
<b>Superintendent of Proposed Charter School</b>	Kathy Kay Goodwin
<b>Board Member Who Attended Applicant Conference</b>	Kathy Kay Goodwin

*Note:* The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

## IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (*Add additional rows as needed.*)

LIONS ACADEMY

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Kathy Kay Goodwin	Special Programs/Pasadena ISD	Superintendent
Dr. Angela Portis-Woodson	Retired principal and district administrator	Chief Operations Officer
Kisha LeBlanc	CPA	Finance
Dea Provenzano	Entrepreneur – Realtor/Broker	Board Member
Dr. Jana Willis	Professor at University of Houston Clear Lake	Board Chair

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	Was this individual/organization paid?	
None	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>

### **Attachments**

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

**I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.**

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

Signature of Chief Executive Officer  
of Sponsoring Entity (Blue Ink)

Date

Printed Name

LIONS ACADEMY

## Attachments

### Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 21, 2020**.

#### Texas Certificate of Filing

#### Texas Certificate of Formation

<p>Corporations Section P.O. Box 13697 Austin, Texas 78711-3697</p> <p> <b>Office of the Secretary of State</b></p> <p><b>CERTIFICATE OF FILING OF</b></p> <p>File Number: _____</p> <p>The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.</p> <p>ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of its authority vested in the Secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below, for the purpose or purposes set forth in the application under the name of _____</p> <p>The issuance of this certificate does not authorize the use of a name in violation of the rights of another under the federal trademark Act of 1946, the Texas trademark law, the Assisted Business or Professional Name Act, or the common law.</p> <p>Dated: 07/24/2015 Effective: 07/24/2015</p> <p>  Carlos H. Cuscos Secretary of State</p> <p>Phone: (512) 463-5555 FAX: (512) 463-5509 Prepared by: Debbie Gustafson</p> <p><small>Form 202 (Rev. 05/11)</small></p> <p><b>Form 202 (Revised 05/11)</b></p> <p>Submit in duplicate to Secretary of State P.O. Box 13697 Austin, TX 78711-3697 (512) 463-5555 FAX: (512) 463-5509 <b>Filing Fee: \$25</b></p> <p> <b>Certificate of Formation Nonprofit Corporation</b></p> <p>The appropriate return for this form is _____</p> <p><b>Article 1 - Entity Name and Type</b></p> <p>The filing entity being formed is a nonprofit corporation. The name of the entity is _____</p> <p><b>Article 2 - Registered Agent and Registered Office</b></p> <p><small>Under section 13.01 and Chapter 251 of the Texas Business Organizations Code</small></p> <p><input checked="" type="checkbox"/> A. The initial registered agent is an organization that may be either named above in the name of _____</p> <p>OR</p> <p>_____</p>
---



## Office of the Secretary of State

### Certificate of Fact

The undersigned, as Secretary of State of Texas, does hereby certify that the document, Certificate of Formation for Tristan Thompson Unity Group (file number 801943662), a Domestic Nonprofit Corporation, was filed in this office on March 01, 2014.

It is further certified that the entity status in Texas is in existence.

It is further certified that our records indicate GOODWIN KAY KATHY as the designated registered agent for the above named entity and the designated registered office for said entity is as follows:

2815 FM 2611 ROAD

BRAZORIA, TX - 77422 USA

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on December 09, 2019.



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

Ruth R. Hughs  
Secretary of State

Form 202

Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
FAX: 512/463-5709



**Certificate of Formation  
Nonprofit Corporation**

Filed in the Office of the  
Secretary of State of Texas  
Filing #: 801943662 03/01/2014  
Document #: 531796030003  
Image Generated Electronically  
for Web Filing

Filing Fee: \$25

**Article 1 - Corporate Name**

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

**Tristan Thompson Unity Group**

**Article 2 - Registered Agent and Registered Office**

☐ A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

☒ B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

**Goodwin Kay Kathy**

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

Street Address:

**2815 FM 2611 Road Brazoria TX 77422**

**Consent of Registered Agent**

☐ A. A copy of the consent of registered agent is attached.

OR

☒ B. The consent of the registered agent is maintained by the entity.

**Article 3 - Management**

☐ A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

☒ B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Kathy Kay Goodwin**

Title: **Director**

Address: **2815 FM 2611 Road Brazoria TX, USA 77422**

Director 2: **Deborah K Green**

Title: **Director**

Address: **2525 Murworth Houston TX, USA 77054**

Director 3: **Tristan Stephon Thompson**

Title: **Director**

Address: **2815 FM 2611 Road Brazoria TX, USA 77422**

**Article 4 - Organization Structure**

☒ A. The corporation will have members.

or

☐ B. The corporation will not have members.

**Article 5 - Purpose**

The corporation is organized for the following purpose or purposes:

**Charter School located in Texas**

**Residential Treatment Center**

**Athletic - Students preparing for post high school athletics**

Lions Matheny

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## Transition Center

All 4 entities will be focused on youths. Deborah Green is an employee with Children Protective Services, Tristan Thompson is a professional basketball player and assistant director of Tutoring Club, Kathy Goodwin is a Texas Certified School Superintendent.

### Supplemental Provisions / Information

Tristan Thompson Unity Group will be comprised of a charter school, transition living center, residential treatment facility as well as an athletic component to help athletes transition post high school.

This company will work with students who requires an education outside of public education, homeless children and children in the CPS system.

There will be a board of directors.

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

### Effectiveness of Filing

☒ A. This document becomes effective when the document is filed by the secretary of state.

OR

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

### Organizer

The name and address of the organizer are set forth below.

**Kathy Kay Goodwin** **2815 FM 2611 Road, Brazoria, TX 77422**

### Execution

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

**Kathy Kay Goodwin**

Signature of organizer.

FILING OFFICE COPY



Office of the Secretary of State  
Corporations Section  
P.O. Box 13697  
Austin, Texas 78711-3697  
(Form 503)

Filed in the Office of the  
Secretary of State of Texas  
Filing #: 801943662 3/4/2014  
Document #: 532231280005  
Image Generated Electronically  
for Web Filing

**ASSUMED NAME CERTIFICATE  
FOR FILING WITH THE SECRETARY OF STATE**

1. The assumed name under which the business or professional service is or is to be conducted or rendered is:

**Lion's Academy**

2. The name of the entity as stated in its certificate of formation, application for registration, or comparable document is:

**Tristan Thompson Unity Group**

3. The state, country, or other jurisdiction under the laws of which it was incorporated, organized or associated is **TEXAS** and the address of its registered or similar office in that jurisdiction is:  
**2815 FM 2611 Road, Brazoria, TX, USA 77422**

4. The period, not to exceed 10 years, during which the assumed name will be used is :  
**03/01/2024**

5. The entity is a : **Domestic Nonprofit Corporation**

6. The entity's principal office address in Texas is:  
**2815 FM 2611 Road, Brazoria, TX, USA 77422**

7. The entity is not organized under the laws of Texas and is not required by law to maintain a registered agent and registered office in Texas. Its office address outside the state is:

8. The county or counties where business or professional services are being or are to be conducted or rendered under such assumed name are:

**ALL COUNTIES**

9. The undersigned, if acting in the capacity of an attorney-in-fact of the entity, certifies that the entity has duly authorized the attorney-in-fact in writing to execute this document. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument.

Lions Academy

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Tristan Thompson Unity Group

Name of the entity

By: Kathy Kay Goodwin

Signature of officer, general partner, manager,  
representative or attorney-in-fact of the entity

FILING OFFICE COPY

Loons Academy

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Department of the Treasury  
Internal Revenue Service

Cincinnati Service Center  
CINCINNATI OH 45999-0038

In reply refer to: 0256554074  
Dec. 17, 2019 LTR 4168C 0  
46-5001893 000000 00

00017012  
BODC: TE

TRISTAN THOMPSON UNITY GROUP  
LIONS ACADEMY  
% KATHY KAY GOODWIN  
2815 FM 2611 RD  
BRAZORIA TX 77422

011687

Employer ID number: 46-5001893  
Form 990 required: Y

Dear Taxpayer:

We're responding to your request dated Dec. 10, 2019, about your tax-exempt status.

We issued you a determination letter in 08/2014, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Section 509(a)(2).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at [www.irs.gov/forms-pubs](http://www.irs.gov/forms-pubs) or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific

Lions Academy

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## **Attachment 2: 501(c)(3) Determination Letter**

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020**.

**Note:** Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

S U S A N  
C O M B S

TEXAS COMPTROLLER of PUBLIC ACCOUNTS

WWW.WINDOW.STATE.TX.US



October 31, 2014

Ms. Kathy Kay Goodwin  
Tristan Thompson Unity Group  
2815 FM 2611 Road  
Brazoria, Texas 77422-7927

Dear Ms. Goodwin:

Effective March 1, 2014, Tristan Thompson Unity Group has been granted exempt status from the Texas franchise tax and the sales and use tax as 501(c)(3) organization. The exemption does not extend to the hotel occupancy tax. For purposes of obtaining a refund of sales tax, the earliest allowable date is Sept. 10, 2014.

Vendors that require verification of the exemption may use our search located online at [http://window.state.tx.us/taxinfo/exempt/exempt\\_search.html](http://window.state.tx.us/taxinfo/exempt/exempt_search.html).

We have assigned Texas taxpayer number 32053353515 to the organization. Please reference this number in correspondence with us. The assignment of the taxpayer number does not mean the organization is permitted to collect or remit Texas taxes. Exempt organizations must collect taxes on most of their sales. Please give our Tax Assistance section a call at 1-800-252-5555 if you need a sales tax permit.

The sales tax exemption extends to goods and services purchased for use by your organization. The exemption does not apply if the purchase is for the personal benefit of an individual or private party, or is not related to the organization's exempt purpose. For more information, please see our publication # 96-122, *Exempt Organizations – Sales and Purchases*.

The enclosed exemption certificate can be issued instead of paying tax when buying taxable items necessary to the exempt purpose of the organization. Make as many copies of the exemption certificate as you need. The exemption certificate does not need a taxpayer number to be valid, but you may provide your taxpayer number if the seller requests it. Additional copies of the exemption certificate can be obtained online at [www.cpa.state.tx.us/taxinfo/taxforms/01-339.pdf](http://www.cpa.state.tx.us/taxinfo/taxforms/01-339.pdf).

Changes to the organization's registered agent and registered office address must be filed with the Texas Secretary of State. The changes can be made online at [www.sos.state.tx.us/corp/sosda/index.shtml](http://www.sos.state.tx.us/corp/sosda/index.shtml) or you can download the forms and instructions from [www.sos.state.tx.us/corp/forms\\_option.shtml](http://www.sos.state.tx.us/corp/forms_option.shtml). You can also contact them at [corpinfo@sos.state.tx.us](mailto:corpinfo@sos.state.tx.us) or by calling 512-463-5555. It is important to maintain current registered agent information, because this is how we will contact you if we have reason to believe that your organization no longer qualifies for exemption.

Our goal is to provide you with prompt, professional service. Please take a moment to complete our survey; enclosed or online at [aixtcp.cpa.state.tx.us/surveys/tpsuvr2/index.html](http://aixtcp.cpa.state.tx.us/surveys/tpsuvr2/index.html).

If you have any questions, write to us at [exempt.orgs@cpa.state.tx.us](mailto:exempt.orgs@cpa.state.tx.us) or P. O. Box 13528, Austin, Texas 78711-3528, or call us at 844-519-5677. The fax number is 512-475-5862. Also, our publications and other helpful information are online at [www.window.state.tx.us/taxinfo/exempt](http://www.window.state.tx.us/taxinfo/exempt).

Sincerely,

*WynNelle Leeth*

WynNelle Leeth  
Exempt Organizations Section

Lions Academy

18

### **Attachment 3: Applicant Information Session Documentation**

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

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

## Generation Twenty-Five Applicant Information Session Registration Form

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

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 in the submitted application.

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

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Lions Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: Tristan Thompson Unity Group

Application Contact Name: Kathy Kay Goodwin

Title/Role: Director/President

Email: kathy\_goodwin@yahoo.com Phone: 979-824-4165

Board Member Attending: Kathy Goodwin - attending October 18

Board Member Attending: Booker T Randon - Attending November 1

Board Member Attending: Pamela Redd - Attending October 18

Board Member Attending: Angela Woodson - Attending November 1

Board Member Attending: Lisa Hubbard - Attending November 1

Date of Session: ☒ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☐ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

If you have any questions about the sessions or registration, please contact:  
John Garland at 512-463-3533 or [John.Garland@tea.texas.gov](mailto:John.Garland@tea.texas.gov)  
Drue Ann Wise at 512-463-3419 or [DrueAnn.Wise@tea.texas.gov](mailto:DrueAnn.Wise@tea.texas.gov)

## **School Overview**

### **Executive Summary**

Lions Academy's mission is to meet students where they are and help grow them to their fullest academic potential. The mission drives our vision which is for all graduates to be college, career, and military ready. The Board has not decided on a specific location in Brazoria County for the charter. However, the Board decided it must be in close proximity to Alvin ISD Junior High Schools and Damon ISD because they are struggling (TAPR, 2017-2019). Lions Academy will continue to assess the communities within the county until Commissioner Morath awards Lions Academy the opportunity to open the charter school. The founding members of Lions Academy understands that our mission and vision culminate why we exist. Our educational philosophy is foremost the motivation of why our students will be successful.

Lions Academy's core beliefs:

- All children want to learn
- All children can learn.
- High expectations for all students are paramount
- Social-emotional learning (SEL) is as important as academics
- College readiness begins at Head Start
- Data drives all decisions
- Teachers are more than just teachers

The founding superintendent of Lions Academy was born and raised in Brazoria, Texas. Board members have worked and/or live in the county. The diverse Board and founding members have extensive experience in education, leadership, finance, counseling, Texas Department of Family and Protective Services, and higher education.

The Region 4 Service Center (2019) reported having 1.2 million students in our region. Brazoria County (2019) states that the county is one of the fastest growing counties in the region with currently over 330,000 citizens. Brazoria County was chosen as the ideal location for Lions Academy because there are no charter schools within the county and there is an academic need.

Alvin ISD is the largest school district in Brazoria County and the most diverse with 40% Hispanic, 28 % White, 20% African American, and 3 % Asian. Pearland and Brazosport are the 2<sup>nd</sup> and 3<sup>rd</sup> largest ISD with similar student demographics (TAPR, 2019). A major freeway is located in the central area of the county allowing easy access to any potential charter location.

The geographic boundaries served at Lions Academy will include the eight school districts within Brazoria County. These districts are Alvin, Angleton, Brazosport, Columbia-Brazoria, Damon, Danbury, Pearland, and Sweeny. Each ISD located in the County will have the choice to attend Lions Academy. TAPR (2019) reports schools within Brazoria County's demographics have passing scores in TEA accountability for 2018 and 2019 assessments. However, Alvin ISDs junior high schools are currently experiencing low and failing marks in school progress for 2018 and 2019 school years. Damon ISD had a scoring of "F" in their district's accountability. Lions Academy will set high expectations and assist all students with their fullest academia potential.

Our model starts with the end in mind. House Bill 3 designed specific expectations for all students instructing school districts to ensure high school graduates are college, career, and military ready. This goal begins at Lions Academy. Child find is also a federal program where school districts are mandated to evaluate children from birth through age 21 if the district suspects the child has a disability. Lions Academy will serve grades 7<sup>th</sup> – 12<sup>th</sup> and they are aware

that some students may enter school with educational deficits. A smaller learning environment, low teacher to student ratio, Response to Intervention (RTI), Connect Learning, and other programs will ensure students are “caught up” and prepared to meet academic excellence. Many school districts use a tracking system to place students in academic groups according to levels. Students are tracked for high school academia according to the rigor of classes taken in 7<sup>th</sup>-8<sup>th</sup> grades. Students who do not perform well on upper level math and ELAR are usually not placed in college ready courses. Burris and Garrity (2008) stated that this current system used in most ISDs are a detriment to excellence and equity. Lions Academy will not segregate students in ability groups. Every student will be academically challenged to meet federal and state graduation requirements.

Lions Academy is aware that some students entering our school may also be educationally disadvantaged. Some traditional schools view English Language Learners (ELL), certain ethnic groups, or special needs students as subpar and they are not chosen to participate in advanced academic programs or classes. However, Lions Academy will not shadow this type of mindset. Lions Academy will ensure all students are caught up academically upon enrolling and then placed in more rigorous courses with high expectations. Potential students will gravitate to this type of education program and enrollment will increase yearly.

TAPR (2019) report 60,000 students are in the top four ISDs in Brazoria County. Angleton ISD has 7,000, Brazosport ISD has 12,000, Alvin ISD has 26,000 students, and Pearland has 22,000. Lions Academy is requesting one campus and can confidently project at least 250 students in the first year of operation. In approximately year two, Lions Academy will offer girls and boys basketball programs and will participate in the University Interscholastic League according to the charter school guidelines. Lions Academy should experience a minimum of 75-100 students per year. Lions Academy is expected to reach capacity of 750 students by year five at the first campus.

Lions Academy will be diverse and offer several programs to assist student needs. TAPR (2019) estimates Lions Academy’s special education should be 9%, ELL 13%, At-Risk students 38%, and Economically Disadvantaged 37%. All courses will be taught by Texas certified teachers and all leadership will also be Texas certified by TEA.

Lions Academy will partner with Alvin Community College and local businesses to offer CTE and dual credit courses. This collaborative partnership may develop a better quality of life for all students and their communities in the public sector as well as private.

Homeless youth play a special part of the Tristan Thompson Unity Group (TTUG). The vision for Lions Academy is to partner with the state to ensure homeless youth have the opportunity for FAPE. They are welcome to attend Lions Academy.

Students who reside in a Residential Treatment Facility should also be given the opportunity for a quality education. Lions Academy will partner with Residential Treatment Centers to provide their residents a quality education. Lions Academy is an innovative school keeping all students in mind as it pertains to their academic future.

Lions Academy is committed to all students. The ultimate goal for all founding members is to help as many students as possible. Whether the students are at-risk, low social-emotional learners, special needs, ELLs, or RTC, they can make positive, personal education and life choices rather than being forced to take a predetermined route. Students will have a place to thrive because Lions Academy will give them academic achievement and hope.



## Targeted Community and Anticipated Student Population

<b>Optional Priority Point.</b> Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
By checking yes, applicant must cite clear and specific evidence to support this claim.	

Alvin ISD is the largest school district in Brazoria County. Its estimated student population is 26,000. Pearland ISD is the second largest district in Brazoria County with approximately 22,000 students. Pearland is located north of Alvin. Alvin ISD also has schools located in Pearland, Texas. Therefore, the majority of students reside in the northern section of Brazoria County; however, the survey and community responses will also be a factor in the final location.

TAPR (2017-2019) reported Fairview Junior High in 2019 school with a "D" overall rating but struggled with closing academic gaps. Student at-risk, disciplinary placements, and economically disadvantaged were higher than the state average. They met standard in 2018 but reading and math scores declined from the previous year of 2017.

TAPR (2017-2019) reported Harby Junior High in 2019 school with a "D" overall rating but struggled with academic growth. Students at-risk, disciplinary placements, and economically disadvantaged were higher than the state average. They met standard in 2018 but had a decline in math, reading, and writing from the previous year of 2017, and they continued to struggle in academic growth and closing academic gaps.

TAPR (2017-2019) reported Manvel Junior High in 2019 with a "C" overall rating but struggled in reading, math, and social studies. They also struggled in academic growth, students at-risk, and non-educationally disadvantaged. In 2018, they struggled with reading, writing, and academic growth.

TAPR (2018-2019) reported Damon ISD received a "F" rating in both years 2018 and 2019. Brazoria County residents deserves a school where all ethnicities learn. All students should continue to grow academically and there are no gaps to close.

School	2018 - Category	2019 - Category
Alvin ISD	Improvement Required	F Rating
Fairview JH	Academic Growth	Closing the Gaps
Alvin ISD	Improvement Required	F Rating
Harby JH	Academic Growth	Academic Growth
Alvin ISD	Improvement Required	F Rating
Harby JH	Academic Growth	Closing the Gaps
Alvin ISD	Improvement Required	F Rating
Manvel JH	Academic Growth	Academic Growth
Damon ISD	District Overall Rating of F	District Overall Rating of F
District Score		

### Geographic Boundaries

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

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

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

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alvin ISD	
Angleton ISD	
Brazosport ISD	
Columbia-Brazoria ISD	
Damon ISD	
Danbury ISD	
Pearland ISD	
Sweeny ISD	

<b>Number of charter school campuses currently operating within the occupied district:</b>	None
<b>Number of traditional school campuses currently operating within the occupied district:</b>	31
<b>Number of traditional school districts within ten miles of the proposed location:</b>	8

<b>Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?</b>		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>School Name(s):</b>	Damon Elementary, Damon High School, Fairview JH, Harby JH, and Manvel JH	

Lions Academy is proposing to be the first charter school in Brazoria County. The citizens deserve to have a choice as it pertains to student education. The county currently has eight districts. Lions Academy will be located within the area with the highest need according to surveys, community responses, and student needs.

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

**Enrollment Summary Table:** Complete the following table for the charter school (not each campus), marking any grades not to be served with an “x”. This table should be aligned with the Financial Plan Workbook.

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3	x	x	x	x	x	x
PK 4	x	x	x	x	x	x
K	x	x	x	x	x	x
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x
7	75	75	125	125	125	125
8	75	75	125	125	150	150
9	50	75	100	100	150	150
10	25	50	50	100	100	100
11	25	50	50	100	125	125
12	25	25	50	100	100	100
Total enrollment	250	350	500	650	750	750
For the projections below, specify by campus						
Students per classroom	20	25	25	24	25	
Number of classrooms	12	14	20	27	29	

#### Attachment 4: Evidence of Community Demand

Provide the following:

- **Evidence of support.** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- **Meeting Agenda.** The formal agenda that was followed during each public meeting.
- **Public meeting protocol.** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- **Letter(s) of support.** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

# Charter school organizers gauge interest

By CARA DAESCHNER

cara.daeschner@thefacts.com

ALVIN — Students in Brazoria County can attend a traditional public school, a private school or be home-schooled, but one choice students in southern Brazoria County do not currently have is attending a charter school in the area. Community officials are now looking to change that.

Lion's Academy board of directors met with the public Saturday to discuss the

proposed seventh- through 12th-grade charter school, which would be in Brazoria County. Although the gathering was smaller than expected, those who attended echoed the data the board received from public surveys it sent out: People want a choice in schooling, Superintendent Kathy Goodwin said.

"That was the main thing," Goodwin said. "(Giving people) a choice because right now, you go to a private (school) and have to pay for the private (school). So, it is

either a large ISD or nothing. ... People need a choice, and the school systems are too large for some people."

At the meeting, the board received feedback and answered questions the public had about the charter school, which would open in August 2021.

One question people wondered was why the board decided to focus on seventh- through 12th graders as opposed to younger

■ See CHARTER, Page 7A

## Charter

CONTINUED FROM COVER

students. Goodwin said that is because there is already a lot of attention focused on younger kids and the board wanted to attend to the needs of older students.

"We are going to be focusing on elevating students' education so that they can be college-, career- and/or military-ready," Chief Operations Officer Angela Portis-Woodson previously told The Facts. "We will be offering things that our ISD schools are offering but giving (the community) an opportunity to make a choice in receiving education in a smaller setting."

At Lion's Academy, students would be assessed and given an education plan specific to the student's individual requirements, according to its Facebook page.

Portis-Woodson said the meeting was very productive, and the public gave feedback in regard to their needs and wants in the current educational system.

"The biggest takeaway we got was that parents were definitely interested in hearing more about a charter school in Brazoria," Portis-Woodson said. "That made us feel really good."

With the meeting concluded, the board now plans to send its grant

application to the Texas Education Agency by Jan. 21 and will know if the application has been approved for funding in August. During that same month, the board will determine the location of the charter, given the

feedback received from the community, Goodwin said.

"Once we comprise all of the surveys and all of the ... word-of-mouth contacts, we will let the community decide (the location)," Goodwin said.

"We just need to get the word out ... that there needs to be a choice ... and people need to talk to their officials."

To learn more about Lion's Academy, visit [www.facebook.com/LionsacademyBC/](http://www.facebook.com/LionsacademyBC/).

## **PUBLIC MEETING AGENDA**

1. Opening - Welcome and Introductions
2. Board Member Introduction
3. Lions Academy's Mission, Vision, and Beliefs
4. Why should kids attend school?
5. Innovative and quality choices for FAPE
6. Why choose Lions Academy?
7. College, Career, Military Readiness
8. Special Programs Explanation - Special Education, PRE-AP/AP, and ELL
9. Dual Credit
10. Top 10% rule
11. Questions and Answers



# MEETING PROTOCOL

1. Are you looking for more options regarding your child's success in their current learning environment? YES { } NO{ }  
Why or why not?
2. Has your child ever experienced bullying at their current school? YES { } NO{ }  
If yes, what was the outcome?
3. Does your child struggle with their academics in their current educational setting? YES { } NO{ }  
If yes, what current process is being used to assist?
4. Do you think your child is being adequately prepared for the college experience in their current learning environment?  
YES { } NO{ } Please explain why or why not?
5. What is your child's current grade level? Child #1 \_\_\_\_\_ Child #2 \_\_\_\_\_ Child #3 \_\_\_\_\_ Child #4 \_\_\_\_\_
6. Does your child participate in extra-curricular activities? YES { } NO{ }  
If yes, which activities?
7. What does your ideal school look like?

Leader  
Innovative  
Open Minded  
Noble  
Self-Confident





SENATE COMMITTEES  
EDUCATION, CHAIR  
FINANCE  
HIGHER EDUCATION  
WATER AND RURAL AFFAIRS



CAPITOL OFFICE  
P.O. BOX 12068  
AUSTIN, TEXAS 78711-2068  
(512) 463-0111  
FAX: (512) 475-3727

**SENATOR LARRY TAYLOR**  
DISTRICT 11

January 14, 2020

Mike Morath  
Commissioner  
Texas Education Agency  
1700 North Congress Avenue  
Austin, Texas 78701

Dear Commissioner Morath,

I am writing to express my support for the Lions Academy pending application to serve students in Brazoria County.

As you and your staff review the proposal, I trust you will give full consideration to the many strengths of this application. The Lions Academy mission is to meet students where they are and help grow them to their full academic potential. Currently, there are over 70,000 students within eight districts of Brazoria County and zero charter schools. If awarded, Lions Academy would serve students in two of those districts, giving parents another option to meet the educational needs of their children.

Thank you for your consideration,

A handwritten signature in cursive script that reads "Larry Taylor".

Larry Taylor  
Texas State Senator  
District 11

PEARLAND DISTRICT OFFICE  
6117 BROADWAY, SUITE 122  
PEARLAND, TEXAS 77581  
(281) 485-9800  
FAX: (281) 485-9804

LEAGUE CITY DISTRICT OFFICE  
174 CALDER RD., SUITE 151  
LEAGUE CITY, TEXAS 77573  
(281) 332-0003  
FAX: (281) 332-0036

Lions Academy



JOHN CORNYN  
TEXAS

## United States Senate

WASHINGTON, DC 20510-4305

December 16, 2019

The Honorable Betsy DeVos  
Secretary  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

Dear Secretary DeVos:

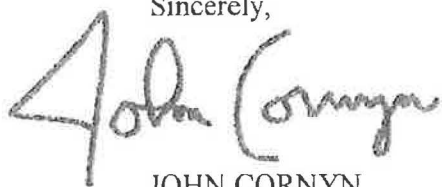
I am writing to express my support for the Lions Academy's application submitted to the Department of Education for the Expanding Opportunity through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools.

As you and your staff review the proposal, I trust you will give full consideration to the many strengths of this application. As you know, the Lions Academy's mission is to meet students where they are and help grow them to their full academic potential. Currently, there are over 70,000 students within eight districts of Brazoria County and zero charter schools. If awarded, Lions Academy would help build charter schools in two of the eight districts that are failing and need the greatest attention.

I would appreciate your efforts to ensure that I am kept informed of the progress of this application. Please contact Holten Stringer ([Holten\\_Stringer@cornyn.senate.gov](mailto:Holten_Stringer@cornyn.senate.gov)), my Grants Coordinator, with any developments regarding this proposal as soon as they are available.

Thank you for your assistance and consideration.

Sincerely,



JOHN CORNYN  
United States Senator

Lions Academy

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## Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

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

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

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

Statement of Impact Forms are available on the Subchapter D application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

### Certified Mail Return Receipt Card

### Certified Mail Receipt

7019 2280 0000 9835 2710

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

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

CLUTE, TX 77531

Certified Mail Fee	\$3.50	1584 23	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$0.55		
Total Postage and Fees	\$4.05		

Sent To: Brazosport - Howard  
Street and Apt. No., or PO Box No.: 301 West Brazoswood Dr  
City, State, ZIP+4®: CLUTE, TX 77531

PS Form 3800, April 2015 PSN 7530-02-000-90-7 See Reverse for Instructions

7019 2280 0000 9835 2680

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

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

ANGLETON, TX 77515

Certified Mail Fee	\$3.50	1584 23	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$0.55		
Total Postage and Fees	\$4.05		

Sent To: Angleton ISD - President Bien  
Street and Apt. No., or PO Box No.: 1900 Downing St  
City, State, ZIP+4®: Angleton, TX 77515

PS Form 3800, April 2015 PSN 7530-02-000-90-7 See Reverse for Instructions

7019 2280 0000 9835 2703

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

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

ANGLETON, TX 77515

Certified Mail Fee	\$3.50	1584 23	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$0.55		
Total Postage and Fees	\$4.05		

Sent To: Rep Bonnen  
Street and Apt. No., or PO Box No.: 122 E Myrtle  
City, State, ZIP+4®: Angleton, TX 77515

PS Form 3800, April 2015 PSN 7530-02-000-90-7 See Reverse for Instructions

7019 1640 0000 6521 0105

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CLUTE, TX 77531

Certified Mail Fee	\$3.50	1584 23	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$0.55		
Total Postage and Fees	\$4.05		

Sent To: Brazosport ISD - Massey  
Street and Apt. No., or PO Box No.: 301 West Brazoswood Dr  
City, State, ZIP+4®: CLUTE, TX 77531

PS Form 3800, April 2015 PSN 7530-02-000-90-7 See Reverse for Instructions

7019 1640 0000 6521 0143

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ANGLETON, TX 77515

Certified Mail Fee	\$3.50	1584 23	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$0.55		
Total Postage and Fees	\$4.05		

Sent To: Angleton ISD - Edwards  
Street and Apt. No., or PO Box No.: 1900 N Downing Rd  
City, State, ZIP+4®: Angleton, TX 77515

PS Form 3800, April 2015 PSN 7530-02-000-90-7 See Reverse for Instructions

7019 2280 0000 9835 2628

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PEARLAND, TX 77581

Certified Mail Fee	\$3.50	1584 23	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$0.55		
Total Postage and Fees	\$4.05		

Sent To: Rep Thompson  
Street and Apt. No., or PO Box No.: 2341 N Galveston Ave, Ste 120  
City, State, ZIP+4®: PEARLAND, TX 77581

PS Form 3800, April 2015 PSN 7530-02-000-90-7 See Reverse for Instructions

7019 1640 0000 9835 0129

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**SWEENEY, TX 77480**

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

1584  
23

Postmark Here

12/17/2019

Sent To **Sweeney ISD - Hill**  
 Street and Apt. No., or PO Box No.  
**1310 N Elm St**  
 City, State, ZIP+4®  
**Sweeney, TX 77480**

PS Form 3800, April 2015 PSN 7532-02-000-9047 See Reverse for Instructions

7019 2280 0000 9835 2567

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**PEARLAND, TX 77581**

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

1584  
23

Postmark Here

12/12/2019

Sent To **Pearland ISD - Gooden**  
 Street and Apt. No., or PO Box No.  
**978 N Main St**  
 City, State, ZIP+4®  
**Pearland, TX 77581**

PS Form 3800, April 2015 PSN 7532-02-000-9047 See Reverse for Instructions

7019 2280 0000 9835 2727

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**DAMON, TX 77430**

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

1584  
23

Postmark Here

12/12/2019

Sent To **Damon ISD - Schneider**  
 Street and Apt. No., or PO Box No.  
**1211 Mulcahy St**  
 City, State, ZIP+4®  
**Damon, TX 77430**

PS Form 3800, April 2015 PSN 7532-02-000-9047 See Reverse for Instructions

7019 2280 0000 9835 2561

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**SWEENEY, TX 77480**

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

1584  
23

Postmark Here

12/12/2019

Sent To **Sweeney ISD - Mathis**  
 Street and Apt. No., or PO Box No.  
**1310 N Elm St**  
 City, State, ZIP+4®  
**Sweeney, TX 77480**

PS Form 3800, April 2015 PSN 7532-02-000-9047 See Reverse for Instructions

7019 1640 0000 9835 0136

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**PEARLAND, TX 77581**

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

1584  
18

Postmark Here

12/17/2019

Sent To **Pearland - Kelly**  
 Street and Apt. No., or PO Box No.  
**1978 N Main St**  
 City, State, ZIP+4®  
**Pearland, TX 77581**

PS Form 3800, April 2015 PSN 7532-02-000-9047 See Reverse for Instructions

7019 1640 0000 9835 0068

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**DAMON, TX 77430**

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

1584  
18

Postmark Here

12/17/2019

Sent To **Damon ISD - Rhodes**  
 Street and Apt. No., or PO Box No.  
**1211 Mulcahy St**  
 City, State, ZIP+4®  
**Damon, TX 77430**

PS Form 3800, April 2015 PSN 7532-02-000-9047 See Reverse for Instructions

Liane Arcadomina

35



7019 2280 0000 9835 2677

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PEARLAND, TX 77581

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Postmark Here

12/12/2019

Sent To: Congressman Pete Olson  
 Street and Apt. No., or PO Box No. 6117 Broadway St  
 City, State, ZIP+4® PEARLAND, TX 77581

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

7019 2280 0000 9835 2574

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PEARLAND, TX 77581

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Postmark Here

12/12/2019

Sent To: Senator Taylor - District 11  
 Street and Apt. No., or PO Box No. 6117 Broadway Ste 122  
 City, State, ZIP+4® PEARLAND, TX 77581

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

7019 2280 0000 9835 2673

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DICKINSON, TX 77539

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Postmark Here

12/12/2019

Sent To: Matt Robinson - SBOE  
 Street and Apt. No., or PO Box No. 313 FM 517 West  
 City, State, ZIP+4® DICKINSON, TX 77539

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

7019 2280 0000 9835 2666

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LAKE JACKSON, TX 77566

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Postmark Here

12/12/2019

Sent To: Congressman Weber  
 Street and Apt. No., or PO Box No. 122 West Way, Ste 301  
 City, State, ZIP+4® LAKE JACKSON, TX 77566

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

7019 2280 0000 9835 2642

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LAKE JACKSON, TX 77566

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Postmark Here

12/12/2019

Sent To: Senator Huffman - District 17  
 Street and Apt. No., or PO Box No. 129 Circle Way, Ste 101  
 City, State, ZIP+4® LAKE JACKSON, TX 77566

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

7019 2280 0000 9835 2611

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HOUSTON, TX 77062

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Postmark Here

12/12/2019

Sent To: John Cornyn  
 Street and Apt. No., or PO Box No. 5300 Memorial Drive, Ste 986  
 City, State, ZIP+4® HOUSTON, TX 77062

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

36

1599 3030 7030 2554

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WEST COLUMBIA, TX 77486

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	12/12/2019

Sent To: Columbia - Brazoria - Champagne  
 Street and Apt. No., or PO Box No.  
 520 S 16th St  
 City, State, ZIP+4®  
 West Columbia, TX 77486

PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions

7019 1640 0000 6521 0112

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WEST COLUMBIA, TX 77486

Certified Mail Fee	\$3.50	0052
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	12/17/2019

Sent To: Columbia - Brazoria - Champagne  
 Street and Apt. No., or PO Box No.  
 520 S 16th St  
 City, State, ZIP+4®  
 West Columbia, TX 77486

PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions

7019 1640 0000 6521 0075

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DANBURY, TX 77534

Certified Mail Fee	\$3.50	0052
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	12/17/2019

Sent To: Danbury ISD - Pettier  
 Street and Apt. No., or PO Box No.  
 P.O. Box 378, 5611 Panther Dr  
 City, State, ZIP+4®  
 Danbury, TX 77534

PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions

7019 2280 0000 9835 2604

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DANBURY, TX 77534

Certified Mail Fee	\$3.50	1584
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	23
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	12/12/2019

Sent To: Superintendent Phillips - Danbury ISD  
 Street and Apt. No., or PO Box No.  
 5611 Panther Dr, P.O. Box 378  
 City, State, ZIP+4®  
 Danbury, TX 77534

PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions

7019 1640 0000 6521 0082

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ALVIN, TX 77511

Certified Mail Fee	\$3.50	0052
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	12/17/2019

Sent To: Alvin ISD - Nelson  
 Street and Apt. No., or PO Box No.  
 301 E House St  
 City, State, ZIP+4®  
 Alvin, TX 77511

PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions

7019 2280 0000 9835 2635

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ALVIN, TX 77511

Certified Mail Fee	\$3.50	
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.55	
Total Postage and Fees	\$4.05	

Sent To: Alvin ISD - Humbird  
 Street and Apt. No., or PO Box No.  
 301 E House St  
 City, State, ZIP+4®  
 Alvin, TX 77511

PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions

11000 Alvin

27

7019 2280 0000 9835 2598

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For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®	
HOUSTON, TX 77077	
Certified Mail Fee \$3.50	1584
\$	23
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy) \$0.00	
<input type="checkbox"/> Return Receipt (electronic) \$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery \$0.00	
<input type="checkbox"/> Adult Signature Required \$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery \$	
Postage \$0.55	
\$	12/12/2019
Total Postage and Fees \$4.05	
\$	
Sent To TED CRUZ	
Street and Apt. No., or PO Box No. Mickey Leland Federal Bldg 1919 Smith Ste 9017	
City, State, ZIP+4® Houston, TX 77002	
PS Form 3800, April 2015 PSN 7530-02-000-9001 See Reverse for Instructions	



## **Attachment 6: Published Notice(s) of Public Meetings**

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

**ATTENTION:** All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

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

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

**ADDITIONAL REQUIREMENT:** Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all Board members from the sponsoring entity.

## Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

**ATTENTION:** All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

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

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

**ADDITIONAL REQUIREMENT:** Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all Board members from the sponsoring entity.

**NOTICE OF PUBLIC MEETING**

Tristan Thompson Unity Group Board of Directors will hold a public meeting on Saturday, January 11, 2020 from 12:00-3:00 at Alvin Library located at 105 S. Gordon, Alvin, TX 77511. Attendees may ask questions about Lions Academy, a proposed 6<sup>th</sup>-12<sup>th</sup> grade school located in Brazoria County. If approved, we will open August 2021. Members of the school board include Kathy Goodwin, Dr. Willis, Dr. Woodson, Jackie Higgins, Booker Randon, and Willie Howard.

Lions Academy

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## **School Design**

### **Mission, Vision, and Overview of School Design**

Tristan Thompson Unity Group's vision is to be the first point of contact for someone in need. The Tristan Thompson Unity's Group mission is to provide educational stability, housing and services to anyone who lacks fixed and adequate nighttime residence on a consistent basis. Lions Academy will be an open-charter enrollment campus. The Lions Academy's vision will be to have all students graduate successfully being college, career, and military ready. The mission is to meet students where they are academically and grow them to their fullest academic potential. The Lions Committee comprised of staff, students, and community will continue to revise and update the vision, mission, and goals as deemed necessary as the school evolves.

Lions Academy's Beliefs:

1. All children want to learn
2. All children can learn
3. High expectations for all students are paramount
4. Social-emotional learning is as important as academics
5. College, career, and military readiness starts at Lions Academy
6. Data drives all decisions
7. Teachers are more than just teachers

Lions Academy's school design begins with Social and Emotional Learning (SEL), (Allbright, Marsh, and Kennedy, 2019). The research introduced SEL strategies to assist students. These six strategies focus on (1) positive school culture and relationships, (2) positive behavior, (3) offering extracurricular activities to promote effective communication and group skills, (4) creating peer support groups, (5) life coach for non-instructional support for students, and (6) data drives decisions to be immediately shared with students. All these strategies encompass an Effective School Framework. Strategies are important, but a positive school culture is essential.

SEL is relatively new and many schools in Brazoria County have not embraced the strategies. However, it has been proven over and over again in other districts. Theodore Roosevelt once said, "People don't care how much you know until they know how much you care." SEL stress that students need to know that you care about them as a person. This is why Lions Academy believe teachers are not just teachers. First of all, leaders must create a positive culture in the school environment as soon as the students walk through the door of the campus. Afterwards, teachers must create a positive culture in their classroom on a daily basis. After this, the students are ready and equipped to learn.

TEA agrees that students must be prepared academically prior to attending public school and SEL must be paired with academics. Effective education is superior teaching and demanding high expectations of all students to learn. At Lions Academy, all staff and students will be knowledgeable and reminded consistently of the expectations of our beliefs.

Personnel and students will be taught the importance of behavior expectations and the expectations must be agreed to prior to employment and acceptance to Lions Academy. If a student chooses to violate the Lions Academy Code of Conduct, he or she will be disciplined


according to the tiered and leveled system. All staff will follow the established guidelines on a consistent basis and students will be rewarded and receive incentives for following the Code of Conduct and meeting goals. Lions Academy will choose to be proactive rather than reactive. In addition to behavior expectations, attendance will also be stressed. Lions Academy will practice Positive Behavior Interventions and Supports (PBIS). An example of rewards for students will be free dress day (with exceptions), field trip, pizza party, or incentives based upon student portfolio. A community committee/Lions Committee will be developed by the leadership team. The Lions Committee will be comprised of the principal, teachers, students, and community members. They will recommend personnel, identify student needs, student support services, staff support services, tutoring services, and community outreach to businesses and citizens for school support.

Lions Academy will offer three levels of instruction:

- General Education courses will meet requirements established by the TEKS and all students will be offered differentiated instruction.
- Pre-Advanced Placement and Advanced Placement courses which require additional rigor and is more challenging. This level of instruction is desired at Lions Academy.
- Special Education (SpEd) is mandated by IDEA for students with disabilities and required by their ARD Committee. Modified and accommodated courses will be taught in the general education setting according to the student's IEP. Pre-AP/AP classes are only available to Special Populations if accommodations do not change the class requirements \*(see curriculum and instruction).

Lions Academy will offer credit by examination without prior instruction to allow students to accelerate and earn course credit. The required score is 80 for a particular exam. If the student wants to skip and entire grade level, he/she must score a minimum of 80 on all academic content areas. Parents must contact the campus testing coordinator for their students to test in either the fall, spring, or summer. Assessments will be available and selected TEKS-based courses for grades 7-12. Home school students in Brazoria County may take the PSAT and SAT at Lions Academy. Parents must contact the Campus Testing Coordinator for registration information. Lions Academy will also assist a native Brazoria County resident who owns a Residential Treatment Facility. The students are in need of a quality education and Lions Academy will accommodate the facility. Memorandum of Understanding between Lions Academy and Gulf Winds Residential Treatment Facility will be effective August 2021.

*Fear won't defeat me because I am too determined, too confident, and everyone knows that I rule!*

L	Leader
I	Innovative
O	Open-Minded
N	Noble
S	Self-Confident
	We Are Lions Academy

## Curriculum and Instruction

Attachment 7 will discuss curriculum and instruction (C&I) provided by Lions Academy. Per the TEA, Lions Academy will offer Texas Essential Knowledge and Skills (TEKS) for 7<sup>th</sup> -12<sup>th</sup>.

### 7<sup>th</sup> – 8<sup>th</sup> Grade:

*Core:* Language Arts, Reading, Social Studies, Science, Math, Electives

*Electives:* Fine Arts, Foreign Language, Health Fitness, Technology and Speech

### 9<sup>th</sup> Grade – 12<sup>th</sup> Grade:

*Core:* Language Arts, Reading, Social Studies, Science, Math, Foreign Language, Fine Arts, Technology, and Electives

*Electives:* Fine Arts, Athletics-Basketball and Track

### ACADEMIC LEVELS

- Grade Level
- Pre-Advanced Placement (Pre-AP)
- Advanced Placement (AP)
- Dual Credit/Dual Enrollment
- English for Speakers of Other Languages (ESOL/Bilingual)
- Sheltered Instruction
- Virtual Learning
- AVID (Advancement Via Individual Determination)
- Connect Learning

***Note:** Special education and Section 504 students who enroll in Pre-AP/AP courses must have equal opportunity to participate in Pre-AP/AP courses. While ARD Committees may wish to consider Pre-AP/AP courses in connection with transition plans, careful consideration must be made for students in Pre-AP/AP classes unless the student can be reasonably expected to be successful. If a parent insists to enroll their child in a Pre-AP/AP course, the ARD Committee must consider accommodations may not alter the content or academic standards of the course.*

### ***Examples of Allowable Accommodations***

*Extended time for testing*

*Opportunity to repeat and explain instructions*

*Minimal auditory distractions*

*Encouragement for classroom participation*

*Large print, Braille/peer to read aloud*

*Behavior intervention plan*

*Assistive technology as defined by the committee*

*Altered format of exams, such as highlighted instructions or alternative spacing of questions*

*Altered assignments as needed for persons with motoric or visual impairment*

### ***Examples of Accommodations Not Allowed***

*Reduced assignments*

*Special projects in lieu of assignments*

*Exams of reduced length*

*Open book exams*

*Peer tutoring/paired work arrangement*

*Any reduction of content or standards of the course*

*Reduced mastery*

**Grade Level**

All grade level courses are based on Texas Essential Knowledge and Skills (TEKS) standards. If a student desires another type of level, testing and special consideration may be required.

**Pre-Advanced Placement (Pre-AP)**

Pre-AP courses are designed for seventh through tenth grade students. The rigorous instruction and curriculum are active and high-level learning where students should develop skills and concepts needed to succeed in college-level courses. The courses will challenge the students and expand their knowledge and skills for future AP courses. Pre-AP courses require additional homework and is fast-paced. Lions Academy is committed to offer as many courses as possible to prepare every student for college, career, and military readiness.

**Advanced Placement (AP)**

AP courses are designed for 11<sup>th</sup> and 12<sup>th</sup> grade students and based on College Board curriculum. The rigorous, challenging, and fast-paced courses require additional academic commitment and homework compared to Grade Level courses. The courses build critical thinking skills in specific areas. Once the student is successful in the AP course, they can participate in The College Board Advanced Placement Exams which may allow the student to earn college credit. Each college has its own criteria for awarding credit, so students should check their preferred colleges.

**Dual Credit/Dual Enrollment (DC/DE)**

Alvin Community College (ACC) has agreed to partner with Lions Academy. ACC will offer academic and/or technical courses for college credit while simultaneously earning high school credit in 11<sup>th</sup> and 12<sup>th</sup> grade. Grades for these courses appear on both the student's high school transcript and college transcript. DC/DE courses are usually available in Language Arts, Mathematics, Science, and Social Studies. Certain requirements and fees may be required.

**English for Speakers of Other Languages (ESOL)**

This program is designed to assist English Language Learners (ELLs). ELLs will receive instruction in English from a certified English as Second Language (ESL) teacher. Language Proficiency Assessment Committee (LPAC) is based on TEKS and ELPS.

**Sheltered Instruction**

Sheltered instruction will be offered to high school students in specific courses. The goal for Lions Academy is for all teachers to be certified in sheltered instruction. The sheltered classes will cover TEKS; ELPS and modify and accommodate all students for academic success.

**Virtual Learning**

Virtual learning will be offered for original and credit recovery classes. The classes will be taken during the regular school day and possibly summer school. APEX Learning will be used and overseen by a certified teacher. Students must register for desired course. Fees may be assessed.

**Credit Recovery**

Students who have failed classes needed for graduation have several options to recover the lost credits.

- Retake Classes during the Regular School Day



- Virtual Learning

## **ASSESSMENTS**

### ***STAAR End-of-Course (EOC) Assessments***

STAAR assessments for grade 7 is reading, math, and writing

STAAR assessments for grades 8 are reading, math, science and social studies

EOC required graduation assessments for grades 9-11: English I, English II, Algebra I, Biology, and U.S. History. Students will have several opportunities to be successful.

### **Armed Services Vocational Aptitude Battery Test (ASVAB)**

Students in 10<sup>th</sup>-12<sup>th</sup> grades may take the ASVAB at Lions Academy or a predetermined location informed by a military contact. Fees may be assessed.

### **College Entrance/Placement Exams**

#### **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

The PSAT/NMSQT (known as the PSAT) will be administered to 9<sup>th</sup>-11<sup>th</sup> grades during the school day. Eleventh graders may use this exam for the National Merit Scholarship Program, National Hispanic Recognition Program, and the National Scholarship Service for African-American Students. Fees may be assessed.

#### **Advanced Placement (AP) Exams**

The College Board AP exams are given in May, during the school day. Each specific content assessment is three-hours and covers college level content. The tests are multiple choice and essay questions. Foreign Language exams include speaking and listening. Scores range from 1-5, with the average criteria for college credit being 3-5. Registration is usually in March. Fees may be assessed.

#### **Texas Success Initiative Assessment (TSI)**

Texas requires all students to demonstrate college level readiness in reading, math, and writing to determine college readiness. Students may be exempt from TSI dependent upon scores on the SAT, ACT, or PSAT. Students must check with the state college/university of interest for specific placement testing requirements. TSI standards are also required for dual credit. Fees may be assessed.

#### **ACT (College Entrance Exam)**

The ACT is one of two college entrance exams required by most United States colleges and universities. The ACT tests skills in English, math, science, and reading. Scores range from 1 to 36 on each section. Those scores are combined into a composite score which also ranges from 1 to 36 and 20 is average. Fees may be assessed.

#### **SAT Subject Tests (College Entrance Exams)**

The SAT is the second type of college entrance exam. They assess English, history, mathematics, science, and languages. Scores range from 200 to 800, with credit consideration typically given for scores above 560. Fees may be assessed.



### **Attachment 7: Sample Course Scope and Sequence**

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

## Attachment 7: Sample Course Scope and Sequence

Lions Academy will focus on Readiness Standards first and then Supporting.		
Cycle 1	Aug - Oct	TEKS
		<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student will:</p> <p>ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>ALGI.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>ALGI.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
Optional unit to learn how to use the calculator to solve problems.	90-min. Block	<p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>

Unit 1: Multi-Step equations and inequalities	<b>AUG – OCT</b> 90-min. Block	<p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p><input type="checkbox"/> <b>ALGI.5A</b> Solve linear equations in one variable, including those for which the application of the distributive property is necessary and includes variables on both sides.</p> <p><input type="checkbox"/> <b>ALGI.5B</b> Solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides.</p> <p><b>Number and Algebraic Methods.</b></p> <p><input type="checkbox"/> <b>ALGI.10A</b> Add and subtract polynomials of degree one and degree two.</p> <p><input type="checkbox"/> <b>ALGI.10D</b> Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property.</p> <p><input type="checkbox"/> <b>ALGI.12E</b> Solve mathematic and scientific formulas, and other literal equations, for a specified variable.</p>
Unit 2: Functions	3 classes 90-min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p><input type="checkbox"/> <b>ALGI.2A</b> Determine the domain and range of a linear function in mathematical problems, determine reasonable domain and range values for real-world situations, both continuous and discrete, and represent domain and range using inequalities.</p> <p><input type="checkbox"/> <b>ALGI.2C</b> Write linear equations in two variables given a table of values, a graph, and a verbal description.</p> <p><input type="checkbox"/> <b>ALGI.3C</b> Graph linear functions on the coordinate plane and identify key features including <math>x</math>-intercept, <math>y</math>-intercept, zeros, and slope in mathematical and real-world problems.</p> <p><b>Number and Algebraic Methods</b></p> <p><input type="checkbox"/> <b>ALGI.12A</b> Decide whether relations represented verbally, tabularly, graphically, and symbolically define a function.</p> <p><input type="checkbox"/> <b>ALGI.12B</b> Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>
Unit 3:	2 class periods	<b>Mathematical Process Standards</b>

Rate of Change/Slopes of Lines	90-min. Block	<p><b>ALGI.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p><input type="checkbox"/> <b>ALGI.3A</b> Determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms including <math>y = mx + b</math>, <math>Ax + By = C</math>, and <math>y - y_1 = m(x - x_1)</math>.</p> <p><input type="checkbox"/> <b>ALGI.3B</b> Calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems.</p>
Unit 4: Linear Equations and Functions	3 class periods 90-min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p><input type="checkbox"/> <b>ALGI.2A</b> Determine the domain and range of a linear function in mathematical problems, determine reasonable domain and range values for real-world situations, both continuous and discrete and represent domain and range using inequalities.</p> <p><input type="checkbox"/> <b>ALGI.2B</b> Write linear equations in two variables in various forms, including <math>y = mx + b</math>, <math>Ax + By = C</math>, and <math>y - y_1 = m(x - x_1)</math>, given one point and the slope and given two points.</p> <p><input type="checkbox"/> <b>ALGI.2C</b> Write linear equations in two variables given a table of values, a graph, and a verbal description.</p> <p><input type="checkbox"/> <b>ALGI.2D</b> Write and solve equations involving direct variation.</p> <p><input type="checkbox"/> <b>ALGI.2E</b> Write the equation of a line that contains a given point and is parallel to a given line.</p> <p><input type="checkbox"/> <b>ALGI.2F</b> Write the equation of a line that contains a given point and is perpendicular to a given line.</p> <p><input type="checkbox"/> <b>ALGI.2G</b> Write an equation of a line that is parallel or perpendicular to the <math>x</math>- or <math>y</math>-axis and determine whether the slope of the line is zero or undefined.</p>

		<p>☐ <b>ALGI.3C</b> Graph linear functions on the coordinate plane and identify key features including x-intercept, y-intercept, zeros, and slope in mathematical and real-world problems.</p> <p><b>Number and Algebraic Methods</b></p> <p>☐ <b>ALGI.12E</b> Solve mathematic and scientific formulas, and other literal equations, for a specified variable.</p>
<b>CYCLE 2</b>	<b>OCT-NOV</b>	<b>TEKS</b>
Unit 5: Transformation	2 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p>☐ <b>ALGI.3C</b> Graph linear functions on the coordinate plane and identify key features including x-intercept, y-intercept, zeros, and slope in mathematical and real-world problems.</p> <p>☐ <b>ALGI.3E</b> Determine the effects on the graph of the parent function <math>f(x) = x</math> when <math>f(x)</math> is replaced by <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(b \cdot x)</math> for specific values of <math>a</math>, <math>b</math>, <math>c</math> and <math>d</math>.</p> <p><b>Number and Algebraic Methods</b></p> <p>☐ <b>ALGI.12B</b> Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>
Unit 6: Scatterplots and Trend Lines	2 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p>causation in real-world problems.</p> <p>☐ <b>ALGI.4C</b> Write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.</p>
Unit 7: Linear Inequalities	2 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>Linear Functions, Equations, and Inequalities.</b> The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations,</p>

		<p>inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.2H</b> Write linear inequalities in two variables given a table of values, a graph, and a verbal description.</li> <li><input type="checkbox"/> <b>ALGI.3D</b> Graph the solution set of linear inequalities in two variables on the coordinate plane.</li> </ul>
Unit 8: Systems of Linear Equations	4 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.2I</b> Write systems of two linear equations given a table of values, a graph, and a verbal description.</li> </ul> <p><b>Linear Functions, Equations, and Inequalities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.3F</b> Graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist.</li> <li><input type="checkbox"/> <b>ALGI.3G</b> Estimate graphically the solutions to systems of two linear equations with two variables in real-world problems.</li> </ul> <p><b>Linear Functions, Equations, and Inequalities.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.5C</b> Solve systems of two linear equations with two variables for mathematical and real-world problems.</li> </ul>
<b>CYCLE 3</b>	<b>NOV-DEC</b>	<b>TEKS</b>
Unit 9: Systems of Linear Inequalities	3 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>ALGI.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.2H</b> Write linear inequalities in two variables given a table of values, a graph, and a verbal description.</li> <li><input type="checkbox"/> <b>ALGI.3D</b> Graph the solution set of linear inequalities in two variables on the coordinate plane.</li> <li><input type="checkbox"/> <b>ALGI.3H</b> Graph the solution set of systems of two linear inequalities in two variables on the coordinate plane.</li> </ul>
Unit 10: Sequences	2 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and</p>

		<p>techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Number and Algebraic Methods.</b> The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.12B</b> Evaluate functions, expressed in function notation, given one or more elements in their domains.</li> <li><input type="checkbox"/> <b>ALGI.12C</b> Identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes.</li> <li><input type="checkbox"/> <b>ALGI.12D</b> Write a formula for the <math>n</math>th term of arithmetic and geometric sequences, given the value of several of their terms.</li> </ul>
Unit 11: Exponents and Radicals	2.5 class periods 90-min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>Number and Algebraic Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALGI.11A</b> Simplify numerical radical expressions involving square root.</li> <li><input type="checkbox"/> <b>ALGI.11B</b> Simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents.</li> </ul>
Unit 12: Polynomial Operations	2.5 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p><b>Number and Algebraic Methods.</b> The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:</p>

		<p><input type="checkbox"/> <b>ALGI.10A</b> Add and subtract polynomials of degree one and degree two.</p> <p><input type="checkbox"/> <b>ALGI.10B</b> Multiply polynomials of degree one and degree two.</p> <p><input type="checkbox"/> <b>ALGI.10D</b> Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property.</p>
<b>CYCLE 4</b>	<b>JAN-FEB</b>	<b>TEKS</b>
Unit 13: Factors of Polynomials	<b>5</b> class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Number and Algebraic Methods</b></p> <p><input type="checkbox"/> <b>ALGI.10B</b> Multiply polynomials of degree one and degree two.</p> <p><input type="checkbox"/> <b>ALGI.10D</b> Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property.</p> <p><input type="checkbox"/> <b>ALGI.10E</b> Factor, if possible, trinomials with real factors in the form <math>ax^2 + bx + c</math>, including perfect square trinomials of degree two.</p> <p><input type="checkbox"/> <b>ALGI.10F</b> Decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial.</p>
Unit 14: Division of Polynomials	<b>3</b> class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Number and Algebraic Methods</b></p> <p><input type="checkbox"/> <b>ALGI.10C</b> Determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend.</p> <p><input type="checkbox"/> <b>ALGI.10D</b> Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property.</p>



		<p>☐ <b>ALGI.10E</b> Factor, if possible, trinomials with real factors in the form <math>ax^2 + bx + c</math>, including perfect square trinomials of degree two.</p> <p>☐ <b>ALGI.10F</b> Decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial.</p>
Unit 15: Quadratic Graphs and Their Properties	3 class periods 90- min. Block	<p><b>Mathematical Process Standards:</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>Quadratic Functions and Equations.</b> The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:</p> <p>☐ <b>ALGI.6A</b> Determine the domain and range of quadratic functions, and represent the domain and range using inequalities.</p> <p>☐ <b>ALGI.7A</b> Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.</p> <p><b>Quadratic Functions and Equations.</b></p> <p>☐ <b>ALGI.8B</b> Write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.</p>
<b>CYCLE 5</b>	<b>FEB-APR</b>	<b>TEKS</b>
Unit 16: Quadratic Equations	4 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>Quadratic Functions and Equations.</b></p> <p>☐ <b>ALGI.7A</b> Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.</p>

		<p>☐ <b>ALGI.7B</b> Describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions.</p> <p>☐ <b>ALGI.8A</b> Solve quadratic equations, having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula.</p>
Unit 17: Quadratic Functions	2 class periods 90-min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>Quadratic Functions and Equations</b></p> <p>☐ <b>ALGI.6B</b> Write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form (<math>f(x) = a(x - h)^2 + k</math>), and rewrite the equation from vertex form to standard form (<math>f(x) = ax^2 + bx + c</math>).</p> <p>☐ <b>ALGI.6C</b> Write quadratic functions when given real solutions and graphs of their related equations.</p> <p>☐ <b>ALGI.7B</b> Describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions.</p> <p><b>Number and Algebraic Methods.</b></p> <p>☐ <b>ALGI.12B</b> Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>
Unit 18: Transformation of Quadratic Functions	2 class periods 90-min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p><b>Quadratic Functions and Equations</b></p> <p>☐ <b>ALGI.7A</b> Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including <math>x</math>-intercept, <math>y</math>-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.</p> <p>☐ <b>ALGI.7C</b> Determine the effects on the graph of the parent function <math>f(x) = x^2</math> when <math>f(x)</math> is replaced by <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(b \cdot x)</math> for specific values of <math>a</math>, <math>b</math>, <math>c</math> and <math>d</math>.</p>
Unit 19: Exponential Functions	5 class periods 90-min. Block	<p><b>Mathematical Process Standards.</b></p> <p><b>ALGI.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>Exponential Functions and Equations.</b></p>

		<p>☐ <b>ALGI.9A</b> Determine the domain and range of exponential functions of the form <math>f(x) = ab^x</math> and represent the domain and range using inequalities.</p> <p>☐ <b>ALGI.9B</b> Interpret the meaning of the values of <math>a</math> and <math>b</math> in exponential functions of the form <math>f(x) = a \cdot b^x</math> in real-world problems.</p> <p>☐ <b>ALGI.9C</b> Write exponential functions in the form <math>f(x) = a \cdot b^x</math> (where <math>b</math> is a rational number) to describe problems arising from mathematical and real-world situations including growth and decay.</p> <p>☐ <b>ALGI.9D</b> Graph exponential functions that model growth and decay and identify key features, including <math>y</math>-intercept and asymptote, in mathematical and real-world problems.</p> <p>☐ <b>ALGI.9E</b> Write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems.</p> <p><b>Number and Algebraic Methods.</b></p> <p>☐ <b>ALGI.12B</b> Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>
<b>CYCLE 6</b>	<b>APR-MAY</b>	<b>TEKS</b>
Unit 20: Readiness and Supporting Standards Review	5 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>ALGI.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p><b>ALGI.1C</b> Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p><b>ALGI.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b>ALGI.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b>ALGI.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
Unit 21: Transformation of Linear and	5 class periods 90- min. Block	<p><b>Mathematical Process Standards</b></p> <p><b>ALGI.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p>

<p>Quadratic Functions</p>	<p><b>ALGI.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p><b>Linear Functions, Equations, and Inequalities</b></p> <p><input type="checkbox"/> <b>ALGI.3C</b> Graph linear functions on the coordinate plane and identify key features including <math>x</math>-intercept, <math>y</math>-intercept, zeros, and slope in mathematical and real-world problems.</p> <p><input type="checkbox"/> <b>ALGI.3E</b> Determine the effects on the graph of the parent function <math>f(x) = x</math> when <math>f(x)</math> is replaced by <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(b \cdot x)</math> for specific values of <math>a</math>, <math>b</math>, <math>c</math> and <math>d</math>.</p> <p><b>Quadratic Functions and Equations</b></p> <p><input type="checkbox"/> <b>ALGI.7A</b> Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including <math>x</math>-intercept, <math>y</math>-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.</p> <p><input type="checkbox"/> <b>ALGI.7C</b> Determine the effects on the graph of the parent function <math>f(x) = x^2</math> when <math>f(x)</math> is replaced by <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(b \cdot x)</math> for specific values of <math>a</math>, <math>b</math>, <math>c</math> and <math>d</math>.</p>
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## **Strategies for Assessment of Learning and Data-Driven Instruction**

Strategies for assessment of learning and data-driven instruction will be driven by the district leadership team which will include the Superintendent, Executive Director, Principal, and Teachers. The leadership team will create a strategic plan for Lions Academy. The team will design a plan specific for each grade level.

### **Strategic Plan**

The strategic plan will be a tool used for continuous improvement. Specific strategies, expected results, and implementation timelines will be targeted within the plan. A specific vision and critical attributes will also be addressed for each strategy. The plan will be monitored as determined by school academic calendar. The plan will require approval by the Board and reviewed each quarter for revisions and updates if necessary. The strategic plan and academic accountability reports will be shared on the website.

### **Academic Calendar**

School will begin each school year in August. Therefore, in July, the Academic Leadership Team comprised of the Superintendent, Chief Operations Officer, and Principal will create the academic calendar according to the TEKS for each grade level for the first year. In subsequent years, this will be the responsibility of the Chief Operations Officer, and Principal. The team will be responsible for data collection, analysis of data, planning, and reporting data to staff and the Board. The calendar will be shared with the teachers when they report to school three weeks prior to the students report date for orientation.

During the three weeks orientation period, teachers will be required to create a monthly scope and sequence calendar to mirror the yearly calendar created by the academic team. The academic calendar will include curriculum-based assessment (CBA), TEA online assessments, and MAP assessment dates to be approved by the Academic Leadership Team. The calendar will also include daily checks for understanding, activities for each lesson, exit tickets, accessing prior knowledge for each lesson, and weekly assessments either formal or informal. Each teacher will also be taught how to access, interpret, and utilize data. The Executive Director and Principal will always be a support to the teachers.

### **Teacher Responsibilities**

Madeline Hunter or Design Qualities Lesson Plans for Lions Academy teachers are required weekly to assist with planning for instruction. The lesson plan will be based on TEKS and be presented as a document whether electronic or hard copy. Its function is to outline daily goals, objectives, instructional activities, expected student outcomes, resources/materials, and differentiation tactics for instruction. Lesson plans and TEKS must be placed on the wall in an area where all may see and reviewed with the class prior to each lesson. The principal must be able to review each teacher's plan weekly prior to the first working day of the week.

Bell-to-Bell instruction will drive attendance and academics. The teacher's lesson plan will include an assignment to check for understanding of the lesson the prior day, student's review

homework with a shoulder partner, pre-assessment for the lesson to be presented that school day, etc. The student will be aware that they must be on time and ready to learn.

Exit tickets are an educational tool to assess students at the end of a lesson. The student must be able to show competency in the assignment and goal for the day. This tool is also valuable because the student must be active in the entire lesson because they do not know what the exit ticket will cover in the lesson that day. This will also increase student learning.

Teachers will also meet as a team to review new SpEd information and existing information pertinent to their position. Parental information will also be shared. Teachers will review every students' FIE, 504 Plans, and IEP. This information will be used to differentiate their instructions. Teachers will be required to document consistently how they utilized the students IEP for instructions. They will document what was effective, ineffective, and new techniques used. The data will be shared with the students' case manager.

Another assessment tool the teacher may implement is students teaching students. Many researchers have found that students can be the best teacher because they can explain lessons in ways that the teacher may not have thought about. Learning is a team process.

### **Gradual Release**

Lions Academy will adopt a learning strategy which is collaborative and leads to independent learning. This learning strategy is demonstration, prompt, and practice. First, the teacher will introduce a new lesson. Students will watch the teacher and begin to learn the concept taught. This phase is "I do". The next phase of the lesson requires a shift. The student process activities. This is the "We do" phase. Student still relies on the teacher because the teacher models the lesson, ask and answer questions about the lesson, and prompts and cues the students. The final phase is when the student begins to rely on themselves and less on the teacher. The "You do" phase gives the teacher the ability to assess the student about the new material, (Levy, 2007). The teacher may reteach or allow each student to continue independently. This gradual release tool allows the teacher to differentiate instruction and continue to teach until all students show understanding of the new concept independently from the teacher.

### **Parents/Guardians Responsibilities**

Prior to the student's arrival, Lions Academy will hold a meet the teacher event. At the beginning of the event, the Academic Leadership Team will address the parents and students. A Bilingual/ESOL staff will also be present. During this time, Lions Academy expectations will be reviewed including academic expectations. Parents/Guardians are expected to go on-line and review their child's academia progress each week because teachers must submit at least two grades per subject each week. The parents will be provided each teacher's contact information both telephone and email. Teachers are required to contact parent every two weeks if a student is failing a course and develop a plan of action to assist the students. This documentation must be signed by the parent. Parents/Guardians are also required to pick-up their child's nine weeks report cards. They must also sign and return progress reports. Lions Academy will also have a citizenship contract that will be reviewed during progress monitoring. It is not only the



responsibility of the teacher but also the responsibility of the parent to know how their child is progressing in their academics.

### **Measure of Academic Progress (MAP), Curriculum Based Assessments (CBA), and TEA Online Assessment**

The students will begin the school year in August with a MAP test. The first CBA will be given to all grade levels in September. The data from the CBA assessments and MAP results will be used for reteach and spiraling in opportunities. The TEA online assessment will be administered in December. The data will also be used for spiraling in teaching, and reteach opportunities if needed and it will also include students who require Response to Intervention. The second CBA will be administered in February and the TEA online assessment in April. Data will drive instruction in all assessments. In the following years, STAAR assessments will also drive the initial CBA in September.

### **Reading Assessments**

Accelerated Readers Program: Each teacher is required to have a reading section in their room where they are required to read at least 15 minutes per class period. The student will be required to take a computer assessment after each completed book. The students will be rewarded for each level reached according to the Academic Leadership Team.

Each student is required to have a documented reading level according to the Fountas and Pinnell Leveled Literacy Intervention System (LLI). Each student will be assessed in August and each nine-week grading cycle. The reading program will also be used as a tool for teachers. Lions Academy will reach out to Half Price Books and community libraries for hard copies and on-line books.

### **STAAR Assessments**

Currently, Texas annual assessments for STAAR and EOC are below:

- ✓ Science, Social Studies, Reading, and Math, 8<sup>th</sup> grade
- ✓ Reading, Math, and Writing, 7<sup>th</sup> grade
- ✓ EOC English I and II, Algebra I, Biology and US History

HB 3906 is requiring the TEA to pilot an integrated formative assessment that may replace the single assessment by the time Lions Academy is open. We will adjust as needed. Lions Academy will apply to become a District of Innovation post pilot year.

The TEA has created an interim assessment taken online to assist students and teachers prior to taking the annual assessment. The online assessment is aligned with the TEKS. Lions Academy will take advantage of this opportunity.

## **Supports for Special Populations**

### **Pre-Advanced Placement (Pre-AP)**

Pre-AP/AP courses will be offered at Lions Academy. In order to be labeled one of these types of labels, the students must take at least one Pre-AP/AP per grading period. These courses are designed to be challenging and rigorous. These courses are designed to improve student writing skills, study habits, assist with time management skills, use real world applications, and improve problem-solving abilities with critical analysis. Enrollment is open to every student. It is the desire at Lions Academy that all students have challenging academic curricula at this level. However, with this level of academia, accommodations cannot be implemented if they fundamentally alter the requirements or standards of the course.

Students will be placed on probation if they do not demonstrate mastery at 70% of skills and parents will be notified. Interventions will be in place and monitored during this probation period by the Academic Committee. At the end of the probationary period, the student's academic progress will be re-evaluated by the Academic Committee and the student will either be reinstated or furloughed.

### **Special Education and 504 Services**

At least 10% of our enrollment could be special education students. Lions Academy take special education seriously and will not only take care of known SpEd students, but we will also be cautious of other students who may have a disability through Child Find. Our assessment of students will be ongoing. Prior to testing, tiered interventions will be used to evaluate and help remove academic gaps the student may have. However, if a student's parents/guardians, school personnel, or another person involved in the academic advancement of the student requests an initial evaluation for special education services, Lions Academy will respond favorably and will assess the student within 45 school days in their native language. During school orientation, parents will be given update SpEd information and assured their child's services will be transferred without issues or concerns to Lions Academy. This will also be a chance for parents to ask questions and share concerns about previous and future issues which may occur. Each teacher will be provided a locked area to store the student's information.

SpEd students will be assessed at minimum, prior to the IEP annual anniversary and FIE three-year anniversary. Parents will be issued procedural safeguards per year and upon request. Students will be placed in general education, Pre-AP/AP classes. Lions Academy believe these are our Least Restrictive Environments.

Lions Academy will seek contract services for Licensed School Support Program (LSSP), Diagnosticians, Occupational Therapy, Speech, Physical Therapy, and other supports when needed. The special education teachers will be co-teachers to the general education teachers as well as case managers to the special education students. The proposed superintendent is certified in special education and has 12 years of teaching and administrative experience in special education. All special education teachers will be Texas certified in special education with the



exception of military personnel. Military personnel must be certified in special education but not necessarily in Texas. The Chief Operations Officer will ensure yearly compliance of the SpEd program.

### **English Language Learners**

It is the goal of the Lions Academy English Language Learner (ELL) Program to help develop English fluency of our ELL students. We will provide an annual TELPAS assessment to measure a students' academic, linguistic, and cultural needed support. Lions Academy will include English as a Second Language (ESL) and sheltered instruction strategies in as many core content areas as possible. It is our goal that ELLs master the TEKS in all content areas. The students are expected to transition to an advanced level in speaking, listening, reading, and writing within the suggested TEA time frame. Students will be placed in ESL/ELL programs determined by LPAC. Testing for Spanish and English for LEP assessments will be fluent and not fluent. Parents will always have the right to opt out of any ESL/ELL program.

Lions Academy will hire ESL staff to accommodate English Language Learners. Native Spanish speaking students are in the top majority of all student groups in every district. Most classes will be taught in their native languages until they are fluent in English.

### **At-Risk/Homeless/Nonacademic Disadvantaged/Academic Disadvantaged**

Most of the students in Brazoria County public schools are in at least one of these categories. Lions Academy understands that children do not have the power to choose where they live or their economic background, but they can make choices when they enter the building. Lions Academy will ensure the children are fed and are safe. The students will not let a label dictate their future. Lions Academy will develop relationships with liaisons from Brazoria County ISDs.

### **Residential Treatment Center**

Students who reside in Residential Treatment Centers are welcome at Lions Academy. Lions Academy will partner with Residential Treatment Centers and provide academic excellence to residents by a satellite system and video conferencing. The founder must create a Memorandum of Understanding/Contract between Lions Academy and the RTC.

## School Culture and Safety

***Note: Staff must take into consideration of any special education student whether IEP or 504.***

The school's values, goals and expectations will be shared during the application process, meet the teacher night prior to school opening, on the students first day of school in every classroom by classroom teachers as well as administrators during a general assembly. The core values of Lions Academy will also be displayed in the hallways as well as in the commons area. The values, goals and expectations will also be shared with parents as well as the community during open house and quarterly parent meetings. It will not be necessary to list the types of students served because at Lions Academy, all means all.

Lions Academy students are expected to be safe, respectful, and responsible. They must incorporate values honesty, accountability and responsibility. The goals of the academy are to ensure that each student will work to his/her fullest potential by setting academic and behavioral standards that are attainable and measurable. At times, students may require support services to address their needs. Every administrator or that student's favorite teacher will be that support. If the student requires additional support, an external service will be given. Lions Academy will contract with an external Licensed School Support Personnel. Every quarter, students who have shown positive behavior and attendance based on PBIS and the Lions Academy's contract will be rewarded with a special event. Every quarter, the Board will review our vision, mission, and values and update as needed. In addition, Lions Academy has set forth high expectations for academics and behavior to help prepare students to be successful, productive citizens upon graduation.

Lions Academy seeks to provide an all-inclusive, diverse and welcoming environment where all students not only feel safe and secure but also valued and appreciated. Lions Academy will ensure the safety and protection of all students and staff by enforcing and adhering to the School Code of Conduct in accordance to the requirements of Chapter 37 of the Texas Education Code. This code provides information to parents and students regarding standards of conduct, consequences of misconduct and procedures for administering discipline. In accordance with state law, the code will be available for review at the office of the campus principal. The Code of Conduct and the Lions Academy Contract will be reviewed with each student, parent, and staff. These documents must be signed and accepted prior to admission of a student. Lions Academy staff will also agree to the policies and procedures stated in the Lions Academy's handbook. Additionally, the student's Code of Conduct may be reviewed on the school's webpage. Parents/Guardians will be notified of all conduct violations including suspension, expulsion, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code. Those students who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) will be discipline in accordance to the provisions of those laws.

### ***Rights and Responsibilities***

***Note: Staff must take into consideration of any special education student whether IEP or 504.***

Lions Academy understands that the parents, students, and staff will have rights and responsibilities. The purpose of this document is to provide an understanding of Lions Academy's culture and discipline. Lions Academy takes the safety and welfare of all very seriously. Students will be under Lions Academy's jurisdiction during the school day, while using school transportation, during any activity at school, during any school-related event at any time or any location. Administrative leadership will maintain authority and responsibility of the school.

