

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

RFA: 701-19-113

SAS: 566-19

The Rose Accelerated Learning Academy

The Hope Center

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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	
Applicant Cover Sheet	Applicant Cover Sheet	
School Overview	Executive Summary	
	Targeted Community and Anticipated Student Population <ul style="list-style-type: none"> • Geographic Boundaries • Enrollment Projections • Demographic Projections 	
	Community Engagement	
School Design	Mission, Vision, and Overview of School Design	
	Curriculum and Instruction	
	Strategies for Assessment of Learning and Data-Driven Instruction	
	Supports for Special Populations	
	School Culture and Safety	
	Promotion and Graduation Requirements	
	Family and Community Engagement	
Leadership and Governance	Board Structure and Qualifications	
	Proposed Superintendent Qualifications	
	Proposed Instructional Leadership Team	
	Proposed Financial and Operations Leadership Teams	
	Performance Management	

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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Organizational Charts for Year 1 and Full Capacity	
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	
	Attachment 16: Job Description or Qualifications for Superintendent	
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	
	Attachment 22: Staffing Chart	
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	
	Attachment 24: Teacher Evaluation Tool(s)	
	Attachment 25: Proposed School Calendar (Annual)	
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	
	Attachment 27: Proposed Admissions and Enrollment Policy	

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Certificate of Occupancy for Facility	
	Attachment 29: Evidence that Facility Has Been Secured	
	Attachment 30: Detailed Start-Up Plan	
	Attachment 31: Financial Plan Workbook	
	Attachment 32: Budget Narrative	
	Attachment 33: Evidence of Other Financial Support	
	Attachment 34: Audit Report	
	Attachment 35: Credit Report	
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	
	Attachment 37: Plan for Insurance Coverage	
Special Assurances	Special Assurances	
CMO Addendum	CMO Addendum (if applicable)	

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
The Rose Accelerated Learning Academy	
NAME OF SPONSORING ENTITY	
The Hope Center	
The sponsoring entity is a:	<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	Sandra Pradia	Shirley Johnson	Sandra Pradia
Mailing address	3618 Stasson Houston, Tx 77051	4590 Wilmington St Houston, TX 77051	3618 Stasson Houston, Tx 77051
Email address	pradiasandra@yahoo.com	s.j.m.johnson@att.net	pradiasandra@yahoo.com
Phone number	281.630.4393	(713) 748-0030	281.630.4393

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

Grade level(s) served in Year 1	Pre-Kindergarten through 3 rd grade
Number of students served in Year 1	250
Grade levels served at capacity	Pre-Kindergarten-through 5 th grade
Number of students served at capacity	500
Number of campuses requested	1
Number of districts within geographic boundary	1

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

Address of Proposed Administrative Offices <i>(if different from above):</i>
3618 Stasson Houston, Tx 77051
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:
3618 Stasson Street Houston, Tx 77051 Harris County

III. GOVERNANCE/LEADERSHIP

Number of Board Members	
Chairperson of the Governing Board	Sandra Pradia
Chief Executive Officer of the Sponsoring Entity	Sandra Pradia
Superintendent of Proposed Charter School	Shirley Johnson
Board Member Who Attended Applicant Conference	Sandra Pradia

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.)*

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Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Sandra Pradia	Teacher	Board Member
Gladys Moton	Principal	Board Member
Alice McKinney	Retired Educator	Board Member

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?
Pathfinder Educational Consultants	Yes <input checked="" 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 (<i>Blue Ink</i>)	Date	Sandra Pradia Printed Name
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School Overview

Executive Summary

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

Students situated in one of Houston's most economically depressed areas are in need of staunch help and support. The students in the Sunnyside community bring special and unique circumstances to the schools. Students growing up in poverty do not always have the support system needed to ensure their success. This charter school intends to provide a high-quality option for these students.

The Sunnyside community is inside the boundaries of the Houston Independent School District. The Texas Education Agency has recently taken control of Houston ISD. The district has been given a lowered accreditation status. A new board of managers and superintendent with be appointed by the Texas Education Agency to manage the district's day to day operations. The Texas Education Agency clearly does not believe that the current management of the Houston Independent School has the capacity to effectively oversee the school.

Many if not all of the schools in the Sunnyside area have been rated by the Texas Education Agency (TEA) as "Improvement Required" for the past several years. Many of these schools have been underperforming for the past few years. Ratings for the past two years are skewed because many schools in this area received exemptions due to damage sustained during Hurricane Harvey.

The 2019 Texas Education Agency A-F Accountability Listing shows the following overall ratings for the schools in zip codes 77033, 77047, 77048, and 77051. These ratings show that there are clearly some deficits in the educational progress of students in these impoverished, high crime neighborhoods.

Alcott Elementary C

Almeda Elementary C

Attucks Middle D

Bastian Elementary F

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Frost Elementary	C
Kelso Elementary	C
Law Elementary	C
Woodson Middle	B
Thomas Middle	F
Sterling High	C
Worthing	C

We have met with parents and community in two formal charter school meetings and in other neighborhood community gatherings. There is grave concern among the residents as to what will happen to the schools in this area as the district is in transition of being taken over by the state. The schools in the Sunnyside have not traditionally been high performing and parents are seeking other options. We believe that The Rose Accelerated Learning Academy will provide parents with another high-quality schooling option to ensure that their children get the education they will need to become productive citizens.

Our board members are current and former educators who have a mission to see that the Sunnyside community can be a place where children can receive a high-quality education. Our board is composed of an elementary school principal, a current teacher, a retired educator and a community member. Mrs. Shirley Johnson, former principal and school improvement facilitator will serve as the school superintendent. Mrs. Johnson has extensive experience as a school principal and school improvement facilitator. Barrett Brooks, former Houston ISD principal, Sunnyside church and community member and educational consultant has offered his services, free of charge, to assist in getting the school up and running because he is concerned about the neighborhood students and the quality of the schools in the area.

We anticipate attracting students who live within a five-mile radius of the campus and live within the primary boundary which encompasses zip codes 77033, 77047, 77048, and 77051. We therefore are anticipating an enrollment of students who are at or below the poverty level and have academic deficits from years of attending chronically underperforming schools.

There have been recent charter school closures in the area, Zoe's Learning Academy (PK-6), C.O.R.E. Academy (K-12) and Kandy Stripe (K-8). There are a few charter school options in the Sunnyside Area (Varnett School (Southeast), YES Prep (Southside) and Pro-Vision Academy are available. Most of them, based on a report from the Families Empowered, a nonprofit organization organized to inform families about charter school options, reported that there are about 1,000 children on a charter school waiting list in this area.

It takes a whole village to raise a child. No single program or organization can do it. The Rose Accelerated Learning Academy would like to be a part of solution by providing the educational,

encouragement, hope, love, ethical and moral support during the critical time for these students in grades PK3 through 3rd Grades.

Research shows that families want what is best for their children and desire for them to live better than what they did. These families can't afford private school and very few make it into the Magnet School Programs. If they can enroll in the magnet programs, many of them require a long bus ride to a neighborhood miles away. In September 2017, A Phi Delta Kappa study concluded that "parents would choose a public charter school for their child if location and capacity were not an issue." Families are looking for a neighborhood school where they feel their child will be accepted and provided with a high-quality education.

The Rose Accelerated Learning Academy's purpose is to provide the students a high-quality education where they can learn in a warm, safe, nurturing environment. Moreover, they will receive a quality education from a staff that cares about each student's academic, emotional, and physical well-being.

The Rose Accelerated Learning Academy philosophy of this proposed school is to provide a safe learning environment where all children can succeed and become successful productive citizens in this ever-changing society. For this to occur, it must begin in the classroom. Teachers will receive training on an on-going basis to address equity in the teaching and learning process, and advance the quality of their instruction. The Sunnyside community is a high crime area with a large population of gang members and other criminals that children are exposed to on a daily basis. We, as educators, must make an effort to nullify these negative influences by providing students with a safe and nurturing environment with caring teachers committed to their success.

The school will initially serve students in Pk3-3rd Grades. A comprehensive academic curriculum aligned scope and sequence with corresponding TEKS, STAAR, TELPAS, TPRI objectives for core subjects will be taught. The Continuous Improvement Model is an instructional support initiative-model that will be utilized to monitor and improve student achievement. This model will provide administrators and teachers a structured system to evaluate, monitor, remediate and enrich students' academic skills. This model includes the following:

Plan: disaggregate and analyze data, plan curriculum and Instruction, lesson plans

Do: (Implement)- teach and assess

Check- (Reflect)- Monitor, Service and Support

Act: (Revise)- Adjust and Align

The four basic elements of this design are:

1. Ensure that the curriculum and instructional strategies used adequately address all learning objectives.

2. Determine specific academic deficiencies in individual students.

3 . Develop a plan to address those specific needs.

4. Monitor and support the plan that was developed to meet those specific needs.

The strategies identified in this plan will provide a clear outline or continuous success. The state's accountability system gets more difficult each year. We need to continue to be committed to educating our students for the challenges they will face in the years to come.

Educational Philosophy

We listened to parent concerns about discipline, violence, gangs, and safety. Our board is comprised of community members who are interested in children and their wellbeing. All board members have an extensive history of working with children and understand the concerns of parents. Board members live, work, and worship in this community and would like to contribute to making Sunnyside a community where parents feel comfortable that their children are being educated in a safe, orderly environment. We believe that a safe and orderly environment are necessary elements that must be in place in a school. We will focus on providing students with an environment in which they can feel supported and safe. We will implement PBIS, a multi-tiered approach to social, emotional and behavior support, to establish schoolwide expectations for behavior and develop effective discipline policies and practices at The Rose Accelerated Learning Academy. The Department of Education found that the PBIS program has been proven to improve social, emotional and academic outcomes for all students. The Phoenix Curriculum, a gang prevention program, that focuses on self-esteem building and equipping students with the knowledge and skills to avoid negative influences in the community, will be incorporated into our after-school program. The Phoenix Curriculum is an evidence-based program recommended by the Office of Juvenile Justice.

Targeted Community and Anticipated Student Population

<p>Optional Priority Point. 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?</p> <p>By checking yes, applicant must cite clear and specific evidence to support this claim.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>
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Enter narrative response to the prompts in this section of the application and complete the tables in the geographic boundaries, enrollment projections, and demographic projections subsections.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

We plan to open one campus. This campus is centralized in the community and will be housed in Mt. Vernon Baptist Church, the oldest church in Sunnyside. We are requesting one campus because we have a commitment from the church to house the campus rent free during the startup and first year. We understand the economics of charter schools and realize that many fails because of financial problems. Having the agreement with the church will allow us to become established and work on reaching our enrollment targets without the worry of a financial shortfall.