The Board has approved the administrative leadership team to conduct investigations concerning all discipline matters (see Attachment 8). They may assess all discipline records and implement the charter's discipline program to share with other staff and teachers. They have the authority to remove a student from campus for any discipline reason, question and search any student if they reasonably expect it could lead to additional evidence of any violation, conduct discipline conferences to determine if a student should be suspended, expelled, or removal to a more restrictive environment. Lions Academy's Board will conduct expulsion hearings if recommended by the administrative leadership team.

### **Behavior Supports**

Response to Interventions – Academic and Behavior  
Behavior Contracts  
Counseling with administrative staff

### **Dress Codes**

Lions Academy has a legitimate interest in students dressing properly and exhibit personal grooming at all times while on campus or school-related activities or events. The purpose for the dress code is to create a learning atmosphere where teachers can teach and students can learn without the added stress of fitting in as it pertains to what to wear to school. It will also prepare the students for real world expectations of how employers expect their employees to dress in an employment setting. The specifics of the dress code are explained in the discipline plan.

Administrators shall make final decisions regarding the Dress Code and what is acceptable and unacceptable based on trends of dress. The student will have the opportunity to correct the infraction at school. If the student decides not to correct the problem, the student shall not be allowed to attend class and the parent/guardian may either correct the issue or remove the student from Lions Academy.

### **Safety and Security Plan**

Lions Academy will ensure the safety of all students and staff. Each month, a fire drill will be conducted. The charter will also have a shelter in place and other emergency drills mandated by the state. Perimeter doors will be locked at all times. An evacuation map must be placed beside each room in the building and practiced in order for each child and staff will be able to evacuate to their location swiftly and safely. All staff will be ALICE trained and the campus will adopt a school-wide safety plan.

Visitors who have a documented reason to be at the school must enter the school through the front door and show state approved identification. The visitors must also sign in and be accompanied to their destination. After the visit is complete, the visitor must be accompanied to the front office, sign out of the building, and then walked to the front door to exit the building.

Lions Academy will team with the police department of the specific city where located and contract their services if required. Also, if required, Lions Academy will require all students and staff to enter the building in one location through a secured area staffed by security officers. One police officer/security personnel has been added to the budget for year one.

**Clubs and Organizations Initiated by Student and/or Staff**

Lions Academy will offer students several clubs and organizations:

HAİN – Helping Anyone in Need: Students will partner with other organizations to assist community members.

Volunteer Services – Students will assist in the communities as needed.

Peer Tutorials – Students will teach students.

Art – Student creations

Automotive – Students who are interested in motor vehicles.

Athletics

Fellowship of Christian Athletes

Comedy – “G” rated comedians

Future Business Leaders

Science - STEM

Health Sciences

Student Council

### **Attachment 8: Proposed Discipline Policy**

Provide the school's proposed discipline policy.

**Offense TEC 37.006 and 37.007 or a student's 425 Student Disciplinary Action Record**

## **Attachment 8: Proposed Discipline Policy**

***Note: Staff must take into consideration of any special education student whether IEP or 504.***

The school's values, goals and expectations will be shared during the application process, meet the teacher night prior to school opening, on the students first day of school in every classroom by classroom teachers as well as administrators during a general assembly. The core values of Lion's Academy will also be displayed in the hallways as well as in the commons area. The values, goals and expectations will also be shared with parents as well as the community during open house and quarterly parent meetings. It will not be necessary to list the types of students served because at Lions Academy, all means all.

Lion's Academy students are expected to be safe, respectful, and responsible. They must incorporate values honesty, accountability and responsibility. The goals of the academy are to ensure that each student will work to his/her fullest potential by setting academic and behavioral standards that are attainable and measurable. At times, students may require support services to address their needs. Every administrator or that student's favorite teacher will be that support. If the student requires additional support, an external service will be given. Lions Academy will contract with an external Licensed School Support Personnel. Every quarter, students who have shown positive behavior and attendance will be rewarded with a special event. Periodically, the board will review our vision, mission, and values and update as needed. In addition, Lion's Academy has set forth high expectations for academics and behavior to help prepare students to be successful, productive citizens upon graduation.

Lion's Academy seeks to provide an all-inclusive, diverse and welcoming environment where all students not only feel safe and secure but also valued and appreciated. Lion's Academy will ensure the safety and protection of all students and staff by enforcing and adhering to the School Code of Conduct in accordance to the requirements of Chapter 37 of the Texas Education Code. This code provides information to parents and students regarding standards of conduct, consequences of misconduct and procedures for administering discipline. In accordance with state law, the code will be available for review at the office of the campus principal. The Code of Conduct will be reviewed with each student, parent, and staff. The document must be signed and accepted prior to admission of a student and prior to employment of staff. Additionally, the code may be reviewed on the school's webpage. Parents/Guardians will be notified of all conduct violations including suspension, expulsion, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code. Those students who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) will be discipline in accordance to the provisions of those laws.

### ***Rights and Responsibilities***

***Note: Staff must take into consideration of any special education student whether IEP or 504.***

Lions Academy understands that the parents, students, and staff will have rights and responsibilities. The purpose of this document is to provide an understanding of Lions Academy's culture and discipline. Lions Academy takes the safety and welfare of all very seriously. Students will be under Lions Academy's jurisdiction during the school day, while using school transportation, during any activity at school, during any school-related event at any time or any location. Administrative leadership will maintain authority and responsibility of the school.

The board has approved the administrative leadership team to conduct investigations concerning all discipline matters. They may assess all discipline records and implement the charter's discipline program to share with other staff and teachers. They have the authority to remove a student from campus for any discipline reason, question and search any student if they reasonably expect it could lead to additional evidence of any violation, conduct discipline conferences to determine if a student should be suspended, expelled, or removal to a more

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restrictive environment. Lions Academy's board will conduct expulsion hearings if recommended by the administrative leadership team.

Students will be disciplined only when protection is needed for a student, staff, property, or to maintain a learning environment. Corporal punishment will never be administered. All students shall be given an opportunity to express themselves and will be treated equitably and fair. Administration will carefully assess each circumstance and each incident will be considered by the following:

- Level of the offense
- Student's grade/age
- Student's history
- Self-defense, Intentions
- Special Needs Student - MDR
- Other special factors

### **Behavior Supports**

Response to Interventions – Behavior  
Behavior Contracts  
Counseling with administrative staff

### **DRESS CODE**

Lions Academy has a legitimate interest in students dressing properly and exhibit personal grooming at all times while on campus or school-related activities or events. The purpose for the dress code is to create a learning atmosphere where teachers can teach and students can learn without the added stress of fitting in as it pertains to what to wear to school. It will also prepare the students for real world expectations of how employers expect their employees to dress in an employment setting.

#### ***Tops***

Must have a collar and be buttoned  
Must not reveal midriff or undergarments while standing, sitting, or stretching  
Must pass belt line at all times  
Must not be oversized, spaghetti straps, sleeveless, tank tops, backless, or vented  
Must cover all the chest area, no see-through or tight-fitting fabric  
No plunging neck lines  
Must be tucked in at all times

#### ***Bottoms***

Knee length or 2" or less above the knee  
Worn at the hip with a tight-fitting belt at the waist  
Must cover undergarments  
No leggings, tights, excessively tight unless worn with a top that covers mid-thigh  
May not cover the foot or touch the ground  
No boxers  
Not be fringed or split  
No skorts or shorts

#### ***Shoes***

Tied correctly if designed to be tied  
No flip-flops, shower shoes, house shoes/slippers  
Appropriate shoes during PE/Athletics  
No shoes with wheels or lights  
Must be worn with backs and be school appropriate



### ***Miscellaneous***

Clothing must be appropriately sized and non-revealing  
Clothing must not disrespect the nation or state flag  
No military uniform unless approved by administrator  
Undergarments must be worn at all times  
No rips, tears, or cuts in clothing  
No clothing that reference alcohol, gangs, drugs, weapons, tobacco, or profanity  
No clothing that is offensive, provocative, or distracting  
All markings on body must be covered  
No attire that is distracting and may cause a disturbance is allowed  
No pajamas of any type  
No item may cover any section of the head  
No sunglasses unless approved by a doctor  
PE clothing must only be worn during PE activities/class  
Spiked and/or leather accessories are prohibited

### ***Hair***

Neat, clean, well-groomed and not distracting  
No drawings other markings cut into or colored into any hair on head  
Mustache and beards are prohibited

### ***Jewelry***

Must not be a safety hazard  
Must not be a substantial disruption  
Must not be gang-related  
No more than 2 piercings in each ear lobe – other piercings are prohibited  
No gauges in ear lobes

***Administrators shall make final decisions regarding the Dress Code and what is acceptable and unacceptable considering the age and grade level of the student. The student will have the opportunity to correct the infraction at school. If the student decides not to correct the problem, the student shall not be allowed to attend class and the parent/guardian may either correct the issue or remove the student from Lions Academy.***

### **SAFETY AND SECURITY PLAN**

Lions Academy will ensure the safety of all students and staff. Each month, a fire drill will be conducted. The charter will also have a shelter in place and other emergency drills mandated by the state. Perimeter doors will be locked at all times. An evacuation map must be placed beside each room in the building and practiced in order for each child and staff will be able to evacuate to their location swiftly and safely.

Visitors who have a documented reason to be at the school must enter the school through the front door and show state approved identification. The visitors must also sign in and be accompanied to their destination. After the visit is complete, the visitor must be accompanied to the front office, sign out of the building, and then walked to the front door to exit the building.

### **SPECIAL NEEDS STUDENTS DISCIPLINE PROCESS**

**ALL** disciplinary actions involving special education and Section 504 students shall follow the student's individual education plan. However, consequences are also subject to state and federal law. The student must have a Manifestation Determination Review determination. Lions Academy's leadership will ensure compliance.

### **PROHIBITED BEHAVIORS AND POSSIBLE CONSEQUENCES**

***Note: Staff must take into consideration of any special education student whether IEP or 504.***

***LEVEL I*** Minor Infraction Examples – Students must be safe, respectful, and responsible.

- Class Disruption
- Not following directions of adult
- Not telling the truth written or verbal to staff
- Gambling
- Tardy/Truancy – arriving up to 15 minutes after bell has rung without an acceptable excuse
- Unexcused absences
- Dress code violation
- Disrespect to anyone – student or adult

Consequences – warnings, change of seat, phone call home, behavior contract, confiscation unapproved items, cannot attend school out of dress code, mediation with leadership, and loss of privileges. If the student consistently exhibits level 1 offenses, leadership may apply level II consequences.

***LEVEL II*** Serious Infraction Examples

- All electronics
- Cell-phones or other types of telecommunication device unless permission is given for certain circumstances by the leadership team
- Harassment or any level of bullying, including cyber-bullying
- Cheating
- Racial slurs
- Gang activity or paraphernalia
- Vandalism
- Level 1 persistent behaviors

Consequences – out of school suspension, confiscation of item(s), loss of participation in as well as attending extracurricular activities, probation, parent and leadership team member conference, and referral to police department. Persistent Level II offenses may result in Level III consequences.

Note: If a student is suspended and completes all class assignments within the designated suspension timeframe, the student's absence will be excused.

***LEVEL III*** Serious Infraction Examples

- Verbal abuse towards anyone, including profanity, racial slurs, etc.
- Tobacco or smoking related products
- Fighting/Assault of an individual
- Terroristic Threat
- False Alarm or Report
- Unauthorized distribution of publications
- Bullying
- Insubordination
- Extortion/Coercion
- Kidnapping
- Alcohol Possession
- Blackmail
- Causing or trying to cause a disruption on school property or while at a school event/activity
- Damaging/destroying Lions Academy's property of any kind or using inappropriately
- Theft
- Possession of a weapon of any kind – real or look-alike that is not Level IV

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- Possession of any item associated with a weapon of any kind – real or look-alike – including fireworks that is not Level IV
- Hazing
- Non felony criminal mischief
- Drug paraphernalia – Texas Controlled Substance Act; in any circumstance or possession

Consequences – referral to police department, out of school suspension, prohibited from attending or participating in school related activities, referred to JJAEP

#### *Level IV Infraction Examples*

- Firearm possession of any type including a muffler or weapon
- Any projectile item to be used as an explosive action
- Retaliation against a Lions Academy student or staff at any location and/or event
- Any destructive device i.e. explosive, bomb, or incendiary
- Knife or instrument designed to stab/cut no matter the length of blade with intention to harm another
- Weapon of any kind designed to harm/kill another person(s)
- Arson
- Aggravated Assault
- Sexual Assault/Aggravated Sexual Assault
- Criminally negligent homicide
- Aggravated kidnapping
- Aggravated Robbery
- Murder/Capital Murder/Criminal attempt to commit murder/Manslaughter
- Manslaughter
- Homicide
- Criminal Mischief
- Indecency with a child
- Felony related alcohol or drug offense

Consequences – referral to police department, expulsion, referred to JJAEP, and is prohibited from attending or participating in school-sponsored or school-related activities.

Note: These consequences shall be implemented if occurred on school property, within 300 feet of school property, when on a school sponsored event on or off campus, during a school activity on or off campus, on bus/transportation school related, regardless of when the offence took place or whether the student was enrolled at Lions Academy or district when the offense took place. The leadership team must determine if the student's presence at Lions Academy will be considered a threat to the safety of others or detrimental to the learning environment, or just in the best interest of Lions Academy and recommended to the board of any Title 5 felony. The board's decision is final and may not be appealed.

#### *Sex Offenders*

Lions Academy's board will determine if the student(s) presence at Lions Academy will be a detriment to the charter's educational process, threatens the safety of others, or is not in the best interest of Lions Academy. Lions Academy's board will determine the student's placement whether the student is general education, is a special education or 504. The sex offender student, whether general education, special education, or 504 may also be recommended to return to their previous campus' DAEP plus an additional semester without conducting a student review or an ARD, or the student may be admitted to Lions Academy and placed in the general population. The board's decision will be final and cannot be appealed.

#### **DUE PROCESS**

***Note: Staff must take into consideration of any special education student whether IEP or 504.***

Before a student may be expelled, the Board or the Board's designee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal Constitution and which the student's parents or guardian is invited, in writing, to attend. At the hearing, the student may be represented by the student's parents or guardian or another adult who can provide guidance to the student and who is not an employee of the District. If the decision to expel a student is made by the Board's designee, the decision may be appealed to the Board. The decision of the Board may be appealed by trial de novo to a district court of the county in which the school district's central administrative office is located. The Board or the Board's designee shall deliver to the student and the student's parents or guardian a copy of the order placing the student in a DAEP or expelling the student. After the District notifies the parents or guardian that the student has been expelled, the parents or guardian shall provide adequate supervision of the student during the period of expulsion.

### **RESTRAINT**

Students will be restrained as a last option to secure their safety or the safety of others. All restraints will be documented and reported to the state, administrators, and parents/guardians. All staff will be Crisis Prevention and Intervention (CPI) certified on a yearly basis by a certified CPI trainer.

### **BULLYING**

*Note: Staff must take into consideration of any special education student whether IEP or 504.*

Bullying is taken extremely serious at Lions Academy. Section 37.0832 of the Education Code defines bullying as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic methods, or physical conduct. Bullying will not be tolerated at Lions Academy. All students must be safe, respectful, and responsible.

Examples of bullying is:

- Effect to cause physical harm to a student or staff
- Effect to cause damage to property belonging to a student or staff
- Placing a student or staff in reasonable fear by intimidating, threatening or abusive environment
- Infringes a student's or staff's rights
- Hit list
- Failure to report bullying if witnessed or knowledge of it occurring
- All instances of Cyber bullying no matter the location if it exploits an imbalance of power between the victimized student or staff and the student's or staff's perpetrator(s)

Students and staff are obligated to report bullying if they are believed to have experienced it, witnessed it, or have knowledge of it. They must report it to any staff, adult, or board member immediately. Lions Academy leadership will immediately investigate and take appropriate disciplinary action within three business/school days. Administrative staff will counsel the victim, victim parents, and witnesses if desired. Bullying is a Level III offense but if the perpetrator retaliates, they may also be subject to Level IV consequences. The perpetrator may also be upgraded to a Level IV if the bullying includes any of the Level IV examples.

## Promotion and Graduation Requirements

Promotion will be based on semester grades and STAAR/EOC results. Lions Academy will develop a TEKS based curriculum for grades 7-12 and a timeline of critical goals and objectives for each nine weeks for each subject. Teachers will provide assessments, participation, daily assignments, homework, and/or projects to determine the student's grades. An accumulated score of 70 or higher or E/S is required to be deemed successful for that particular class.

### Non-Numerical Grades:

E – Excellent            The student has met most expectations of LIONS Academy standards.  
S – Satisfactory        The student routinely exhibits expectations of LIONS Academy standards.  
N-Need Improvement   The student rarely exhibits expectations of LIONS Academy standards.  
U – Unsatisfactory     The student does not exhibit expectations of LIONS Academy standards.

\*Non-numerical grades will be assigned in PE and Conduct.

### Weight of Grades

The nine-week averages shall be calculated by percentage system for each assignment. Grades shall be recorded as a percentage score (100%):

- ✓ 40-60% Major Grades
- ✓ 35-55% Daily and Quiz Grades
- ✓ 5% Reading/Writing Assignments/Assessments

If a student who has not been enrolled in a school transfer to Lions Academy, that student shall be administered an assessment created by Lions Academy. The mastery test will be prepared by the Principal and teacher of that subject area for previously taught content. The student must pass the test with a minimum of 80% to demonstrate of mastery of the course.

### Student Performance

The semester averages for 7<sup>th</sup>-8<sup>th</sup> grades are calculated by the average of:

50% first nine weeks and 50% of second nine weeks = 100% First Semester Average

50% third nine weeks and 50% fourth nine weeks = 100% Second Semester Average

50% first semester average and 50% second semester average = Final grade average

\*If an intermediate student takes a high school credit course, they will follow high school calculations.

The semester averages for 9-12 grades are calculated by the average of:

First nine weeks average 42.5% and second nine week average and 15% semester exam = 100% First Semester Average.

Third nine weeks average 42.5% and fourth nine week average 42.5% and 15% semester exam = 100% Second Semester Average.

50% first semester average and 50% second semester average = 100% Final Grade Average.

### Promotion for Grades 7-8

To be promoted from grade 7 to grade 8, a student shall have passed at least six full-year courses, including English Language Arts and Reading composites, mathematics, science, and social studies with an average of 70 or better in each course. One year of electives shall equal one full-year course.

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To be promoted from grade 8 to grade 9, a student shall have passed at least six full-year courses, English Language Arts, mathematics, science, and social studies with an average of 70 or better in each course. One year of electives shall equal one full-year course.

The Student Success Initiative (SSI) grade advancement and STAAR requirements for grades 5 and 8 was passed by the 76th Texas Legislature and modified in 2009. Students may only advance to the next grade level if they pass STAAR or their Individual Graduation Committee (IGC)/Academic Committee unanimously vote to exempt the student. Three opportunities to pass must be given.

### **Grade Level Classification in High School**

Required credits for classification purposes follows University Interscholastic League (UIL) guidelines. The following chart indicates the number of credits required for each grade level.

Grade	Credits
9 <sup>th</sup>	0
10 <sup>th</sup>	5
11 <sup>th</sup>	11
12 <sup>th</sup>	17

### **Graduation Requirements**

#### ***Foundation Plan*** (22 CREDITS)

ELA 4; Math 3; Science 3; Social Studies 3; LOTE 2; PE 1; Fine Art 1; Electives 5

#### ***Foundation Plan with Endorsements*** (26 CREDITS)

Stem, Business/Industry, Public Services, Arts/Humanities, Multidisciplinary

#### ***Distinguished with Endorsements***

ELA 4; Math 4 (Alg II); Science 4; Social Studies 3; LOTE 2; PE 1; Fine Art 1; Electives 5, and 1 endorsement

If an 11<sup>th</sup> or 12<sup>th</sup> grade student is not successful up to two EOC assessments, they must be represented by an Individual Graduation Committee (IGC) to determine if they should still graduate despite having failed the assessments. The Lions Academy Academic Leadership Team will act as the IGC. Insight of the teacher and the student's parents/guardians will also be considered.

All grade levels, 7-12, Special Education, 504, and ELL students must have a meeting to discuss their individual plans concerning passing classes, promotion to the next grade level, or graduation.

## **Family and Community Engagement**

The Board members of Lions Academy understand the importance of family and community engagement for our success. The Board decided to host the public meeting in Alvin, TX due to the majority of student population. The public meeting was held at the county library and advertised in the Alvin Sun and The Facts paid newspapers. Every State Board of Education member was invited to the public meeting via their personal email. Mrs. Cargill was the only SBOE member who responded. The state officials who represent the county were also invited via their government email. The public meeting was also advertised on Lions Academy Brazoria County Facebook page and word of mouth by Board members.

The public meeting's protocol was generated by the Board to gather additional information of where the school should be located and what is important to the parents for their children. Lions Academy's goal is to meet their needs.

Our meeting protocol was as follows:

1. Opening - Welcome and Introductions
2. Board Member Introduction
3. Lions Academy's Mission, Vision, and Beliefs - Why should kids attend school?
4. Goal – Innovative and quality choices for FAPE
5. Why choose Lions Academy?
6. Questions and Answers

Statements of Impact was sent to each superintendent and Trustee president in Brazoria County ISDs. Statements were mailed via certified mail. The Board members are Brazoria County natives. Each Board member was charged to individually go out into their community and church to have citizens sign our support documents. Each Board member also had citizens complete a survey concerning Lions Academy (see Attachment 9).

Residential Treatment Center students are also welcome at Lions Academy. Every student deserves a choice. Lions Academy wants to be that choice where students want to be educated.

The proposed superintendent has met with Brazoria County superintendents. She has also met with Senator Taylor. Senator Taylor has agreed to give Lions Academy a letter of support and is excited about the charter.

Senator Cornyn has also supported Lions Academy. Senator Cornyn has sent a letter of support and included a note to Betsy DeVos concerning a substantial grant for Lions Academy. Senator Taylor sent a letter of support. Alvin Community College also submitted a letter of support.



### **Attachment 9: Evidence of Community Support**

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

# Group weighing public interest in charter school

Lion's Academy officials hosting informational meeting for residents

By CARA DAESCHNER

cara.daeschner@thefacts.com

ALVIN — A nonprofit will have a public meeting this weekend to determine whether there is enough interest for it to open a charter school.

From noon to 3 p.m. Saturday, the Lion's Academy board of directors will host an informational meeting at Alvin Library, 105 S. Gordon St., regarding a proposed seventh-through 12th-grade charter school located in Brazoria County.

"At this time, Brazoria County does not have a charter school to offer choice to parents or students," Chief Operations Officer Angela Portis-Woodson said. "We are going to be focusing on elevating student's education so that they can be college, career, and/or military ready."

Portis-Woodson said from the data the board has reviewed about public school districts in the area, students and parents have voiced concerns about safety, bullying and curriculum.

"We are hoping to meet students where

■ See **SCHOOL**, Page 2A

## School

CONTINUED FROM COVER

they are (and) provide an opportunity for parents and students to look outside of public schools if their children are not being successful," Portis-Woodson said. "We are welcoming students of all ethnicities, diversity (and) needs in the classroom."

Students will be assessed and given an education plan specific to their individual requirements, according to Lion's Academy's Facebook page.

"We will be offering things that our ISD schools are offering but giving (the community) an opportunity to make a choice in receiving education in a smaller setting," Portis-Woodson said.

Many students are not comfortable around thousands of other kids and require a smaller learning environment, superintendent Kathy Goodwin said, but even though it is a smaller environment, the expectations would remain extremely high.

To begin preparing for the charter school, which would open in August 2021, the board plans to submit an application to the Texas Education Agency, which chooses whether to fund the proposal. If the funding is received, the board has

permission to go forth and put its ideas into action, Portis-Woodson said.

Lion's Academy consists of a board of directors and a superintendent, but once the informational meeting ends, the board will facilitate a search for a principal and other staff members needed to open the charter school, Portis-Woodson said.

At the meeting Saturday, the public is welcome to participate in the open forum discussion, where the board will discuss its goals, the academy's mission and vision, and answer any questions people have, Portis-Woodson said. The school's leadership will take the ideas offered during the meeting to formulate the new school, she said.

"We are holding the ... meeting to see if parents are actually interested in having an option based upon test results ... safety concerns ... and all of the things that are happening in the news," Portis-Woodson said. "(To gauge) what they would like to see in a charter school ... so that as we formulate the new school, we would have those ideas in mind."

To learn more about Lion's Academy or to take the interest survey, visit [www.facebook.com/LionsacademyBC/](http://www.facebook.com/LionsacademyBC/).



ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht  
*President*

Office 281 756 3598  
Fax 281 756 3858

January 17, 2020

Re: Tristan Thompson Unity Group

To Whom it May Concern:

In the event that a charter school is approved and embedded in our immediate service area, in accordance with our mission and vision, and if applicable, Alvin Community College would work to provide opportunities to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural educational opportunities.

Sincerely,

Dr. Christal M. Albrecht  
President  
Alvin Community College

## Leadership and Governance

### Board Structure and Qualifications

Proposed Board member	Area of expertise	Brief description of experience in this area
Dr. Jana Willis	University Professor	Professor at University of Houston Clear Lake
Kathy Goodwin	Education	Dow Chemical executive in project management over sales and marketing, Principal intern, Special Education Director, Superintendent Certification
Kisha LeBlanc	Financial Reporting Manager	Certified Public Accountant
Dea Provenzano	Entrepreneur – Realtor and Broker	30+ years as a business owner, taught History for 9 years and served as Senior sponsor for 6 years at Columbia Christian School.
Booker T Randon	Community Member	70+ years in Brazoria County, Community Activist, Business background

**ADVISORY BOARD:** The Superintendent, Principal, Finance Director, Chief Operations Officer, Lead Teachers, Students, and Community Members will be members of the advisory Board. The Advisory Board will be contacted if any person has an objection to a governing Board policy or decision, administrative procedure, or practice at Lions Academy.

#### **Public Board Meetings and Information**

Lions Academy will abide by Texas Open Meeting Act (TOMA) and open records Chapter 551 and 552. Notice of Board meetings will be posted in the central administration office of Lions Academy minimum 72 working hours prior to the meeting. Meetings will be held on the first Tuesday of each month except for the week of Thanksgiving and Christmas. The executive meeting will begin at 6:00pm and the open meeting at 7:00pm.

#### **Board Responsibilities**

Lions Academy's Board will be held accountable for student academics, compliance of federal and state rules and regulations, and financial stability of the charter (see Attachment 10-11). All members will duly execute with fidelity the charters vision, mission, and beliefs the best interests of the charter without hidden personal agendas. The Board will abide by their Bylaws, Code of Ethics, Conflict of Interest, and Nepotism which are reviewed on an annual basis.

The secondary role of the Board is to oversee leadership. The Board will manage the Superintendent's salary, benefits, training, and evaluation according to the agreed upon

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responsibilities and accountability framework. During the monthly Board meeting, the Superintendent will report academic data, enrollment operations report, financial report, and other information/data pertinent to the success of the charter.

The diverse Board will reflect the ethnicity of the student population. Current Board members will serve three years. All new members will be chosen by current members and the community. Potential new members must complete a certified Board member affidavit and interview before the current Board for Lions Academy compatibility. After the Board approves the candidates, the potential member will be placed on a ballot for the community to vote.

### **Officers**

Board Chair -- The chair's ultimate responsibility is to lead the charter's educational, financial, and operational success. The lead officer is responsible for presiding over all Board meetings, approving the agenda created by the Superintendent, and assessing effectiveness of the board and Board responsibilities. The chair is the president and leader of the Lions Academy's school Board.

The chair will also be responsible for creating topics, timetable, and participation requirements for initial and ongoing professional development for members, and ensuring key stakeholders' interactions. The Board Chair is the overseer of the Board. The Vice-President will act in the chair's absence and lead fundraising. The treasurer will serve as the lead role of the Finance Department and work with the Finance Director. The Secretary is the chief recorder of the Board and ensures TOMA, minutes, compliance, and other responsibilities are followed with fidelity.

### **Orientation and Training**

Lions Academy's Board members will attend training provided by the Region IV Education Center. Initial school Board members will serve three years for the length of the initial charter's contract. If a member decides to resign prior to their three-year commitment, the new member process will be followed. Once the new member is voted in, the member must be immediately trained by registered course providers. The minimum number of Board members will be three members.

Per TEA, all members of the governing board, all central and campus administrative officers, and business managers must be trained. Lions Academy must complete required on-line trainings by July 2022. After August 2022, trainings must be completed annually. The Board will vote on the specific topics and timetable. Completion of courses will be documented TAC §§ 100.1102-100.1105.

### **Board Member Qualification**

All current and potential Board members must be Texas residents preferably and qualified U.S.A. voters. Conduct background check for Board members and employees. No Board member will have a relationship by consanguinity or affinity to the third degree or receive compensation of any form unless exempted by TEC §12.1054(a). Lions Academy will always have a minimum of three Board members (see Attachment 12-13).

Current Board member qualifications:

Dr. Willis, Board Chair, has a Doctor of Philosophy in Educational Psychology, and Educational Technology. She is a Texas Certified Teacher in four disciplines, current professor at University of Houston Clear Lake, published author for four books, referenced in 11 international journal articles, referenced in five national articles, referenced in 29 international conference proceedings, one non-referenced international proceedings, 3 non-referenced national proceedings, expert in grant writing, many honors and awards in the education field.

Kisha LeBlanc is a CPA graduate of University of Texas main campus. She has over 16 years of experience preparing and auditing publicly traded and privately held financial services, oil field service, oil and gas, manufacturing, health care and waste management client's financial statements. Proven ability to innovate, organize, lead and manage others, problem-solve and communicate in multi-location and project driven environments.

Booker Randon is a senior pastor in Brazoria, Texas. He has a diverse background, including military, and has experience in facilities, management, marketing, and human resources. Booker has community management, recreation, education, and administration experience.

Kathy Goodwin is a educator with 12 years of experience as a principal intern, special education director, and special education teacher. She is Texas certified in administration as a Superintendent and Principal. Kathy was a member of the Texas Supreme Court Permanent Judicial Commission for Children, Youth and Families Children's Commission Member of the Education Sub-Committee. She was also an executive for Dow Chemical where she led sales team projects.

Kathy Goodwin will resign as a Board member once Lions Academy is approved as a charter. Also, the academy will solicit four new Board members within the community of the charter's site. Lions Academy will ensure community partnership as soon as the charter is approved.

Dea Provenzano has over 30 years as a successful business owner. She brings to Lions Academy a wealth of entrepreneur experience. Dea is currently a Realtor/Broker with Provenzano Properties. She grew up in West Columbia, TX with family ties to Brazoria County that date back prior to 1904. Dea studied History and Education at Southwestern University, and the University of Houston Clear Lake and taught History for 9 years. She also served as Senior sponsor for 6 years at Columbia Christian School.

### **Attachment 10: Bylaws**

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.



## **Attachment 10: Board's Bylaws**

Texas school districts and charters are overseen by school boards. The boards of independent school districts are elected by the citizens of their communities while the Boards of charter schools are appointed. Lions Academy will also allow citizens to who voice an interest in the Board to be considered.

### **Board Members Eligibility and Qualifications**

Lions Academy shall consist of a minimum of five members. An eligible candidate must:

- Be a United States citizen;
- Be 18 years of age or older on the first day of the term to be filled;
- Have not been determined by a final judgement of a court exercising probate jurisdiction to be mentally incapacitated without the right to vote; and
- Have not been convicted of a felony from which the person has not been pardoned.

### **Primary Roles of the Board**

The Board will be responsible for meeting the academic needs of all enrolled students. The 7<sup>th</sup>-12<sup>th</sup> grade charter will be held accountable for all financial and academia ensuring compliance with all federal and state laws/requirements applicable for charter schools.

Specific responsibilities include:

1. Implementing the public-school program authorized by Lions Academy open-enrollment charter;
2. Ensuring the performance of students enrolled in accordance with the Texas Education Code;
3. Personnel oversight to set salaries, benefits, responsibilities, appraisals, terminations, and advising;
4. Oversee the Superintendent to ensure the charter's goals are aligned and responsibilities are evaluated yearly according to agreed upon standards;
5. Establish a policy that assess the actions of the Board for financial management, personnel, students, and the community;
6. Accountability to the TEA for student's academia, finances, loyalty, and legal duties;
7. Ensure the Superintendent will report monthly the state of the school in all academics, budget, facilities, and other required metrics;

### **Board Terms**

Board members will serve three-years and be trained by an authorized TEA provider. At the end of each school year, the board will reflect on their effectiveness and goals. A community and charter survey will be conducted. TEA accountability, operations, and financial metrics will be assessed.

### **Vacancies and removal from office**

If a board member decides to resign, it must be in writing and signed by the board member and delivered to the board chair. A board may not refuse to accept a resignation. A vacancy occurs on the date the resignation is accepted by the chair or on the eighth day after the receipt date by the board. The member must continue to perform their duties until their successor is duly

qualified. The resigning member cannot vote on his or her successor. Removal from office includes:

- Incompetency – gross ignorance of official duties, carelessness of duties, or unfit or inability to discharge official duties due to a new physical/mental defect
- Official misconduct – intentional, unlawful behavior relating to official duties
- Intoxication on or off duty
- Conviction of any felony or for misdemeanor official misconduct

### **Board Meetings**

The school board will meet the first Tuesday of each month. The executive meeting will begin at 6:00pm and the open session will begin at 7:00 pm. The executive meeting will be closed to the public.

### **Training**

Board members are required to adhere to the following guidelines:

#### **New Members**

New members must have local district orientation and orientation to the Texas Education Code, evaluating and improving student outcomes, team-building session and assessment of continuing education needs of the board Superintendent team for three hours of their first 120 days. Trainings are provided an authorized provider according to TEA. Additional training includes 10 hours of continuing education based on assessment need and framework for school board development, one hour within the first 90 days of TOMA, and public-information act training.

#### **Existing Members**

Existing members must receive an update of the Texas Education Code. Every two years, they must train in evaluating and improving student outcomes, and have five hours of annual training of additional continuing education, based on assessed need and framework for school board development. Trainings will be provided according to TEA.

### **Elected Roles**

Upon approval of the charter, Ms. Goodwin, the proposed Superintendent, will no longer be on the Board and will be replaced. The Board will consist of a minimum of 5 trustees. In the event of a member requiring to be replaced, the appropriate procedures will be followed. Four officers will preside over the Board. The Board will assign a charter employee to provide clerical support to the Board.

### **Officers**

Board Chair – Dr. Jana Willis  
Vice Chair – Booker Randon

Finance – Kisha Higgins  
Secretary – Dea Provenzano

The Board Chair's responsibilities are duties required by law as well as the right to discuss, make motions, make resolutions, and vote on all matters coming before the Board. The chair will preside over all meetings.

Vice Chair shall act in the capacity of the chair in the event of an absence or incapacity of the chair. The Vice Chair will become chair only if elected to the position.

Finance/Treasurer is the chair of the Finance Committee. Responsibilities include reviewing monthly financial statements, prepare charter for audit, ensure records of finances are completed proficiently, vet and recommend an auditor for the annual report, ensure the Board understands the financial health of the charter, and ensure compliance with all federal, state, and local laws.

The Secretary shall ensure accurate record is kept of all proceedings of Board meetings, post Board meetings as required by law, call the meeting to order if the chair and vice chair are absent and act as the presiding officer, and sign documents directed by the Board. The Secretary will also ensure compliance of the charter with TOMA.

### **Committees**

The Board's ***Finance and Operations Committee*** will address internal oversight through monthly reviews of transactions for compliance, regulations, and federal, local, and state law. The committee will meet monthly with the Superintendent to discuss the charter and prepare for the Board meeting. The ***Lions Committee*** comprised of staff, students, and community will continue to revise and update the vision, mission, and goals as deemed necessary as the school evolves. The committee will also be responsible for interviewing potential personnel, Board members, and fundraising for the charter. The ***Academic Committee*** is comprised of the Principal, Operations Chief, and Teachers. This committee will ensure students Curriculum and Instruction are in place and the lessons are conducive to learning. The committee will review individual students RTI according to their specific needs in academic and/or behavior. Interventions will be in place and monitored by the Academic Committee. Student's academic progress will be re-evaluated by the Academic Committee.

### **Attachment 11: Code of Ethics and Conflict of Interest Policy**

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

## **Attachment 11: Code of Ethics and Conflict of Interest Policy**

### **Code of Ethics**

Board members shall promote the best interests of the charter and adhere to the following:

- Member will attend all Board meetings to the best of their ability and make decisions for what's best for the students.
- Members will be fair, just, and impartial in all decisions and actions.
- Members will show others the respect wished for themselves and not be judgmental.
- Members will respect different opinions and listen with an open mind to others' ideas.
- Members will show public accountability by representing accurate charter policies and efforts.
- Member will seek community involvement by continual communication.
- Member will be prudent and accountable for charter resources.
- Member will never compromise performance of their responsibilities and work for consensus.
- Member will always tell the truth, base decisions on facts, and never disclose confidential information to harm the charter.
- Member will respect the final Board decision and uphold all laws, rules, and policies.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

### **Conflict of Interest Policy**

If a public official has an interest in a business entity and owns either 10% or \$15,000 of the entity, the official shall file an affidavit concerning the nature of the interest. The official shall abstain from further participation in the issue. The public official is considered to have an interest if the official is a first-degree relative by affinity or consanguinity.

A board may enter into a contract with a business which a trustee has a substantial interest if the trustee follows abstention. The board must take a separate vote on the budget item.

Gifts are not considered a conflict if the gift is a political contribution defined by Title 15, Election Code or food accepted as a guest. A gift means a benefit offered by someone such as food, lodging, entertainment, transportation and the official is accepted as a guest.

The charter's financial management report must include expenditures paid on behalf of each member, reimbursements, gifts over \$250 from vendors and business transactions with the charter.

Trustees may be required to submit financial statements with the board and Texas Ethics Commission if the commissioner believes that a member did not comply with filing and recusal requirements, charter's financial accounting practices are inadequate, or charter has not met standards set by the commissioner in financial accountability.

### **Compliant Process**

All complaint must be filed or appealed. Examples of complaints which must be filed are instructional resources, issue with a commissioned peace officer employed by Lions Academy, and refusal of entry or ejections from charter. However, prior to filing the compliant, the public should discuss the concerns with a charter administrator.