We are estimating a projected enrollment of 250 students from Pre-K through 3rd grade for the first year. The church has a day care center and we anticipate enrolling early learners from that program. We are enrolling to third grade the first year because we believe that we will be enrolling students with learning deficits, based on the school data from TEA and Children at Risk. We understand that we will be responsible for testing these students and would like to focus our attention on a smaller number of students while we solidify curriculum, assessment, and other school activities. We will add a grade each year as students are promoted to the next level.

We anticipate attracting students who live within a five-mile radius of the campus and live within the primary boundary which encompasses zip codes 77033, 77047, 77048, and 77051. We therefore are anticipating an enrollment of students who are at or below the poverty level and have academic deficits from years of attending chronically underperforming schools. According to statistics cited in an article on housely.com, the most dangerous neighborhood in Houston is the Sunnyside community. "Sunnyside is a neighborhood south of downtown Houston that is known as the most dangerous neighborhood in Texas and the sixth most dangerous in the US. Violent crime is particularly bad here, and the area's residents have a 1 in 11 chance of becoming

a crime victim. The violent crime rate in Sunnyside is 91.27 per 1,000 residents.”
www.housely.com/10-dangerous-neighborhoods-houston/. A Houston Chronicle report (February 2018) ranks Sunnyside as one of the two most dangerous areas in Houston.
<https://www.chron.com/business/real-estate/article/Two-Houston-neighborhoods-called-most-dangerous-4476367.php>

In 2016, Sunnyside Neighborhood Leaders have partnered with the Texas Organizing Project and Texas Low Income Housing Information to produce a comprehensive report that outlines the community issues and offers a plan to improving this impoverished community. The published plan provides insight into the chronically underperforming schools in this neighborhood and offers suggestions for improvement. (<https://txlihis.wixsite.com/home>). This study reveals that school-aged children account for over 20% of the total population. The median household income for Sunnyside residents was \$23,551 while the median income for the City of Houston was \$45,728. Over 79% of Sunnyside residents listed household income at the extremely low or extremely low category for a family of 4. Community leaders have expressed a vision of having schools in the neighborhood that” will raise the bar for neighborhood students, have empathetic teachers with the resources to teach students with all styles of learning and have ancillary programs and activities that expose students to new ideas and activities. (Sunnyside Neighborhood Plan, p.38).

Many if not all of the schools in the Sunnyside area have been rated by the Texas Education Agency (TEA) as “Improvement Required” for the past several years. Many of these schools have been underperforming for the past few years. Ratings for the past two years are skewed because many schools in this area received exemptions due to damage sustained during Hurricane Harvey.

The 2019 Texas Education Agency A-F Accountability Listing shows the following overall ratings for the schools in zip codes 77033, 77047, 77048, and 77051. These ratings show that there are clearly some deficits in the educational progress of students in these impoverished, high crime neighborhoods. The rankings provided by Children at Risk confirm that there is a need for high quality schools in the Sunnyside area. (<https://texasschoolguide.org/houston>).

School	TEA Grade	Children at Risk Grade
Alcott Elementary	C	D-
Almeda Elementary	C	C-
Attucks Middle	D	C-
Bastian Elementary	F	F
Frost Elementary	C	D+
Kelso Elementary	C	D-

Law Elementary	C	D
Woodson Middle	B	F
Thomas Middle	F	F
Sterling High	C	F
Worthing	C	D

There have been recent charter school closures in the area, Zoe's Learning Academy (PK-6), C.O.R.E. Academy (K-12) and Kandy Stripe (K-8). There are a few charter school options in the Sunnyside Area (Varnett School (Southeast), YES Prep (Southside) and Pro-Vision Academy are available. Most of them, based on a report from the Families Empowered, a nonprofit organization organized to inform families about charter school options, reported that there are about 1,000 children on a charter school waiting list in this area.

The Rose Accelerated Learning Academy would like to be a part of solution by providing the educational, encouragement, hope, love, ethical and moral support during the critical time for these students in grades PK3 through 3rd Grades.

Research shows that families want what is best for their children and desire for them to live better than what they did. These families can't afford private school and very few make it into the Magnet School Programs. If they can enroll in the magnet programs, many of them require a long bus ride to a neighborhood miles away. In September 2017, A Phi Delta Kappa study concluded that "parents would choose a public charter school for their child if location and capacity were not an issue." Families are looking for a neighborhood school where they feel their child will be accepted and provided with a high-quality education.

The Rose Accelerated Learning Academy's purpose is to provide the students a high-quality education where they can learn in a warm, safe, nurturing environment. Moreover, they will receive a quality education from a staff that cares about each student's academic, emotional, and physical well-being.

The school will initially serve students in Pk3-3rd Grades on one campus. We plan to initially enroll 250 students from grades Pre-K through third grade. We plan to add fourth grade during the second year of operation and fifth grade during the third year. At capacity, we plan to enroll 500 students by the fifth year from grades PreK through fifth grade. Our rationale for enrolling students through grade 3 during the first year and expanding by one grade level each year is that we believe we can concentrate on a small number of students coming from underperforming schools and work toward closing achievement gaps. We believe that by focusing on a small number of students, we can make more of an impact on their educational progress.

A comprehensive academic curriculum aligned scope and sequence with corresponding TEKS, STAAR, TELPAS, TPRI objectives for core subjects will be taught. The Continuous Improvement Model is an instructional support initiative-model that will be utilized to monitor

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and improve student achievement. This model will provide administrators and teachers a structured system to evaluate, monitor, remediate and enrich students' academic skills. This model includes the following:

Plan: disaggregate and analyze data, plan curriculum and Instruction, lesson plans

Do: (Implement)- teach and assess

Check- (Reflect)- Monitor, Service and Support

Act: (Revise)- Adjust and Align

The four basic elements of this design are:

1. Ensure that the curriculum and instructional strategies used adequately address all learning objectives.
2. Determine specific academic deficiencies in individual students.
3. Develop a plan to address those specific needs.
4. Monitor and support the plan that was developed to meet those specific needs.

We believe that a safe and orderly environment are necessary elements that must be in place in a school. We will focus on providing students with an environment in which they can feel supported and safe. We will implement PBIS, a multi-tiered approach to social, emotional and behavior support, to establish schoolwide expectations for behavior and develop effective discipline policies and practices at The Rose Accelerated Learning Academy. The Department of Education found that the PBIS program has been proven to improve social, emotional and academic outcomes for all students. The Phoenix Curriculum, a gang prevention program, that focuses on self-esteem building and equipping students with the knowledge and skills to avoid negative influences in the community, will be incorporated into our after-school program. The Phoenix Curriculum is an evidence-based program recommended by the Office of Juvenile Justice.

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.**

[illegible]

Number of charter school campuses currently operating within the occupied district:	7
Number of traditional school campuses currently operating within the occupied district:	16
Number of traditional school districts within ten miles of the proposed location:	<u>1</u>

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?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Name(s):	

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2. Applicant proposes to open MULTIPLE 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						
PK 4	52	58	64	70	82	82
K	66	66	66	66	88	88
1	44	44	44	66	88	88
2	44	44	44	66	66	66
3	44	44	44	44	66	66
4		44	44	44	66	44
5			44	44	44	44
6						
7						
8						
9						
10						
11						
12						
Total enrollment	250	300	350	400	500	500
For the projections below, specify by campus						
Students per classroom	Pre-K-18 K-3-22	PreK 18 K-4 22	PreK 18 K-4 22	PreK 18 K-4 22	Pre-K 18 K-5 22	PreK 18 K-5 22
Number of classrooms	12	15	17	19	24	24

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	The Rose Accelerated Learning Academy	Houston Independent School District		
African-American	75%	24.2%		
Hispanic	20%	61.8%		
White	1%	8.7%		
American Indian	0%	.17%		
Asian	1%	4.5%		
Pacific Islander	0%	0.7%		
Two or More Races	1%	1.1%		
Economically Disadvantaged	80%	74.9%		
English Learners	8%	12.3%		
At-Risk	75%	71.6%		
Gifted/Talented	5%	15.72%		
Special Education	7%	7.2%		

Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference Attachments 4-6 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The applicant team has used several strategies to assess community demand for the school. Two formal public meetings were held at Mt. Vernon Baptist Church to discuss the proposed school. Parents and community members attended the meetings. Rev. Kenneth Rose, pastor of Mt. Vernon Baptist Church, has met with other pastors and community leaders to discuss the proposed school and assess the need. Rev. Rose has offered space for the school in his church and community buildings rent free for the first two years. Board members have met with Sunnyside community leaders and have reviewed the dismal scores of the public schools in the Sunnyside area. Board members have met with Sylvester Turner, Mayor of Houston, and Dwight Boykins. They have both expressed support for the school. State Representative Harold Dutton has expressed enthusiasm for the proposed charter school in this area of the city and has offered his support.

Several community members have offered loans and lines of credit to the Hope Center in order to ensure that we will be able to meet our financial obligations during the startup and first years of operation. Mt. Vernon Baptist Church and Vicell Builders have both offered lines of credit to the organization.

Two public meetings were held. The first one was on November 25, 2018. The second meeting was held on January 12, 2020. The questions below were answered at both meetings.

Outreach and Public Meetings

The public meeting was held to discuss the proposed charter school application and answer any questions from the community. The following questions were prepared and answered at the meeting. Attendees expressed interest and informed the board of several programs that could be incorporated into the school.

Charter School Public Meeting Questions

1. What grades will the school service?
2. When will the school open?
3. Where will the school be located?

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4. What are the school hours?
5. Will the school accept Special Education students, bilingual students, homeless students?
6. What curriculum will the school incorporate?
7. Will bus service be provided? And if so, where will the bus pick and what areas?
8. Will there be an Afterschool Program?
9. What will your school offer that the ISD do not offer?
10. How do I enroll my child?
11. What about Sports and Clubs?
12. Will the staff be certified?
13. What about Title I and free and reduced lunch program?
14. What kind of Charter is this school?
15. How much will it cost to attend this school?
16. Will there be a class size cut off for each grade?

The first public meeting was held on Sunday, November 25, 2018 at Mt. Vernon Baptist Church at 5:00 pm. There were 77 people in attendance at the meeting. The audience consisted of community leaders, parents, potential students, and Mt. Vernon church members. Of the 77 members in attendance, 56 of them resided within a ten-mile radius of the proposed school location. 16 of the attendees resided within a twenty-mile radius of the school, and 5 resided more than 20 miles from the school.