### ***The Formal Process for Complaints***

The individual must complete a written complaint form prior to and after seeking informal resolution. The form will be provided by the charter and incomplete forms will be dismissed. The complaint form and all additional documents may be filed electronically, hand-delivery, email, fax, or U.S. Mail. The charter shall make reasonable attempts to schedule conferences within three days but the public member must attend the conference unless the Superintendent or designee approves the exception. Minor levels will receive a written communication from a charter administrator. The charter may involve counsel at any time of the process. If the complaint is derived from an event or a several related events, then they will be addressed as one complaint. An individual will not be able to file a separate or additional complaint concerning the same issue.

If ten days has been exhausted and the conference has not been scheduled after the written notice was filed, the issue/concern will be dismissed and provided a notice. Each party shall pay its own incurred costs during the course of the complaint.

### ***Appeal***

If the individual did not receive an adequate response to the concern, the person may request a conference with the Superintendent. The notice must be filed in writing and on the charter form within ten days of the response.

Afterwards, the Superintendent or designee will schedule a conference within ten days after filed notice. After the conference, the charter will provide a written response within ten days after the conference is complete.

If the individual is not satisfied with the results, they may appeal to the charter's board within 10 days. The board will set a time and date within 10 days. The individual must present all documents from each level and file with the charter using the charter's form. The boards decision will be the final decision and will provide the individual with written documentation of their decision. The charter shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law.

## **Attachment 12: Board Members' Résumés and Biographical Affidavits**

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the Subchapter D application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

***NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.***



## **CURRICULUM VITAE**

### **JANA MARIE WILLIS**

Professor  
Instructional Design and Technology  
University of Houston-Clear Lake  
2700 Bay Area Blvd., Box 357  
Houston, TX 77058-1002  
(281) 283-3568  
[willis@uhcl.edu](mailto:willis@uhcl.edu)

## **EDUCATION**

Doctor of Philosophy, Texas A&M University, 2001  
Educational Psychology  
Educational Technology

Master of Science, University of Houston-Clear Lake, 1999  
Instructional Technology

Bachelor of Arts, University of Houston-Clear Lake, 1997  
Literature

## **CERTIFICATES AND LICENSURES**

Texas Teacher Certification  
Secondary English (6-12)  
Secondary Computer Information Systems (6-12)  
Information Processing Technologies I (6-12)  
Information Processing Technologies II (6-12)

## **PROFESSIONAL EXPERIENCE**

Aug 2015 to present	Professor Instructional Design and Technology College of Education University of Houston-Clear Lake
May 2015 to present	Department Chair Literacy, Library and Learning Technologies School of Education University of Houston-Clear Lake
Aug 2007	Associate Professor

5/1/2019

Wendy Adams

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to Aug 2015	Curriculum and Instruction Instructional Design and Technology School of Education University of Houston-Clear Lake
Aug. 2001 to Aug. 2007	Assistant Professor Instructional Technology School of Education University of Houston-Clear Lake
Aug. 2000 to Aug. 2001	Lecturer Instructional Technology School of Education University of Houston-Clear Lake
Jun. 2000 to Aug. 2000	Graduate Teaching Assistant Educational Technology College of Education Texas A&M University
Aug. 1999 to Dec. 1999	Graduate Research Assistant Instructional Technology School of Education University of Houston-Clear Lake
Jun. 1999 to Aug. 1999	Graduate Teaching Assistant Instructional Technology School of Education University of Houston-Clear Lake
Jan. 1999 to May. 1999	Graduate Teaching Assistant Instructional Technology School of Education University of Houston-Clear Lake
Sept. 1998 to May 2001	Graduate Research Assistant Computer Science Teacher Clear Creek High School Clear Lake Independent School District

## **COURSES TAUGHT AT UHCL**

### Graduate

COUN 6031	Technology Applications for Counselors
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Lions Academy

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EDCI 7034	Professional Writing and Communication
EDLS 8939	Dissertation
EDLS 7034	Professional Writing and Communication
EDUC 6839	Masters' Project Research
EDUC 6939	Master's Thesis Research
INST 5135	Multimedia for Educators
INST 5433	Project Management and Grant Writing
INST 5635	Instructional Web Design & Development
INST 5735	Advanced Web Development
INST 5919	Independent Study in Instructional Technology
INST 5939	Independent Study in Instructional Technology
INST 6031	Applications of Technology
INST 6739	Internship in Educational Computing
TCED 5011	Assistive/Adaptive Technologies
TCED 5931	Research Topics in Teacher Education
TCED 5939	Independent Study in Teacher Education
TCED 6031	Applications of Technology in the Classroom
TCED 6735	Environmental Education and Technology

### Undergraduate

INST 3313/3133	Survey of Instructional Technologies
INST 4537	Multimedia for Instruction
INST 4635	Web Development
INST 4839	Independent Study in Instructional Technology
INST 4931	Selected Topics in Instructional Technology
TCED 3133	Computer Use in Classrooms
TCED 4839	Independent Study in Teacher Education

### **OTHER**

#### Dissertation Chair

Botkin, M. (2014). *Examining preservice teachers' field based capstone experiences using web 2.0 technology: Factors influencing intent, level of use and ability.*

Bowman, H. (2017). *School administrators' use of social media with stakeholders to build social capital.*

Corbin, L. (2015). *Table-based professional development: Moving from integration to innovation with interactive language tools.*

Fail, A. (2017). *Social media as a source of informal professional growth for elementary teachers*

Jeremiassen, K. (2017). *Differences in students' stem identity, game play motivations, and game preferences*

Mann, B. (2015). *The influence of ready-to-teach courses on the perceptions of community college stakeholders.*

Rossacci, S., (2016). *The influence of information and communication technology implementation on the technology self-efficacy, proficiency, frequency, classroom practices of urban middle school teachers and student's observable classroom interactions.*

Tabor, S., (2016). *Factors contributing to early adoption of technology.*

Trevathan, M. (2018). *Integrating STEM: Examining teacher education, experience, training*

Twu, M. (2017). *Examining the influence of educational mobile application software on students' technology literacy.*

Unruh, T. (2015). *Flipped Versus Traditional Models: A comparative study.*

Zwahr, N. (2015). *Teacher retention and the net generation.*

#### Dissertation Co-Chair

Ituah, L.M. (2013). *The challenge of educating at-risk high school students: Promising approaches in blended learning.*

#### Dissertation Committee Member

Bell, S. (2015). *Transformational leadership and its impact on the collective efficacy of a school.*

DeLauro, K.A. (2015). *Determining equivalence in learning outcomes for freshman-level composition courses taught online and via face-to-face delivery.*

Jones, M.B. (2013). *Technology integration in a one-to-one laptop initiative: A multiple case study analysis.*

#### Thesis Chair

Becker, D. (2018). *Video game implementation: learning outcomes and perceptions.*

Geiger, J. (2009). *Increasing student learning of mathematics facts through online computer-assisted instruction.*

Weiland, P.S. (2014). *Learning a technical language: The modality effect in nursing students' retention of new vocabulary.*

## PUBLICATIONS

### Book Chapters

- Shulsky, D. & Willis, J., (2015). Early lessons in an introductory technology course: The evolution of teacher candidates' conceptualization of social justice. In L. Nganga (Ed.), *Social justice education, globalization & teacher education*.
- Willis, J., Steel, D., & Dodo Seriki, V. (2014). Instructional technology and the heterogeneous nature of the gifted and talented. In L. Lennex and K.F. Nettleton (Eds.), *Cases on instructional technology in gifted and talented education*. Hershey, PA: IGI Global.
- Willis, J. (2014). Web 2.0 technologies for facilitating learning and assessment: Insights into the use of technology in online and hybrid learning environments. In A. Hirumi (Ed.), *Grounded designs for online and hybrid learning: Trends and technologies* (pp. 95-102). Washington, DC: International Society for Technology in Education.
- Willis, J.M. & Cifuentes, L. (2003). Moving beyond the training environment to a vision of technology integration in the classroom curriculum: A case study. In J.J. Hirschbuhl & D. Bishop (Eds.), *Annual editions: Computers in education 04/05* (pp.33 – 36). Guilford, CT: McGraw-Hill/Dushkin.

### Refereed Journal Articles

#### International

- Weiland, P., Peters, M., & Willis, J. (2018). Examining the impact of modality and learning style preferences on recall of psychiatric nursing and pharmacology terms. *Nurse Education Today*.
- Shulsky, D. D., Baker, S. F., Chvala, T., & Willis, J. M. (2017). Cultivating layered literacies: Developing the global child to become tomorrow's global citizen. *International Journal of Development Education and Global Learning*, 9(1), 49-63.
- Willis, J. M., Weiser, B., & Smith, D. O. (2016). Increasing Teacher Confidence in Teaching and Technology Use through Vicarious Experiences within an Environmental Education Context. *Applied Environmental Education and Communication*.

- Unruh, T., Peters, M., & Willis, J. (2015). Flip this classroom: A comparative study. *Computers in the Schools*. doi: 10.1080/07380569.2016.1139988
- Willis, J. (2015). Examining technology and teaching efficacy of preservice teacher candidates: A deliberate course design model. *Current Issues in Education*.
- Willis, J., & Weiser, B. & Kirkwood, D. (2014). Bridging the gap: Meeting the needs of early childhood students by integrating technology and environmental education. *International Journal of Early Childhood Environmental Education*.
- Kirkwood, D., Shulsky, D & Willis, J. (2014). Beyond piñatas, fortune cookies and wooden shoes: Using the world wide web to help children explore the whole wide world, *Childhood Education* 9(1), 11-19. doi: 10.1080/00094056.2014.872445
- Sawyer, C., and Willis, J.M. (2011). Introducing Digital Storytelling to Influence Adolescent and Elementary Children's Behaviors. *Journal of Creativity in Mental Health* 6:274-283 doi: 10.1080/15401383.2011.630308.
- Willis, J.M. (2006) Creating a working model for technology integration through a lesson planning webquest. *Journal of Technology Integration in Teacher Education* 5, 25-23.
- Willis, J.M. & Weiser, B. (2005). Technology and environmental education: An integrated curriculum. *Applied Environmental Education and Communication* 4(4), 297-303.
- Willis, J.M. & Cifuentes, L. (2005). Training teachers to integrate technology into the classroom curriculum: Online versus face-to-face course delivery. *Journal of Technology and Teacher Education* 13(1), 43-63. [Online]. Available: <http://dl.aace.org/16930>.

#### National

- Peters, M. Sawyer, C. & Willis, J. (2017). Counselor's crisis self-efficacy scale: A validation study. VISTAS 2017. Retrieved from [https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2017/docs/default-source/vistas/article\\_4070ce2bf16116603abcacff0000bee5e7](https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2017/docs/default-source/vistas/article_4070ce2bf16116603abcacff0000bee5e7)
- Baker, S. & Willis, J.M. (2016). When stars align: Teachers and students shine brighter. *Knowledge Quest, Journal of the American Association of School Librarians*.
- Sawyer, C., Peters, M., & Willis, J.M. (2013). Self-efficacy of beginning counselors to counseling clients in crisis. *Journal of Counselor Preparation and Supervision* 5(2), 30-43. doi: <http://dx.doi.org/10.7729/52.0042>

Willis, J.M. & Weiser, B. (2006). Technology integration across the curriculum with environmental education. *Inventio: creative thinking about learning and teaching*. Retrieved from <http://www.doiit.gmu.edu/inventio/index.htm>

State

Willis, J., & Kirkwood, D. (2013). Developmentally appropriate technology for young children. *Early Years: The Journal for the Texas Association for the Education of Young Children* 34(1), 25-27.

### Refereed Conference Proceedings

#### International

Baker, S., Corrales, A. & Willis, J. (2019). The Vision of Technology in PK-12 Schools through the Lens of the School Administrator. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 957-962). Las Vegas, NV: Association for the Advancement of Computing in Education (AACE).

Becker, D.L., Trevathan, M. & Willis, J. (2019). The Struggle is Real: Identifying Barriers to Successful Implementation of Serious Games in the Middle School Classroom. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 425-429). Las Vegas, NV: Association for the Advancement of Computing in Education (AACE).

Giles, M. & Willis, J. (2019). Technology Proficiency Self-Evaluation: What are They Reporting?. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1506-1509). Las Vegas, NV: Association for the Advancement of Computing in Education (AACE).

Peters, M., Abukmail, A., & Willis, J. (2019, March). STEM college-bound: Relationship of familial factors. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education (SITE) Conference 2019* (pp. 1002-1007). Las Vegas, NV: Association for the Advancement of Computing in Education (AACE).

Trevathan, M. & Willis, J. (2019). Teacher Education, Experience, Training, and Course Factors in STEM Implementation: A Look at Engineering. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1745-1750). Las Vegas, NV: Association for the Advancement of Computing in Education (AACE).

Bowman, H., Giles, M., Orange, A. & Willis, J. (2018). School Communication 2.0: Exploring Recommended Social Media Practices. In E. Langran & J. Borup



- (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 751-756). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE).
- Jeremiassen, K., Orange, A., Willis, J. & Peters, M. (2018). Understanding High School Students' STEM Identity, Game Play Motivations, and Game Preferences. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 419-427). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE).
- Baker, S. F., Giles, M., & Willis, J. (2017, March). Building Connections through Teacher Librarian Collaboration. In *Society for Information Technology & Teacher Education International Conference* (pp. 1372-1378). Association for the Advancement of Computing in Education (AACE).
- Willis, J., Greenhalgh, S., Nadolny, L., Liu, S., Aldemir, T., Rogers, S., & Oliver, W. (2017, March). Exploring the rules of the game: Games in the classroom, game-based learning, gamification, and simulations. In *Society for Information Technology & Teacher Education International Conference* (pp. 475-480). Association for the Advancement of Computing in Education (AACE).
- Baker, S., & Willis, J. (2016, March). Assessing Teacher/Librarian Collaboration: Perspectives of Teacher and School Librarian Candidates. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2016, No. 1, pp. 1673-1680).
- Trevathan, Monica, Michelle Peters, Jana Willis, and Linda Sansing. "Serious Games Classroom Implementation: Teacher Perspectives and Student Learning Outcomes." In *Society for Information Technology & Teacher Education International Conference*, vol. 2016, no. 1, pp. 624-631. 2016.
- Willis, J. & Giles, M. (2015). Looking Back, Looking Forward: Teacher Candidates Mental Models of Their Future Classroom. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 3184-3186). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Willis, J. & Trevathan, M. (2015). Serious Games in the Classroom: Early Insights during Pilot Implementation. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 801-804). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Willis, J. & Dodo Seriki, V. (2014). Improving teacher candidate use of mobile technologies through classroom modeling. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education*

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- Crawford, C., & Willis, J. (2002). Web-based teacher education technology course. In D. Willis, J. Price, & N. Davis (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2002* (pp. 468-469). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/10554>
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- Crawford, C., & Willis, J. (2002). Can standards be met and evaluated through an online teacher education technology course? A case study. In D. Willis, J. Price, & N. Davis (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2002* (pp. 459-462). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/10552>
- Willis, J.M., Driskell, T., & Hilburn, S. (2002). Creating a working model for technology integration through a lesson planning webquest. In L. Carmen & M. Simonson. (Eds.) *Proceedings of Selected Research and Development and Practice Papers for Association for Educational Communications and Technology 2002*. Bloomington, IN: AECT.
- Willis, J., & Cifuentes, L. (2002). Training teachers to integrate technology into the classroom curriculum: Online versus face-to-face course delivery. In D. Willis, J.

Price, & N. Davis (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2002* (pp. 463-467). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/107487>

### Non-Refereed Conference Proceedings

#### International

Willis, J.M., Driskell, T., & Hilburn, S. (2002). Creating a working model for technology integration through a lesson planning webquest. *Annual Proceedings of Selected Research and Development and Practice Papers Presented at the National Convention of the Association for Educational Communications and Technology 25th*, Dallas, TX, November 12-16, 2002. Volumes 1-2.

#### National

Willis, J. & Weiser, B. (2010). PLT as a foundation in technology training: Beyond instruction to classroom implementation. In *Proceedings of Project Learning Tree Coordinators Annual Conference Lake Tahoe, NV Online <PDF>*. 2010-08-09 from [http://plt.org/10\\_Conf/Proceedings/TX\\_Technology.pdf](http://plt.org/10_Conf/Proceedings/TX_Technology.pdf)

Willis, J., Weiser, B., & Meyer, J. (2008). Lessons learned/projects created: Technology integration course for teacher candidates. *Virginia Online <PDF>*. 2008-12-11 from [http://www.allacademic.com/meta/pl88534\\_index.html](http://www.allacademic.com/meta/pl88534_index.html)

Willis, J.M., Driskell, T., & Hilburn, S. (2002). Creating a working model for technology integration through a lesson planning webquest. *Annual Proceedings of Selected Research and Development and Practice Papers Presented at the National Convention of the Association for Educational Communications and Technology 25th*, Dallas, TX, Volumes 1-2.

### Monographs

Willis, J.M. (2003). In search of successful technology integrators. *Educational Technology for Teacher Preparation and Certification*. Amherst, MA: National Evaluation Systems.

### Other

Willis, J. M. (2001). *Moving beyond the training environment to a vision of technology integration in the classroom curriculum: A case study*. (Doctoral Dissertation). Retrieved from <http://www.il.proquest.com>

### **FUNDED GRANTS**

#### External

Lions Academy

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- Willis, J.M. and Datta, S. (2019). Soaring Hawks Girls Code Camps, Texas Workforce Commission, \$49,975.00.
- Willis, J.M. (2018). *Explore STEM Camps*. Texas Workforce Commission, \$34,650.00.
- Horn, C., Burridge, A., Evans, P., Hutchison, L, Stokes, D., & Willis, J.M. (2016). *Collaborative Research: Understanding Robert Noyce Teacher Scholarship Outcomes in Texas*. National Science Foundation, \$49,858.00.
- Trevathan, M., Izygon, M., & Willis, J. (2014). *Aegis: An R/R&D of a Hybrid Videogame/Graphic Novel to Support Computer Science Education – Phase II (DARPA)*. \$77,372.11.
- Trevathan, M. & Willis, J. (2014). *STTR Phase I: Serious Game for Energy Science*. National Science Foundation. \$67,191.
- Willis, J. (2013). *TSTA-SP/TSTA-R Intergenerational Mentoring Program*. National Education Association Student Program. \$2,000.00.
- Fox, T., & Willis, J. (2012). *Robert Noyce Scholarship Program in Mathematics at the University of Houston-Clear Lake*, National Science Foundation, \$1,117,769.00.
- Willis, J.M. (2009). *A collaborative approach to using environmental education curriculum in pre-service teacher education*, Environmental Institute of Houston, \$8,750.00.
- Willis, J.M. (2008). *Environmental Education Curriculum as Foundation in Technology Training Beyond Instruction to Classroom Implementation*, Environmental Institute of Houston, \$6,700.00.
- Willis, J.M. (2006). *Environmental Education Curriculum: WebQuest and Technology Integration for Initial Certification Teacher Candidates*, Environmental Institute of Houston, \$11,767.50.

#### Internal

- Lastrapes, R. & Willis, J. (2017). *Validating a computer-delivered self-assessment version of the student risk screening scale for internalizing behavior problems for elementary students*. University of Houston-Clear Lake Faculty Research and Support Fund (FRSF), \$1200.00
- Baker, S. & Willis, J. (2015). *Assessing teacher/librarian collaboration: Perspectives of teacher and school librarian candidates*. University of Houston-Clear Lake Faculty Research and Support Fund (FRSF), \$2000.00.

Beavers, E. & Willis, J. (2013). *Enhancing teacher candidate preparation in the use of assistive technology*. University of Houston-Clear Lake Faculty Research and Support Fund (FRSF), \$3880.00.

Willis, J.M., Dodo Seriki, V., Kirkwood, D. (2013). *Improving teacher preparation in use of mobile technologies*. University of Houston-Clear Lake Faculty Research and Support Fund (FRSF), \$5250.00.

Willis, J.M. (2005). *Using a foundation curriculum for an introduction to lesson planning*, University of Houston-Clear Lake Faculty Research and Support Fund (FRSF), \$3200.00.

Willis, J.M. (2003). *Foundation curriculum for technology integration*, University of Houston-Clear Lake Faculty Research and Support Fund (FRSF), \$1200.00.

## PRESENTATIONS

### International

Bowman, H., Giles, M., Orange, A. & Willis, J. (2018, March). School Communication 2.0: Exploring Recommended Social Media Practices. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International Conference (SITE), Washington, D.C.

Jeremiassen, K., Orange, A., Willis, J. & Peters, M. (2018). Understanding High School Students' STEM Identity, Game Play Motivations, and Game Preferences. In E. Langran & J. Borup (Eds.), Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International Conference (SITE), Washington, D.C.

Baker, S. F., Giles, M., & Willis, J. (2017, March). Building Connections through Teacher Librarian Collaboration. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education Conference (SITE), Austin, TX.

Twu, M, Peters, M., & Willis, J. (2017, June). Emerging taxonomy to classify educational apps: Examining influence on students' technology literacy. Paper presented at the annual meeting of the International Society for Technology in Education (ISTE), San Antonio, TX.

Weiser, B., & Willis, J.M., (2016, October). *More than Environmental Education: Teaching Pedagogy using EE*. Paper presented at the annual meeting of the North American Association for Environmental Education. Madison, WI.



- Weiser, B., & Willis, J.M. (2016, May). *Tracking Preservice Education Use of PLT*. Paper presented at the annual meeting of the Project Learning Tree Coordinators. Salt Lake City, UT.
- Baker, S., & Willis, J. (2016, March). *Assessing Teacher/Librarian Collaboration: Perspectives of Teacher and School Librarian Candidates*. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education. Atlanta, GA.
- Orange, A, Corbin, L, & Willis, J., (2016, April). *Tablet-Integrated Professional Development: Moving Teachers From Entry to Transformation*. American Educational Research Association. Washington, DC.
- Trevathan, M., Peters, M, Willis, J., & Sansing, L., (2016, March). *Serious Games Classroom Implementation: Teacher Perspectives and Student Learning Outcomes*. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education. Atlanta, GA.
- Shulsky, D., Baker, S, Willis, J., Chvala, T. (2016, March) *Expanding Learning to Nurture Global Citizenship of Young Children through Layered Literacy*. Presentation at the Association for Childhood Education International Global Summit: San Jose, Costa Rica.
- Willis, J. & Giles, M. (2015, March). Looking Back, Looking Forward: Teacher Candidates Mental Models of Their Future Classroom. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education. Las Vegas, NV.
- Willis, J. & Trevathan, M. (2015, March). Serious Games in the Classroom: Early Insights during Pilot Implementation. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education. Las Vegas, NV.
- Weiser, B., & Willis, J.M., (2015, October). *Tracking Preservice Educators' Use of WILD and PLT Curriculum*. Paper presented at the annual meeting of the North American Association for Environmental Education. San Diego, CA.
- Weiser, B., & Willis, J.M., (2014, October). *It's "Appening" Outside: Using Mobile Devices to Create Environmental Experiences*. Paper presented at the annual meeting of the North American Association for Environmental Education. Ottawa, CA.
- Willis, J. & Dodo Seriki, V. (2014, March). Improving teacher candidate use of mobile technologies through classroom modeling. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education. Jacksonville, FL.



- Willis, J. & Giles, M. (2014, March). Perceptions of preservice teacher candidates: Exploring the reality of confidence and competence. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education. Jacksonville, FL.
- Browning, S. & Willis, J.M. (2014, March). *Concrete vs. Virtual: Perceptions of Teacher Candidates on Manipulative Materials*. Paper presented at the annual meeting of the International Conference on Technology in Collegiate Mathematics. San Antonio, TX.
- Willis, J.M., Weiser, B., Kirkwood, D., & Shulsky, D. (2013, October). *Environmental curriculum and technology tools: Together they make a difference*. Paper presented at the annual meeting of the North American Association for Environmental Education. Baltimore, MD.
- Weiser, B., Willis, J.M., & Shulsky, D. (2013, October). *Integrating EE into the world of pedagogy*. Paper presented at the annual meeting of the North American Association for Environmental Education. Baltimore, MD.
- Willis, J.M. & Browning, S. (2013, March). *Introduction to mathematics manipulatives: Preservice teachers create digital stories illustrating types and application of manipulatives*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education International Conference. New Orleans, LA.
- Browning, S. & Willis, J.M. (2013, March). *Introduction to mathematics manipulatives: Preservice teachers create digital stories illustrating types and application of manipulatives - Year Two*. Paper presented at the annual meeting of the International Conference on Technology in Collegiate Mathematics. Boston, MA.
- Willis, J.M., & Curry, J. (2012 November). *Can actions speak louder than words? Exploring the many voices of multimedia*. Paper Presented at the annual meeting of the Association of Educational Communications and Technology International Conference in Louisville, KY.
- Browning, S.T. & Willis, J.M. (2012 March). *Introduction to mathematics manipulatives: Preservice teachers create digital stories illustrating types and applications of manipulatives*. Paper presented at the annual meeting of the International Conference on Technology in Collegiate Mathematics. Orlando, FL.
- Willis, J.M. & Smith, D. (2011, March). *Is group work supportive of collaborative learning? A look inside an online experience*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education International Conference. Nashville, TN.

- Smith, D., Weiser, B., & Willis, J.M. (2011, June). *Using TPACK to create an integrated experience*. Paper presented at the annual meeting of the Project Learning Tree Coordinators. Montgomery, TX.
- Willis, J., Weiser, B., & Smith, D. (2011, October). *Lesson plan models: New approach to EE and technology integration*. Paper presented at the annual meeting of the North American Association for Environmental Education. Raleigh, NC.
- Willis, J.M. & Driskell, T. (2009, March). *Does the use of web 2.0 technology tools alter teacher candidates' perceptions of group work and collaborative learning experience?* Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Charleston, SC.
- Weiser, B. & Willis, J. (2008, October). *Lessons learned/projects created: Technology integration course for teacher candidates*. Paper presented at the annual meeting of the North American Association for Environmental Education. Kansas City, KS.
- Willis, J., & Weiser, B., (2008, October). *Integrating Technology to Advance Educational Education and Increase Environmental Literacy*. Paper presented at the 2008 Annual North American Association for Environmental Education International Conference. Wichita, KS.
- Willis, J.M. & Driskell, T. (2008, March). *The impact of web 2.0 technology tools on collaborative learning*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Las Vegas, NV.
- Willis, J.M. & Driskell, T. (2008, March). *Using web 2.0 technology tools to support technology skill growth, confidence levels, and integration strategies of teacher candidates*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Las Vegas, NV.
- Willis, J.M. & Weiser, B. (2007, January). *Environmental education as curriculum for technology integration training*. Paper presented at the annual meeting of the Association for Science Teacher Education. Clearwater, FL.
- Willis, J.M., Driskell, T., Weiser, B., & Meyer, J., (2007, March), *Using environmental education as a foundation for training teacher candidates in the integration of learner centered technology into classroom lessons*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. San Antonio, TX.
- Willis, J.M. & Weiser, B. (2007, November). *Lessons learned/projects created: Technology integration course for teacher candidates*. Paper presented at the annual meeting of the North American Association for Environmental Education. Virginia Beach, VA.

- Willis, J.M., Weiser, B. & Driskell, T. (April, 2005). *Impact of foundational curriculum on technology integration training for preservice teacher candidates*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Willis, J.M., Weiser, B., Driskell, T., & Hilburn, S. (2005, March). *Technology integration on common ground: Creating an integration model for preservice teacher training*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Phoenix, AZ.
- Weiser, B. & Willis, J. (2004, November). *Technology and PLT: A new approach to in-service*. Paper presented at the annual meeting of the North American Association for Environmental Education. Biloxi, MS.
- Willis, J.M., Driskell, T., Hilburn, S., & Weiser, B. (2004, October). *Impact of foundational curriculum on preservice technology integration training*. Paper presented at the annual meeting of the Association for Educational Communication and Technology. Chicago, IL.
- Willis, J.M., Weiser, B., Driskell, T., & Hilburn, S. (2004, March). *Technology training for teacher candidates: A curriculum-based integration model*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Atlanta, GA.
- Willis, J.M., Weiser, B., Driskell, T., & Hilburn, S. (2004, March). *Technology and environmental education: Creating the integrated curriculum*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Atlanta, GA.
- Willis, J.M., Driskell, T., & Hilburn, S. (2003, March). *Instruction in technology or technology in instruction: modeling the process for preservice teachers*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Albuquerque, NM.
- Willis, J.M., Driskell, T., & Hilburn, S. (2002, November). *Creating a working model for technology integration through a lesson planning webquest*. Paper presented at the annual meeting of the Association for Educational Communication and Technology. Dallas, TX.
- Willis, J.M., & Cifuentes, L. (2002, April). *Moving beyond the training environment to a vision of technology integration in the classroom curriculum: A case study*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Willis, J.M., & Cifuentes, L. (2002, March). *Training teachers to integrate technology into the classroom curriculum: Online versus face-to-face course delivery*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education. Nashville, TN.

Jin, S. & Willis, J.M. (April, 1999). *How do you take your java? A constructivist learning environment in a programming course*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

### National

Shulsky, D., & Chvala, T., Baker, S., & Willis, J.M., (2018, February). *Planting the seeds of civic literacy: Cultivating teacher candidates' ability to create learning experiences that foster civic global mindedness*. Paper presented at the annual meeting of the Association of Teacher Educators Conference. Las Vegas, NV

Baker, S., & Willis, J.M., Shulsky, D., & Chvala, T. (2017, February). *Teaching digital literacy to elementary teacher candidates*. Paper presented at the annual meeting of the Association of Teacher Educators Conference. Orlando, FL

Baker, S., & Willis, J.M. (2016, February). *Librarian leadership: Collaborative partnerships for technology integration*. Paper presented at the annual meeting of the Association of Teacher Educators Conference. Chicago, IL.

Willis, J.M., & Shulsky, D. (2016, February). *Pre-Service E-Portfolios: Do They Tell the Story*. Paper presented at the annual meeting of the Association of Teacher Educators Conference. Chicago, IL.

Giles, M., & Willis, J.M. (2015, February). *Draw a teacher: Through the eyes of teacher candidates*. Paper presented at the annual meeting of the Association of Teacher Educators Conference. Phoenix, AZ.

Sloan, D., Sawyer, C., Willis, J.M., & Warner, T. (2013, November). *Play therapy goes digital: There's an app for that 2.0*. Paper presented at the annual meeting of the Texas Counseling Association National Professional Growth. San Antonio, TX

Giles, M., & Willis, J.M. (2013, November). *Varying Levels of Teaching Presence: Implications on Perceived Sense of Community in an Online Education Course*. Paper presented at the annual meeting of the American Association of Adjunct Education. The Woodlands, TX.

Sawyer, C, Sloan, D., & Willis, J.M. (2012, November). *Play therapy goes digital: There's an app for that*. Paper presented at the annual meeting of the Texas Counseling Association National Professional Growth. Galveston, TX.

- Smith, D., Willis, J.M., & Shulsky, D. (2012, February). *Meaning making: Developing technology competencies within the context of social justice issues*. Paper presented at the annual meeting of the Association of Teacher Educators Conference. San Antonio, TX.
- Willis, J.M. & Weiser, B. (2010, October). *Web 2.0: Social networking in teacher education environmental education*. Paper presented at the annual meeting of the Texas Computer Education Association Conference. Buffalo-Niagara, NY.
- Willis, J.M. & Weiser, B. (2010, May). *Integrating Technology: Beyond instruction to implementation*. Paper presented at the annual meeting of the Project Learning Tree Coordinators. Lake Tahoe, NV.
- Willis, J.M. & Driskell, T. (2008, June). *Using web 2.0 technologies in teacher education preparation*. Paper presented at the annual meeting of the National Educational Computing. San Antonio, TX.
- Willis, J.M., Driskell, T. (2004, June). *Digital portfolios: An open Discussion*. Paper presented at the annual meeting of the National Educational Computing. New Orleans, LA.
- Willis, J.M., Driskell, T., & Hilburn, S. (2003, June). *Integration or application: effects of PT3 on classroom technology use*. Paper presented at the annual meeting of the National Educational Computing. Seattle, WA.
- Crawford, C.M., Willis, J., & Summerlin, M. (2002, February). *Distributed learning environments: Addressing issues of quantity at the same time as assuring quality*. Paper presented at the annual meeting of the Association for Teacher Educators. Denver, CO.
- Hirumi, A., Ley, K., Willis, J., Crawford, C., & Curry, J. (2000, February). *Performance assessment system for IT graduate students: Part II*. Paper presented at the annual meeting of the Association for Educational Communication and Technology. Long Beach, CA.
- Hirumi, A. & Willis, J. (1999, February). *Performance assessment for IT graduate students: Standards for education and business & industry*. Paper presented at the annual meeting of the Association for Educational Communication and Technology. Houston, TX.

#### Regional/Multistate

- Willis, J., & Peters, M. (2017, February). *SERA initiatives for doctoral students and assistant professors*. Paper presented at the annual meeting of the Southwest Association of Educational Research (SERA), San Antonio, TX.

- Giles, M. & Willis, J.M. (2016, February). *Impacting Teacher Candidates' Technology Attitude and Skills/Knowledge with Paired Grouping*. Paper presented at the annual meeting of the Southwest Educational Research Association. New Orleans, LA.
- Giles, M. & Willis, J.M. (2015, February). *Classroom Mental Models and Technology Experiences: Teacher Candidate Perceptions*. Paper presented at the annual meeting of the Southwest Educational Research Association. San Antonio, TX.
- Smith, D. & Willis, J.M. (2012, February). *Multiple regression on a Four-Criteria Outcome Informs Conceptual Change in a Technology Integration Class*. Paper presented at the annual meeting of the Southwest Educational Research Association. New Orleans, LA.
- Smith, D. & Willis, J.M. (2011, February). *Longitudinal analysis of scaffolded technology training on teacher candidate self-efficacy*. Paper presented at the annual meeting of the Southwest Educational Research Association. San Antonio, TX.
- Willis, J.M., Weiser, B., Rearick, K., & Garcia, D. (2007, October). *Using environmental education as a foundation for training teacher candidates in the integration of learner centered technology into classroom lessons*. Paper presented at the annual meeting of the Southwest Association for Science Teacher Education Conference. Fort Worth, TX.
- Weiser, B., & Willis, J.M. (2004, February). *Linking technology, science, and environmental education*. Paper presented at the annual meeting of the Southwest Association for the Education of Science Teachers Annual. Georgetown, TX.
- Willis, J.M., & Driskell, T. (2003, November). *Technology and ethics: A Necessity*. Paper presented at the annual meeting of the Texas Computer Education Association Area IV. Deer Park, TX.
- Willis, J.M., & Driskell, T. (2002, November). *UHCL prepares educators for technology applications*. Paper presented at the annual meeting of the Texas Computer Education Association Area IV. Deer Park, TX.

State

- Weiser, B. & Chvala, T., & Willis, J. (2016, October). *STEAM Curriculum: Building Hands-on Learning for Kindergarten Students*. Paper presented at the annual Texas Association for the Education of Young Children conference, Galveston, TX.



- Shulsky, D. & Willis, J. (2015, October). *Beyond Piñatas, Fortune Cookies and Wooden Shoes: Using the Web to Explore the World*. Paper presented at the annual Texas Association for the Education of Young Children conference, Galveston, TX.
- Willis, J.M. & Giles, M. (2015, February). *Backchannels: Interaction or Distraction*. Paper presented at the annual meeting of the Texas Computer Education Association. Austin, TX.
- Giles, M. & Willis, J.M. (2014, June). *Do Perceived Advantages of Implementing Web 2.0 Technology in the Classroom Impact Teacher Candidates' Intent to Use?* Paper presented at the annual meeting of the Teacher Education Conference for the Consortium of State Organizations for Texas Teacher Education. Austin, TX.
- Giles, M. & Willis, J.M. (2014, October). *Teacher Candidates Mental Models of Their Future Classroom and Themselves as Teachers*. Paper presented at the annual meeting of the Teacher Education Conference for the Consortium of State Organizations for Texas Teacher Education. San Antonio, TX.
- Willis, J.M. & Giles, M. (2013, October). *Competence and confidence: keys to preparing teachers to meet the challenges of tomorrow's technologies*. Paper presented at the annual meeting of the Teacher Education Conference for the Consortium of State Organizations for Texas Teacher Education. San Antonio, TX.
- Willis, J.M. (2013, September). *Environmental curriculum and technology tools: Digitally speaking*. Paper presented at the annual meeting of the Texas Association for Environmental Education. Aransas Pass, TX.
- Sawyer, C., Sloan, D., & Willis, J. (2012, November). Play therapy goes digital: There's an app for that. Paper presented at the 2012 Texas Counseling Association State Conference, Galveston, TX.
- Willis, J.M., Smith, D., & Weiser, B. (2011, September). *A collage of creative connections*. Paper presented at the annual meeting of the Texas Association for Environmental Education. Navasota, TX.
- Willis, J.M. & Driskell, T. (2010, February). *Social networking Collaboration in disguise*. Paper presented at the annual meeting of the Texas Computer Education Association. Austin, TX.
- Willis, J.M. & Driskell, T. (2009, February). *New literacies – New internet tools*. Paper presented at the annual meeting of the Texas Computer Education Association. Austin, TX.
- Willis, J.M. & Driskell, T. (2009, February). *Web 2.0 technology tools: Impact on technology skill growth*. Paper presented at the annual meeting of the Texas Computer Education Association. Austin, TX.



- Willis, J. & Driskell, T., Weiser, B., & Stephens, L. (2005, February). *The use of a foundational curriculum on pre-service technology training and integration strategies*. Paper presented at the annual meeting of the Texas Computer Education Annual. Austin, TX.
- Willis, J. & Driskell, T. (2004, February). *Good choices/bad choices: When is the time to learn?* Paper presented at the annual meeting of the Texas Computer Education Annual. Austin, TX.
- Willis, J.M., Driskell, T., & Hilburn, S. (2003, January). *Initial technology competencies and ongoing professional development: The power of electronic portfolios*. Paper presented at the annual meeting of the Texas Computer Education Association Annual. Austin, TX.
- Willis, J.M., Driskell, T., & Hilburn, S. (2003, January). *Technology and ethics a necessary partnership*. Paper presented at the annual meeting of the Texas Computer Education Association. Austin, TX.
- Weiser, B., Hilburn, S., & Willis, J.M. (2002, September). *Project learning tree and technology*. Paper presented at the annual meeting of the Texas Environmental Education Partnership. San Antonio, TX.
- Epps, M.L., Fite, S., Mahoney, S. & Willis, J.M. (2000, September). *Democracy and the online classroom*. Paper presented at the annual meeting of the Conference on Curriculum and Pedagogy. Austin, TX.
- Local
- Trevathan, M., Schlitzberger, D., & Willis, J.M. (2017, May). *Game on?* Presentation at the TEC<sup>2</sup>SES Technology Consortium, Pearland, TX.
- Trevathan, M. & Willis, J.M. (2016, October). *Got Game? Serious Robotics and Programing for Middle School*. Presentation at the Dual Conference of Innovation & Automation 2016 organized by the Clear Lake Council of Technical Societies, Institute of Electrical and Electronics Engineers (IEEE) Galveston Bay Section Society Chapters, as well as the Automation and Robotics Technical Committee of the American Institute of Aeronautics and Astronautics.
- Trevathan, M., Zeno, A., & Willis, J.M. (2015, May). *Game based learning*. Presentation at the TEC<sup>2</sup>SES Technology Consortium, Pearland, TX.
- Willis, J.M. (2013, January). *Technology toolbox*. Presentation at the Texas State Teachers Association-Student Program District Conference. University of Houston-Clear Lake, Houston, TX.