The second public meeting was held on January 12, 2020. The audience was composed of community leaders, parents, Mt. Vernon Church members and several interested pastors

The first meeting notice was published in the Houston Chronicle Public Notices section on November 19, 2018. Board members who attended the meeting were Sandra Pradia, Dr. Gladys Moton, and Dr. James Dunn. The meeting was held at Mt. Vernon Baptist Church.

The second public meeting notice was also published in the Houston Chronicle. Board members in attendance were Sandra Pradia, Alice McKinney, and Gladys Moton. The meeting was held at Mt. Vernon Baptist Church.

There were 67 persons attending the second public meeting. 60 of them resided within a ten-mile radius of the school, and 7 of them resided more than 20 miles from the school.

Information was distributed to church members two weeks before both proposed meetings. Hope Center Board members teamed with Mt. Vernon Board members and conducted block walks in the immediate neighborhood surrounding the church on November 17, 2018. Meeting Generation 25: The Rose Accelerated Learning Academy

reminders were placed on the church bulletin board and announcements made during church service.

We increased attendance at both meeting by distributing flyers to other nearby churches and businesses in the community informing them of the meeting to be held to discuss the proposed charter school. We also utilized social media to spread the word about the meeting. We notified other pastors who made announcements during their church services.

Parents and community members were interested in learning about the school. They expressed frustration with the Houston Independent School District and the Texas Education Agency. They wanted explanations of the state takeover of Houston ISD and did not understand how it would affect their children.

We have not communicated directly the State Board of Education Representatives, however, we have sent out the notices required by TEA for this application. We have sent a certified letter about the charter to Lawrence Allen, State Board of Education as directed in the application. We have communicated with Mayor Sylvester Turner, City Councilman Dwight Boykins, and State Representative Harold Dutton. These elected officials all represent our Sunnyside neighborhood and have expressed interest in improving educational outcomes for our children.

School Design

Mission, Vision, and Overview of School Design

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The mission and Vision of The Rose Accelerated Learning Academy were created by the strong desire of Rev. Rose and the Hope Center Board members. These community leaders saw the need for another educational option in the Sunnyside community after attending community meetings and listening to parents' express frustrations with the quality of the limited educational choices available in this area. The media in Houston has had many reports of the issues facing HISD including state takeover and possible school closures. Parents are seeking help from community leaders as to their options if any of these sanctions or closures actually happen. Their desire was to make a difference in the lives of the children in the Sunnyside Community. We met and started pursuing our vision for a charter school. This proposed charter school will be a consistent, structured program where the students are nurtured and equipped with the knowledge and skills needed to become productive citizens.

The Board of Education created the following mission statement:

Our mission is to provide a safe and orderly environment where Hope is embedded in each scholar as they become creative and critical thinkers and productive citizens.

This mission statement was developed during a school board meeting with input from all board members. Each member gave input as to what they school should look like and strive to accomplish. After compiling comments and engaging in discussion, this mission statement was the final outcome. Board members voted to approve this mission and have agreed to revisit the mission statement yearly to either affirm it or make needed changes. The key stakeholders who contributed to this mission were the board members. They reviewed comments and concerns voiced during meetings, reviewed academic data, disciplinary data and crime statistics for the Sunnyside area.

Community service will be embedded into The Rose after school program. We want the students to develop pride in their community and learn how to be an asset to the Sunnyside community. We will work with businesses and organizations in the community to identify projects that

students can contribute to such as visiting nursing homes, Sunnyside cleanup day, making cards for the shut-in, and holding food and clothing drives.

School Design/Education Plan

The school will initially serve students in Pk3-3rd Grades. A comprehensive academic curriculum aligned scope and sequence with corresponding TEKS, STAAR, TELPAS, TPRI objectives for core subjects will be taught. The Continuous Improvement Model is an instructional support initiative-model that will be utilized to monitor and improve student achievement. This model will provide administrators and teachers a structured system to evaluate, monitor, remediate and enrich students' academic skills. This model includes the following:

Plan: disaggregate and analyze data, plan curriculum and Instruction, lesson plans

Do: (Implement)- teach and assess

Check- (Reflect)- Monitor, Service and Support

Act: (Revise)- Adjust and Align

The four basic elements of this design are:

1. Ensure that the curriculum and instructional strategies used adequately address all learning objectives.
2. Determine specific academic deficiencies in individual students.
3. Develop a plan to address those specific needs.
4. Monitor and support the plan that was developed to meet those specific needs.

The strategies identified in this plan will provide a clear outline for continuous success. The state's accountability system gets more difficult each year. We need to continue to be committed to educating our students for the challenges they will face in the years to come.

We believe that a safe and orderly environment are necessary elements that must be in place in a school. Our targeted student population are children who live in the most dangerous, crime and gang infested areas of Houston. We will focus on providing students with an environment in which they can feel supported and safe. We will implement PBIS, a multi-tiered approach to social, emotional and behavior support, to establish schoolwide expectations for behavior and develop effective discipline policies and practices at The Rose Accelerated Learning Academy. The Department of Education found that the PBIS program has been proven to improve social, emotional and academic outcomes for all students. The Phoenix Curriculum, a gang prevention program, that focuses on self-esteem building and equipping students with the knowledge and skills to avoid negative influences in the community, will be incorporated into our after-school

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program. The Phoenix Curriculum is an evidence-based program recommended by the Office of Juvenile Justice.

The board will select a program that is aligned with the state curriculum. The Texas Essential Knowledge and Skills (TEKS) will be the basis for the instructional program that will be taught daily. The students will be tested at the beginning of the year as well as using the TPRI for initially placing students in the program for their individual growth plan. We feel the majority of students who will attend this school will be at risk students and will be working below grade level. We will explore the idea of implementing the multi-age level program approach to meet the needs of all students. Teaching the TEKS, the teachers will align all instruction to the scope and sequence for core subjects to ensure students are taught what is expected of them. The students will be given assessments on all required state assessments. The results of these assessments will be used for reteaching and enrichment purposes.

Hiring and maintaining great teachers are the key to a successful educational program with student growth and success. This school will be committed to hiring high-quality certified teachers who believe in children, share the same vision and mission and will work each day encouraging and promoting high self-esteem and quality teaching. In a study by the Rand Corporation, it states that “teachers are the basis to student achievement more than any other aspect of schooling”. Teachers will be provided the training needed for individual growth in their subject areas as well as participating in schoolwide professional development that will be designed to support the vision, mission and academic advancement of our students.

A strong curriculum in reading and math will be used that is aligned with state and federal programs that have proven to be successful is an important factor for a successful school. A program will be selected as a resource to guide the TEKS in the instruction in the classroom.

We feel the parents in this community know private school is not an option and many of the magnet schools have waiting lists to get into the schools. This charter school is designed to provide the families another alternative to educating their child where they feel their child will be in a safe-loving environment with highly qualified certified teachers providing the same high-quality education in their neighborhood.

Research suggest that one most effective way to help students that are not working at grade level is to improve the teacher effectiveness in the classroom. To help the students to be successful, we will analyze data on each incoming student and develop an individualized learning plan that outlines their academic strengths and weaknesses. Students have a difficult time surviving or improving if they are working at their frustration level. We will teach the students at their instructional level and build on their strengths, then students will grow and succeed. We will employ the multi-age, multi-level approach to teaching to accomplish this. The school day will also consist of implementing concept attainment, inquiry skill development, social and emotional development as well as character development into the daily curriculum. Not only teaching the

rote memory approach, the students in this area will also be exposed to thinking and reasoning skills that will take them through life and become successful. The concept attainment approach was developed by Jerome Bruner, et.al in A Study of Thinking. The concept attainment approach relies on the process of concept learning. It involves processing information about an idea or concept, such as examples, criteria, features and attributes of the data within the concept. Concepts can be based on books, films, events, and involve ideas as tragedy, comedy, democracy and culture. Teachers will be trained to teach these strategies of reasoning and analysis involving the presentation of the data and identifying a particular concept in making students think and reason.

Students will receive excellent instruction in a safe, nurturing environment and the parents will have access to the school and be able to readily communicate with everyone involved in the school process. We will form a Parent Teacher organization to involve the families into the program and operation of the school. Educational training and community support through “Communities in Schools” will be provided to the families.

Curriculum and Instruction

Enter narrative response to the prompts in this section of the application. *Reference Attachment 7 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

Curriculum and Instruction

The Rose Accelerated Learning Academy will provide a comprehensive academic curriculum with a defined scope and sequence in the core subjects that includes all of the components required by the Texas Education Agency and state law. Students will receive instruction, using the TEKS objectives, in Reading, Mathematics, Language Arts, Science, Social Studies, Health/Physical Education, Music, and Art.

We will identify and utilize special education consultants who are diagnosticians, speech therapists, resource room teachers, and any professionals as needed based on our special education student population and their identified needs. We plan to use the inclusion model and have our students with special needs participate in the regular education classrooms as much as possible based on their abilities and IEP recommendations.

We will hire a certified ESL teacher to work with our identified ELL population. We will hold LPAC meetings and conduct periodic testing to ensure that these students receive appropriate services.

We will incorporate PBIS as a research based schoolwide program to “decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes” Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008. which is critical as schools are held to greater accountability for student outcomes and teacher effectiveness. We will merge classroom PBIS strategies with effective instructional design, curriculum, and delivery. Students who are well behaved in the classroom tend to be more focused on academics.

We will utilize a concept-based curriculum design by utilizing Erickson’s Structure of Knowledge and Bloom’s Taxonomy to ensure that students are not just learning facts in isolation, but will be able to transfer their learning into new contexts. All teachers will receive training to ensure that they are teaching students to transfer their knowledge to new situations. Both Erickson’s and Bloom’s concept-based learning models focus on conceptual learning that is transferable to other situations. Fisher, et al 2016 p. 61 stated that conceptual understanding is realized when students are able to transfer knowledge.

We will have an after-school program that provides enrichment and tutorials for our students. Our after-school program will include the Phoenix Curriculum, which is an Office of Juvenile Justice recommended program for elementary school students that focuses on gang prevention strategies, bullying, peer pressure, emotional intelligence, substance abuse, anger, aggression, and violence. Gender-specific resources and selected materials in Spanish are a part of this program. Our targeted student population lives in the Sunnyside area of Houston, which has been identified by the Houston Police Department as one of the most dangerous, crime ridden areas in the city. The Phoenix Curriculum will provide students with protective factors and give them the knowledge and skills to make better decisions when confronted with dangerous and difficult decisions. Although the program is mainly focused on upper elementary students, we plan to modify the curriculum to ensure that our younger students can benefit from the protective elements it provided.