Willis, J.M. (2003, September). *A future in instructional technology*. Presentation at the Clear Brook High School for the COSMOS I program. COSMOS I, Clear Brook High School, Webster, TX.

#### Keynote/Invited

Willis, J.M (2017, December). Keynote Speaker. Keynote address presented at the University of Houston-Clear Lake 2017 Commencement. Houston, TX.

Willis, J.M (2014, March). *Free online tools and apps for the classroom*. Paper presented at the annual meeting of the Texas State Teachers Association. Austin, TX.

Willis, J.M. (2012, May). *Project wild: Digitally speaking*. Paper presented at the annual meeting of the Project Wild Coordinators. Galveston, TX.

Willis, J.M. (2002, October). *In search of successful technology integrators*. Paper presented at annual meeting of the National Evaluation Systems. Chicago, IL.

#### **HONORS**

2018	2018 University of Houston-Clear Lake Alumni Association Outstanding Professor
2017	2017 National Project Learning Tree Outstanding Educator of the Year
2017	Texas Forestry Association's Project Learning Tree Outstanding Educator of the Year
2015	University of Houston-Clear Lake's 2016 Distinguished Service Award
2014, 2015	Texas State Teacher Association – Advisor of the Year
2013	Student Government Association – Advisor of the Year
2013, 2012, 2011	Nominated for Piper Award
1998	Elected into: Sigma Tau Delta Literature Honor Society - Secretary
1998	Elected into: Kappa Delta Pi Education Honor Society

1998            Elected into:  
                 Alpha Chi  
                 Interdisciplinary Honor Society

## **SERVICE**

### Service Within the Institution

University of Houston-Clear Lake

2015-2016	Foundations of Excellence Philosophy Committee
2015-present	Member, STEM Initiative
2015-present	Member, Game and Simulation Initiative Planning Committee
2014-2015	Faculty Senate – President Elect
2014	Member, UHCL Associate Vice President for University Advancement Interview Committee
2014	Member, Benefits Coordinator Search Committee
2014-2016	Member, Teaching Learning Enhancement Center (TLEC) Restructuring Committee
2013-2014	Chair, Faculty Senate –Sub-Committee for Online Policy Review
2012-2015	Chair, Faculty Senate – Ad Hoc Sub-Committee for Online Testing and Proctoring
2012-2014	Member, 4-Year Initiative – Curriculum Committee
2012-2013	Member, 4-Year Initiative – Learning Resources Committee
2012-2013	Member, 4-Year Initiative – First Year Experience Sub-Committee
2012-2013	Member, 4-Year Initiative – Student Food Services Sub-Committee
2012-2013	Member, 4-Year Initiative – Student Life Policy Sub-Committee
2012	Member, Faculty Fellowship Advisory Committee
2011-2015	Member, Faculty Senate Executive Council
2011-2014	Chair, Faculty Senate –Curriculum and Instruction Committee

2011-2015	Member, University Council
2011-2015	Member, Academic Council
2010 - present	Faculty Sponsor, Texas State Teachers Association-Student Chapter
2009	Member, Third Year Review Committee (HSH)
2005-2007	Member, Faculty Advisor Committee for IT Assessment
2003-2004, 2004-2005	Member, Convocation Planning Committee
2003-2005	Member, Academic Honesty Committee
2003-2004	Member, Library Research and Computing Committee/Educational Policy and Courses Committee Joint Web Task Force
2003	Alumni Mentoring Network
2002-2004, 2010	Member, Faculty Senate, School of Education Representative
2002-2007	Member, Academic Honesty Committee School of Education Representative
2002-2004	Member, Library Research and Computing Committee
2001-2008	Faculty Co-Sponsor, Alpha Chi Honor Society
College of Education	
2015-2016	Member, Search Committee, Associate Dean
2015-present	Member, Academic Review Committee
2015-present	Member, Curriculum and Instruction Ed.D. Executive Committee
2015-present	Member, Senior Academic Leadership Team
2015-present	Department Chair, Literacy, Library, and Learning Technologies
2015-present	New Faculty Mentoring Committee

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2015	Member, Endowed Professorship Selection Committee
2015	Chair, Search Committee, Director of Center for Educational Programs
2014-present	Program Coordinator, Instructional Design and Technology Program
2014 - 2015	Member, Faculty Search Committee (C&I STEM Focus)
2014-present	Co-Chair, Steering Committee UHCL/DPIED Partnership: Parkwood Elementary Professional Development Lab School
2014-present	Director, KidsU - Technology Camp
2014 - 2015	Co-Chair, Promotion, and Tenure Committee
2014-2015	Chair, Faculty Development Committee
2014-2015	Member, Departmental Restructuring Task Force
2014-2015	Member, Enrollment Management Task Force
2013	Member, Administrative Assistant Search Committee
2013	Member, Counseling Program Faculty Search Committee
2012-2014	Member, Post Tenure Committee
2012-2013	Chair, 8-12 Academic Review Committee
2012-2013	Member, Promotion, and Tenure Committee
2011-2012	Chair, Teacher Education Program Faculty Search
2011-2012	Blackboard Power User – School of Education
2010-2012	Member, Academic Review Committee
2011-2013	Member, Faculty Development Committee
2011 – 2012	Chair, Restructuring Sub-Committee
2009	Member, TCED Faculty Search Committee
2008	Member, EDUC Faculty Search Committee
2008-2010	Member, IMAX Sub-Committee

Libs Academy

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2007	Member, COUN Faculty Search Committee
2007	Member, Unit Review Committee
2004-2005	Chair, Student Affairs Committee
2004-2007	Chair, NCATE Technology Standard
2004-2007	Member, NCATE Steering Committee
2004-2006	Chair, Clear Lake Robotics Olympics Committee
2004-2005	Member, NCATE Initial Certification Standards Committee
2004-2005	Co-Chair, Back to the U
2004	Member, ECED Faculty Search Committee
2003-2005	Member, Personal Course Tool (PCT) Development Group
2002-2005	Coordinator, Pre-service Internship I
2003-2004 2006-2007	Member, Student Affairs Committee
2003	Member, ECED Faculty Search Committee
2003	Member, INST Faculty Search Committee
2003	Member, Teacher in Residence Search Committee
2002-2007	Member, Steering Committee UHCL/CCISD Partnership: McWhirter Professional Development Lab School
2002	Member, INST Faculty Search Committee
2002	Member, Task force for Bachelor of Arts in Communications
2001-2003	Member, Teacher Certification Committee
2001-2003	Member, Preparing Tomorrow's Teachers to Use Technology Grant Committee
2001	Member, COUN Faculty Search Committee

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- 2001            Member, INST Program Coordinator Search Committee
- 2001            Member, INST Faculty Search Committee

Service to the Profession

International Professional Organizations

- 2017–2018    Co-Chair, Society for Information Technology and Teacher Education, Games and Simulations (SIG)
- 2015–2017    Chair, Society for Information Technology and Teacher Education, Games and Simulations (SIG)
- 2015-present   Reviewer, Applied Environmental Education and Communication Journal
- 2015-present   Reviewer, The Teacher Educator Journal
- 2014–2016    Chair, Society for Information Technology and Teacher Education, Digital Story Telling Special Interest Group (SIG)
- 2012-present   Associate Editor, *Journal of Technology and Teacher Education*, Association for the Advancement of Computing in Education
- 2012–2014    Co-Chair, Society for Information Technology and Teacher Education, Digital Story Telling SIG
- 2011–2014    Webmaster, American Educational Research Association – Classroom Management SIG
- 2011-present   Reviewer, Society for Information Technology and Teacher Education Book Research Highlights in Technology and Teacher Education
- 2011–2012    Chair, Society for Information Technology and Teacher Education-Graduate Education and Faculty Development SIG
- 2011–present   Reviewer, Environmental Education Research
- 2011–present   Reviewer, International Institute for SoTL Scholars and Mentors
- 2011–present   Division Member, Teacher Education, Association of Educational Communications and Technology
- 2011–2012    Member, International Program Committee, Computer Supported Education



- 2008–2009 Member, Reviewer (book), Association for the Advancement of Computing in Education
- 2005-2012 Editorial Review Board, *Electronic Journal for the Integration of Technology in Education*
- 2005 Session Monitor, Society for Information Technology and Teacher Education Annual Conference
- 2005 Candidate for Board Member At Large, Association of Educational Communications and Technology
- 2004-2005 External Review Board, *American Journal of Education*
- 2003-2006 Division Member, Media & Technology, Association of Educational Communications and Technology
- 2003-2010 Editorial Review Board, *Journal of Technology and Teacher Education*, Association for the Advancement of Computing in Education
- 2003 Textbook Reviewer, Sharp (2003). *Computer Education For Teachers: Integrating Technology into Classroom Teaching*, 4<sup>th</sup> ed. McGraw-Hill
- 2002-present Member, Reviewer, Association of Educational Communications and Technology Annual Conference
- 2002-present Member, Reviewer, Society for Information Technology and Teacher Education Annual Conference
- 2000-2004, 2013-2014 Member, Reviewer, American Educational Research Association Annual Conference

#### National Professional Organizations

- 2015-present Member, Technology Special Interest Group, Association of Teacher Educators
- 2011–present Member, North American Association for Environmental Education
- 2004-2008 Technology Advisor, Project Learning Tree's Urban and Community Forestry Resources
- 2005-2008 Technology Consultant, Project Learning Tree's K-12 Activity Guide

#### State Professional Organizations

- 2015-2016 Editor, The Texas Forum of Teacher Education, Texas Association of Teacher Educators
- 2014-2015 Assistant Editor, The Texas Forum of Teacher Education, Texas Association of Teacher Educators
- 2012-2015 Member at Large, Texas Association for Environmental Education
- 2009-present Texas Parks and Wildlife, Project Wild Facilitator
- 2012-2014 Texas State Teachers Association-Student Program (TSTA-SP) – Intergenerational Mentoring Program – Advisor
- 2004-2009 Texas Teacher StaR Chart Advisory Council, State Board for Educator Certification (SBEC)
- 2005-2009 TExES Task Force for Master Technology Teacher Framework and Standard Committee, State Board for Educator Certification (SBEC)

Workshops/Inservice Presentations

Willis, J. & Peters, M. (2017, February). Mentoring early career faculty: Opportunities for professional development and networking. San Antonio, TX: 2017 annual meeting of the Southwest Association of Educational Research (SERA).

Willis, J.M., (2015, May), *Using narrative storytelling and digital storytelling in counseling*. Session presented at the Collaborative Bilingual Counselor Training Spring Institute: Professional Development for Mental Health Professionals and Educators. Houston, TX.

Willis, J.M. (2014, February). Free Online Tools and Apps for the Classroom. Austin, TX: Texas State Teachers Association-Student Program Annual State Conference, Austin, TX.

Willis, J.M. (2013, January). Technology Toolbox. Houston, TX: Texas State Teachers Association-Student Program District Convention, Houston, TX.

Willis, J.M. (2013, April). Overview of the course project and content of the Digital Academy Online Course. Houston, TX: Digital Academy for Online Learning-II, Houston, TX.

Willis, J.M. (2012, February). iPads in the Classroom. Houston, TX: School of Education Faculty Development, Houston, TX.

Willis, J.M. (2012, February). Technology across the Curriculum. Houston, TX: School of Education Faculty Development, Houston, TX.

### Panels

Willis, J., Greenhalgh, S., Nadolny, L., Liu, S., Aldemir, T., Rogers, S., & Oliver, W. (2017, March). Exploring the rules of the game: Games in the classroom, game-based learning, gamification, and simulations. Panel at Society for Information Technology & Teacher Education International Conference, Austin, TX..

Willis, J.M., Howard, C. (2015, May). Academic Honesty Faculty Panel. In D. Rachita (Chair), New Student Orientation, Pearland, TX.

Willis, J.M., Howard, C. (2014, August). Academic Honesty Faculty Panel. In D. Rachita (Chair), New Student Orientation, Pearland, TX.

Willis, J.M., Amonette, William, Perdue, G. & Puzdrowski, R. (2014, May). Academic Honesty Faculty Panel. In D. Rachita (Chair), New Student Orientation, Houston, TX.

Willis, J.M., Jones, C., Kelly, J.P., Nixon, L., Peters, M., & Reeves, L. (2012, August). Does Technology Improve Student Learning? In J.M Willis (Chair), Technology Consortium (TEC<sup>2</sup>SES), Pearland, TX.

### Service to the Community

- |           |   |
|-----------|---|
| 2009-2018 | Instructor, Clear Creek Independent School District – Alpha Program                                 |
| 2006-2008 | Member, Technology Advisory Committee Friendswood Independent School District.                      |
| 2004-2005 | Member, Steering Committee Texas Computer Educators Association Region IV                           |
| 2001-2003 | Member, Technology Steering Committee Clear Creek Independent School District                       |
| 2003      | Consultant, COSMOS Clear Creek Independent School District  |
| 2001-2004 | Chair, Westwood Computer Parents Westwood Elementary School Friendswood Independent School District |

### **PROFESSIONAL AND ACADEMIC MEMBERSHIPS**

Association for the Advancement of Computing in Education (AACE)  
American Educational Research Association (AERA)

Society for Information Technology and Teacher Education (SITE)  
Texas Computer Education Association (TCEA)  
Texas State Teachers Association - Student Program (TSTA-SP)  
Association of Teacher Educators (ATE)  
Texas Association of Teacher Educators (TxATE)  
Texas Association for Environmental Education (TAEE)  
North American Association for Environmental Education (NAAEE)

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

## BACKGROUND

Full Legal Name: Jana M Willis

Home Mailing Address: 3019 Country Club Drive, Pearland, Texas 77581

Phone Number: 832-746-6566

E-mail Address: willis@uhcl.edu

Business Name: University of Houston-Clear Lake

Business Mailing Address: 2700 Bay Area Blvd, Box 357 Houston, Texas 77058-1002

Business Phone Number: 281-283-3568

E-Mail Address: willis@uhcl.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: Zion Lutheran School

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

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

To provide educational opportunities and career pathways to under estimated populations. Patterns of learning are not unlike patterns of behavior. Therefore, providing new unique models will help to develop new patterns that will benefit not only the students engaged in the program but also their families and their community. As an educator and member of an institution of higher education I have seen first hand the need to provide students from under estimated populations with a new vision of education and career pathway if they are going to breakthrough the barriers and stereotypes that exist within their culture and communities. Providing individualized learning experiences that emphasize a growth mindset allow the individual student to set, identity, and achieve educational and personal goals. Empowering students to believe in their abilities is core to their obtainment of success as well as their ability to control their own future.

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

Members of the board of a charter school are responsible for governing the school and adhering to the school's charter. A board member helps define the school mission, develop school policies and procedures, provide input on employment of qualified personnel to manage school operations, ensures goals are met, and develops a long-range plan for accountability that will ensure the school's continued stability. The board must ensure compliance with all state and federal laws that apply to the school and that the school is operating in accordance with its charter and any approved charter amendments. The board serves as oversight to ensure fidelity of the charter school operations.

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.

Served as a member of the education board for Zion Lutheran School. I have over 20 years in teacher education preparation, curriculum and instruction, educational technology, and educational physiology.

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

I have worked in education for over 20 years. I have a Ph.D. from Texas A&M University in Educational Psychology with an emphasis in Educational Technology. I am a Professor in the College of Education Instructional Design and Technology program at the University of Houston-Clear Lake and serve as Chair of the Literacy, Library, and Learning Technologies Department. In my university role I design, develop, and implement online/hybrid courses. My research includes online course development, project/problem based learning, K-12 technology integration, teacher development, games in education, self-efficacy, and digital storytelling. I am interested in games in education which has led to involvement in the UHCL Game and Simulation Initiative, the Annual Ed Game Expo, and involvement in the proposed BA/MS Program in Serious Games and Simulations. My scholarly works include international, national, and regional refereed/non-refereed journal articles, edited book chapters, and professional conference presentations. My service spans beyond teaching to community engagement and research, earning me the 2016 UHCL President's Distinguished Service Award. I am part of UHCL's Million Dollar Club for collaborative efforts developing interdisciplinary projects with over \$1.3 million awarded.

## SCHOOL MISSION AND PROGRAM

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

The Tristan Thompson Unity Group's vision is to be the first point of contact for individuals in need. Their mission is to provide educational stability, housing, and services to anyone who lacks fixed and adequate nighttime residence on a consistent basis. Lions Academy will accept all students. Lion's Academy's vision is all graduates will be college, career, and military ready. The mission is to meet students where they are and help grow them to their fullest academic potential. The Lion's Academy core beliefs include a) all children want to learn, b) all children can learn, c) high expectations for all students are paramount, d) social emotional learning is as important as academics, e) college readiness begins at head-start, f) data drives all decisions, and g) teachers are more than just teachers.

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

The Lion's Academy proposes an education program that addresses the unique learning needs of the individual student both in terms of intellectual and emotional learning. Focusing on the "whole child" ensures learning pathways that serve to develop all facets of the individual. People do not frequent a gym simply to work on isolate parts of the body but rather to strengthen the body as a whole. I believe this to be core to the foundations of the Lion Academy.

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

Schools that focus on the needs of the learner and their community will ultimately be the most successful as they will positively impact the future of the learner and their families. Employment of highly qualified and dedicated faculty that share common values and goals will ensure the fidelity of the schools' mission and goals. Administration who actively model a growth mindset are the key stakeholders in building a successful school climate.



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

Data driven assessments will provide evidence of success. Data will need to be obtained from all stakeholders including students, teachers, administrators, staff, parents, and the broader community. Perceptions of success must be aligned to the school's mission and vision. Surveys should be developed and administered annually. Additionally interviews and/or focus groups should be convened to provide data for triangulation of results. Exit data in the form of grades and exams would support academic growth.

## GOVERNANCE

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

The board will provide oversight in all school operations to ensure the school's mission and vision are aligned. Additionally, the board will serve as the external evaluator for assessment measures and accountability.

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

Formative data will be collected throughout the school year from all stakeholders to ensure positive progress. Data analytics will include student achievement scores as well as input from faculty, administration, staff, parents, and community members. Stakeholder data ensures that the "whole picture" of of success is evaluated.

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

Mechanisms similar to those listed at the first year evaluation will be applied cumulatively to ensure success.

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

I believe that the charter school board will need to work collaboratively with the school administration to develop evaluation measures that provide evidence of success for students, faculty, and administration.

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 believe any board member action deemed unethical should be immediately evaluated by the board and swift action taken to prevent any negative impact on the school. Facts should be acquired and evaluated without bias to determine validity of any claims.

## DISCLOSURES

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

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Jane M Willis, 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

Jane Willis

Date

1-20-2020

State of

Texas

County of

Harris

On this day, Jane Willis (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 20 day of January, 2020.

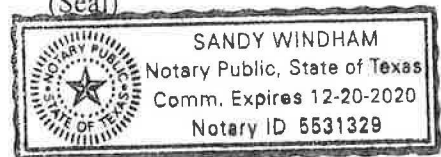
(Notary Public)

Sandy Windham

My commission expires

12-20-2020

(Seal)



**Kisha Higgins LeBlanc, CPA**  
2114 Rolling Fog Drive  
Pearland, TX 77584

[kakishah@yahoo.com](mailto:kakishah@yahoo.com)  
832-428-3429

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### QUALIFICATIONS SUMMARY

CPA with over 16 years of experience preparing and auditing publicly traded and privately held financial services, oil field service, oil and gas, manufacturing, health care and waste management clients financial statements. Proven ability to innovate, organize, lead and manage others, problem-solve and communicate in multi-location and project driven environments. Highly adaptive experience includes:

Team leadership and supervision  
Analytical and quantitative skills  
Financial statement preparation and analysis  
Public/SEC reporting and compliance

Financial modeling/planning  
Managerial Reporting and Analysis  
IFRS Reporting  
Sarbanes-Oxley (SOX) Section 404 Implementation

**Westlake Chemical Corporation**, Houston, Texas  
**LyondellBasell Industries**, Houston, Texas  
Financial Reporting Manager

March 2017 – Present  
November 2015 – March 2017

- Coordinate and prepare consolidated financial statements with related SEC compliant disclosures, including management's discussion and analysis of financial condition and results of operations
- Assist in the preparation of XBRL exhibits
- Preparation of the IFRS annual report and related disclosures
- Preparation and review of internal reports utilized by management for operation decision making
- Review of segment financial statements and statutory reports
- Review financial results, variance analysis and related explanations
- Review earnings releases and other investor presentations
- Research and determine the accounting and required disclosures for complex business transactions
- Lead initiatives such as productivity enhancements and projects to streamline the financial reporting process
- Oversee maintenance of reporting software and department-specific team share sites
- Provide leadership and direct supervision of staff, including coaching and development
- Provide leadership on teams and various project assignments
- Develop and maintain strong working relationships with individuals in other departments, both locally and globally

**Public Company Accounting Oversight Board**, Houston, Texas  
Inspection Specialist

November 2010 – November 2015

- Inspect portions of financial statement audits to assess the degree of compliance with the Sarbanes-Oxley Act, the rules of the Board, the Securities and Exchange Commission, and professional standards in connection with the performance of audits, issuance of reports, and related matters involving issuers
- Significant evaluation of ICFR related matters including sufficiency of control design and operating effectiveness
- Plan and coordinate multiple inspections and facilitate timely completion of reports and issue summaries
- Assess the firms' quality control structures and the related impact these structures have on audit quality
- Meet with and interview firm personnel to understand the firms' quality control structures, understand the audit approach to audit engagements, and further develop and/or identify quality control and/or audit deficiencies
- Perform technical accounting research related to ensure compliance with PCAOB Standards and accounting pronouncements
- Prepare technical memos and reports related to inspection findings

**Charming Charlie, Inc.**, Houston, Texas  
Director of Financial Reporting

February 2010 – November 2010

- Updated accounting policies and procedures
- Timely preparation of financial reporting packages and financial analysis
- Consistently evaluated existing financial systems and recommended improvements

- Oversaw reporting set up for new ERP system
- Directed and coordinated company financial planning and budget management functions
- Recommended benchmarks for measuring the financial and operating performance of divisions and departments
- Monitored and analyzed monthly operating results against budget
- Established and implemented short- and long-range departmental goals, objectives, policies, and operating procedures
- Designed, established, and maintained an organizational structure and staffing to effectively accomplish the department's goals and objectives
- Directed financial audits and provided recommendations for procedural improvements
- Oversaw the planning phase of the S-1 process
- Led a team of up to 15 accounting personnel in monthly close process and specialty reporting requirements as necessary

**Ernst & Young LLP**, Houston, Texas

April 2002 – February 2010

Audit Manager

- Performed manager responsibilities including simultaneously supervising multiple engagements with up to six staff-persons
- Assisted with the implementation of Sarbanes-Oxley Section 404 internal control framework
- Worked in a team environment that required effective communication, both written and oral, and constant adaptability
- Assisted with all phases of audit and attest engagements, including planning; staff supervision and development; performance of testing procedures; documentation of results; and preparation and finalization of client deliverables
- Reviewed financial statements and related footnote disclosures in accordance with GAAP and Statutory Accounting principles
- Established and maintained client relationships by regularly corresponding with various client personnel
- Regularly interviewed client personnel to gain insight into the company's operations for use in drafting narratives and performing audit procedures
- Analyzed the client's balance sheet accounts and operating results to detect trends and assess the reasonableness of stated financial condition and operating results
- Reviewed the internal control structures, identifying deficiencies and developing recommendations for management to address weaknesses and improve operations
- Researched, documented and resolved complex accounting issues for clients using external and internal resources
- Billed, collected and analyzed the economic performance measures of all managed engagements
- Client Exposure
  - Waste Management, Inc., INVESCO AIM (IFRS Reporting), Silver Eagle Distributors, St. Luke's Episcopal Hospital System, Kelsey Seybold, P.A., BP, Harris County Hospital District, Gulf Coast Regional Blood Center, NCI Building Systems

**Arthur Andersen, LLP**, Houston, Texas

June 2001 – April 2002

Staff Auditor

## EDUCATION

**The University of Texas at Austin**

May 2001

- Bachelor of Business Administration in Accounting
- Masters in Professional Accounting

## COMPUTER SKILLS

- Created Financial models and templates utilizing Excel spreadsheet, including Pivot Tables and Macros
- Designed and implemented relational databases utilizing MS Access, Excel, MAS Accounting System, and JDA Inventory System
- Hyperion Planning and Hyperion Essbase, Oracle / SAP, MMR, Epicor, MAS90, IBM Cognos Disclosure Management, Wdesk, BPC

## LICENSES

- Certified Public Accountant (Texas); License Name: Kakisha Yvonne Higgins

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# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Lions Academy

Name of Sponsoring Entity:

Tristan Thompson Unity Group

## BACKGROUND

Full Legal Name:

Kakisha Higgins LeBlanc

Home Mailing Address:

2114 Rolling Fog Dr

Phone Number:

832-428-3429

E-mail Address:

kakishah@yahoo.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:

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

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

I have always had a passion for education and been involved in educational activities in my community. I felt that this was the perfect opportunity to combine my passion for education and my skill set as a certified public accountant.

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

My understanding is that the my role as a public charter school board member could include providing the strategic vision for the school, hiring leaders to run the school, holding those leaders accountable for academic success, and providing financial oversight.

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

I have not served on a board in the past but I have been a licensed certified public accountant in the state of Texas since 2002. I have also been very involved in educational initiatives in my surrounding community with Alvin ISD and Fort Bend ISD.

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

I will bring financial and educational experience to the board via my 18 years of experience as a certified public accountant and my involvement in Alvin ISD and Fort Bend ISD educational initiatives.

## SCHOOL MISSION AND PROGRAM

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

I believe the mission and guiding beliefs are to provide an education second to none, yielding academic excellence and life-long learning skills.

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

The proposed education program will target students who would thrive in a diversified learning environment and empower them to obtain the knowledge and skills to continue to be life-long learners.

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

I believe some of the characteristics of a successful school are diversity, accountability, greater independence, reduced class size, and the ability to specialize in a particular educational area.

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

I will know that the school is succeeding in its mission through communications with students and parents who see an improvement in their student's academic performance and attitude toward the learning environment.

## GOVERNANCE

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

As mentioned above, I believe the role of the board will be to provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.

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

A few ways that we can determine if the school is successful at the end of the first year of operation would be to measure student achievement levels based on state content and performance standards, student academic growth over time, achievement gaps between major subgroups, attendance, recurrent enrollment from year to year, financial performance and sustainability and compliance with applicable laws and regulations.

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

As mentioned above, we can measure and assess student achievement levels based on state content and performance standards, student academic growth over time, achievement gaps between major subgroups, attendance, recurrent enrollment from year to year, financial performance and sustainability and compliance with applicable laws and regulations.

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

I believe a charter school will have to be mindful of student performance and improvement as well as financial stewardship to ensure that it is successful.

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

If I felt a board member was acting unethically, I would bring it to the attention of the board members so that the allegation could be investigated and the appropriate next steps could be taken.

## 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.

Community relationships

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

Not applicable

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

Not applicable

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Katisha LeBlanc, 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

Katisha LeBlanc

Date

1/16/2020

State of

Texas

County of

Harris

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

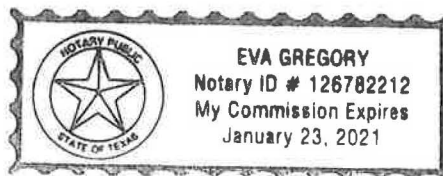
Subscribed and sworn to before 16<sup>th</sup> day of January, 20 20.

(Notary Public)

Eva Gregory

(Seal)

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



Kathy K. Goodwin, M.Ed.  
5925 Almeda Road, Unit #1-1815, Houston, 77004

kathy\_goodwin@yahoo.com  
Cell: (979) 824-4165

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## EDUCATION

Education Leadership Program – University of Houston, Clear Lake – Current; Doctorate  
Education Leadership Program – Texas A&M University – Jan-Dec 2010 – GPA: 4.00; Superintendent  
Education Management - University of Houston, Clear Lake – Dec 2008 – GPA: 3.88; M.Ed.  
Business Administration/Marketing – Texas A&M University Kingsville – Aug 1980-May 1984; BBA

## SUMMARY OF QUALIFICATIONS

Pursuing Ed.D. in Education Leadership  
Superintendent – Certification, January 2011  
Principal – Certification, May 2009  
Special Education Teacher – Certification, August 2007  
General Education EC-4 – Certification, August 2007  
Eleven (11) Years of Education Experience:  
    Nine (9) years in classroom  
    Two (2) years administration  
    Summer School Principal Intern  
Certified Six Sigma Black Belt (Project Management)

## PROFESSIONAL EXPERTISE

- Principal Intern of summer school at Houston ISD. Responsible for student schedules, behavior, teachers, parental issues/concerns, and grades.
  - Behavior Experience Summary: Adaptive Behavior class; Autism seminar at Texas Tech – Burkett Center for Autism; Administrator in a district's DAEP; BSI Teacher; BSS Teacher, US Army Veteran.
- Adaptive Behavior and Behavior Support Intervention Teacher: Taught behaviorally challenged students in a self-contained class and taught needed skills to transfer into the general education class. Modified curriculum according to the student's strengths and needs as specified in their IEP and supervised Para Professionals.
- Special Education Administrator: Responsible for special education staff, ensure school is consistently in compliance with Spring ISD, TEA, and federal laws. Ensure special education students' BIP/IEP are conducive to learning and students are successful academically. Assess general education and special education staff.
  - Classroom Teacher: Eleven years' experience teaching Behavior Support Services students. Also taught as a Resource Math Teacher and Co-Teacher. Experienced in case management, team teaching, and reaching at-risk students. Experienced at developing and meeting BIP and IEP goals, ARD meetings, data collection, designing structured lessons for behavioral and academically challenged students. Trained general education teachers' skills for reaching behavioral students in the general education population as well as special education students. Nominated for teacher of the year at Spring Branch ISD; Varsity girls' basketball and track coach.

## PROFESSIONAL EXPERIENCE

Pasadena ISD, 1515 Cherrybrook Lane, Pasadena, TX 77502

Aug 2018 - Current

- Special Programs

Pearland ISD, 1928 N. Main St., Pearland, TX 77581

Aug 2017 – Jun 2018

- Behavior Support Intervention



Richey Academy, 341 East Richey Road, Building A, Spring, TX 77073

Aug 2015 – Apr 2017

- Special Education Coordinator, DAEP

Houston ISD, 4400 West 18<sup>th</sup> Street, Houston, TX 77092

June 2012 – June 2015

- Summer School Principal Intern – 2 Years
- Co-Teacher
- Coach: Girls Head Basketball and Assistant Track
- Math Resource Teacher

Spring Branch ISD, 955 Campbell Road - Houston, Texas 77024

Aug 2007 – Jun 2011

- Adaptive Behavior Teacher
- Co-Teacher

## PROFESSIONAL ORGANIZATIONS

• TEA and ETS Selected to participate as a member of an expert team to evaluate the Praxis and the TExES Special Education Tests. Assumed additional responsibilities by submitting assessment questions for principals and superintendents both in Texas and Georgia areas.

• Supreme Court of Texas Permanent Judicial Commission for Children, Youth and Family Children's Commission; Education Sub-Committee Inaugural Member: Brainstormed with the team to issue recommendations for improving education outcomes of children and youth in foster care.

CORE COMPETENCIES: Eleven years working with behavior (PBIS) students. Excellent managerial, organizational, and planning skills; Strong analysis skills; Self-starter and able to learn independently and rapidly; Excellent people skills; Conflict resolutions skills; Works well in collaborative or independent situations with other administrators, students, teachers, professional associations, and community; Open to change and effectively manage change; Exceptional verbal, presentation, and written communication skills; Able to multitask; Understands and is sensitive to issues related to multi-cultural situations and environments; Passionate about student's academics and life-long skills to optimize student learning; and Servant Leader.

## COMMUNITY SERVICE

- Brazoria County Mass Transit

Brazoria County has an estimated population of 320,000. I confirmed a need for mass transit and initiated it by working with citizens, state transit officials and local officials.

- Who Got Next Created a website to promote girls and boys high school basketball players: whogotnext.org.
- Hall of Fame Inductee for Columbia High School and Texas A&M Kingsville – Basketball and Track
- Department of Family and Protective Services – Served as foster parent of twin girls.

## OTHER EXPERIENCE

• The Dow Chemical Company 1990-2004  
Certified Six Sigma Black Belt, Sales & Marketing, Production and Procurement

• Texas Department of Criminal Justice 1989-1990  
Correctional Officer

• United States Army 1987-1995  
Pharmacy Technician; Basic training honor graduate; Platoon Leader  
Active and Reserves

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Lions Academy

Name of Sponsoring Entity:

Tristan Thompson Unity Group

## BACKGROUND

Full Legal Name:

Kathy Kay Goodwin

Home Mailing Address:

2815 FM 2611 Road, Brazoria, TX 77422

Phone Number:

979-824-4165

E-mail Address:

kathy\_goodwin@yahoo.com

Business Name:

Pasadena ISD

Business Mailing Address:

1515 Cherrybrook Lane, Pasadena, TX 77502

Business Phone Number:

713-740-0000

E-Mail Address:

kgoodwin@pasadenaisd.org

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:

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

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

I am the founder of Tristan Thompson Unity Group dba Lions Academy. I am also the proposed Superintendent and will not be able to serve on the Board once the charter is approved. Lions Academy will diligently survey Brazoria County for a specific location for the school during the approval process. Once approved, the board will seek community members to serve on the board.

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

The role of a public charter is foremost to ensure student learning and safety. The charter must conduct itself in a manner where all federal and state mandates are followed, annual trainings are completed, and members must practice ethical and moral standards.

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

I was a member of my communities HOA board for several years.

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

I would bring previous board experience, 14 years of corporate experience, 13 years of education experience as a teacher and administrator, sales and marketing, project management, and military. I mentioned military because that is a vision of our school that all students are college, career, and military ready.

## SCHOOL MISSION AND PROGRAM

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

Lions Academy's mission is to meet students where they are and help grow them to their fullest academic potential. The mission drives our vision which is for all graduates to be college, career, and military ready. The founding members of Lions Academy understands that our mission and vision culminate why we exist. Our educational philosophy is foremost the motivation of why our students will be successful.

Lions Academy's core beliefs:

- All children want to learn
- All children can learn.
- High expectations for all students are paramount
- Social-emotional learning (SEL) is as important as academics
- College readiness begins at Head Start
- Data drives all decisions
- Teachers are more than just teachers

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

Lions Academy will educate all enrolled students. We will offer ESL, Special Education, Homeless, RTC, General Education, AP, Pre-AP, and Dual Credit courses. We will meet students where they are academically and ensure all students have high academic expectations from their teachers. The grades served will be 7th-12th grades.

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

A successful school is where students can learn, everyone is safe, discipline is maintained, financially sound, and the community is consistently involved.

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

TEA accountability, student and community surveys, CBAs and other assessment tools, and annual audit.

## GOVERNANCE

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

The board is the overseer in all aspects of the charter.

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

Audit, TEA accountability, student enrollment, teacher retention, and other staff retention

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

Audit, TEA accountability, student enrollment, teacher retention, and other staff retention

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

Consistent meetings, listening to community remarks, students, and staff,

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

Immediately address it to the Board and let the person explain in front of the Board.

## DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I chose the initial board. We have a friendship or school relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes

☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Dr. Willis was my professor at UHCL.

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.

Dea is a realtor and I would like for her to find a location for the charter. The Board will not compensate for her services.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

None

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

I was employed at a charter school, Richey Academy, under Spring ISD. The name of the school is Camelot. It was their DAEP.

Address

341 E Richey Rd Bldg A  
Houston, TX 77073-6038

Office phone number  
(281) 891-6710

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

☒ Yes

☐ Does not apply to me.

If yes, state the compensation you expect to receive.

I will be replaced once the school is approved.

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.

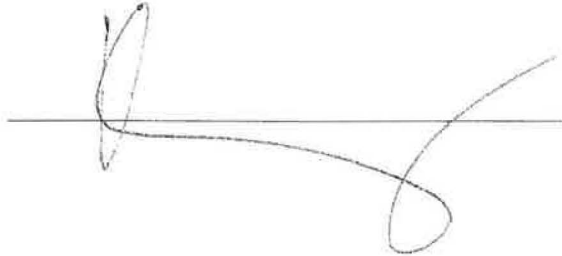
If yes, describe the precise nature of your relationship.



CERTIFICATION

I, Kathy Goodwin, 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

20 Jan 2020

State of

Texas

County of

Harris

On this day, KATHY KAY GOODWIN (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 20<sup>th</sup> day of January, 20 20.