In order to ensure quality student performance, the curriculum instruction, and assessment must be aligned. The TEKS is the state mandated curriculum and clearly describes to teachers what they are expected to teach to the students. The teachers will be trained to translate the TEKS into an instructional design that includes instructional strategies designed to ensure that students master the objectives. The state mandated assessment, STAAR, is aligned to TEKS and measures what the students know about the objectives. It is vitally important that the teacher uses the TEKS to plan lessons. The lessons planned by the teacher should be aligned with the objectives, allow students opportunities to think at high cognitive levels and make connections and address the various needs of all learners. Ensuring that all students master the TEKS is a critical teaching responsibility.

Using the TEKS, instructional staff will align instruction to the scope and sequence for the core subjects. To ensure that TEKS and the assessment of TEKS will be addresses in the classroom, teachers will be given time for collaborative planning. The superintendent/ principal will work with teachers during planning and monitor classrooms to ensure that the objectives are being taught. Teachers will receive training on Bloom's Taxonomy and Erickson's Structure of Knowledge to ensure that they clearly understand the expectations of each objective. They will be required to have the objectives posted in "kid-friendly" language so that students will understand what they will be expected to know and do.

We plan to partner with the Texas Curriculum Management Program Cooperative, (TCMPC), to utilize their curriculum that has been aligned to Texas state standards. This will help us to maximize our resources by partnering with the Texas Region Education Service Centers. The education service centers also have the capability of providing curriculum training to our teaching, administrative, and support staff.

Individualized learning plans will be developed for each student. The plan will include an analysis of the student's academic strengths and deficits. Parents will be given a copy of the plan along with academic strategies and materials to help their child improve. Teachers will update

each child's academic plan monthly and provide progress reports to parents and to the principal/superintendent.

Assessments will serve to diagnose and monitor student progress. Consequently, teachers will use them to guide their instruction. Teachers will analyze student performance data at the classroom level and the individual student level as follows:

- Review test items and objectives tested.
- Review content of instruction to determine if appropriate skills and concepts were taught.
- Review individual student performance to determine if student has the appropriate prerequisite skills.
- Discuss areas needing improvement with colleagues, administrators, and parents.
- Develop, administer, and analyze common and benchmark assessments.
- Formulate a re-teaching plan including a monitoring component, or, if necessary, an individualized intervention plan based upon the student's current level of knowledge and skills.

Science: In science, we will emphasize activity and inquiry, encouraging students to discover, investigate, and analyze.

Health and Physical Education: The TEKS for Health and Physical Education will be followed. Students will receive daily physical education instruction. Students will learn activities and practices that lead to a long-term healthy life style.

Fine Arts: Teachers will plan lessons using the TEKS objectives. Teachers will be encouraged to seek opportunities for students to display art projects in businesses or at art contests. We will look for local artists and musicians who would volunteer in the school to offer our students additional opportunities in fine arts.

Special Education: The special education program will have a certified special education teacher(s). The ARD Committee will develop the IEP for each special education student, which may range from full inclusion with few accommodations and/or modifications to co-teaching with the general education teacher. General education teachers will receive training in special education instructional strategies as well as methodology to support the special education instructor in the co-teaching model. Training will be provided by Region IV ESC, the Harris County Department of Education, a consultant, and/or the special education teacher.

Bilingual/English as a Second Language (ESL):

Students will be evaluated upon enrollment to determine their proficiency in the English language. The school will hire ESL teachers in order to offer an intensive program to develop proficiency and fluency in the comprehension, speaking, reading, and writing of English in language arts and content subjects. Proven ESL methodology will be used. Specific parent

friendly ESL resources will be provided to students to be utilized in the home environment to improve language skills.

State assessments, as required by the Texas Education Agency, will be given. Results will be disaggregated and analyzed to determine student and school progress. Results will be used to improve the school's instructional plan.

Assessments will serve to diagnose and monitor student progress. Consequently, teachers will use them to guide their instruction. Teachers will analyze student performance data at the classroom level and the individual student level as follows:

- Review test items and objectives tested.
- Review content of instruction to determine if appropriate skills and concepts were taught,
- Review individual student performance to determine if student has the appropriate prerequisite skills.
- Discuss areas needing improvement with colleagues, administrators, and parents.
- Develop, administer, and analyze common and benchmark assessments.
- Formulate a re-teaching plan including a monitoring component, or, if necessary, an individualized intervention plan based upon the student's current knowledge level.

The proposed curriculum will be evaluated continuously by the principal/superintendent and board members in the following ways:

- observe classrooms to ensure the curriculum is being taught
- Require lesson plans from each teacher each week
- provide support and training to teachers as needed
- Monitor student progress
- Monitor benchmark and other testing results
- Review all classroom testing data

Student progress and standardized testing mastery data will be used to determine the effectiveness of classroom instructional training. The principal/superintendent will confer with the board members to identify gaps in the curriculum and make needed changes. The school board will meet with the school principal/superintendent to evaluate curriculum and instruction and review student progress. We will keep abreast of curriculum requirements by monitoring the TEA curriculum website and attending training at the Regional service center.

We will work with the Region IV Education Service Center to obtain training and recommendations for instructional materials that are aligned to TEKS. We will actively seek out

manipulatives to keep students engaged. We will also utilize state adopted instructional materials that have been adopted and approved by the Texas State Board of Education.

Strategies for Assessment of Learning and Data-Driven Instruction

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

We will adopt the Texas Education Lone Star Governance Framework which contains a process for outlining a timeline for creating measurable goals for academic performance. The Lone Star Governance framework has a major focus on improving student achievement. All board members and the superintendent will receive training on the Lone Star Governance Continuous Improvement Model that is focused on the objective of improving student achievement. This training will equip school board members with the knowledge and skills needed to monitor student performance and hold the superintendent accountable for student achievement outcomes.

Board of Education members will work with the superintendent/principal to develop a reporting schedule of student performance data. The superintendent will maintain and present a monthly data report to the Board of Education. This data will include grades, progress reports, benchmark testing, student attendance, and a teacher developed individual learning plan for each student which outlines student's strengths and educational deficits. The superintendent/principal will be charged with working with the parent, principal, and instructional staff to develop a growth plan for students who are not meeting achievement benchmarks.

Records required to be maintained and updated monthly on each student include:

- Student proficiency reports (grade level mastery of each subject)
A review of each student's individual learning plan
- Report Cards and academic progress reports
- Benchmark testing results (to be administered monthly)
- Student attendance Reports
- Special Needs Students Reports (Special Education and ELL)
- Student Growth Reports (trend charts that tell if the student is progressing)
- STAAR Performance Results

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Reteaching will be imbedded into the academic program so that no child is left behind. Instructional modifications will be made after student academic reports (listed above) are analyzed for strengths and weaknesses.

We will use released STAAR tests as one form of benchmark testing. We will also utilize the TEA STAAR Resources page to develop formative and summative assessments based on the STAAR blueprints and assessed curriculum resources. (Source: [HTTPS://tea.texas.gov/student.assessment/staar/](https://tea.texas.gov/student.assessment/staar/))

The teaching staff will be trained to implement the “Academic Performance Enhancement Plan”. The staff will utilize this training to plan, assess and monitor the student’s academic progress throughout the year. The superintendent/principal will hold monthly staff meetings to monitor student progress.

The components of the Academic Performance Enhancement Plan are:

1. Ensure that the curriculum and instructional strategies used in each classroom adequately address all learning objectives.
2. Determine specific academic deficiencies in individual students.
3. Develop a plan to address those specific needs.
4. Monitor and support the plan that was developed to meet those specific needs.

We will utilize the Commissioner’s recommended list of valid, scientifically researched, user friendly instruments to measure each domain of development in our early childhood program. We will utilize the CIRCLE Progress Monitoring Tool to assess student progress in the early childhood classroom. The superintendent/principal will utilize the Classroom Observation Tool during classroom visits to observe teacher effectiveness and make recommendations for improvement. All Kindergarten teachers will administer the TX-KEA assessment to students at the beginning of the year.

Shirley Johnson will be responsible for collecting and analyzing assessments and evaluation data. She will serve as the superintendent/principal for The Rose Accelerated Learning Academy. She will be responsible for compiling and presenting a student progress report to the Board of Education each month. The Continuous Improvement Model will be implemented and monitored by Ms. Johnson. Shirley Johnson is a retired principal from Fort Bend ISD. She served as a Principal for Shekinah Radiance Charter School at South Park Village (PK3-4th) and West Columbia Charter School (PK4-12th). She also worked as a Professional Service Provider for ten (10) years. She is presently working as a University Supervisor for Sam Houston State University and is a substitute teacher for Alvin ISD. She has over forty-five (45) years in the field of education and educating children.

Supports for Special Populations

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

We anticipate that our student population will include special education, gifted and talented and ELL students. We plan to partner with the Harris County Department of Education to utilize their experienced personnel on a contract basis to assist with identifying these students who have special needs. We plan to use an inclusion model for special education, ELL and GT students whenever possible. We will be diligent when hiring instructional staff to seek out instructional staff who have experience with these populations. We plan to train all teachers to work with children with special needs.

All state guidelines for identification and placement of special populations will be followed. The principal will assume the primary responsibility for ensuring that the students who fall into any of these special need's categories are identified and receive the appropriate educational services to ensure their success in the educational environment.

All special education students enrolled will have an annual ARD with an IEP developed and implemented. All procedures regarding students with disabilities will be met. The principal/superintendent will oversee and monitor compliance of the special education program. The Rose Accelerated Learning Academy will use the co-teaching model to ensure that our special education students are included in the regular classroom as much as possible, yet get any specialized attention they may need. To facilitate the co-teaching model in the least expensive manner, we will actively recruit teachers who are certified in both regular and special education. This will enable the principal/superintendent to work with teachers to develop a schedule for students who need special education services. Specialized services (i.e.; speech therapy) will be handled by contracting with outside consultants who can provide needed services. We will utilize the resources and personnel of the Harris County Department of Education to hire contract personnel as needed to serve special needs students who need services that cannot be provided in a mainstreamed or inclusive classroom environment. The ARD committee will make decisions on which version of the STAAR test is appropriate for each individual student.

All students whose home language is not English and who meet the identification criteria for limited English proficient classification will participate in the school's ESL program. We do not anticipate a large population of ELL students since the school boundaries encompass a mostly African American community. An appropriately certified ESL teacher will provide services. An LPAC committee will meet periodically to monitor and make decisions regarding the student's placement in the Bilingual/ESL program. The students will receive ESL instructional strategies within the context of the regular education program as required by state law and guidelines. Qualified students will be tested on the Spanish STAAR based on decisions made by the LPAC committee. All Teachers will receive training in ESL methodology. The Superintendent/principal will ensure that the school is in compliance with Bilingual/ESL ESL program guidelines. ELL students will be taught state mandated standards for English Language Proficiency Standards (ELPS) and participate in the Texas English Language Proficiency Assessment System (TELPAS).

The Rose Accelerated Learning Academy will not offer a gifted and talented program during the first year of operation. After year one and each year thereafter, the principal/superintendent will be responsible for reviewing student data and making a report to the board of education as to whether to offer a Gifted and Talented Program. When the school begins the program, the teachers and principal/superintendent will receive the appropriate training to identify and meet the needs of gifted and talented students.

School Culture and Safety

Enter narrative response to the prompts in this section of the application. Reference **Attachment 8** in the response.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

A positive school culture is imperative for the academic and social growth of students. The Rose Accelerated Learning Academy understands that there can be multiple impediments to student development. Those barriers include, but are not limited to absenteeism, bullying, and significant behavioral issues. We will implement Positive Behavior Intervention and Supports as the basis of our school culture and climate system. PBIS is a framework for improving academic and behavioral outcomes. This schoolwide program is designed to provide students with a consistent, predictable set of expectations throughout the school.

The PBIS program provides positive and proactive support to students and enables teachers to maintain a classroom environment focused on academics. This will help teachers effectively utilize instructional time, while decreasing classroom disruptions. This model also helps students become familiar with routines and procedures for arrival, dismissal, and transition times, thereby, minimizing disruptions during these times.

All staff members will be trained to utilize the tenants of PBIS as a schoolwide strategy so that students understand that the expectations are consistent. Parents will receive an introduction to PBIS and additional information about the program in parent newsletters and monthly meetings so they can implement the PBIS strategies at home and in the community. Students will learn that expectations for appropriate behavior and responses to inappropriate behavior are consistent throughout the school.

Board members and the principal/superintendent will work with the instructional staff to design classrooms in a manner that provides for whole class and small group learning. Wong & Wong (2009) found that teachers can prevent many instances of problem behaviors by strategically planning the room environment. Kern and Clemens, 2007, found that establishing classroom routines and procedures early in the school year helps to minimize problematic behaviors.

Rules and expectations will be posted in each classroom and in public areas of the school. Parents will receive the list of classroom rules and will be given information on the schoolwide system during orientation.

Many students are not coming to school with the social and emotional skills they need to be successful in the classroom. Punitive measures and zero-tolerance policies are not effective in the long-term. But in an environment in which positive behaviors are taught and recognized,

students can develop into solid citizens, both at school and in the community. The Rose Accelerated Learning Academy will teach students systems, routines, and various practices that will nurture social maturity; while also helping to improve student achievement.

The superintendent/principal will monitor implementation of PBIS through classroom observations and observations of students and staff throughout the school. Additional training and supports will be provided as needed to ensure that the program is implemented and effective.

Parents will be required to attend an orientation at the beginning of the school year. During this orientation, they will be given information on PBIS, school discipline policy and dress code.

Students will wear uniforms that will be aligned to the school colors. (The school colors have not yet been determined by the board of education).

We will utilize Raptor Technologies to scan the ID of all visitors. According to Raptor Technologies "Visitors put their driver's license through a scanner and the computer checks a database. The system can scan green cards, military IDs and passports. It does not store private information and can be customized to deal with various situations, including custodial issues."

Mt. Vernon Baptist Church has on site security personnel who will patrol the building and grounds on a daily basis. The front door of the building will be the only point of entry for visitors and will be kept locked. A camera and intercom system at the front door will allow personnel to see and speak to visitors before deciding whether to let them in. The door will be operated on a system where it can be opened remotely.

Promotion and Graduation Requirements

Enter narrative response to the prompts in this section of the application.

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The students at The Rose Accelerated Learning Academy are expected and required to master the Texas Essential Knowledge and Skills (TEKS) as provided by the State for each grade level. We will develop a scope and sequence for each grade level based on TEKS and state assessments. The students will be monitored and provided tutorials and enrichment as needed. Students will be placed in Response to Intervention (RTI) for support and additional help as needed. The afterschool program will also be helpful in providing the support and filling the gaps that the students will need to master grade level skills. Tutorial classes for specific subjects will be available for students who need additional assistance for subject mastery.

Parents will be informed of promotion requirements when they enroll their child. Periodic progress reports will be disseminated to parents. So that they can be aware of their child's progress.

A Grade Placement Committee will be established that will also monitor and track each student's growth. The committee will consist of the student's teacher, the superintendent/principal, and the child's parent. This committee will look at the total child and the progress the child has made all year on grade level daily work (TREKS), classroom test performance and state assessments. Additionally, if the student has been involved in the RTI process, that information will be considered. Members of committees such as PLACE for ELL students or the ARD committee will also be involved if the child is in a special program. All of these considerations will be looked at before a decision is made about the child's grade placement for the following year.

1. Mastery of grade level materials in reading, math, science, and social studies
2. Benchmarks and progress on unit test will be observed
3. Third graders will meet or master standards on STAAR

Attendance will also be taken into consideration when making the decision. The students at expected to attend school daily. Attending school daily is a vital part of student growth, progress as well as success at each grade level. Students who get in the habit of attending school in the early stages of school and realizing the importance of attending school, will develop a habit and learn the importance of regular attendance.

We intend to apply for the 21st Century Community Learning Grant to support our after-school program. "This program supports the creation of community learning centers that provide Generation 25: The Rose Accelerated Learning Academy

academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.” (US Dept. of Education). We believe that the additional supports provided by this program will facilitate promotion and academic achievement for our students.

We also intend to start a Communities in Schools program in the school. This program provides a site coordinator who works with families, organizations, businesses, and the local community to mobilize community resources to help students overcome academic barriers to their success. CIS has a proven track record of working with students in high poverty schools to help them overcome hurdles that may be inhibiting their ability to be successful in school.

We anticipate an annual promotion rate of 98% from one grade level to another during the first year of operation. Our student population will come from Houston ISD schools. The grade level retention rate for Houston ISD for 2016-2017 was 4.6%, however, the elementary retention rate average was closer to 2.5%. We anticipate that the retention rate will decrease once we are established and can add additional community supports.

Our strategies for assisting students to transition into the next level of education include:

- Developing an individualized learning plan for each student that will identify academic strengths and weaknesses to help us provide the academic supports they need to successfully master the grade level TEKS
- Implementing the PBIS model to improve the social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.
- Providing tailored tutorial programs focused on specific skills
- Providing opportunities for enrichment in sports, fine arts, technology and other areas of interest to students by working with city and community groups where these programs are available
- Providing accelerated instruction for students who are capable of working above grade level in reading and mathematics

Family and Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference Attachment 9 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

“Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.” (National Coalition for Parental Involvement in Education 2006).

Parent and community involvement are essential in schools. According to the Texas Education Association/Texas PTA Manual of Parent Involvement, “Every research study on parent involvement has shown the same result: Parent involvement increases student involvement and self-esteem.” By integrating school, parent, and community resources and support, we can enhance the academic success of our students. A NEA Policy Brief reiterates the “It Takes a Village to Raise a Child” concept in their research on parent and community involvement in the schools. (National Education Association). According to this brief, family and community involvement has a positive effect on higher academic performance for students. Students tend to have higher grades, stay in school longer, and be more motivated to achieve at higher levels when there is a strong parent-community school relationship.

Our strategies for incorporating parents into the life of the school include:

- Having a volunteer in school program where parents can assist in the school
- Establishing a system of regular communication with parents
- Inviting parents to serve on the site-based decision-making committee
- Establishing a Parent Teacher Association (PTA)
- Holding parent education workshops
- Having parents assist with publicizing the school
- Having parents assist with events (such as field day, student programs, and festivals)
- Adopting a school wide culture of hospitality to parents

- Involve parents in decisions that affect student achievement
- Assisting families with parenting skills
- Coordinating resources and services for families with community agencies

Community involvement in schools requires the school to make a conscious effort to connect with businesses, organizations, and institutions in the community. We will look for a variety of ways to involve the community in our endeavor to educate the whole child. We will actively seek partnerships that are:

- Student Centered- those that can provide direct services or goods to students i.e.; awards, incentives, scholarships, tutoring, mentoring, job shadowing, etc.
- Family Centered-those that can provide services to parents or families i.e.; GED programs, job training programs, family counseling, family fun, resources, health and dental care
- School Centered-those that can provide services to the school-beautification projects, donations of equipment and materials, staff development, etc.
- Community Centered- services we can provide to the community i.e.; visiting hospitals and nursing homes, making cards for the sick and elderly, arts and science exhibits, and community revitalization and beautification projects.

Parents will be required to attend an orientation at the school as soon as their child enrolls. During this session, we will provide information to the parents on school expectations and give them opportunities to be involved in the school to the extent of their abilities. This session will also explain our policies for periodic reporting to them on grades, student progress, and disciplinary infractions. The principal and school board members will be introduced and the school board president will explain the policy for the handling of parent concerns or complaints. Specifically, we will request that the parents follow the chain of command by discussing their issues with the teacher first (when appropriate). If they are unsatisfied, they should schedule a meeting with the principal/superintendent to seek a resolution to their issues. Parents will be given email addresses for school board members and told that they may contact any school board member if they cannot resolve their issues at the school level.

We will invite parents to attend Board meetings and take an active role in their child's education by forming a PTA, offering opportunities to volunteer, and adding a parent as a school board member.

We will send student progress reports to parents every two weeks to keep them informed of their students' progress. We will develop student specific home study packets that parents can utilize to help students improve their reading and mathematics skills.

Parents will be notified within the first two weeks of school of all staff members. They will receive a brief bio of each board member, administrator, and teacher which lists their qualifications. The bio will inform parents of any staff member who is in a position for which he/she is not highly qualified (i.e.; substitute teacher).

We will partner with The Houston Health Department operates 11 multi-service centers throughout Houston. Our spacious centers provide a variety of services to Houstonians and are available for public and private events. Our multi-service centers work in partnership with collaborating agencies to provide educational resources, direct services, referrals, access to basic needs, and other social service's needs."