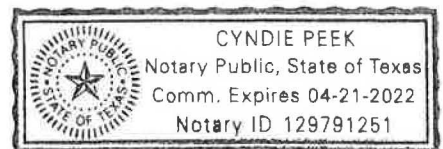
(Notary Public)

Cyndie Peek

(Seal)

My commission expires

4-21-2022



# Booker T. Randon

508 Harlem Street, Sweeny, TX 77480 ■ H: (979) 824 4226 ■ bookerrand@windstream.net

## Professional Summary

Consulted for both the University of California at Berkeley, San Francisco General Hospital, and Highland Hospital Oakland, California in the Neurological Surgery Department administrating Doctors professional fees and Specializing in accounting and budgets. Received Development Certification from the University of California Medical Center, San Francisco, Ca. Served in the United States Army for seven years, and has served the marginalized communities in Oakland, California where I fed the homeless communities nutritious lunch every Sunday for seven years/ I serviced as a Chaplain at Brazos Port Hospital in Lack Jackson, Texas

## Skills

- Administration and Management
- University of California San Francisco, California
- University of California at Berkeley, California

## Experience

**Senior Pastor**, 07/2006 to Current

**Galilee Missionary Baptist Church** – ~~Houston, TX~~ *Brazos Texas*

- Pray and promote spirituality.
- Read from sacred texts such as the Bible.
- Prepare and deliver sermons or other talks.
- Organize and lead regular religious services.
- Share information about religious issues by writing articles, giving speeches, or teaching.
- Instruct people who seek conversion to a particular faith.
- Counsel individuals or groups concerning their spiritual, emotional, or personal needs.
- Train leaders of church, community, or youth groups.
- Visit people in homes, hospitals, or prisons to provide them with comfort and support.
- Administer religious rites or ordinances.
- Study and interpret religious laws, doctrines, or traditions.
- Conduct special ceremonies, such as weddings, funerals, or confirmations.
- Respond to requests for assistance during emergencies or crises.
- Devise ways in which congregational membership can be expanded.
- Collaborate with committees or individuals to address financial or administrative issues pertaining to congregations.
- Participate in fundraising activities to support congregational activities or facilities.
- Organize and engage in interfaith, community, civic, educational, and recreational activities

sponsored by or related to their religion.

- Organize and engage in interfaith, community, civic, educational, and recreational activities sponsored by or related to their religion.

## Education

**Master Degree In Theology:** Jun 2017

**The Lord's Outreach International School of Theology - Lake Charles, LA, USA**

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: Tristan Thompson Unity Group

## BACKGROUND

Full Legal Name: BOOKER T. RANDON

Home Mailing Address: P.O. Box 744 LAKE JACKSON, TX 77566

Phone Number: (979) 824-4226

E-mail Address: bookerrand@windstream.net

Business Name: GALILEE MISSIONARY BAPTIST CHURCH

Business Mailing Address: 424 CR 311 BRAZORIA, TX 77422

Business Phone Number: (979) 964-3317

E-Mail Address: bookerrandon39@gmail.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:

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

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

THE MOTIVATION TO SERVE ON THE BOARD BECAUSE I CAN SEE AND UNDERSTAND THE NEED OF A CHARTER SCHOOL. ALSO, I WILL BE ABLE TO LEND SOME OF MY EXPERIENCE AS THE MANAGER OF EARLY DEVELOP CHILD HOOD SCHOOL AT UC. BERKELEY, BERKELEY, CALIFORNIA. I BELIEVE IN THE LIONS ACADEMY CHARACTER AND LEADERSHIP. I UNDERSTAND BUDGETS, RECONCILING BANK STATEMENT, AND SETTING UP ACCOUNTING SYSTEMS FOR NON-PROFIT ORGANIZATIONS.

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

TO MAKE SURE THAT WE ARE IN COMPLIANCE WITH ALL STATE AND FEDERAL REGULATIONS. ALSO, STUDENTS ARE AFFORDED THE BEST OPPORTUNITY TO LEARN. PROVIDE A SAFE ENVIRONMENT. REVIEW THE BUDGET, MAKE RECOMMENDATIONS AND OR CHANGES AS NEEDED. TO MAKE SURE THE SCHOOL IS FINANCIALLY SECURE. GET AND EMPLOY QUALIFIED PERSONNEL FOR EACH POSITION.

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

I WORKED WITH THE START UP OF YOUTH SCHOOL OF OAKLAND CALIFORNIA UNDER THE DIRECTION OF PASTOR MARY THOMAS - THIS WAS A CHARTER SCHOOL. BISHOP BULTER PLANTED \$100,000.00 SEED AND I WAS THE ACCOUNTANT ON THIS PROJECT.

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

I AM AN ACCOUNTANT, RETIRED FROM U.C. BERKELEY AND WORKED WITH STUDENTS ON WORK STUDY PROGRAM. AS A PASTOR I WORK WITH YOUTH, YOUNG ADULTS - PREACHING AND TEACHING, AND SPIRITUAL GUIDANCE. I AM A BOARD MEMBER FOR WE ARE ADORABLE THAT SPONSOR CHILDREN THAT ARE ALBINO.

## SCHOOL MISSION AND PROGRAM

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

TO COMPLETE ALL COURSE WORK IN PREPARATORY FOR COLLEGE, AND OR VOCATIONAL TRAINING. AND TO MEET EACH STUDENT AT THE POINT OF THEIR NEEDS. HELP STUDENTS TO ACHIEVE AT THEIR HIGHEST POTENTIALS

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

OFFERING GENERAL EDUCATION, AND EXPECTING THE CHILDREN TO PERFORM AT A LEVEL WITH PROPER AND ATTENTIVE CONCERN ABOUT THE WELL BEING OF THE STUDENTS. ALWAYS EXPLORING NEW AND CREATIVE WAYS TO HELP THE STUDENTS TO COMPREHEND THE SUBJECT MATTER

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

WHEN THE STUDENTS ARE LEARNING AT THEIR HIGHEST LEVELS AND THE SCHOOL IS ABLE TO PURCHASE THE NECESSARY SCHOOL SUPPLIES. INCREASE THE INPUT AND POSITIVE RESPONSES FROM THE COMMUNITY. COMMUNITY INVOLVEMENT WILL ALLOW US TO MEASURE THE SUCCESS OF THE SCHOOL

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

BY TESTING, AND QUIZING STUDENTS ON A REGULAR BASIS.  
INTERACTING WITH STUDENTS AND OBSERVING THEIR BEHAVIOR.  
HOLD THE STUDENTS TO HIGH EXPECTATIONS, STUDENTS WILL REGULARLY BE  
IN THEIR ATTENDANCE. WHEN TEACHERS BECOME MORE THAN JUST TEACHERS.

## GOVERNANCE

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

HOLD BOARD MEETING, EVALUATE THE FUND BALANCE AT THE END OF EACH  
MONTH. BALANCE COMMERCIAL BANK ACCOUNT, PETTY CASH ACCOUNT,  
CALL FOR AN INDEPENDENT C.P.A. FIRM TO REVIEW AND DETERMINE IF THE  
SCHOOL IS BEING ABLE TO SUSTAIN ITSELF.

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

BY BEING IN COMPLIANCE & REVIEWING THE TEXAS ACADEMIC  
PERFORMANCE REPORT, AND ABLE TO MEET OUR FINANCIAL OBLIGATIONS.

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

BY ATTRACTING NEW STUDENTS, AND THE STUDENTS ARE ABLE TO  
PERFORM AT AN HIGH LEVEL AND RECEIVE HIGH EVALUATION SCORES  
FROM OUTSIDE AGENCIES. END OF YEAR AUDIT BY CREDIBLE CPA  
FIRM.

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

REGULAR MEETINGS AND SKILL SESSIONS WITH ALL THAT ARE  
INVOLVED WITH DECISION MAKING AND LEADERSHIP TEAM. TAKE  
HEED TO FEED BACK FROM THE COMMUNITY. PREPARE A PRELIMINARY BUDGET  
SIX MONTHS BEFORE THE BEGINNING OF FISCAL YEAR. STUDY ALL AUDITS & MAKE ADJ.

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?

DISMISS MEMBER IN ACCORDANCE WITH THE BY-LAWS.

## 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.

BY CHURCH SERVICES, AND FAMILY MEMBERS

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.

CASUAL

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

☐ Yes

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

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

NONE

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

IN 2000 I WORKED WITH THE START-UP OF A CHARTER IN OAKLAND CALIFORNIA ON BUDGETARY PROJECTION. HOWEVER MR MARY THOMAS WAS KILLED IN AN AUTO ACCIDENT AND THIS STOPPED THE PROGRESS.

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.



11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, BOOKER T. RANDON, 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

Booker T. Randon

Date

1/19/2020

State of

TEXAS

County of

BRAZORIA

On this day, 19th JANUARY 2020 (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 19th day of January, 2020.

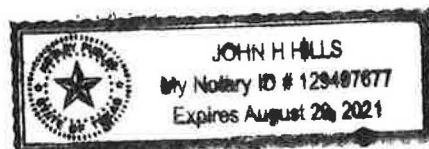
(Notary Public)

John H. Hills

(Seal)

My commission expires

8-20-2021





Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: Tristan Thompson Unity Group

## BACKGROUND

Full Legal Name: Dea Wisch Provenzano

Home Mailing Address: 101 Daylily Drive, Lake Jackson, Texas 77566

Phone Number: 979-373-8591

E-mail Address: deapro@gmail.com

Business Name: Provenzano Properties

Business Mailing Address: 20 Circle Way St, Lake Jackson, TX 77566

Business Phone Number: 979-292-0010

E-Mail Address: deapro@gmail.com

I am the Broker/Owner of Provenzano Properties Real Estate Company. I encounter new families who are moving into Brazoria County from other locations around Texas, as well as other states. One of the first-questions I am ask, is about the choice of schools in the area. I feel that opening a Charter School with qualified teachers who are focused on helping children grow academically, emotionally, and socially. Those teachers who also set high expectations and build the self confidence of the students, motivating them to believe in themselves and reach for the stars knowing that they can acheive any goal if they are willing to put forth the effort.

I taught at Columbia Christian School for 8 years, and believe that a good teacher has the opportunity to make a difference in a student's life. I believe all students have a desire to learn. They all have a gift and just need to believe in themselves. A good teacher that cares can make that happen. I will bring my business knowledge as well as my past teaching experience to the board.

20 Circle Way Lake Jackson, Tx. 77566

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: Tristan Thompson Unity Group

## BACKGROUND

Full Legal Name: Dea Wisch Provenzano

Home Mailing Address: 101 Daylily Drive, Lake Jackson, Texas 77566

Phone Number: 979-373-8591

E-mail Address: deapro@gmail.com

Business Name: Provenzano Properties

Business Mailing Address: 20 Circle Way St, Lake Jackson, TX 77566

Business Phone Number: 979-292-0010

E-Mail Address: deapro@gmail.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:

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

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

I am the Broker/Owner of Provenzano Properties Real Estate Company. I encounter new families who are moving into Brazoria County from other locations around Texas, as well as other states. One of the first questions I am ask, is about the choice of schools in the area. I feel that opening a Charter School with qualified teachers who are focused on helping children grow academically, emotionally, and socially. Those teachers who also set high expectations and build the self confidence of the students, motivating them to believe in themselves and reach for the stars knowing that they can acheive any goal if they are willing to put forth the effort.

I taught at Columbia Christian School for 8 years, and believe that a good teacher has the opportunity to make a difference in a student's life. I believe all students have a desire to learn. They all have a gift and just need to believe in themselves. A good teacher that cares can make that happen. I will bring my business knowledge as well as my past teaching experience to the board.

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

To be sure that all mandates are followed, both federal and state.

To make sure the school provides a safe and efficient learning environment for the students

Always exemplify ethical and moral standards

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

I served as a Director, Secretary, and Vice President for the Brazoria County Board of Realtors. I also served as President of the same Board for two consecutive years  
I was a Director for the West Columbia Chamber of Commerce for two years.

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

I would bring more than 18 years of business and marketing experience. 8 years of education experience. I also will bring my experience of how to strategize, improvise and compromise in many situations, which I have learned from dealing with the public in various situations while owning a Children's Shop for 12 years, Teaching for 9 years, and owning a real estate company for 18 years.

## SCHOOL MISSION AND PROGRAM

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

Lion's Academy's mission is to meet students where they are and to help grow them to their fullest potential. It's purpose being that all graduates will be prepared for college, career, or military. The founding members of Lions Academy's educational philosophy is what will motivate the students to be successful. Two of them being that "All children want to learn" and "All children can learn". They also believe that "High expectations for students are paramount" and "Social-Emotional learning is as important as academics".

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

All students enrolled at Lions Academy will be offered an education. ESL, Special Education, Homeless, RTC, General Education, AP, Pre-AP, and Dual Courses will all be offered. The students will be met where they are academically and will have high academic expectations from their teachers

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

A successful school has a learning environment that is safe and secure, discipline is maintained. It is also financially sound and community involvement is encouraged.

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

TEA accountability, Assessment tools, such as CBAs, Surveys completed by the students and those in the community, as well as an annual audit

## GOVERNANCE

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

The board oversees all aspects of the Charter

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

Audit, TEA accountability, student enrollment, teacher and staff retention

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

Audit, TEA accountability, student enrollment, teacher and staff retention.

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

Listening to the community, students and staff. Scheduled meetings.

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

Report it to the Board immediately, and allow the person to explain their actions in front of the Board.

## DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Friendship

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.

Kathy Goodwin

Friend

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.

Provenzano Properties, LLC

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

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.



11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Dea Wisch Provenzano, 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

Dea Wisch Provenzano

Date

January 21, 2020

State of

Texas

County of

Brazoria

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

Subscribed and sworn to before

21<sup>st</sup>

day of

January

2020

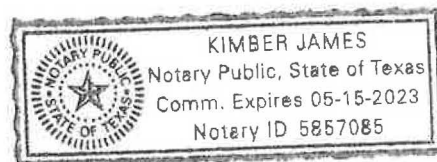
(Notary Public)

Kimber James

(Seal)

My commission expires

May 15, 2023



### **Attachment 13: Organizational Charts for Year 1 and Full Capacity**

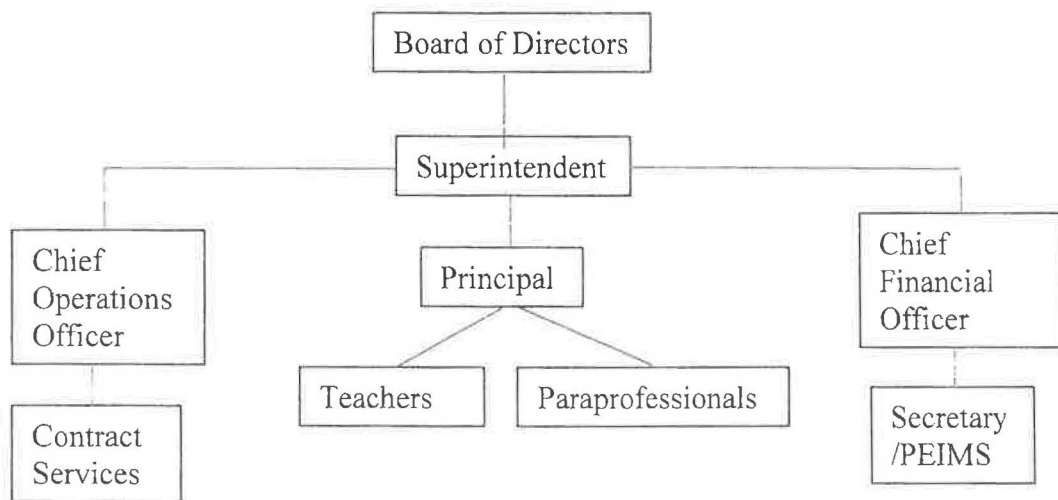
Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

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

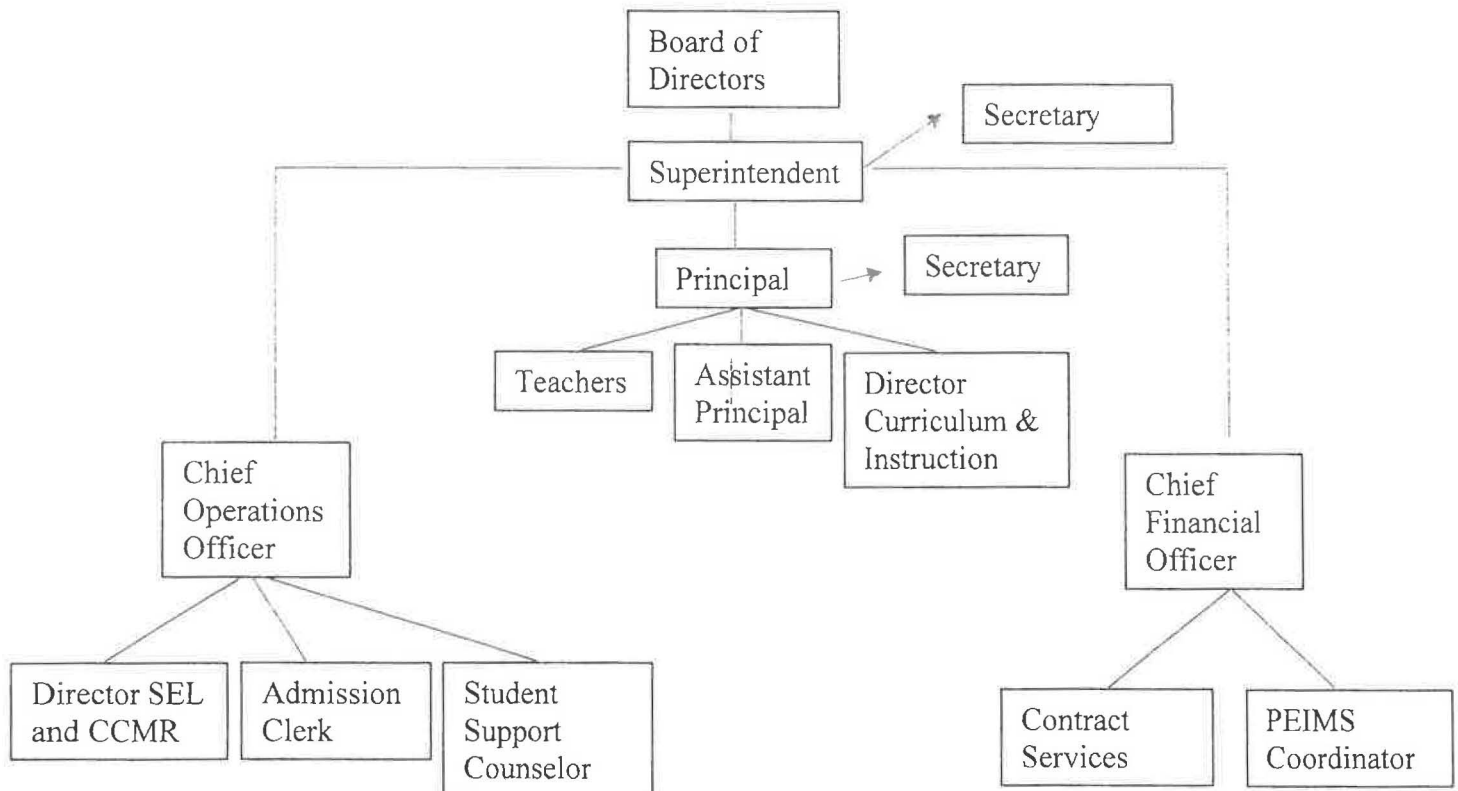
All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

**Attachment 13: Organizational Chart for Year 1 and Full Capacity**

**Year 1**



**Year 5**



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**Attachment 14: Superintendent Evaluation Tool(s)**

Provide any superintendent evaluation tool(s) that have been developed.

Attachment 14: Superintendent Evaluation Tools Developed

N/A

### **Attachment 15: Résumé and Qualifications for Proposed Superintendent**

Complete either Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

## **Proposed Superintendent Qualifications**

Per the Texas Administrative Code, Ms. Goodwin meets all qualifications to be Lions Academy's superintendent which are:

Leadership responsibilities for ensuring education programs are conducive to learning and students are being taught TEKS and successful in TEA accountability and Lions Academy's curriculum-based assessments:

- Facilities are safe and favorable where students and staff are comfortable and proud to be affiliated with;
- Cognizant of operations and appraising the charter's performance and personnel;
- Recommend personnel or officer to the charter Board for employment, termination, non-renewal, or suspension;
- Oversee daily operations;
- Partner with budget director to ensure a budget is developed and placed in an area of the administration area where it is visible to all;
- Recommend policies and be the gatekeeper to ensure all adopted policies are implemented and followed with fidelity;
- Ensure Board generated policies and administrative regulations are implemented and followed with fidelity; and
- Lead teachers and staff to ensure student performance exceeds Texas Education Agency accountability for all assessment subject areas and grades.

### **Experience**

Dow Chemical – Ms. Goodwin was employed at Dow for 14 years and worked in the corporate office for seven. As an executive, she worked in Six Sigma as a Certified Black Belt for sales and marketing. Through this position, she successfully managed sales team projects.

Military – In the military, Ms. Goodwin graduated with honors in basic training. She was also assigned the platoon leader. She served 14 years in the Army as a pharmacy technician and reserve soldier.

Education – Ms. Goodwin has 12 years of experience in public education. She is a Texas certified Superintendent, Principal, Special Education Teacher, and General Education Teacher. Ms. Goodwin has 4 years of school administration experience. She was the Special Education Director of Camelot Schools, a principal intern and school principal overseeing summer school at Houston ISD. Ms. Goodwin also has 10 years of special education teaching experience.

### **Education**

Currently, Ms. Goodwin is pursuing an Ed.D. in Education Leadership at University of Houston Clear Lake. She received Superintendent Certification from Texas A&M University, College Station; Master of Science, Education Management from University of Houston Clear Lake; and Bachelor of Business Administration, Marketing degree was received from Texas A&M, Kingsville.

LIONS ACADEMY



### **Honors/Awards**

Teacher Leadership – Houston ISD  
Basic Training Honor Graduate in Army  
Hall of Fame Inductee; High School

Hall of Fame Inductee; University  
Alpha Kappa Alpha Sorority, Inc.  
Teacher of the Year Finalist

### **Special Committees**

#### ***TEA and ETS***

Member of a team chosen to evaluate the ETS/Praxis Assessments. Created certification questions for principal and special education assessments for Texas and Georgia.

#### ***Supreme Court of Texas***

Permanent Judicial Commission for Children, Youth and Families Children's Commission  
Member of the Education Sub-Committee

### **Community Service**

#### ***Brazoria County Mass Transit***

Brazoria County has an exponential, growing population. I confirmed a need for mass transit and initiated it by working with citizens, state transit officials and local officials. The county has mass transit but it is limited in certain areas.

#### ***Who Got Next***

Created a website to promote girls and boys high school basketball players: [whogotnext.org](http://whogotnext.org); counseled parents and students on strategies to play at the next level; organized and conducted camps and tournaments, and reported player statistics for college coaches' recruitment tool.

Reviewing similar charter school Head of Schools and/or Superintendents, the proposed Superintendent's salary will be \$80,000-\$95,000. This salary was determined by leading charters and will be adjusted if needed dependent upon enrollment, cost of living, etc. The Superintendent's performance will be measured by the following metrics:

- School accountability, TAPR
- Strategic Plan outcome for the school year
- Board interaction and preparedness
- Community Relations
- School's Financial Director report – Audit
- State of the school – Operation Director report

The Board will determine if the Superintendent met or did not meet standards based upon charter evaluation. Lone Star Governance tool will be used to assess the Superintendent. Student outcomes is the major factor. The Board may also determine additional training in a specific growth area(s) if needed. If the Board finds the Superintendent did not meet standards and should be replaced, immediate notice will be given to the Superintendent and notice will be placed on the website. The Board Chair will be responsible for appointing an interim (see Attachment 14-16).

**Attachment 16: Job Description or Qualifications for Superintendent**

Complete either Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

Attachment 16: Job Description for Superintendent

N/A

Leons Academy

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### **Proposed Instructional Leadership Team**

The Instructional Leadership Team will be comprised of Dr. Portis-Woodson, Chief Operations Officer, Principal, and Lead Teachers in Fine Arts, Special Populations, and one section leader representing grades 7-9 and 10-12. The Chief Operations Officer, Dr. Portis-Woodson, has been identified but the Principal, Fine Arts, Special Populations, and other lead teachers have not been identified (see Attachment 17-18). All academic staff and leadership must be TEA certified and diverse education experience. The Superintendent has experience in leadership, administration, and governance. She was the summer school principal, director of special education, and served on several Boards and committees in education, corporate, and community.

The Chief Operations Officer has held various educational positions. The Chief Operations Officer has led districts, campuses, grade level teams in differentiated instruction, design implementation, school reform, and creating formative and summative assessments for special populations and all general education students. The Chief Operations Officer has 32 years of experience working with staff, students, community, and district leadership. She has served as a resource for the district, state, and national levels performing professional develop, key note addresses, and serving as a leadership coach and consultant for teachers and administrators. The Chief Operations Officer has participated in designing and developing innovative grants and developing practices for teacher induction and retention. Her dissertation on the impact of teacher induction has led to the need to invest in teachers and their personal and professional development. She has also had an article published in the *Research Journal of Education*. The COO has relied on data, culture, climate, budget, and innovation to drive decisions when building individualized plans for districts, campuses, and individual participants. The COO also has experience in targeting community and revitalizing parent and community engagement. The COO is a designer of learning systems to meet the changing needs of students and staff. Her goal is to foster a learning environment in an educational system where all students needs are met and creativity works to engage all learners.

Lions Academy will insist on similar academic experiences from the proposed school principal. The principal will be required to have prior school leadership experience, success in standardized curriculum, resource and mentor for teachers to aid in instruction and lessons, monitor the academic and behaviors of students, involve parents and communities, oversee budget, ensure facilities are safe and conducive to learning, and evaluate and hire staff.

Lead Teachers are responsible for being a resource for the teachers. They must ensure scope and sequences are followed, weekly lesson plans are submitted, daily meetings are productive, data drives all academia, goals and objectives are posted on the teacher's board, and assessments are created and implemented.

The Board and Superintendent will determine if the Instructional Leadership Team met or did not meet standards by the TEA accountability, student and teacher retention, community assessment, MAP, CBA, and other academic assessments (see Attachment 19).

### **Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team**

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

## Attachment 17: Resume for Instructional Leadership Team

Dr. Portis-Woodson will be a member of the Instructional Leadership Team. Her resume is below:

Strong leadership qualities  
Powerful orator  
Distinctive motivator  
Authentic presenter  
Active listener and communicator  
Knowledgeable facilitator and design coach

### **Professional Highlights**

Presented and led Lead4ward Strategies and District Design Team initiatives for creating systems to meet state standards for administrative colleagues, district level, and campus level staff and provided ongoing professional development for campuses and district levels  
Designed, created, implemented, and presented, Nationally, methods for successful school reform for Schlechty Center for Leadership in School Reform and Working On the Work  
Trained in National Coaching for Design Level 11 Leadership in School Reform; received certification training and provided ongoing coaching for colleagues and teachers  
Participated in The National Association for Magnet and Theme-Based Schools of America Technical Assistance Conference and designed a 6 million dollar grant of innovation  
Published an article in the *Research Journal of Education* on the topic of teacher induction

### **Administrative Professional Experience**

Leader of Leaders Educational Consulting and Coaching-Manvel, Texas  
Leadership Development Consultant, Founder and CEO-August 2018-present  
Clemens Complex District Level-Alvin, Texas- Alvin ISD  
Director of Student and Administrative Services-March 2018-June 30, 2018 retired  
Nolan Ryan Junior High School-Grades 6th-8th-Pearland, Texas-Alvin ISD  
Principal 2016-March 2018 Angela Portis-Woodson, Ed. D.

### **Administrative Professional Experience Continued**

Fred R. Sanders Elementary School-Grades Pre-Kindergarten-5th-Corpus Christi, Texas  
Principal 2014-2016  
Stanley Kostoryz Elementary School-Grades Pre-Kindergarten-5th-Corpus Christi, Texas  
Principal 2011-2014  
Wynn Seale Academy of Fine Arts-Grades 6th-8th-Corpus Christi, Texas  
Principal 2007-2011  
James W. Fannin Elementary School –Grades Pre-Kindergarten-5th-Corpus Christi, Texas  
Principal, 2002-2007  
W. B. Travis Elementary School-Grades Pre-Kindergarten -5th-Corpus Christi, Texas  
Assistant Principal, 1999-2002

### **Teaching Professional Experience**

T. G. Allen Elementary School-Corpus Christi, Texas

Grade 4 Teacher and Section Leader, 1998-1999  
William Paca Elementary School-Landover, Maryland  
Grade 3-6 Looping Teacher and Section Leader, 1996-1998  
Crossley Special Emphasis School-Corpus Christi, Texas  
Grade 5 Teacher and Section Leader, 1987-1996

#### **Certifications**

Texas Teachers Certification-Provisional-Elementary  
Texas Teachers Certification Provisional-Secondary  
Texas Teachers Certification-Professional-Mid-Management Administrator  
Texas Teacher Appraisal System and PDAS Certified  
Texas Teacher Evaluation and Support System Certified (T-TESS)  
Maryland State Teachers Certification-Advanced Professional-Elementary and Middle School  
Coaching For Design Level II Certified

#### **Education**

Bachelor of Science in Education, 1987 Texas A & I University Kingsville  
Master of Science in Educational Administration, 1994 Texas A & M University Corpus Christi  
Certification in Educational Administration, 1995 Texas A & M University Corpus Christi  
Doctor of Education in Educational Leadership, 2014 Texas A & M University Corpus Christi

#### **Professional Affiliations**

ATPE (Association of Texas Professional Educators)  
TASBE (Texas Alliance of Black School Educators)  
PDK (Phi Delta Kappa)  
TEPSA (Texas Elementary Principals and Supervisors Association)  
AKA (Alpha Kappa Alpha Sorority)  
ASCD (Association for Supervision and Curriculum Development)  
TASSP (Texas Association of Secondary School Principals)  
TASA (Texas Association of School Administrators)  
NASSP (National Association Secondary School Principals)  
Magnet Schools of America (MSA)

#### **Additional Information**

Dissertation title: *"Thrown in the Deep End": The Relationship of Induction Programs to New Teacher Retention*  
Founder and CEO of Leader of Leaders Educational Consulting and Coaching  
Founding Board Member of Lions Academy Brazoria County  
Bilingual-Spanish  
Trained in Voice, Music, and Dance  
Youth Development Leadership and Mentoring Program  
Working On the Work C4D Coach  
Lead4ward trained by Ervin Knezek in designing and implementing learning systems  
School Reform and Transformational Leadership trained by Schlechty Center  
AVID trained and certified  
Proficient with Microsoft Word, Excel, PowerPoint, Videoconferencing, and Electronic Presentations

## **Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team**

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.



## **Attachment 18: Job Description for School's Instructional Leadership Team**

### ***Principal***

The principal is the instructional leader of the school. Teachers must be able to reach out to the principal as a resource. He/she must be a servant leader. The principal shall:

- Be certified as a principal in Texas.
- Be T-TESS certified to evaluate staff
- Have experience in budgets
- Approve all teachers and school staff
- Lead in strategic planning for the charter
- Campus disciplinarian
- Recommend termination, suspension, or nonrenewal of staff
- Perform duties assigned by Superintendent
- Lead educational initiatives
- Ensure all pertinent information is shared with the superintendent within 48 hours of potential staff and student concerns regarding misconduct, terminations, or resignations.

If the principal fails to report said information, the SBEC will determine if sanctions will be imposed.

### ***Chief Operations Officer***

Dr. Portis-Woodson is the proposed Chief Operations Officer. She is a retired educator with principal and district experience. Dr. Portis-Woodson will assist the principal in recruitment, personnel, training, and administrative responsibilities. She will also team with the principal with Curriculum and Instruction. As a principal, Dr. Portis-Woodson has had numerous academic accolades and student achievement examples, please see resume.

### ***Lead Teachers***

The final instructional team member are the lead department teachers. A lead teacher will be assigned for 7<sup>th</sup>-9<sup>th</sup> grades and 10<sup>th</sup>-12<sup>th</sup> grades. The lead teachers will be experienced teachers who are Texas certified, has team building experience, able to dissect data, skillful communicator both written and verbal, develop weekly lesson plans with activities, and a resource for the other teachers on the team.

### ***Assessments***

Campus administrators will be assessed by the Superintendent. The assessment tool will be the T-PESS. The lead teachers will be assessed by T-TESS.

### **Attachment 19: Leadership Evaluation Tool(s)**

Provide any leadership evaluation tool(s) that have been developed.

## Attachment 19: Tool(s)/Process to Evaluate Members of the School's Leadership Team

Lions Academy's Board will evaluate members of the leadership team annually. However, if required, evaluations may be more frequent - *Education Code 21.203(a)*. Charter funds may not be used to pay an administrator if an appraisal has not been conducted preceding 15 months - *Education Code 21.354(d)*.

### ***Principal Appraisal***

The Superintendent and Operations Chief will utilize the Texas Principal Evaluation and Support System (T-PESS) to evaluate the principal. The charter shall submit annually to Region IV ESC a summary of the appraisal scores according to the commissioner's timeframe.

The principal shall be appraised by the following standards:

1. Instructional Leadership
2. Human Capital
3. Executive Leadership
4. School Culture
5. Strategic Operations
6. TEA Accountability Goals – all areas
7. Budget Goal
8. Community Survey

The Superintendent and Operations Chief must be T-PESS certified and the principal must receive orientation prior to the pre-evaluation conference with the principal. Refreshers must be completed yearly.

After training, the Superintendent or designee shall have a pre-evaluation conference to discuss the principal's goals. The mid-year conference will address goals progress, and a year-end summative. The results of each conference will be shared with the Board.

### **Appraisal of Campus Administrators Other Than Principals**

The Superintendent or designee shall appraise each campus administrator, other than a principal, annually using T-PESS. Appropriate modifications will be used for each administrative position according to the Superintendent and approved by the Board. Campus administrators must also develop goals and be approved by the Superintendent or designee.

### **Confidentiality**

Confidentiality will be the same as the principal. All administrators shall be identified as distinguished, accomplished, proficient, developing or improvement needed.

## **Attachment 20: Qualifications for Proposed Financial Team**

### **Chief Financial Officer**

Lions Academy does not have a proposed financial team. Once the charter is approved, the Leadership Team will immediately post for a Chief Financial Officer. The responsibilities of the CFO will include:

- Budget Development;
- Financial Management;
- Accounting;
- Internal Controls; and
- Fundraising.

Kisha LeBlanc is a CPA manager on the Lions Academy's Board. She is more than capable of leading all financial decisions of Lions Academy.

### **PEIMS**

Lions Academy must also hire a secretary/PEIMS position. The critical role is responsible for funding. Per TEA, the Public Education Information Management System (PEIMS) comprises all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information. Through PEIMS electronic collection, school districts submit their data.

The employee must collect the following information:

- organizational,
- budget,
- actual financial,
- staff,
- student demographic,
- program participation,
- school leaver,
- student attendance,
- course completion, and
- discipline.

Lions Academy

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## **Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team**

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

## **Proposed Financial and Operations Leadership Teams**

The Chief Operations Officer is Dr. Angela Portis-Woodson. The remainder of the team has not been determined. The Lions Academy's Board has not determined the Financial Director or the remainder of the team (see Attachment 20).

Per the charter school guideline instructions, the following requirements will be required of the operations and financial teams:

### **Chief Financial Officer**

The financial team must be capable of managing Lions Academy's day-to-day operations to develop the budget, PEIMS, manage the finances, ensure accounting and internal controls are in place, and find funding/fundraising opportunities. Lions Academy must hire a Chief Financial Officer (see Attachment 20). Board member, Kisha LeBlanc, will oversee the financial department.

### **Registrar/Secretary**

Per the Generation 25 Application Instruction and Guidance Document:

The Public Education Information Management System (PEIMS) position will encompass collecting all data requested and received by TEA related to student demographics, academic performance, finances, operations, and personnel.

The Leadership Team and PEIMS personnel will all be trained by TEA and Region 4 Service Center on PEIMS.

### **Dr. Portis-Woodson Chief Operations Officer**

The operational team must be capable of managing Lions Academy's day-to-day operations to for implementing the operations plan successfully, including (see Attachment 21):

- General operations;
- Professional Development;
- Talent management (including recruiting, hiring, and managing staff);
- Policy development and implementation;
- Contract management;
- Oversees principal and school academics;
- Student recruitment and enrollment; and
- School safety.

## **Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team**

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

# Angela Portis-Woodson, Ed. D.

Angela Portis-Woodson, Ed. D.  
5 Spy Glass Court  
Manvel, Texas 77578  
apw4801@gmail.com  
(361) 779-7461 cell

## Objective

Desire a leadership position in a learning organization where administration, teachers, staff, and community work together to ensure success of the heart, mind, body, soul, and spirit in every learner. I desire a proud position where teaching, learning, and designing work together to enhance and foster learning in all leaders, learners and participants. A position where staff members and all stakeholders can become designers of learning systems to meet the changing needs of students of any age, foster creativity in thinking, and support student learning throughout the journey of the educational process today and in the future.

## Profile

- Strong leadership qualities
- Powerful orator
- Distinctive motivator
- Authentic presenter
- Active listener and communicator
- Knowledgeable facilitator and design coach

## Professional Highlights

- Presented and led Lead4ward Strategies and District Design Team initiatives for creating systems to meet state standards for administrative colleagues, district level, and campus level staff and provided ongoing professional development for campuses and district levels
- Designed, created, implemented, and presented, Nationally, methods for successful school reform for Schlechty Center for Leadership in School Reform and Working On the Work
- Trained in National Coaching for Design Level 11 Leadership in School Reform; received certification training and provided ongoing coaching for colleagues and teachers
- Participated in The National Association for Magnet and Theme-Based Schools of America Technical Assistance Conference and designed a 6 million dollar grant of innovation
- Published an article in the *Research Journal of Education* on the topic of teacher induction

## Administrative Professional Experience

Leader of **Leaders Educational Consulting and Coaching**-Manvel, Texas  
Leadership **Development Consultant**, Founder and CEO-August 2018-present

Clemens Complex District Level-Alvin, Texas- Alvin ISD  
Director of Student and Administrative Services-March 2018-June 30, 2018 retired

Nolan Ryan Junior High School-Grades 6<sup>th</sup>-8<sup>th</sup>-Pearland, Texas-Alvin ISD  
Principal 2016-March 2018



## Angela Portis-Woodson, Ed. D.

Angela Portis-Woodson, Ed. D.  
5 Spy Glass Court  
Manvel, Texas 77578  
apw4801@gmail.com  
(361) 779-7461 cell

### Education

- Bachelor of Science in Education, 1987 Texas A & I University  
Kingsville, Texas
- Master of Science in Educational Administration, 1994 Texas A & M University  
Corpus Christi, Texas
- Certification in Educational Administration, 1995 Texas A & M University  
Corpus Christi, Texas
- Doctor of Education in Educational Leadership, 2014 Texas A & M University  
Corpus Christi, Texas

### Professional Affiliations

- ATPE (Association of Texas Professional Educators)
- TASBE (Texas Alliance of Black School Educators)
- PDK (Phi Delta Kappa)
- TEPSA (Texas Elementary Principals and Supervisors Association)
- AKA (Alpha Kappa Alpha Sorority)
- ASCD (Association for Supervision and Curriculum Development)
- TASSP (Texas Association of Secondary School Principals)
- TASA (Texas Association of School Administrators)
- NASSP (National Association Secondary School Principals)
- Magnet Schools of America (MSA)

### Additional Information

- Dissertation title: "*Thrown in the Deep End*"; *The Relationship of Induction Programs to New Teacher Retention*
- Founder and CEO of Leader of Leaders Educational Consulting and Coaching
- Founding Board Member of Lions Academy Brazoria County
- Bilingual-Spanish
- Trained in Voice, Music, and Dance
- Youth Development Leadership and Mentoring Program
- Working On the Work C4D Coach
- Lead4ward trained by Ervin Knezek in designing and implementing learning systems
- School Reform and Transformational Leadership trained by Schlechty Center
- AVID trained and certified
- Proficient with Microsoft Word, Excel, PowerPoint, Videoconferencing, and Electronic Presentations

## Angela Portis-Woodson, Ed. D.

Angela Portis-Woodson, Ed. D.  
5 Spy Glass Court  
Manvel, Texas 77578  
apw4801@gmail.com  
(361) 779-7461 cell

### Administrative Professional Experience Continued

Fred R. Sanders Elementary School-Grades Pre-Kindergarten-5th-Corpus Christi, Texas  
Principal 2014-2016

Stanley Kostoryz Elementary School-Grades Pre-Kindergarten-5th-Corpus Christi, Texas  
Principal 2011-2014

Wynn Seale Academy of Fine Arts-Grades 6th-8th-Corpus Christi, Texas  
Principal 2007-2011

James W. Fannin Elementary School –Grades Pre-Kindergarten-5<sup>th</sup>-Corpus Christi, Texas  
Principal, 2002-2007

W. B. Travis Elementary School-Grades Pre-Kindergarten -5<sup>th</sup>-Corpus Christi, Texas  
Assistant Principal, 1999-2002

### Teaching Professional Experience

T. G. Allen Elementary School-Corpus Christi, Texas  
Grade 4 Teacher and Section Leader, 1998-1999

William Paca Elementary School-Landover, Maryland  
Grade 3-6 Looping Teacher and Section Leader, 1996-1998

Crossley Special Emphasis School-Corpus Christi, Texas  
Grade 5 Teacher and Section Leader, 1987-1996

### Certifications

- Texas Teachers Certification-Provisional-Elementary
- Texas Teachers Certification Provisional-Secondary
- Texas Teachers Certification-Professional-Mid-Management Administrator
- Texas Teacher Appraisal System and PDAS Certified
- Texas Teacher Evaluation and Support System Certified (T-TESS)
- Maryland State Teachers Certification-Advanced Professional-Elementary and Middle School
- Coaching For Design Level II Certified

## Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
<b>Central Office</b>						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1
<b>Total central office</b>	3	3	3	3	3	3

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
FTEs						
<b>Elementary School Campus Staff</b>						
School leaders (principal, assistant principal, deans, etc.)						
Teachers ( <i>create a separate row for each grade or core subject</i> )						
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual						
Teachers, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
<b>Total elementary FTEs</b>						
<b>Middle School Campus Staff</b>						
School leaders (principal, assistant principal, deans, etc.)	0	1	1	1	1	1
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education	1	1	1	1	1	1
Student support staff (e.g., paraprofessionals,	2	2	2	2	2	2

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)	0	0	1	1	1	1
<b>Total middle school FTEs</b>						
<b>High School Campus Staff</b>						
School leaders (principal, assistant principal, deans, etc.)	1	1	1	1	1	1
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education	1	1	1	1	1	1
Student support staff (e.g., paraprofessionals, counselors)	2	2	3	3	3	3
Campus operations (e.g., PEIMS coordinator, clerk)	1	1	1	1	1	1
<b>Total high school FTEs</b>						
<b>Total charter school staff</b>						
<b>Teacher-student ratio</b>						

### **Attachment 23: Supplemental Human Resources Information Forms**

Using the template provided on the Subchapter D application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

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

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: PRINCIPAL

Reports to: SUPERINTENDENT

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

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

N/A

Proposed Location (City and County): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: MASTER'S DEGREE

Experience Required: 1-2 YEARS

Certification Required: PRINCIPAL CERTIFICATION

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Katy ISD	101914	Katy	79,913	\$64,141
Houston ISD	101912	Houston	209,772	\$71,000
Pearland ISD	020908	Pearland	21,606	\$86,406

Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: Tristan Thompson Unity Group

Position Title: Principal

Reports to: Superintendent

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

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

1. Community and school Liaison

2. Increase student achievement

3. Ensure students graduate

4. Resource for teachers

5. Appraisals

6. Attendance

7. Comply with federal, state, and local mandates

8. Comply with Board policies

9. Ensure safe environment

10. Maintain budget

**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.**

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# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: CHIEF FINANCIAL OFFICER

Reports to: SUPERINTENDENT

Salary Range: \$38,000-\$50,000

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

N/A

Proposed Location (City and County): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: BACHELORS DEGREE

Experience Required: 1-3 YEARS

Certification Required: ACCOUNTANT

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
Houston ISD	101912	Houston	209,772	\$47,476
Angleton ISD	020902	Angleton	6,767	\$51,274
Galveston ISD	084902	Galveston	7,019	\$46,701

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: CHIEF FINANCIAL OFFICER

Reports to: SUPERINTENDENT

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

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

1. Maintain budget

2. PEIMS

3. Maintain and reconcile general ledger accounts

4. Maintain and reconcile bank statements

5. Apply for Grants

6. Prepare monthly budget reports

7. Prepare analysis schedules

8. Prepare cash flow projections

9. Assist with audits

10. Analyze ledger accounts and records in accordance with General Accepted Accounting Principles (GAAP)

**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: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: CURRICULUM & INSTRUCTION

Reports to: PRINCIPAL

Salary Range: \$47,476 - \$66,214

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): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: BACHELORS

Experience Required: 2 YEARS

Certification Required: CERTIFIED TEACHER

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
HOUSTON ISD	101912	HOUSTON	209,772	\$47,776
ANGLETON ISD	020902	ANGLETON	6,767	\$55,378
PEARLAND ISD	020908	PEARLAND	21,606	\$66,214

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: C&I

Reports to: PRINCIPAL

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

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

1. Recruiting and supervise teachers
2. STAAR/EOC Testing Coordinator
3. Develop remedial support for struggling students
4. Resource for teachers
5. Design engaging activities for students
6. Coordinate summer programs and curriculum
7. Design lesson plans, scope and sequence, and TEKS calendar
8. CBA testing coordinator
9. Provide verbal and written feedback to teachers
10. Assist principals in walk-throughs and other appraisals

**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.**

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# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: CHIEF OPERATIONS OFFICER

Reports to: SUPERINTENDENT

Salary Range: \$79,141-\$81,000

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

N/A

Proposed Location (City and County): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: MASTER'S DEGREE

Experience Required: 5 YEARS

Certification Required: ADMINISTRATIVE

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
HOUSTON	101912	HOUSTON	209,772	\$81,000
CLEAR CREEK	084910	LEAGUE CITY	42,205	\$79,141

201

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: COO

Reports to: SUPERINTENDENT

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

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

1. Supervise staff

2. Professional Development

3. Analyze and interpret data and metrics

4. Establish policies and procedures to promote charter's culture, mission, and vision

5. Maintain positive relationship with vendors

6. Develop department goals for efficiency

7. Identify problems in operations

8. Maintain budget

9. Collaborate with CFO and Superintendent for monthly board report

10. Assist in creating charters strategic plan

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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: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: SECRETARY

Reports to: SUPERINTENDENT AND PRINCIPAL

Salary Range: \$30,000-\$35,000

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

N/A

Proposed Location (City and County): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: High School Graduate

Experience Required: 3-5 years

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
Goose Creek ISD	101911	Baytown	3,837	\$15.33/hr
Houston ISD	101912	Houston	209,772	\$31,439
Clear Creek ISD	084910	League City	42,205	\$26,544

204



Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: SECRETARY

Reports to: PRINCIPAL and SUPERINTENDENT

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

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

1. Arrange and confirm appointments
2. Maintain schedules and calendarss
3. Maintain office systems
4. Prepare correspondence, reports and documents
5. Take minutes in meetings
6. Create presentations
7. Communicate effectively in writing and oral
8. Answer telephone
9. Manage office supplies
10. Assist with PEIMS as necessary

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

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: STUDENT SUPPORT COUNSELOR

Reports to: COO

Salary Range: \$53,595 - \$59,130

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): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: 3 years or more

Certification Required: Certified/Degree Counselor

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
Houston ISD	101912	Houston	209,772	\$53,595
Angleton ISD	020902	Angleton	6,767	\$58,970
Pearland ISD	020908	Pearland	21,606	\$59,130

207

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: STUDENT SUPPORT COUNSELOR

Reports to: COO

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

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

1. Implement and oversee guidance program that provides students with a safe and non-judgmental way to voice their concerns or worries

2. Assist administrators and educators with school-related events

3. Analyze student performance

4. Create academic plans

5. Collaborate with staff

6. Facilitate crisis intervention

7. Facilitate prevention programs

8. Effectively communicate with staff, community, and students

9. SEL strategies implementation

10. Ensure CCMR for all students

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

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: ASSISTANT PRINCIPAL

Reports to: PRINCIPAL

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

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

N/A

Proposed Location (City and County): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: Masters Degree

Experience Required: 1-2 years

Certification Required: Principal Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Katy ISD	101914	Katy	79,913	\$80, 229
Angleton ISD	020902	Angleton	6,767	\$64,000
Pearland ISD	020908	Pearland	21,606	\$67,908

210

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: ASSISTANT PRINCIPAL

Reports to: PRINCIPAL

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

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

1. Academic resource for teachers
2. Discipline management
3. Community and business partner
4. Extra-curricular Activities
5. Comply with federal, state, and local mandates
6. Assist principal in hiring staff
7. Assist principal in staff evaluations
8. Administrator over ARDs
9. Evaluate Staff
10. Provide student services

**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: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: PARAPROFESSIONAL

Reports to: TEACHER AND PRINCIPAL

Salary Range: \$16,588 - \$20,720

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): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: High school diploma

Experience Required: 1-2 years

Certification Required: None 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
Houston ISD	101912	Houston	209,772	\$20,720
Alvin ISD	020901	Houston	25,945	\$16,588
Friendswood ISD	084911	Friendswood	6,070	\$14,193

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Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: Paraprofessional

Reports to: Teacher and Principal

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

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

1. Communicate effectively
2. Work well with students
3. Work well with staff
4. Assist teacher in activities
5. Assist teacher in learning environment
6. Assist teacher in administrative duties
7. Work under the supervision of a certified teacher
8. Assist teacher in classroom preparations
9. Inspire the students
10. Bilingual preferred

**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.**

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# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: SEL/CMMR COUNSELOR

Reports to: COO

Salary Range: \$47,476-\$58,970

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): BRAZORIA COUNTY

Number of Students anticipated in year one: 250

In year five: 750

Minimum Qualifications Required:

Education Required: BACHELORS

Experience Required: 3-5 YEARS

Certification Required: State Board Education Certification (SBEC) as a teacher, or  
Texas Certification in Counseling, or  
Licensed Professional Counselor (LPC), or

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
Houston ISD	101912	Houston	209,772	\$47, 476
Angleton ISD	02002	Angleton	6,767	\$58, 970
Galveston ISD	084902	Galveston	7,019	\$49, 904

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Name of Proposed Charter School: LIONS ACADEMY

Name of Sponsoring Entity: TRISTAN THOMPSON UNITY GROUP

Position Title: SEL and CCMR Director

Reports to: Chief Operations Officer

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

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

1. Plan, create, and lead professional development sessions for district personnel, as well as community members and other participants, in SEL topics
2. Communicate effectively both verbal and written
3. Ensure students are CCMR
4. Be a resource for teachers and provide examples regarding strategies
5. Stays up to date on best practices in SEL
6. Research SEL curriculum for implementation
7. Observe teachers and coach as needed
8. Assist teachers and staff with implementation of SEL curriculum and lesson plans
9. Consult with staff and connects students with teachers
10. Leads SEL school projects

**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-CEO

Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: Tristan Thompson Unity Group

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: \$90,000-\$95,000

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

There will be no form of remuneration for the first year. The board must approve for subsequent years.

Proposed Location (City and County): Brazoria County

Number of Students anticipated in year one: 250 In year five: 750

Minimum Qualifications Required:

Education Required: Master's Degree in Education

Experience Required: 10 years of education experience

Certification Required: Texas Superintendent Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Brookeland ISD	121902	Brookeland	394	\$95,451.00
Burkeville ISD	176901	Burkeville	276	\$114,608.00
Sabine Pass ISD	123913	Sabine Pass	371	\$136,538.00

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Name of Proposed Charter School: Lions Academy

Name of Sponsoring Entity: Tristan Thompson Unity Group

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. Provide leadership to always improve student performance
2. Central Administration Organization
3. Partner with Board to ensure all responsibilities are carried out
4. Implement Board policies
5. Submit, propose, and administer budget
6. Prepare policy recommendations and oversee implementations
7. Administrative manager to operate day to day operations
8. Terminate, Suspend, or nonrenewal of an employees term contract
9. Overseer of education programs and services
10. Overseer of school district's facilities

**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.**

## **Performance Management**

Lions Academy has set high standards and established specific performance indicators for all core and content subjects in all grade levels 7-12, which will be used to measure student and staff success throughout each school year and academic term. Our selected indicators will be based upon: student growth and mastery, state curriculum expectations, and year-to-year performance results. Based upon student populations, we will set goals and high expectations of success. All stake holders of the Lions Academy will be held responsible for accomplishing the mission, vision, beliefs, and goals set by the Board, Superintendent, and Instructional Leadership Team.

Lions Academy Board members have varied expertise in the areas of operational performance, academia, and finance. All Board members will participate in assessing performance during the school year. Per the resumes and knowledge of each member, all the Board members are qualified and able to assess performance of the charter's operational performance.

### **Lions Academy Monitoring System (LAMS)**

The Superintendent will provide the Board with a monthly school progress update using the Lions Academy Monitoring System (LAMS). The monitoring system will be used to evaluate student individualized and group performance data for academics, behavior, and attendance. Assessments will be evaluated on a quarterly basis. Teachers will assess data on an ongoing basis and report progress to campus principal and Academic Leadership Team. Snapshot dates will be used to insure implementation and feedback of data. The Superintendent will share student academic data at monthly Board meetings. The Board will assess progress and make recommendations as needed including special populations, ESOL, all students, and other data as needed.

### **Finance**

The Finance and Operations committee will be consistently communicating. They will meet one week prior to the monthly Board meeting to review budget, fiscal health, and charter needs to comprise a monthly report. The monthly report will be shared with the Superintendent and the Superintendent will present to the Board.

### **Student Performance**

Evaluation Tools for Student Performance – We will establish evaluation tools in various ways. Evaluation tools of student performance will be viewed through the characteristics of grade level standards set by the state of Texas. The Board will be tasked with identifying students who are mastering content at or above their specific grade level. The Board members will also review each student's academic performance measured against grade level content and grade level averages, campus-based benchmarks, and performance on TEKS. Student data will also be disaggregated by population and sub-population groups.



### **Academic Growth**

Lions Academy's data will be analyzed across the school by content, by grade level, and all sub-populations, to identify strengths, weaknesses, and to identify campus trends. We will also be assessed by analyzing individual student results within the current school year and upcoming years. We will also be assessed by analyzing prior student results within the year and the upcoming years. Special Education, ELLs, AP, and Pre-AP data will be disaggregated school-wide and compared to one another as well as students in the general education populations to ensure that all students are moving towards academic proficiency and mastery. Baseline data will be reviewed to set goals and monitor ongoing progress.

### **New Student/Returning Student**

The Board will analyze student enrollment data on a monthly basis. Attendance and snapshots will be completed on a month-to-month and a year-to-year basis. Reviewing this data will allow for identifying trends, patterns, and comparisons, on students who enrolled in Lions Academy for one year or across multiple years until graduation.

### **District and State Historical Comparisons**

The Board will disaggregate student data and performance on the STAAR assessment by grade level, sub-populations, content, and school year. Student data will be compared at the district and state levels to identify gaps in populations including students who are economically disadvantaged, special programs, race and ethnicity, and ELLs.

### **Achievement Gaps**

The Board will identify comparison areas in student achievement by individual category and sub-populations within the school. Data will be compared by the state and district levels to determine where gaps are identified and to work with identified staff to ensure strategic plans and resources are in place.

### **Thresholds to Determine Success and Failure**

Lions Academy will determine success and failure by the following: MAP, CBAs, Teacher Benchmarks, Individual Grades, and Informal Surveys. The Board will use these areas of academic growth to inform the end of year evaluation for Lions Academy.

### **Continuous Improvement**

The Board and campus leadership will utilize a strategic plan and practice on-going monitoring and a needs assessment to inform decisions. Through ongoing monitoring, we will be able to identify corrective actions on a regular basis. If we fall short of expectations, areas will be identified, a plan will be generated, budget will be reviewed, leadership will be evaluated, staff development will be implemented, and school-wide accountability will be addressed. During the pilot year, many corrective actions, courageous conversations, and small wins will be expected. Triggers may include attendance, discipline, student-teacher ratio, and identifying curriculum needs of all students. It will be the responsibility of the Board and the Leadership Team to implement corrective actions and ensure the success of the academy.

## **Talent Management and Development**

Lions Academy will be the school of choice; therefore, we require the best staff. Students and staff would prefer to attend Lions Academy because we offer exceptional and differentiated education to ensure students are college, career, and military ready. The Advisory Board will offer extensive experience in professional development and the school will be a “work family” atmosphere where everyone is comfortable and ignited to learn (see Attachment 22).

Lions Academy will offer a competitive salary and benefits to certified and non-certified staff. Every experienced staff will be offered mentorship and every new staff member will be given mentorship and induction services. New teachers will maximize their teaching ability through professional development, and lead teacher and administrative classroom support. The Leadership and Academic teams will build positive relationships with all staff.

### **Staff Qualifications**

All leadership and teachers must have a minimum baccalaureate degree. Superintendent, must be certified as a superintendent. Principals must be certified as a principal. ELL teachers must have completed successfully the ESL Supplemental Exam. Special Education teachers must be special education certified EC-12, and general education teachers must be certified in the perspective grade levels taught. All teachers who have passed the Special Education certification and ESL Supplemental Exam will be paid a stipend.

PEIMS is an additional requirement detriment to the success of Lions Academy. It is imperative that everyone is knowledgeable and can be used as a resource for the department and person responsible for reporting PEIMS. Therefore, all leadership staff and secretary must be trained in PEIMS. Training will be provided by Region IV and/or TEA.

### **Recruitment**

Research shows that teachers who are happy and work in a conducive work environment are easier to retain. Recruitment will begin August 2020 – February 2021 upon approval. We will take an aggressive approach when recruiting to identify the best candidates. The Leadership Team will lead all recruitment efforts by setting the vision, mission, and beliefs. Dr. Portis-Woodson will support operational details including but not limited to job fairs, job postings, and HR details and will be hired by August 2020. It is our hope to have volunteer future teacher college students from UHCL supporting the charter during this time for administrative support. Our Board leadership includes a professor from UHCL and is diligently working with UHCL President to initiate teacher recruitment opportunities. The Principal will team with the Superintendent and COO with logistical and administrative support until an officer manager is hired. All personnel will be hired by March 2021 (see Attachment 23).

### **Hiring and Dismissals**

Lions Academy will use Glassdoor, Linked In, Region IV, and similar employment sites to find the best candidates. The Leadership Team will compose an online and paper application which will vet our perspective candidates. The application will include questions pertaining to prior

convictions that may disqualify them from working at the charter. The principal will conduct the phone interview prior to the candidate's formal interview and check minimum of three references no more than three years prior to employment. Once the candidates are confirmed, the Lions Committee will interview certified candidates and recommend the potential candidate to the Board after the background check and a satisfactory fingerprint is complete, an offer of employment will be offered.

The Principal and Operations Director will interview Paraprofessionals, Secretary, and other non-exempt staff. During teacher interviews, the candidate must demonstrate a lesson from their certified subject area using mock scenarios prepared by the principal and lead teacher.

T-TESS, walk-throughs, letters of concerns, and letters of reprimands will be utilized for teacher evaluations and dismissals. The Board will evaluate the Superintendent. The Superintendent will evaluate the COO, CFO, and principal.

#### **Unforeseen Staff Shortages**

We hope that through our early recruiting strategies, we will not have personnel shortages. If there is an unforeseen shortage, we will reach out to UHCL, iTeach, Region IV, and Texas Teachers of Tomorrow. We will use effective recruiting strategies throughout the school year.

## **Professional Development and Evaluation**

Initial professional development will begin three weeks prior to students arriving. It will begin with unpacking the charter's vision, mission, and beliefs. Staff must understand the foundation of the school. Next, the staff must also buy-in to the Strategic Plan to provide direction.

### **Lions Academy's Culture**

The Lions Academy's mission, vision, and beliefs must permeate throughout the charter with leadership, staff, and students. Every employee must share the same goal as charter for leaders to be effective leaders, teachers to have high academic and behavior expectations for all students, and for students to portray what it takes to be a LION. The expectation is for staff to demonstrate the LIONS values for the students to replicate. CHAMPS values must be seen in the classrooms, hallways, cafeteria, and other locations on the campus.

Crisis Prevention and Intervention (CPI) will be included. Every staff will be CPI certified on a yearly basis. The initial training will be a complete lesson then refresher courses afterwards. Staff will understand restraints will only be used as a last resort to keep the child and others safe.

Leadership will explain all sections of the Code of Conduct for students and staff. Consistency will be stressed. Other mandated trainings are Conscious Discipline, Bullying, Special Education law, how to read an IEP, Special Education required documentation, Sheltered Instruction/ TELPAS, TTESS appraisal system, STAAR/EOC, RTI, FERPA, Ethics, Sexual Harassment, Suicide Prevention, Health Services, Reporting Child Abuse, ALICE, and Blood Pathogen. Dr. Portis-Woodson, Chief Operations Officer, will be responsible for professional development. Administrators will be taught the PEIMS program provided by TEA and/or Region IV ESC.

The final professional development will be academics. The Academic Team will discuss new changes in academics per TEA, TEKS for each subject with information and activity suggestions. Prior to the training, the Academic Team comprised three documents for the teacher's use. The documents are each subject's TEKS, yearly calendar, and scope and sequence. Each teacher will be required to break down the TEKS and begin creating lesson plans including activities. The teachers will meet as a team to share and learn from each other.

### **Teachers**

The Leadership Team will be responsible for assisting teachers in special populations, ESOL, TEKS, and other academic areas. The Principal and COO are expected to be the primary resources on the campus for the initial year. Dr. Portis-Woodson, Operations Chief, is recently retired and has implemented many successful PD programs throughout her education experiences as a principal and district administrator. The principal is expected to have professional development experience to also be that needed resource for the teachers. If budget is available, Lions Academy will hire a Dean of Instruction by year three to support the teachers with guidance from the charter's principal. The Dean must be able to evaluate staff, ensure appropriate training is given, and support all teachers as needed (see Attachment 24).

During the first three weeks of the summer session, staff will be trained how to conduct successful parent, student, teacher conferences, CPI, PBIS, AVID, Connect Learning, Special

Education/IEP, ESOL, Student Portfolios, Lesson plan design, Unpacking TEKS, Book Study, Teach Like a Champion, CHAMPS, Effective PLCs, Eduphoria, Data assessment, and other strategies for student success. However, the first few days of training will teach staff what it takes to be a LION. Once school begins, teachers will be required to attend weekly staff meetings to address data, and topics detrimental for student success. The teachers' tool-kit will be filled with strategies for use throughout their teaching profession. However, additional training and review of past training will be implemented during weekly staff development and when students are out of school for the full day or early dismissal, but staff must report to work.

What a typical day should look like at Lions Academy will be discussed. Staff expectations including how each class should be set-up, visuals of student work examples, lesson's goal and objectives should be visual, class library, and the school's theme for the year should be present in each class and hallway. The learning environment should be inviting and energetic.

### **On-going Teacher Assistance**

Teachers will be placed on teams. The first team is general teaching information which will meet every Friday during planning. Teachers will discuss best practices, general teaching tactics found useful, activities, scope and sequence, lesson plans, and other general topics of being a teacher. Every teacher must have a clear picture of how to deliver a lesson and assess learning.

On Monday-Thursday's, teachers will be given two-hour blocks to deeply focus on content areas. Grade level teams are 7-9 and 10-12 teams, and will have a lead teacher and teams will meet every day for a minimum of one hour. The Team leaders' expectations are to have an agenda, purpose, and goal for every meeting. Every meeting must include academic data. Data will be reviewed and spiraled into the teacher's lesson plan. Team leaders must inform all participants at least 24 hours in advance of the meeting. Upon hiring a Dean of Instruction, the Dean must approve the agenda and attend the meetings. Lions Academy expect teachers to be content experts. Teachers must stay abreast of their content area and use teaching tactics learned from professional developments. Detailed lesson plans that include activities, differentiation, ELL support, and rigorous academic expectations must be implemented on a day-to-day basis.

### **Teacher Assessments**

Unannounced and daily walkthroughs by the Leadership Team will be the norm at Lions Academy. The Dean of Instruction and Principal will conduct walkthroughs upon hire. The walkthroughs will give the Leadership Team the opportunity to take the pulse of the learning environment for each teacher. Information will be used for professional development opportunities.

Lions Academy will use the Texas Teacher Evaluation & Support System (T-TESS) as a teacher assessment tool. The COO is certified in T-TESS; therefore, the principal must also be certified. TTESS is an evaluation tool supported by TEA. The formative and summative evaluations require pre-conference, walkthroughs, full class assessment, and post conferences. The data from the tool will also drive professional development.

**Attachment 24: Teacher Evaluation Tool(s)**

Provide any teacher evaluation tool(s) that have been developed.

## **Attachment 24: Teacher Evaluation Tool(s)**

Lions Academy will evaluate teachers using the Texas Teacher Evaluation and Support System (T-TESS) tool. A teacher must be appraised at least annually. Appraisals shall consist of classroom observations and walk-throughs. The frequency will be dependent upon individual needs of the teachers. The observations and walk-throughs are intended to evaluate and guide. The evaluation will encompass discipline management and student progress. All observations will be shared with the teacher within ten days to address findings and kept in the teacher's personnel file. The observations are confidential and not subject to disclosure unless there is a TEA investigation.

The principal must be certified in T-TESS prior to the pre-conference. The teacher orientation shall be conducted in a face-to-face setting during Lions Academy's first year of T-TESS implementation and shall include all appraisal policies and appraisal calendar. The principal shall provide a calendar for teacher appraisals within three weeks of the first day of instruction. Teachers may be observed at any time of the school year.

The following T-TESS domains and dimensions are:

1. Planning
2. Instruction
3. Learning Environment
4. Professional Practices and Responsibilities
5. TEA accountability for assigned students
6. Discipline Management
7. Classroom Culture

A summative report shall be shared with the teacher no later than 15 working days before the last day of instruction for students. The summative shall be placed in the teacher's personnel file by the end of the appraisal period. *19 TAC 150.1003(h)*

The teachers will be rated:

1. Distinguished;
2. Accomplished;
3. Proficient;
4. Developing; or
5. Improvement needed.

An end-of-year conference and written summative shall be held within a time frame specified by the board but no later than 15 working days before the last day of instruction for students.

## **Retention**

Enter narrative response to the prompts in this section of the application.

Certified staff will be pursued for the August 2021 school year between September 2020 and February 2021. Lions Academy will seek competent and energetic staff until the right personnel are found. Staff will be offered an intimate working environment and extensive professional development to add to their tool-kit.

Lions Academy's staff and students will not desire to attend any other charter because of the incredible culture. Personnel will be treated as a member of a team. Every staff and student will be respected, encouraged, and given every opportunity for growth. An example of growth opportunities is allowing staff to train in other areas. Teachers may desire to teach other disciplines and will be encouraged to sit-in different classes during their conference times. The academy will offer top professional development opportunities given by competent and energetic leadership. If a teacher desires professional development outside of normal working hours, the academy will ensure that the teacher(s) will be provided the training.

Transparency is another retention incentive. Open communication relationships will be the norm at Lions Academy. Staff will be aware at all times how their responsibilities impact the success of the charter. Staff is also encouraged to have input and suggestions for ideas and best practices of the charter.

Teachers will be awarded a stipend at the end of the academic school year dependent upon T-TESS results and Academic Team guidelines. Their initial salary will mirror the district where the school is located. Benefits will also be available at a competitive fee. Special Populations teachers will also be given a stipend based on employment forecasts.



## **Operational and Financial Plans**

### **School Calendar and Schedule**

A Lion Academy's student will be considered full time if s/he attends a minimum of 4 hours per day, 75,600 hours and 180 school days. The academic year starts August 2021 and ends May 2022. Lions Academy will use a quarter semester system.

When deciding on the charters academic calendar and schedule, the Board considered the following factors to guide the decisions: (1) academic needs of general education, special populations, and ELL students; (2) the rigor and high expectations of a CCMR curriculum and the additional time it requires for student success and (3) best practices, including SEL, from other high-performing schools. As a result, our calendar and daily schedule provides ample time for staff and students to build academic skills and knowledge and to achieve required growth for 7<sup>th</sup>- 12<sup>th</sup> grades.

Lions Academy will observe 7 holidays. The days are Labor Day, Presidents Day, Thanksgiving, Winter Break, Martin Luther King, Good Friday, and Memorial Day. The students will also have additional days off to allow work days for the teachers. The charter will also provide professional development days throughout the school year for staff.

The daily schedule will be 7:45-3:00. Monday through Thursday will be two-hour block schedules. Fridays will be 7 classes for 55 minutes. Students will also be on an early college schedule for dual credit enrollment. Courses will be taught on the college campus or Lions Academy (see Attachment 25).

Lions Academy will offer a modified Block Schedule (see Attachment 26). The Board chose a modified block schedule for several reasons:

1. Teachers are able to spend more time with their students for efficacy.
2. Lions Academy's school design will include an individualized education plan for all students, Connect, and this program is ideal for block schedules.
3. Less homework is needed in this type of schedule and research shows homework is not as effective when a teacher may check for understanding during the class period.
4. It increases the amount of time on task by reducing the amount of preparation time at the beginning and the end of each period.
5. Teachers are able to build better relationships with the students because they are with the teacher longer periods of time.

Monday through Thursday are Block Days. Each day will be comprised of three, 90-minute core classes. Fridays are seven standard classes 55 minutes each.

**Attachment 25: Proposed School Calendar (Annual)**

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

2021-2022

# School Calendar



# LIONS ACADEMY

August					September					October				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6			1	2	3					1
9	10	11	12	14	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
- Personnel First Day Staff PD Staff Work Day Staff PD 1 - Students First Day					6 - Labor Day – Students and Staff Off					Students Off/Staff PD Make-up Days if Needed PSAT (9 <sup>TH</sup> -11 <sup>TH</sup> Grades)				
November					December					January				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31	31				
2-26 - Thanksgiving Holiday-Students and Staff Off Personnel Except for Teachers Work					21 - Students Early Release 22-31 - Winter Break – Students and Staff Off					6 - Staff Return from Winter Break -Work Day 7 - Staff Professional Development Day 10 - Students Return from Winter Break				
February					March					April				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4		1	2	3	4					1
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
28					28	29	30	31		25	26	27	28	29
Students Off/Staff Professional Development Make-up Days if Needed					14-18 - Spring Break – Students and Staff Off					Good Friday-Students and Staff Off Student Off/Staff Professional Development				
May					June					July				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6			1	2	3					1
9	10	11	12	14	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
Memorial Day – Students and Staff Off Graduation Early Release-Students Last Day Teachers last day Other staff last day										Independence Day 240 Employees Off				
	Early Release				9 Week Grading Period and STAAR/EOC Dates									
	Staff Work Day													
	Staff Professional Development													
	No school for students/PD for staff													
	No school for staff or students													
	240 Staff Work													
	Orientation/Meet the Teacher Day													
	Registration													

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## **Attachment 26: Proposed School Schedules**

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1 <sup>st</sup> Period 7:45-9:45				
2 <sup>nd</sup> Period 9:50-12:30 (7-9) 9:50-10:50 (7-9) 11:30-12:30				
2 <sup>nd</sup> Period 9:50-11:50 (10-12) Grades				
(7-9) <b>Lunch</b> 10:55-11:25				
11:55-12:30 (10-12) <b>Lunch</b>				
<b>Activity Period</b> 12:35-12:55				
3 <sup>rd</sup> Period 1:00-3:00				

**Activity: Homework, Tutorials, Reading**

### **Lions Academy's Schedule - Friday**

TIME	FRIDAY
1 <sup>st</sup> Period 7:45-8:40	
2 <sup>nd</sup> Period 8:45-9:40	
3 <sup>rd</sup> Period 9:45-10:40	
10:45-11:15 (7-9) <b>Lunch</b>	
4 <sup>th</sup> Period (10-12) 10:45-11:40	
4 <sup>th</sup> Period (7-9) 11:20-12:15	
11:45-12:15 (10-12) <b>Lunch</b>	
12:20-1:00 <b>Activity Period</b>	
5 <sup>th</sup> Period 1:05--2:00	
6 <sup>th</sup> Period 2:05-3:00	

**Activity: Homework, Tutorials, Reading**

## **Student Recruitment and Enrollment**

Lions Academy is an open-enrollment charter and will explicitly prohibit discrimination in the admission policies and any aspect of the charter. The Board must approve students who have a documented history of a criminal offense, a juvenile court adjudication, or consistent discipline problems. Safety is paramount at Lions Academy (see Attachment 27).

Special Populations are welcome. Specific certified staff in this particular area will be provided. All students will have equitable access. There is an enrollment number for each grade level 7-12.

Lions Academy has a goal of maintaining at least 100 students per school year for financial viability. The academy has an enrollment projection of 250 year one and 750 for year five. The academy will participate in community events, social media, TEA accountability, and advertisement. The parents and students will want to be involved due to the culture, mission, values, and beliefs. The academy will follow all TEA guidelines as it pertains to enrollment.

### **Enrollment Evaluation**

Community surveys, Student and staff surveys, TAPR, MAP, CBAs, and student enrollment graphs will evaluate the recruitment strategies success. Year 0 to year 1 data must show a monthly increase in student enrollment. From September 2020 through June 2021, enrollment must increase by 10 students per week. If data shows that a substantial increase is occurring, then the strategies will be updated by the Board and Leadership Team.

### **Recruitment Targets**

All students are welcome at Lions Academy. However, we will target students who are not pushed academically towards high expectations, residential treatment students, special needs, at-risk, Pre-AP, AP, ELL, and 7<sup>th</sup>-12<sup>th</sup> grade students. The design will offer teachers who are 7<sup>th</sup>-12<sup>th</sup> grade certified in the academic core areas. A modified block schedule will allow the teacher flexibility to teach and learn the students especially for SEL strategies.

### **Recruitment Timeline**

Upon charter approval, community outreach will continue and recruiting will begin. September 2020, the charter will use community events, social media, door-to-door canvassing hanging door tags, word of mouth with flyers, partnering with the chambers, churches, and other types of outreach opportunities. The Leadership Team will encourage families to apply on line or in person. February 2021, open enrollment ends. Data and strategies will be assessed and updated if needed. April 2021, encourage family members who have signed up to be on boards, share uniform data, PTO member. The Leadership Team is responsible for evaluating, planning, and implementing recruitment activities.

### **Recruitment Metrics**

The goal is to recruit for a minimum of two applications per open seat. Our goal is to have 500 applicants for 250 seats. September 100, November 150, January 150, March 50, June 50. Our contingency plan if our numbers fall short will be to partner with the local ISD for potential students who may be interested and have not heard about Lions Academy.

## **Attachment 27: Proposed Admissions and Enrollment Policy**

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

**Enrollment deadlines and procedures.** If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.



## **Attachment 27: Admission and Enrollment Policy**

Lions Academy is a public charter school and will not discriminate against any child. Every potential student has the right to a Free and Appropriate Public Education (FAPE). Lions Academy will provide equitable academic access to all children. The academy's admission policy will not discriminate on the basis of race, national origin, sex, ethnicity, academic and artistic or athletic, religion, sexual orientation, gender identity, age, mental or physical disability, special need, home language, or academic achievement (Texas Education Code § 12.111 (a)(5)). Lions Academy will abide by all federal and Texas laws as it pertains to admission and enrollment.

Lions Academy will create a policy requesting the following:

- Family contact information – cell, address, email
- Student information regarding age, grade, education requirements/needs
- Transportation requirements

Once Lions Academy has permission to open, the enrollment period will begin the following month. In September 2020, an open-enrollment period will begin and end February 2021. Depending upon the number of applicants per grade level, if the applicants exceed the number of available seats, a public random lottery for the particular grade levels will be held in a designated community library if the site of the charter has not been secured.

If by chance seats are still available, all children will be able to enroll until all allotted seats are filled. The specifics of date and time of the lottery will be posted on Facebook, local and county newspapers, charter website, and flyers. Families must not be present to secure a seat(s). If a sibling was chosen and others would like to attend, the other siblings will have priority and will be exempt from the lottery. Children of staff are also exempt from the lottery. Brazoria County is the primary geographic boundary and citizens of the county will have the first option to choose Lions Academy.

If all potential Brazoria County residents have voiced an interest to attend Lions Academy and seats are still available, students living outside of Brazoria County will be given the option to attend. Once a student is admitted, their guardians will be immediately contacted. The guardian(s) will have 10 days to respond to our offer by phone, email, US mail, or Lions Academy's website. If a reply is not received by Lions Academy within the allotted time, the seat will be given to the next child on the waitlist.

### Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?

Yes ☐

No ☒

**IF THE RESPONSE TO THE QUESTION ABOVE WAS "NO," SKIP TO THE NEXT SECTION, "FACILITY NOT IDENTIFIED."**

### Facility Identified

1. If the response to the question above was "yes," enter the physical address of the identified campus facility to be used during Year 1 in the box below.

**Physical Address of Facility:**

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?