Sunnyside Multiservice center -this is an outreach arm of the City of Houston for Sunnyside residents and provides a variety of services to Houstonians and is available for public and private events. The multi-service centers work in partnership with collaborating agencies to provide educational resources, direct services, referrals, access to basic needs, and other social service's needs.

Communities in Schools- This organization provides school-based staff that partner with teachers to identify challenges students face in class or at home and coordinate with community partners to bring outside resources inside schools.

Houston Food Bank at Mt. Vernon Baptist Church-This organization serves as a food distribution point for families in need.

Greater Houston Community Foundation- this organization provides resources to nonprofit organizations

United Way of Greater Houston- this organization is a source of grants as well as providing opportunities for student community service

Sunnyside Community Center- offers space for meetings and school programs. Adjacent to the community center building, Sunnyside Park offers a playground, lighted tennis courts, lighted sports field, 0.48-mile hike and bike trail, swimming pool, indoor gym, weight room, meeting room, and an outdoor basketball pavilion, all at no charge.

Leadership and Governance

Board Structure and Qualifications

Enter narrative response to the prompts in this section of the application. *Reference Attachments 10-14 in the response.*

Proposed board member	Area of expertise	Brief description of experience in this area
Sandra Pradia	Teaching, community leadership, lesson planning,	Ms. Pradia is currently a substitute teacher working on her certification. She has worked with the Sunnyside community to bring changes to community programs for youth.
Alice McKinney	Teaching and learning, curriculum, school policies and procedures, non profit management, marketing	Ms. McKinney has over 45 years as an educator in the Houston Independent School District. She is a Sunnyside community leader and currently runs a nonprofit to benefit the community. She has extensive experience in marketing through the DECA program
Dr. Gladys Moton	Teaching, curriculum, educational leadership, budgeting, student achievement	Dr. Moton has over 30 years of experience in education as a teacher and school administrator. She understands the Texas Education Accountability system, school based budgeting, and how to successfully manage a school.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Rose Accelerated Learning Academy will be governed by the board of directors of The Hope Center. The Hope Center is the sponsoring nonprofit organization for The Rose Accelerated Learning Academy. There will be at least three board members on the board. The board will actively seek out community members with a background in education, school leadership, or finance to join the board so that there are at least five members on the board. All board members will be required to reside in Texas, preferably in the Greater Houston area. Family members who are related within the third degree of consanguinity will not be eligible to serve on the charter school board. The school board will have broad authority in overseeing the school and will have final decision-making power over school programming and operations. None of the current board members will be charter school employees.

Duties of the school board will include:

- Establishing school policies
- Developing and promoting the school mission and vision
- Setting an annual budget based on anticipated revenue
- Hiring and supporting the superintendent
- Consider and act on recommendations from the school superintendent
- Provide leadership and direction to assist in achieving campus goals (student achievement, attendance, recruiting)
- Provide leadership in securing and managing the campus facilities
- Advocating and supporting exemplary student achievement
- Act as a community/parent liaison to promote awareness of school programs
- Serve as final appeals committee for student, parent, and staff concerns
- Hold monthly meetings to review all school operations, review contracts, and school progress
- The superintendent will be required to attend monthly board meetings to submit school progress reports in the areas of recruitment, enrollment, attendance, facilities, staff, and student achievement.

The current board is not a grantee or subgrantee of a state or federal grant. The board has never been investigated for grant mismanagement.

The Board members will follow the continuing education requirements as outlined in Texas Administrative Code TAC61.1 and Texas Government Code 551.005 and 552.012. Board members will attend Regional Service Center training to become familiar with Texas Education Code. Board members will also be required to attend training in the following areas:

- Evaluating and Improving Student Outcomes
- Team Building and Assessment of Continuing Assessment Needs of the Board-Superintendent Team
- Open Meetings training
- Public Information Act Training

- PEIMS Reporting Requirements
- School Finance
- Student Accountability Framework

We will work with the Texas Association of School Boards to get training for our school board members. All members will be required to attend TASB ISD whose sessions “are designed especially to meet the needs of first-year trustees who want to get a broad overview of their responsibilities and develop important skills early in their tenure. As a newly elected board member/trustee, participating in TASB ISD provides you an opportunity to:

Learn the research-based roles of school board members in supporting student achievement in the district.

Discuss legal and ethical components of your role as a trustee and how those differ from the superintendent and other staff members.

Gain a broad introduction to the world of board service—from policy and human resources to finance and advocacy—to be equipped to serve effectively as part of a visionary team.”

<https://www.tasb.org/services/leadership-team-services/training/tasb-isd.aspx>, December 2019

Board members will receive training at the TASB convention in Dallas, Texas on October 2-4, 2020. Board members will attend additional TASB Board member workshops as needed.

The Hope Center school board members will hold an annual day long retreat to engage in self-reflection and evaluation activities and use the results as an opportunity for improvement. We will utilize the New York School Boards Association School Board Evaluation as a guide to engage in the retreat activities. This model is a three-part guide for evaluating the school board. Part One is based on effective school board best practices. Part two allows the board to focus on specific objectives that they will focus on throughout the year. Part Three is a final self-evaluation of the board’s performance standards, objectives, and recommendations for improvement. Each board member completes the exercise independently before the retreat. The instrument is discussed during the meeting. After utilizing this instrument initially, board members will decide whether they will continue to use it in its entirety or make modifications to meet the needs of The Hope Center school board model.

Parents who chose the Hope Accelerated Learning Academy for their child’s education will be given the chain of command to follow to have their concerns address. For classroom concerns, address the issues with the teacher. If the response received is inadequate, the parent should then meet with the superintendent/principal. If there is still a concern, the issue should be brought to the attention of the school board. If no satisfactory resolution is made, parents will be given contact information on how to file a complaint with the Texas Education Agency.

https://tea.texas.gov/About_TEA/Contact_Us/Complaints/TEA_Complaints_Management

School board meetings will be held monthly and will be advertised in school, community and church newsletters and announcements. Parents and community members are welcome to attend all board meetings. Parents and citizens will have an opportunity to make a five-minute presentation to the board

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during the meeting to voice any objection to any policy, administrative decision, or practice to the school. Concerns may also be submitted in writing if the constituent does not wish to speak publicly. The board will consider all concerns and make a collective decision as to any changes that may be made to policies and procedures. A written response will be provided and the decision will be announced at the next board meeting.

Proposed Superintendent Qualifications

Enter narrative response to the prompts in this section of the application. *Reference Attachments 15-16 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The board has chosen Shirley M. Johnson to serve in the dual roles of superintendent/principal. Mrs. Johnson has had a long and distinguished career in the field of public education. She has been an elementary teacher in both Aldine ISD and Houston ISD. She served as Title I coordinator in Houston ISD before going on to Fort Bend ISD where she held the positions of reading specialist, assistant principal, and principal. After retiring from public school service, she began a new career as an educational consultant. She worked with the Texas Education Agency as a CIT (Campus Intervention Team) and a PSP (Professional Service Provider). She has also served as a principal in served charter schools in the Houston area. Mrs. Johnson is currently employed as a University Supervisor for student teachers at Sam Houston State University. Mrs. Johnson has agreed to accept a two -year contract at a reduced rate of pay and to assume the roles of superintendent and principal to help the Sunnyside community get the school to operational status.

The superintendent/principal will be initially be given a 20-month contract. This contract will begin in January 2020. The contract will encompass half of the startup year and the entire first year of operations. After the first year of operations, she will be evaluated and another contract term will be negotiated if the school board is satisfied with her performance.

The Board of Education will develop an evaluation instrument for the superintendent/principal position. Indicators to be included on the evaluation include:

- Instructional management (effectiveness of instructional program operations)
- Student Achievement (promotion rate, test scores, attrition rate)
- Community/Parent Involvement (ability to involve stakeholders effectively)
- Fiscal Management (ability to manage budgets)
- Professional Development (effectiveness of personal and staff development)
- Data analysis (ability to utilize data to make instructional and programming decisions)
- Team Building (ability to build and maintain a cohesive school team)
- Shared decision making (ability to work collaboratively with school groups)

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- Facilities Management (ability to maintain a safe, orderly facility)
- Data collection and reporting (to both the Board and Texas Education Agency)
- Student Discipline and Management (ability to maintain order in the school)
- Board Relations (ability to maintain a cooperative relationship with board members)

The starting salary of the superintendent/principal will be \$60,000. In addition to this salary, Mrs. Johnson will also receive a cell phone and an allowance for school related mileage to be reimbursed at the current state rate. We looked at independent school district salaries of comparable size to determine the salary. Salaries ranged from approximately 81,000 to \$112,000. Mrs. Johnson has agreed to accept a salary at the lower end of the salary scale for comparable districts. The budgeted amounts for the salary of \$60,000, cell phone allowance of \$100.00 per month and approximate mileage allowance of \$200.00 per month are included in the financial plan workbook.

Proposed Instructional Leadership Team

Enter narrative response to the prompts in this section of the application. *Reference Attachments 17-19 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The board members, along with the school superintendent/principal will serve as the instructional leadership team. The Rose Accelerated Learning Academy will be governed by the board of directors of The Hope Center. The Hope Center is the sponsoring nonprofit organization for The Rose Accelerated Learning Academy. There will be at least five board members on the board. The board may decide to add additional members once the school is established in the community. All board members will be required to reside in Texas, preferably in the Greater Houston area. Family members who are related within the third degree of consanguinity will not be eligible to serve on the charter school board. The school board will have broad authority in overseeing the school and will have final decision-making power over school programming and operations.

Duties of the school board will include:

- Establishing school policies
- Developing and promoting the school mission and vision
- Setting an annual budget based on anticipated revenue
- Hiring and supporting the superintendent
- Consider and act on recommendations from the school superintendent/principal
- Provide leadership and direction to assist in achieving campus goals (student achievement, attendance, recruiting)
- Provide leadership in securing and managing the campus facilities
- Advocating and supporting exemplary student achievement
- Act as a community/parent liaison to promote awareness of school programs
- Serve as final appeals committee for student, parent, and staff concerns
- Hold monthly meetings to review all school operations, review contracts, and school progress

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- The superintendent/principal will be required to attend monthly board meetings to submit school progress reports in the areas of recruitment, enrollment, attendance, facilities, staff, and student achievement.

The current board is not a grantee or subgrantee of a state or federal grant. The board has never been investigated for grant mismanagement.

The Board members will follow the continuing education requirements as outlined in Texas Administrative Code TAC61.1 and Texas Government Code 551.005 and 552.012. Board members will attend Regional Service Center training to become familiar with Texas Education Code. Board members will also be required to attend training in the following areas:

- Evaluating and Improving Student Outcomes
- Team Building and Assessment of Continuing Assessment Needs of the Board-Superintendent Team
- Open Meetings training
- Public Information Act Training
- PEIMS Reporting Requirements
- School Finance
- Student Accountability Framework

The Hope Center school board members will hold an annual day long retreat to engage in self-reflection and evaluation activities and use the results as an opportunity for improvement. We will utilize the New York School Boards Association School Board Evaluation as a guide to engage in the retreat activities. This model is a three-part guide for evaluating the school board. Part One is based on effective school board best practices. Part two allows the board to focus on specific objectives that they will focus on throughout the year. Part Three is a final self-evaluation of the board's performance standards, objectives, and recommendations for improvement. Each board member completes the exercise independently before the retreat. The instrument is discussed during the meeting. After utilizing this instrument initially, board members will decide whether they will continue to use it in its entirety or make modifications to meet the needs of the The Hope Center school board model.

The Board of Education will develop an evaluation instrument for the superintendent/principal position. Indicators to be included on the evaluation include:

- Instructional management (effectiveness of instructional program operations)
- Student Achievement (promotion rate, test scores, attrition rate)
- Community/Parent Involvement (ability to involve stakeholders effectively)

- Fiscal Management (ability to manage budgets)
- Professional Development (effectiveness of personal and staff development)
- Data analysis (ability to utilize data to make instructional and programming decisions)
- Team Building (ability to build and maintain a cohesive school team)
- Shared decision making (ability to work collaboratively with school groups)
- Facilities Management (ability to maintain a safe, orderly facility)
- Data collection and reporting (to both the Board and Texas Education Agency)
- Student Discipline and Management (ability to maintain order in the school)
- Board Relations (ability to maintain a cooperative relationship with board members)

Proposed Financial and Operations Leadership Teams

Enter narrative response to the prompts in this section of the application. *Reference Attachments 20-21 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Board of Directors recognize the importance of being financially responsible with the money that will be provided to the school for the sole purpose of providing a high-quality education for the children enrolled in The Rose Accelerated Learning Academy. We will manage the charter school finances in a manner that is consistent with federal and state law and the charter school contract.

The board will form a finance committee to oversee all aspects of the financial health of the school. The board will work with Region IV to identify a qualified school finance person who has experience administering charter school budgets. We are aware that there are contract finance managers who work with charter schools in the Houston area. This committee will identify software that can be used to submit financial reports to the state and maintain a ledger of income and expenses. They will also be responsible for selecting the auditor for the annual school audit.

We have not yet identified proposed members for a financial team.

The metrics that will be monitored monthly will be:

- Fund balance -ensuring that the accounts maintain a positive balance with at least a two-month fund reserve
- Expenses-monitoring expenditures to ensure that they are reasonable and necessary
- Inventory- Keeping track of fixed assets
- Contracts- Monitoring contract expenses
- Expense Equality- Are expenses divided equally among student groups and/or classrooms
- Student focused- Is the money being spent in a manner that will improve student achievement

We will follow all generally accepted accounting practices. All funds received into the charter school account will be used for the benefit of students. We will open a separate bank account that is solely for charter school deposits and expenditures. The account will require at least two signatures on any disbursements.

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The board of education members will set a preliminary budget for the school by June 30 for the following school year. The budget will be reviewed after the October snapshot date and adjusted if necessary. The superintendent/principal will provide the board members with monthly student enrollment and attendance reports so that the budget and expenditures can be reviewed each month.

To ensure that all expenses are properly allocated, the correct funding source and that all financial reports are submitted to the state in a timely manner, the school board will choose an accounting software or a bookkeeping firm that has experience with the financial coding utilized by the state.

We will comply with TEC §12.107 and ensure that state and federal funds will be used for payment of salaries, purchase of supplies, payment of insurance premiums, and payment of other employees.

We will also develop an inventory system to ensure that we maintain control over all textbooks, furniture, computers, machines, and other assets that belong to the school. An inventory of all capital assets will be conducted at the end of May each school year. An inventory report will be compiled by the superintendent/principal and presented to the school board members.

The board member with the experience and competency to assess financial performance is Dr. Gladys Moten, current school principal. Dr. Moten and the superintendent/principal will attend training at Region 4 Education Service to learn to use TxEIS, a web-based, fully integrated program used by Texas charters and school districts to support the operational and reporting requirements of Texas districts, charter schools, private schools and education service centers. The software is scale-able in both design and configuration in order to meet the needs of any size school.

Both the superintendent/principal and the PEIMS clerk will be trained at the Region IV Education Service Center. Region 4 Public Education Information Management System (PEIMS) Services provides direct support to school districts and charter schools in understanding and complying with the Texas Education Agency (TEA) PEIMS Data Standards. PEIMS services from Region IV include training on PEIMS data collection requirements and technical assistance on:

Texas Student Data Standards (TEDS)

Data Submission Schedule

Edit and Summary Reports

Submission Approval Procedures

TSDS Operations for UID and Enrollment Tracking Systems

Student Attendance Accounting

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Performance Management

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Academic Performance Enhancement Plan (APEP) is an instructional support initiative. The intent of the plan is to improve student achievement and performance on campus, district and state assessments. The strategies of the APEP is to provide administrators and teachers a structured system to evaluate, monitor, remediate and enrich each students' academic skills.

We will implement the Continuous Improvement Model. Monitoring is a critical part of the Continuous Improvement Model. Student progress must be monitored on an ongoing basis. It is the responsibility for the classroom teachers and administrators to take part in this process.

The success you achieve on testing is not random. It is the drive toward excellence results from a well-coordinated and successfully implemented academic plan. This is based on continuous student progress through vertical and horizontal aligned curriculum. Every student will have an opportunity to the written, taught and tested curriculum.

The APEP will contain four basic elements:

1. Ensure that curriculum and instructional strategies used in each classroom adequately address all learning objectives.
2. Determine specific academic deficiencies in individual students.
3. Develop a plan to address those specific needs.
4. Monitor and support the plan that was developed to meet those specific needs.

The Continuous Improvement Model:

PLAN-

1. Disaggregate and Analyze Data
2. Plan/Follow Curriculum/Instruction
3. Develop Lesson Plans

DO-

4. Teach/Assess, Teach/Tutor/Enrich

5. CHECK- Monitor/Service/Support
6. ACT- Adjust/Align

The Staff at The Rose Accelerated Learning Academy School will be trained during the summer prior to the opening of the school on this Continuous Model. Providing them with a Binder with all the steps and guide to be successful.

This Continuous Improvement Model will be implemented and monitored by Shirley Johnson. Ms. Johnson is a retired principal from Fort Bend Independent School District. She has worked as a Turn Around Principal for Shekinah Radiance at South Park Village and West Columbia Charter Schools. She has served as a Professional Service Provider (PSP) for ten (10) years. She is presently working as a University Supervisor for Sam Houston State University and is a substitute teacher for Alvin ISD. She has over forty-five years in the field of education and educating children

Talent Management and Development

Talent Management

Enter narrative response to the prompts in this section of the application. *Reference Attachments 22-23 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Rose Accelerated Learning Academy will hire teachers who are highly qualified and have Texas teacher certification for the grade level and subjects they will be assigned to teach. Teachers will not be required to have experience; however, they are required to be certified to teach in the state of Texas or be certified in another state and working toward certification in Texas.

We will participate in job fairs held at Region IV Education Service Center. We will also advertise jobs on the Region IV website. r and also utilize the mechanisms in place on the Region IV website to advertise jobs. We will place ads in local and regional newspapers to advertise open positions. We will actively look for job fairs being held in the Houston and Harris County and participate as needed to ensure that we recruit and maintain highly qualified teachers. The Rose Accelerated Learning Academy website will contain information about job openings. Recruitment activities will include hosting and participating at job fairs that are held in the Houston area at colleges and universities that have teacher education programs.

We will conduct background and reference checks and make efforts to ensure that each classroom is staffed with a teacher with a clean background and, if experienced, can provide references from previous employers.

The superintendent/principal will be responsible for working with the board of education to identify opportunities for recruitment in the Houston area. The board of education will authorize the superintendent to travel to other areas of the state if additional teachers are needed after these recruitment efforts are exhausted. All board members will be involved in planning the strategies to be used to recruit a highly effective teaching staff.

The Rose Accelerated Learning Academy plans to pay teachers a competitive wage to ensure that salaries are not an inhibiting factor in working at this school. We will consider our recruitment efforts successful if 100% of our classrooms have a Texas certified teacher in each classroom at the start of the school year.

We plan to work with the Houston Area Retired Teachers Association to develop a bank of retired teachers who may want to work as substitutes or are willing to work part time. We will utilize these certified teachers as needed to ensure that we have someone available in the event of an unexpected vacancy.

We plan to seek out teachers who have elementary certification and have an additional certification, such as Bilingual, ELL, or Special Education.

The principal/superintendent will be responsible for interviewing and making recommendations for all school personnel to be hired. The board will check references and approve all recommendations before hiring.

If an employee is not performing satisfactorily, the principal will take proactive steps to identify the issues and attempt to assist the employee in meeting job standards. The superintendent shall keep written records of all performance related meetings with the employees. If the employee does not improve and cannot satisfactorily meet the job requirements, the superintendent will recommend the employee for termination. The board of directors will review the documentation and make the final decision on each employee.

Professional development opportunities are a school's investment in its human capital. It is a way for the school to preserve and transmit its culture, climate, and values. Therefore, the professional development of the school will focus on both instructional and individual growth that supports the school's goals and pedagogical structure and will address areas of low student achievement. Collaboration and teamwork will be systematically and sequentially developed to create a continuous improvement culture. Resources will be allocated to develop and maintain this system of continuous improvement. The curriculum and teaching-learning system will be clearly articulated and taught to each new faculty member. All staff will participate in an orientation program conducted by the Superintendent/ Principal. The superintendent/ principal will conduct a needs assessment individually with each teacher and collectively with the entire instructional staff to determine staff development needs.

All teachers will need to be proficient with using the various technology resources required to successfully implement the curriculum. Teachers will participate in professional development related to using online learning resources. Teachers will also be trained to use an online Learning Management System as well as Web Mail.