Currently Own ☐

Purchase ☐

Lease ☐

3. Has the building been issued a certificate of occupancy for educational use?

Yes ☐

No ☐

Enter narrative response to the prompts in this section of the application (if applicable).

Reference **Attachments 28-29** in the response.

**Attachment 28: Certificate of Occupancy for Facility**

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Attachment 28: Certificate of Occupancy for Facility

N/A

**Attachment 29: Evidence that Facility has been Secured**

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

Attachment 29: Evidence that Facility has been Secured

N/A

### Facility Not Identified

1. Does the applicant intend to lease or purchase a property?	
Lease <input type="checkbox"/>	Purchase <input checked="" type="checkbox"/>

Enter narrative response to the prompts in this section of the application (if applicable).

The proposed Superintendent, Kathy Goodwin, has been working diligently to familiarize the availability of commercial real estate market in Brazoria County. Lions Academy will continue to be abreast of potential locations in most major areas of the county. The academy will continue to stay familiarized with available property until August 2020 when charters are awarded. Once Lions Academy is awarded a charter, the proposed Superintendent will contact a real estate agent in Brazoria County. The area of focus will be dependent upon the surveys from the citizens of the county. This type of service is free of charge. The goal is to secure a facility by December 2020. Renovations if needed and a Certificate of Occupancy must be complete with a move-in date of May 2021. The first school year will require approximately 20,000 sq./ft for classroom, work room, communal space, and a main office area. Lions Academy will ensure the building requirements will always be in budget according to state funding whether the building is lease, purchase, or lease with a purchase option. Portable buildings will be an option if additional classroom space is required.

Lions Academy's school design is for push-in supports as much as possible and individualized small group instruction daily. Classrooms must be designed with minimal distraction from other classrooms, street traffic, and business. Therefore, we will actively seek out facilities that allow each classroom to be its own contained space.

## Transportation

Public Transportation is not available in Brazoria County; therefore, Lions Academy will be located in an area where there is the highest desire for a charter school according to data. If there is a desire for attendance in a remote area at least 20 miles away, Lions Academy will contract with a transportation company to pick up and drop off students at a safe location. The other students will either walk or use family provided transportation. Lions Academy will continue to pursue grants to purchase our own bus and will utilize it for field trips and other school needs. The cost of this service is added to the special education mandate. We will offer partner with after school programs for parents who are not able to pick-up children at the end of the school day.

**Special Education.** We anticipate 10% of our students will receive special education services and 8% will require transportation, 34 CFR §300.34(a) and (c)(16). Lions Academy must provide transportation for students with disabilities if mandated as a related service in their IEP according to the Individuals with Disabilities Education Act of 2004 (IDEA). We estimate \$15,000 for transportation costs and have added this expense in our Financial Workbook.



### **Start-up Plan**

Our start-up plan was inspired by other charter schools plan including Bloom, The Gathering Place, Odyssey, and San Antonio Preparatory. Lions Academy also met with Legacy, Harris County Department of Education, and Energized for Excellence schools for insight. Therefore, the start-up plan and budget may seem similar to the entities above mentioned.

#### **Anticipated Costs**

<b>Personnel</b>	<b>Contracted Services</b>	<b>School Operations</b>	<b>Facility-Acquisition, Operation, Maintenance</b>
Superintendent	LSSP	Furniture	Facility
Chief Operations Officer	Professional Development	Computers	Maintenance
Chief Financial Officer	Transportation	Software Programs	Renovations
10 Teachers	Life Coach	Promethean Board	
Principal	Audit	School Supplies	
3 Paraprofessionals	CPI Certification		
Secretary/Registrar	Maintenance		
Custodian/Food Services			
Police/Security Officer			

#### **Board Involvement**

The Superintendent will present to the Board a report of the expected financial needs included in the start-up plan. The Board must approve the start-up plan prior to implementation and monitor on a continuous basis. Once the CFO is hired, all financial requirements will be implemented through the financial department prior to the Board review. The CFO and Superintendent will meet to review all finance reports prior to Board meetings. Board members may inquire of any item allocated on the report for additional review.

Lions Academy will begin staff development three weeks prior to the start of school. We will budget for materials and external training. Based upon other charter school's start-up costs, we have a budgeted to ensure students and staff are greeted with a school they will be proud to be associated with and feel safe and secure when entering. This will also provide for rent, insurance, and utilities needed for our school. We want ensure that our parents are excited and that our students will be ready and equipped to learn. Needed items will be ordered and paid with state funding. Examples of needed items are student materials, furniture, leveled classroom library books, Fountas & Pinnell, and curriculum needs.

#### **Waste, Fraud, and Abuse**

Lions Academy is a public charter school and is responsible for efficient use of public dollars. Lions Academy will make ethical choices to ensure citizens tax dollars are allotted for the

education of children in Brazoria County. All monies allocated will be spent responsibly and aligned to the Generally Accepted Accounting Principles within the guidelines of the TEA. All funding whether state, federal, or private will be managed with transparency. Upon TEA approval, the Board will adopt financial policies according to the Financial Accountability System Resource Guide (FASRG).

### **Safeguards**

Lions Academy will ensure safeguards are in place and implemented by the Board:

1. The Board will follow all laws regarding transparency in the budget.
2. The Board's Finance Committee will address internal oversight through monthly reviews of transactions for compliance, regulations, and federal law.
3. The Board will conduct internal and official audits of all finances.
4. The Board will have a fiscal policy outlining tasks and responsibilities including checks and balances.
5. The Board will set fiscal controls within the charter policies and train all roles upon hire.
6. The Board will have a pass code with strict access to key roles only to file and store financial documents.
7. The Board will implement fiscal policy for large school expenses that align with state requirements.

Timeline	Task	Responsible Individual
JULY 2020	Recruit four new Board members within the community where the charter will be located according to county responses, apply to all applicable grants, confer with graphic artist for marketing documents, and consultation on digital marketing plan, choose a building	Superintendent, COO, and Board Chair
AUGUST 2020	Open bank account, research additional funding sources, lease/purchase building, create Board meeting schedule for the year/ratify Bylaws, Code of Ethics and Conflict of Interest Policy, finalize Superintendent's, COO, and Principal's contracts, update teacher and staff recruitment plan, create application and enrollment forms, create website, launch teacher application portal on website, Board Finance and Operations Committee schedule their meetings for the year, hold formal press release	Superintendent, COO, and Board
September 2020	Create interview questions and scenarios/ finalize digital job postings plan, host family and community information sessions	Superintendent, COO, Principal, and Board
October 2020	Hiring season for teachers and staff, establish policy and procedure for credit card expenditures, Attend PEIMS training sessions with Region 4, Board attends TEA Board training sessions	Superintendent, COO, Principal, Registrar/Secretary and Board

November 2020	Student open enrollment period begins, Application for enrollment is available on our website, Teacher and staff recruitment efforts at local universities and job fairs,	Superintendent, COO, Principal, Registrar/Secretary and Board
December 2020	Fundraiser, Board and administrative required trainings	Superintendent, COO, Principal, Registrar/Secretary and Board
January 2021	Select uniform vendor and uniform, engage enrolled and interested families through monthly newsletter, Create policy and procedures around background checks, fingerprinting, degree/certification verification, and benefits enrollment,	Superintendent, COO, Principal, Registrar/Secretary, Lions Team and Board
February 2021	Continue holding information session and community events, Evaluate Teacher recruitment strategies and adjust if needed,	Superintendent, COO, Principal, Registrar/Secretary and Board
March 2021	Lottery, Quote vendors for meal service, furniture, Chromebook carts; finalize services, assessment plan, curriculum, homework policy, order LLI kits, select facility, Purchase classrooms supplies and materials, Finalize arrival and dismissal plan in relation to the physical building,	Superintendent, COO, Principal, Registrar/Secretary and Board
April 2021	Hire CFO and PEIMS train, create detailed campus security and emergency response plan, including fire evacuation, lockdown, and Lockdown, finalize documents for teacher evaluations, growth plans, and improvement plans, Finalize TEKS aligned scope and sequence plans for all content areas along with academic support and intervention plans for all grades,	Superintendent, COO, Principal, PEIMS/Secretary, City Leadership, and Board
May 2021	Publish student handbook on website, solidify all training and logistical components of Summer PD, create policy procedures for maintaining student and family records in adherence to FERPA, finalize student attendance policies and procedures, including policy for tardy/absence, tracking and communication, and truancy. Establish front desk procedures for sign-in/out and visitors, finalize special education policies and procedures, review IEPs for incoming students, and create response to intervention (RTI) roles. Finalize ESL policies and procedures including assessment process, testing requirements, LPAC meetings, and PEIMS data recording,	Superintendent, COO, Principal, PEIMS/Secretary, Lions Team and Board, Sp. Ed. Dept., ESOL Dept.
June 2021	Install all furniture and classroom equipment, stock classrooms with supplies, materials, and books, and	Superintendent, COO, Principal,

	install mission aligned posters in hallways and classrooms.	PEIMS/Secretary, Lions Team, Food Service/Maintenance and Board
July 2021	Develop faculty campus supervision plan that creates ample teacher presence throughout transitions, including individual roles, locations, and responsibilities; Whole staff Summer PD begins, home visits commence, new student orientation.	Superintendent, COO, Principal, PEIMS/Secretary, Lions Team, Staff

### **Contracted services**

All contracts with outside providers will be selected and finalized by June 2021. Providers will be chosen through a competitive bidding process as required by the State of Texas for any service exceeding \$50,000. The bidding process will be managed through the RFP process.

### **Attachment 30: Detailed Start-up Plan**

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

### Attachment 30: Detailed Start-Up Plan

Timeline	Task	Responsible Individual
JULY 2020	Apply to all applicable Grants, confer with graphic artist for a possible rebrand of marketing documents and consultation on digital marketing plan,	Superintendent, COO, and Board Chair
AUGUST 2020	Open bank account, Research additional funding sources, facility search, Create Board meeting schedule for the year/Ratify Bylaws / Ratify Code of Ethics and Conflict of Interest Policy, Finalize Superintendent's contract and COO, Create Teacher and Staff Recruitment Plan, create application and enrollment forms, Create and launch teacher application portal on website, Board Finance Committee schedules their meetings for the Year,	Superintendent, COO, and Board
September 2020	Create interview questions and scenarios/ finalize digital job postings plan, Hold weekly family information sessions	Superintendent, COO, Principal, and Board
October 2020	Hiring season for teachers and staff, establish policy and procedure for credit card expenditures, Attend PEIMS training sessions with Region 4, Board attends TEA Board training sessions	Superintendent, COO, Principal, PEIMS/Secretary and Board
November 2020	Student open enrollment period begins, Application for enrollment is available on our website, Teacher and staff recruitment efforts at local universities and job fairs,	Superintendent, COO, Principal, PEIMS/Secretary and Board
December 2020	Fundraiser Board Training	Superintendent, COO, Principal, PEIMS/Secretary and Board
January 2021	Select uniform vendor and uniform, engage enrolled and interested families through monthly newsletter,	Superintendent, COO, Principal,

	Create policy and procedures around background checks, fingerprinting, degree/certification verification, and benefits enrollment,	PEIMS/Secretary, Lion's Team and Board
February 2021	Continue holding information session and community events, Evaluate Teacher recruitment strategies and adjust if needed,	Superintendent, COO, Principal, PEIMS/Secretary and Board
March 2021	Lottery, Quote vendors for meal service, furniture, Chromebook carts; finalize services, assessment plan, curriculum, homework policy, order LLI kits, select facility, Purchase classrooms supplies and materials, Finalize arrival and dismissal plan in relation to the physical building,	Superintendent, COO, Principal, PEIMS/Secretary and Board
April 2021	Hire CFO and PEIMS train, create detailed campus security and emergency response plan, including fire evacuation, lockout, and Lockdown, finalize documents for teacher evaluations, growth plans, and improvement plans, Finalize TEKS aligned scope and sequence plans for all content areas along with academic support and intervention plans for all grades,	Superintendent, COO, Principal, PEIMS/Secretary, City Leadership, and Board
May 2021	Publish student handbook on website, solidify all training and logistical components of Summer PD, create policy procedures for maintaining student and family records in adherence to FERPA, finalize student attendance policies and procedures, including policy for tardy/absence, tracking and communication, and truancy. Establish front desk procedures for sign-in/out and visitors, finalize special education policies and procedures, review IEPs for incoming students, and create response to intervention (RTI) roles. Finalize ESL policies and procedures including assessment process, testing requirements, LPAC meetings, and PEIMS data recording,	Superintendent, COO, Principal, PEIMS/Secretary, Lion's Team and Board, Sp. Ed. Dept., ESOL Dept.
June 2021	Install all furniture and classroom equipment, stock classrooms with supplies, materials, and books, and install mission aligned posters in hallways and classrooms.	Superintendent, COO, Principal, PEIMS/Secretary, Lion's Team, Food

		Service/Maintenance and Board
July 2021	Develop faculty campus supervision plan that creates ample teacher presence throughout transitions, including individual roles, locations, and responsibilities; Whole staff Summer PD begins, home visits commence, new student orientation.	Superintendent, COO, Principal, PEIMS/Secretary, Lion's Team, Staff

### **Contracted services**

All contracts with outside providers will be selected and finalized by June 2021. Providers will be chosen through a competitive bidding process as required by the State of Texas for any service exceeding \$50,000. The bidding process will be managed through the RFP process.



### **Attachment 32: Budget Narrative**

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

## **Attachment 32: Budget Narrative**

Note: Lions Academy's budget will be similar to other charters – Blooms, Elevate, San Antonio Preparatory due to similar structures. The Board has many years of school experience. However, the amounts are estimates.

### **Start-Up Budget**

Lions Academy has begun a line of credit through CAM. They have also applied at Walton, and Brazoria County Community Grants waiting on a response approximately in March 2020.

### **Salary and Benefits**

Salary and benefits will be Board driven. An HR form will be submitted to the Board upon charter approval. During Year 0, the Superintendent and COO will be FTE and the principal will be a .5 employee. These roles will be critical for start-up to ensure all logistics are in place.

### **Facility Operation and Maintenance**

Ensuring a safe and adequate building for the students and staff is paramount to Lions Academy. An estimation of \$15,000 for repairs and maintenance, security \$2,000 estimation, utilities \$1,250, insurance \$1,500, and security cameras and monitoring service \$2,000. The final amount is equal to one month's rent which is approximately \$11 per sq/ft @ 20,000 (250 students).

### **Contracted Services**

Year one services will include \$15,000 for an audit, \$5,000 legal fees, and payroll services of \$2,000. Special programs students who require transportation is estimated at \$15,000. Special Program services for supplies, testing, and other services is \$5000.

### **School Operations**

Lions Academy has estimated expenses for Board of Directors training, LLI to assess student reading, laptops, Office supplies, and insurance.

### **TOTAL EXPENSES**

\$227,000.00

### **Enrollment and ADA**

TEA has estimated for budgeting purposes 80% for state funding. However, Lions Academy will have an attendance program in place to exceed 80%.

**SPECIAL POPULATIONS.** Brazoria County has an average of 10% for special education students and 13% for ELLs.

### **Revenue Estimates**

State funding is estimated at \$1.2M for year one. Lions Academy is estimating grants from the Walton Family Foundation and Brazoria County Community Grants. Ms. Goodwin will also secure a line of credit from CAM. Lions Academy will also apply for federal funding for the National School Breakfast and Lunch Program.

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### **Attachment 33: Evidence of Other Financial Support**

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

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

**Attachment 33: Evidence of Other Financial Support**

Letter of Intent, Charter Asset Management - \$300,000.00

Walton Grant – Must submit in February 2020.

Brazoria County Community Grants – Must submit by March 2020.

### **Attachment 34: Audit Report**

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 2) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes from inception to date, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

Attachment 34: Audit Report

N/A

### **Attachment 35: Credit Report**

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

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3 pages have been withheld

**PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to [CharterSchools@tea.texas.gov](mailto:CharterSchools@tea.texas.gov) to schedule an appointment.**



**Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ**

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

[Home](#) [Tax Exempt Organization Search](#) [Tristan Thompson Unity Group](#)

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## Tristan Thompson Unity Group

EIN: 46-5001893 | Brazoria, TX, United States

☐ Other Names

## Publication 78 Data

Organizations eligible to receive tax-deductible charitable contributions. Users may rely on this list in determining deductibility of their contributions.

On Publication 78 Data List: Yes

Deductibility Code: PC

## Form 990-N (e-Postcard)

Organizations who have filed a 990-N (e-Postcard) annual electronic notice. Most small organizations that receive less than \$50,000 fall into this category.

☐ Tax Year 2018 Form 990-N (e-Postcard)

**Tax Period:**

2018 (08/01/2018 - 07/31/2019)

**EIN:**

46-5001893

**Legal Name (Doing Business as):**

Tristan Thompson Unity Group

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**Mailing Address:**  
2815 FM 2611 Road  
Brazoria, TX 77422  
United States

**Principal Officer's Name and Address:**  
Kathy Goodwin

2815 FM 2611 Road  
Brazoria, TX 77422  
United States

**Gross receipts not greater than:**  
\$50,000

**Organization has terminated:**  
No

**Website URL:**  
1962

☐ **Tax Year 2017 Form 990-N (e-Postcard)**

☐ **Tax Year 2016 Form 990-N (e-Postcard)**

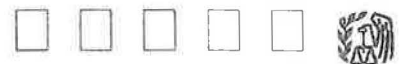
☐ **Tax Year 2015 Form 990-N (e-Postcard)**

☐ **Tax Year 2014 Form 990-N (e-Postcard)**

Page Last Reviewed or Updated: 6-Sept-2019

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Help	Taxpayer Advocate Service	Identity Theft Protection	한국어	Administration
Contact Your Local Office	Accessibility	Report Phishing	Русский	USA.gov
Tax Stats, Facts & Figures	Civil Rights	Tax Fraud & Abuse	Tiếng Việt	
	Freedom of Information Act			
	No Fear Act			
	Privacy Policy			

### **Attachment 37: Plan for Insurance Coverage**

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

## **Attachment 37: Plan for Insurance Coverage**

### **Facility Operations**

Based upon the experiences of other charter schools in start-up, we have budgeted one month of rent, utilities, and insurance at \$35,000 to ensure we open with a clean, safe, space ready for students.

### **Legal Services**

Lions Academy will see pro bono services from reputable lawyers but is estimating \$10,000 in the budget. All attorneys must carry malpractice insurance and have at least two years minimum of expertise related to school specific and contract law.

### **Food Services**

Food services will be contracted out and vendors must be in compliance with all mandated federal and Texas laws. The vendors must also possess all local insurance requirements.

### **School Operations**

Lions Academy will offer insurance for directors and officers. The estimation for this type of insurance is approximately \$1500 per/year.

### **Workers Compensation**

Workers Compensation insurance is estimated .5% of each employee.

### **Health insurance**

Health insurance is estimated at \$2700/yr. per employee. Start-up will be 3 employees.

Lions Academy

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**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-Five**  
**Special Assurances Document**


Sponsoring Entity: Tristan Thompson Unity Group

Proposed Charter School Name: Lions Academy

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*


**I. Open Meetings Requirements**

 The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.


 Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.


**II. Public Information Requirements**

 The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.


**III. Criminal History Check Requirements**

 The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

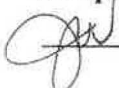
**IV. Annual Training Requirements**

 The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

 The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

**VI. Special RF Training**

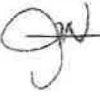
 The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.


Sponsoring Entity:


Tristan Thompson Unity Group


Proposed Charter School Name: Lions Academy


## VII. Admission and Enrollment

 The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.


 The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

 The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.


 The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

 The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.


## VIII. Public Meeting(s)

 The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

## IX. Withdrawal and Expulsion

 The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.


 The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.




Sponsoring Entity:


Tristan Thompson Unity Group

Proposed Charter School Name: Lions Academy


 The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

 The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).


#### **X. Ready to Open Check-List**


 The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.


#### **XI. Postponement of Opening**

 The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.


#### **XII. Federal and State Funding**

 The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

 The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

 The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

#### **XIII. Required Disclosure**

 The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity: Tristan Thompson Unity Group

Proposed Charter School Name: Lions Academy

*I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

Jana M Willis

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair

1-20-2020

Date

### Financial Planning

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

Enter narrative response to the prompts in this section of the application. *Reference Attachments 31-37 in the response.*

### Attachment 31: Financial Plan Workbook

Using the template provided on the Subchapter D application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

***Hard Copy:*** print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

***Electronic Submission:*** The **entire** Financial Plan Workbook, will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

***Note:*** When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

## Proposed Charter School Name

### NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Kathy Kay Goodwin	
Contact Email:	<a href="mailto:kathy_goodwin@yahoo.com">kathy_goodwin@yahoo.com</a>	
Contact Phone:	979-84-4165	
Start-Up (Year 0) Fiscal Year End:	2021	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2022	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	June 30	Select date
Total School Year Minutes:	75,600	Enter the number of minutes (e.g., 75,600)

255

**Proposed Charter School Name**  
**PROJECTED BUDGET / OPERATING PLAN**

**SUMMARY**

Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
-	1,793,637	1,793,637	1,793,637	1,793,637	1,793,637
230,000	1,477,650	1,801,650	1,980,650	2,260,650	2,314,650
(230,000)	315,987	(8,013)	(187,013)	(467,013)	(521,013)
	7,174.55	5,124.68	3,587.27	2,759.44	2,391.52
	5,910.60	5,147.57	3,961.30	3,477.92	3,086.20

**REVENUE**

TOTAL STATE REVENUES
TOTAL FEDERAL REVENUES
TOTAL LOCAL & OTHER REVENUES
TOTAL REVENUE

	1,793,637	1,793,637	1,793,637	1,793,637	1,793,637
	-	-	-	-	-
\$	-	-	-	-	-
\$	-	\$ 1,793,637	\$ 1,793,637	\$ 1,793,637	\$ 1,793,637

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
Other - Administrative
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

90,000	90,000	90,000	90,000	90,000	90,000
32,500	65,000	65,000	65,000	65,000	65,000
-	-	-	58,000	58,000	58,000
-	-	47,000	47,000	47,000	47,000
70,000	70,000	70,000	70,000	70,000	70,000
-	-	40,000	80,000	80,000	80,000
17,500	55,000	40,000	40,000	40,000	40,000
\$ 210,000	\$ 280,000	\$ 352,000	\$ 450,000	\$ 450,000	\$ 450,000

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other - Instructional
TOTAL INSTRUCTIONAL PERSONNEL COSTS

-	162,000	270,000	324,000	378,000	432,000
-	55,000	110,000	110,000	165,000	165,000
-	-	-	-	-	-
-	50,000	75,000	75,000	100,000	100,000
-	328,000	382,000	409,000	491,000	491,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$	\$ 595,000	\$ 837,000	\$ 918,000	\$ 1,134,000	\$ 1,188,000

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse
Librarian
Custodian
Security
Other - Non-Instructional
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

-	-	-	-	-	-
-	-	-	-	-	-
-	40,000	60,000	60,000	80,000	80,000
-	44,000	44,000	44,000	88,000	88,000
20,000	40,000	30,000	30,000	30,000	30,000
\$ 20,000	\$ 124,000	\$ 134,000	\$ 134,000	\$ 198,000	\$ 198,000

**TOTAL PERSONNEL EXPENSES**

\$ 230,000	\$ 999,000	\$ 1,323,000	\$ 1,502,000	\$ 1,782,000	\$ 1,836,000
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**PAYROLL TAXES AND BENEFITS**

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Social Security	-	-	-	-	-	-
Medicare	-	-	-	-	-	-
State Unemployment	-	-	-	-	-	-
Worker's Compensation Insurance	-	-	-	-	-	-
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	-	-	-	-	-
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 230,000</b>	<b>\$ 999,000</b>	<b>\$ 1,323,000</b>	<b>\$ 1,502,000</b>	<b>\$ 1,782,000</b>	<b>\$ 1,836,000</b>

**CONTRACTED SERVICES**

Accounting / Audit	-	15,000	15,000	15,000	15,000	15,000
Legal	-	5,000	5,000	5,000	5,000	5,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	180,000	180,000	180,000	180,000	180,000
Payroll Services	-	2,000	2,000	2,000	2,000	2,000
Special Ed Services	-	5,000	5,000	5,000	5,000	5,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Transportation	-	15,000	15,000	15,000	15,000	15,000
Professional Development	-	5,000	5,000	5,000	5,000	5,000
Security Cameras/Monitor	-	2,000	2,000	2,000	2,000	2,000
<b>TOTAL</b>	<b>\$ -</b>	<b>\$ 229,000</b>	<b>\$ 229,000</b>	<b>\$ 229,000</b>	<b>\$ 229,000</b>	<b>\$ 229,000</b>



Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

#### SCHOOL OPERATIONS

Board Expenses	-	1,500	1,500	1,500	1,500	1,500
Classroom / Teaching Supplies & Materials	-	1,000	1,000	1,000	1,000	1,000
Special Ed Supplies & Materials	-	500	500	500	500	500
Textbooks / Workbooks	-	1,000	1,000	1,000	1,000	1,000
Supplies & Materials other	-	5,000	5,000	5,000	5,000	5,000
Equipment / Furniture	-	1,000	1,000	1,000	1,000	1,000
Telephone	-	900	900	900	900	900
Technology	-	3,000	3,000	3,000	3,000	3,000
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	500	500	500	500	500
Transportation (student)	-	15,000	15,000	15,000	15,000	15,000
Student Services - other	-	-	-	-	-	-
Office Expense	-	1,000	1,000	1,000	1,000	1,000
Staff Development	-	2,500	2,500	2,500	2,500	2,500
Staff Recruitment	-	5,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing	-	10,000	10,000	10,000	10,000	10,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	100	100	100	100	100
Fundraising	-	1,000	1,000	1,000	1,000	1,000
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ -</b>	<b>\$ 49,000</b>	<b>\$ 49,000</b>	<b>\$ 49,000</b>	<b>\$ 49,000</b>	<b>\$ 49,000</b>

#### FACILITY OPERATION & MAINTENANCE

Insurance	-	1,500	1,500	1,500	1,500	1,500
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	180,000	180,000	180,000	180,000	180,000
Repairs & Maintenance	-	15,000	15,000	15,000	15,000	15,000
Security Services	-	2,000	2,000	2,000	2,000	2,000
Utilities	-	1,250	1,250	1,250	1,250	1,250
Internet	-	900	900	900	900	900
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ -</b>	<b>\$ 200,650</b>	<b>\$ 200,650</b>	<b>\$ 200,650</b>	<b>\$ 200,650</b>	<b>\$ 200,650</b>

#### RESERVES / CONTINGENCIES

<b>TOTAL EXPENSES</b>	<b>\$ 230,000</b>	<b>\$ 1,477,650</b>	<b>\$ 1,801,650</b>	<b>\$ 1,980,650</b>	<b>\$ 2,260,650</b>	<b>\$ 2,314,650</b>
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<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ (230,000)</b>	<b>\$ 315,987</b>	<b>\$ (8,013)</b>	<b>\$ (187,013)</b>	<b>\$ (467,013)</b>	<b>\$ (521,013)</b>
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<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-
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<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ (230,000)</b>	<b>\$ 315,987</b>	<b>\$ (8,013)</b>	<b>\$ (187,013)</b>	<b>\$ (467,013)</b>	<b>\$ (521,013)</b>
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## PERSONNEL

[illegible]



**Proposed Charter School Name**  
**REVENUE AND EXPENSE ASSUMPTIONS**

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
<b>REVENUE</b>										
TOTAL STATE REVENUES		1,793,637			0.00%	0.00%	0.00%	0.00%		
TOTAL FEDERAL REVENUES					0.00%	0.00%	0.00%	0.00%		
TOTAL LOCAL & OTHER REVENUES					0.00%	0.00%	0.00%	0.00%		
TOTAL REVENUE	\$ -	\$ 1,793,637								
<b>EXPENSES</b>										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>										
Executive Management	90,000	90,000								
Instructional Management	32,500	65,000								
Deans, Directors & Coordinators	-	-								
CFO / Director of Finance	-	-								
Operation / Business Manager	70,000	70,000								
Administrative Staff	-	-								
Other - Administrative	17,500	55,000								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 210,000	\$ 280,000								
<b>INSTRUCTIONAL PERSONNEL COSTS</b>										
Teachers - Regular	-	162,000								
Teachers - SPED	-	55,000								
Substitute Teachers	-	-								
Teaching Assistants	-	50,000								
Specialty Teachers	-	328,000								
Aides	-	-								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 595,000								
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>										
Nurse	-	-								
Librarian	-	-								
Custodian	-	40,000								
Security	-	44,000								
Other - Non-Instructional	20,000	40,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 20,000	\$ 124,000								
TOTAL PERSONNEL EXPENSES	\$ 230,000	\$ 999,000								
<b>PAYROLL TAXES AND BENEFITS</b>										
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Medicare	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
State Unemployment	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Worker's Compensation Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ -								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 230,000	\$ 999,000								





**Proposed Charter School Name**  
**ESTIMATE OF STATE AID ENTITLEMENT INPUT**

**ENROLLMENT**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade	75.00	75.00	125.00	125.00	125.00
8th Grade	50.00	75.00	125.00	125.00	150.00
9th Grade	50.00	75.00	100.00	100.00	150.00
10th Grade	25.00	50.00	50.00	100.00	100.00
11th Grade	25.00	50.00	50.00	100.00	125.00
12th Grade	25.00	25.00	50.00	100.00	100.00
<b>Total Number of All Students Enrolled (Average Membership)</b>	<b>250.00</b>	<b>350.00</b>	<b>500.00</b>	<b>650.00</b>	<b>750.00</b>
<b>Total Number of High School Students Enrolled</b>	<b>125.00</b>	<b>200.00</b>	<b>250.00</b>	<b>400.00</b>	<b>475.00</b>
<b>Average Daily Attendance (ADA) %</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>
<b>Average Daily Attendance (ADA)</b>	<b>200.00</b>	<b>280.00</b>	<b>400.00</b>	<b>520.00</b>	<b>600.00</b>
<b>Percent change YOY</b>		40%	43%	30%	15%

**STUDENT POPULATION**

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	25.00	-	35.00	-	50.00	-	65.00	-	75.00	-
<b>Special Education Student Count (SPED)</b>	<b>25.00</b>	<b>-</b>	<b>35.00</b>	<b>-</b>	<b>50.00</b>	<b>-</b>	<b>65.00</b>	<b>-</b>	<b>75.00</b>	<b>-</b>
<b>Special Education Student Count %</b>	<b>10.00%</b>	<b>-</b>	<b>10.00%</b>	<b>-</b>	<b>10.00%</b>	<b>-</b>	<b>10.00%</b>	<b>-</b>	<b>10.00%</b>	<b>-</b>
<b>Percent change YOY</b>			40%	0%	43%	0%	30%	0%	15%	0%

<b>Career and Technology (C&amp;T) Data:</b>	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	100.00	-	100.00	-	100.00	-	100.00	-	100.00	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	100.00	-	100.00	-	100.00	-	100.00	-	100.00	-
% of Career & Technology Students	40.00%	-	28.57%	-	20.00%	-	15.38%	-	13.33%	-
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

<b>Gifted and Talented, Pregnancy Related, &amp; Bilingual/ESL Data:</b>	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled					
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	32.00	45.00	65.00	84.00	97.00
% of Students Enrolled in Bilingual/ESL	12.80%	12.86%	13.00%	12.92%	12.93%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment					
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<b>TRANSPORTATION</b>	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	15,000	15,000	15,000	15,000	15,000
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	15,000	15,000	15,000	15,000	15,000
Percent change YOY		0%	0%	0%	0%

**Proposed Charter School Name**  
**FINANCIAL PLAN WORKBOOK SUMMARY**

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
<b>REVENUE</b>						
Total State Revenue		\$ 1,793,637	\$ 1,793,637	\$ 1,793,637	\$ 1,793,637	\$ 1,793,637
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>	<b>\$ -</b>	<b>\$ 1,793,637</b>	<b>\$ 1,793,637</b>	<b>\$ 1,793,637</b>	<b>\$ 1,793,637</b>	<b>\$ 1,793,637</b>
<b>EXPENSES</b>						
<b>PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES</b>						
Total Administrative Staff Personnel Costs	\$ 210,000	\$ 280,000	\$ 352,000	\$ 450,000	\$ 450,000	\$ 450,000
Total Instructional Personnel Costs	\$ -	\$ 595,000	\$ 837,000	\$ 918,000	\$ 1,134,000	\$ 1,188,000
Total Non-Instructional Personnel Costs	\$ 20,000	\$ 124,000	\$ 134,000	\$ 134,000	\$ 198,000	\$ 198,000
Total Payroll Taxes and Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES</b>	<b>\$ 230,000</b>	<b>\$ 999,000</b>	<b>\$ 1,323,000</b>	<b>\$ 1,502,000</b>	<b>\$ 1,782,000</b>	<b>\$ 1,836,000</b>
<b>NON-PAYROLL RELATED EXPENSES</b>						
Total Contracted Services	\$ -	\$ 229,000	\$ 229,000	\$ 229,000	\$ 229,000	\$ 229,000
Total School Operations	\$ -	\$ 49,000	\$ 49,000	\$ 49,000	\$ 49,000	\$ 49,000
Total Facilities Operations and Maintenance	\$ -	\$ 200,650	\$ 200,650	\$ 200,650	\$ 200,650	\$ 200,650
Reserves / Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL NON-PAYROLL RELATED EXPENSES</b>	<b>\$ -</b>	<b>\$ 478,650</b>	<b>\$ 478,650</b>	<b>\$ 478,650</b>	<b>\$ 478,650</b>	<b>\$ 478,650</b>
<b>TOTAL EXPENSES</b>	<b>\$ 230,000</b>	<b>\$ 1,477,650</b>	<b>\$ 1,801,650</b>	<b>\$ 1,980,650</b>	<b>\$ 2,260,650</b>	<b>\$ 2,314,650</b>
<b>NET OPERATING INCOME (before depreciation)</b>	<b>\$ (230,000)</b>	<b>\$ 315,987</b>	<b>\$ (8,013)</b>	<b>\$ (187,013)</b>	<b>\$ (467,013)</b>	<b>\$ (521,013)</b>
<b>STUDENT ENROLLMENT</b>						
Projected Student Enrollment		250	350	500	650	750
Revenue Per Pupil		\$ 7,175	\$ 5,125	\$ 3,587	\$ 2,759	\$ 2,392
Expenses Per Pupil		\$ 5,911	\$ 5,148	\$ 3,961	\$ 3,478	\$ 3,086

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## Proposed Charter School Name

### ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		200.000
High School ADA	\$ 275	100.000
Prior Year Refined ADA		0.000
<b>SPECIAL EDUCATION FTE</b>		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		0.000
Total Special Education Weighted FTE		0.000
<b>EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE</b>		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	20.000
Career & Technology FTEs	1.35	26.400
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		173.600
Gifted & Talented Enrollment	0.12	0.000
State Compensatory Education Enrollment	0.20	0.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	25.600
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	291.467
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
<b>State Average Funding Components</b>		
Per Capita Rate	2	\$ 447.180
District Basic Allotment (DBA)	7	\$ 5,102.00
Adjusted Basic Allotment (ABA)	7	\$ 5,390.00
Adjusted Allotment	7	\$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	\$ 0.057339



District Tax Rate Level 2 (DTR2)	12	\$	0.049003
2018-2019 State Average I&S Rate that limits spending to \$60 million	16	\$	0.060035
EDA Guaranteed Yield (GY)	16	\$	37.00
Level 1 Entitlement	12	\$	106.28
Level 2 Entitlement	12	\$	31.95
<b>Program Intent Codes -TIER I Allotments</b>	<b>SOF pg</b>		
11-Regular Program Allotment	2	\$	1,134,476
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	-
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	16,730
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	27,500
<b>Special Education Detail:</b>	<b>SOF pg</b>		
Regular Special Education	10	\$	-
Mainstream	10	\$	143,770
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	-
<b>23-Special Education Adjusted Allotment (spend 52% of amount)</b>		\$	143,770
<b>Career &amp; Technology Detail:</b>	<b>SOF pg</b>		
Regular Career & Technology (CTE) Allotment	10	\$	232,907
Advanced CTE Allotment	10	\$	-
<b>22-Career and Technology Allotment (spend 58% of amount)</b>	2	\$	232,907
<b>State Compensatory Education Detail:</b>	<b>SOF pg</b>		
State Compensatory Allotment	11	\$	-
Pregnancy Related	11	\$	-
<b>24-Compensatory Education Allotment (spend 52% of amount)</b>	2	\$	-
<b>Transportation Detail:</b>	<b>SOF pg</b>		
Regular	9	\$	-
Special Education	9	\$	15,000
Career & Technology Education	9	\$	-
<b>99-Transportation Allotment</b>	2	\$	15,000
<b>TOTAL COST OF TIER I / STATE SHARE OF TIER I</b>	<b>2</b>	<b>\$</b>	<b>1,570,383</b>
<b>TIER II</b>	<b>SOF pg</b>		
Tier II Level 1	12	\$	177,621
Tier II Level 2	12	\$	45,633
<b>TOTAL TIER II</b>	<b>3</b>	<b>\$</b>	<b>223,254</b>
<b>OTHER PROGRAMS</b>			
Staff Salary Allotment	13	\$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	\$	-
<b>TOTAL OTHER PROGRAMS</b>	<b>3</b>	<b>\$</b>	<b>-</b>
	<b>SOF pg</b>		
<b>TOTAL STATE AID</b>	<b>3</b>	<b>\$</b>	<b>1,793,637</b>
<b>Available School Fund (ASF)</b>	<b>3</b>	<b>\$</b>	<b>-</b>
<b>Foundation School Fund (FSF)</b>	<b>3</b>	<b>\$</b>	<b>1,793,637</b>

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## Proposed Charter School Name

### PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 1,793,637
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 1,793,637

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 148,872
October	11	9.1%	\$ 149,674
November	10	10.1%	\$ 151,004
December	9	11.1%	\$ 149,194
January	8	12.4%	\$ 148,167
February	7	14.4%	\$ 150,729
March	6	16.6%	\$ 148,736
April	5	19.9%	\$ 148,705
May	4	25.1%	\$ 150,238
June	3	33.2%	\$ 148,842
July	2	49.7%	\$ 148,840
August	1	100.0%	\$ 150,637
<b>Total Payments</b>			<b>\$ 1,793,637</b>