Professional development opportunities will be offered on these topics:

- Lesson Planning and Implementation
- Highly Effective Instructional Strategies
- Highly Effective Questioning
- Cooperative Learning Strategies

- Using Assessment Data to Guide instruction
- Classroom Organization and Management
- Creating Independent Learners
- Teaching Digital Learners
- Rigor, Relevance, and Relationships
- Bloom's Taxonomy
- Erickson's Structure of Knowledge

Professional development will not be of the "popcorn" one shot workshop type, but rather embedded into the framework of the school through such activities as action-research, instructional conversations, study groups, teacher-to-teacher observations and feedback, and analysis of disaggregated data. This type of professional development focuses on both the context of the work and the processes of the work. It creates a dynamic cycle of collaboration and improvement. Conference and seminar participation will be encouraged. Teachers will be encouraged to pursue graduate degrees. Consultants will be used to support critical areas whether they are instructional or non-instructional.

The principal and selected teachers will attend regional and national workshops based on identified school needs. Due to budget constraints, we will utilize the train the trainer model by sending one person who can come back and train the staff. A 2015 study (Yeaber, et al) found that train-the-trainer is an effective method for broadly disseminating evidence-based training. Train-the-trainer is less costly than the traditional method and allows for courses to be tailored to the specific school, thus making it a viable approach to dissemination and scale up of new methods. Suhrheinrich, a researcher with Society for Research on Educational Effectiveness also noted that the train- the-trainer model is a as a cost-effective and sustainable method for improving the access to professional development knowledge.

The school calendar will include six days designated specifically to professional development for teachers. Teachers and the administrative staff will work together to determine staff development needs specific to the school. As the enrollment increases and additional instructional staff members are acquired, we will ensure that specific subject related teachers share a planning period so that they can collaboratively identify and plan staff develop activities that will enhance their knowledge.

Each staff develop activity will be evaluated by utilizing the "Five Critical Levels of Professional Development Evaluation" checklist developed by Vanderbilt University. These levels are:

- Participant's reactions: includes determining if the information was useful and was the presenter effective
- Participants learning: Did they acquire knowledge and skills needed for implementation

- **Organization Support:** What is the impact on the classroom and students
- **Use of New Knowledge and Skills:** Is the new knowledge being applied in the classroom
- **Student Learner Outcomes:** What is the impact on student performance and achievement

Professional Development and Evaluation

Enter narrative response to the prompts in this section of the application. *Reference Attachment 24 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

Professional development opportunities are an important investment in its human capital. It is a way for the school to preserve and transmit its culture, climate, and values. Therefore, the professional development of the school will focus on both instructional and individual growth that supports the school's goals and pedagogical structure and will address areas of low student achievement. Collaboration and teamwork will be systematically and sequentially developed to create a continuous improvement culture. Resources will be allocated to develop and maintain this system of continuous improvement.

It is important that teachers are provided every opportunity to get trained, ensuring that they become the quality teacher that is needed in every classroom. The superintendent/principal will be responsible for working with the teachers to conduct needs assessments both individually and collaboratively. The curriculum and teaching learning systems for The Rose Accelerated Learning Academy will be taught to all incoming teachers. Experienced educators on the board of education will assist with analyzing data to determine professional development needs.

We will begin by looking at student data to assess the needs of our students. This will help us to determine the skills and knowledge that teachers will need to be effective educators to our students. We will conduct a needs assessment and analyze the professional development needs of each teacher so that we can maximize our professional development resources. This will be a continuous process. We will work with Region IV Education Service Center, Harris County Department of Education, consultants, and other expert sources to provide high quality professional development that is relevant to our needs. We also have several experienced, highly qualified school board members and a superintendent/principal with a wealth of educational experience who are capable of designing and presenting training in many areas.

PD will be provided on an individual bases for personal growth as well as professional development for the entire school that supports the school's mission/vision, structure and culture. To utilize resources effectively, whenever feasible, we will utilize the train the trainer model where one person goes outside the school to be trained and brings the information back to the entire staff.

Generation 25: The Rose Accelerated Learning Academy

Each professional development activity will be evaluated to determine its effective. Evaluation activities will include surveys, team meetings to discuss the learning.

Training will also be provided to teachers on the continuous improvement model.

They will work collaboratively in a team-teaching approach. This approach will allow the teachers to offer a more personal and individualized attention and support that most at-risk students need.

Training will begin in the summer prior to the start of school. It is very important that teachers work together as a unified team and community on the specific aspects of The Rose Accelerated Learning Academy Charter. Training will include the vision, goals, expectations, curriculum, data analysis, collaboration and team building. We feel this is important for a school to grow and become successful with everyone starting on the same page. The Rose Accelerated Learning Academy will decide what additional training will be needed.

The instructional framework will be used and reinforced for instructional strategies for the students. This will include but not limited to direct instruction, cooperative learning, differentiated instruction, thematic units across the curriculum, co-teaching, lesson planning and implementation, cooperative learning strategies, using assessment data to guide instruction, classroom organization and management, and rigor, relevance and relationships.

Student learning styles will also be a part of the training for staff. Research from multiple intelligence shows students learn best in the style that works well for them.

Professional development will not just be workshops, but will be embedded into the framework of the school through such activities as action-research, instructional conversations, study groups, teacher-to-teacher observations and feedback, and analysis of disaggregated data. This type of professional development focuses on both the context of the work and the processes of the work. It creates a dynamic cycle of collaboration and improvement. Conference and seminar participation will be encouraged. Teachers will be encouraged to pursue graduate degrees.

The principal and selected teachers will attend regional and national workshops based on identified school needs. Due to budget constraints, we will utilize the train the trainer model by sending one person who can come back and train the staff. A 2015 study (Yeaber, et al) found that train-the-trainer is an effective method for broadly disseminating evidence-based training. Train-the-trainer is less costly than the traditional method and allows for courses to be tailored to the specific school, thus making it a viable approach to dissemination and scale up of new methods. Suhrheinrich, a researcher with Society for Research on Educational Effectiveness also noted that the train- the-trainer model is a as a cost-effective and sustainable method for improving the access to professional development knowledge.

The school calendar will include six days designated specifically to professional development for teachers. Teachers and the administrative staff will work together to determine staff development needs specific to the school. As the enrollment increases and additional

instructional staff members are acquired, we will ensure that specific subject or grade level teachers share a planning period so that they can collaboratively identify and plan staff development activities that will enhance their knowledge.

We are budgeting \$50,000 for professional development for the first year of operation. As our enrollment and staff increase, we will allocate an additional \$5000 per teacher each year for staff development.

We will be using classroom observation to determine if teachers are utilizing the knowledge and skills in the classroom in a manner that will positively impact student achievement.

Each staff development activity will be evaluated by utilizing the “Five Critical Levels of Professional Development Evaluation” checklist developed by Vanderbilt University. These levels are:

- Participant’s reactions: includes determining if the information was useful and was the presenter effective
- Participants learning: Did they acquire knowledge and skills needed for implementation
- Organization Support: What is the impact on the classroom and students
- Use of New Knowledge and Skills: Is the new knowledge being applied in the classroom
- Student Learner Outcomes: What is the impact on student performance and achievement

We will be utilizing the same calendar days as the Houston Independent School

District. Following this calendar, we plan to have nine days for professional development.

Retention

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

Teacher retention will be an important strategy at the charter school. We plan to recruit high quality teachers, train them to use PBIS, and other instructional strategies and would like for them to stay. To that end, we plan to create a supportive work environment where teachers feel that they are in charge of their classroom and have the resources they need to be successful.

We plan to communicate regularly with teachers and have an open-door policy where teachers can share concerns and success. We will support teachers on disciplinary issues. We will provide them with training they need to be successful.

We will seek grants from state and federal sources to provide teachers with stipends each year to ensure that their salaries are comparable to surrounding districts. Our teacher's salary scale ranges from \$40,000 -55,000 so it will be necessary to increase salaries to retain teachers.

We will work to develop an incentive plan to reward teachers who go are rated exemplary.

We will provide mentors to new teachers to help them be successful.

We realize that our superintendent/principal salary of \$60,000 is below the average salary. We plan to hire both a superintendent and principal after our third year of operation, thereby relieving some of the workload. We will review the salaries at this time and adjust them to be more in line with comparable schools.

Operational and Financial Plans

School Calendar and Schedule

Enter narrative response to the prompts in this section of the application. *Reference Attachments 25-26 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

School Calendar and Schedule

We will follow the Houston ISD calendar so that students with siblings who do not attend our school will have the same days off. We will offer the state required 75,600 minutes of basic instruction each year to all students. Students will attend 176 days of regular academic instruction. Teachers will have nine professional days. These professional days will be utilized for professional development, collaborative team meeting and planning, and teacher work days. We will also have an additional tutorial/ enrichment hour immediately after school. During this period, students who need additional academic assistance will receive small group tutoring that will focus on their specific skill gaps. Our school will also offer an enrichment class at this time so that students can participate in clubs or activities that are tailored to their interests. We will offer additional technology, fine arts, and sports classes during this time. We will survey students to determine their interests so that we can offer classes that will be meaningful to them.

Our school day will begin with breakfast at 7:00am. Classes will start at 8:00am and end at 3:00pm. Our afterschool program for tutorials and enrichment will be held from 3:00-4:00 pm. A sample daily schedule for a kindergarten student is attached.

Students will be supervised in a safe, nurturing environment. This school is located in a Houston community with an extremely high level of gang activity and crime. Our afterschool program will include the Phoenix Curriculum anti-gang program that has demonstrated success in guiding students to develop self-efficacy in identifying and addressing the highest risk factors for substance abuse, violence, bullying, gang involvement, and other crime. (Office of Juvenile Justice). Students will learn to recognize high risk people, places, and situations, and learn how to safely use coping skills, such as avoidance, refusal, and escape, when confronted with potentially dangerous situations.

We are working with city, county, and neighborhood leaders to identify additional enrichment activities that can be held on the campus during the extended day period. We are also working with an experienced grant writer to identify additional resources for the after-school program.

Student Recruitment and Enrollment

Enter narrative response to the prompts in this section of the application. *Reference Attachment 27 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Rose Accelerated Learning Academy will be located in the Sunnyside community in Southeast Houston. Our campus is a neighborhood school and will recruit students from the zip codes that are within a five-mile radius of the school. We are targeting students in the zip codes 77033, 77047, 77048, and 77051. There are a limited number of high performing campuses in this economically depressed area of Houston. A Houston ISD charter campus in this area was recently closed and parents have expressed the desire for options other than the mostly underperforming neighborhood schools that are nearby.

The superintendent/principal and the board members will lead the recruitment efforts. Shirley Johnson, Gladys Moton are experienced public-school administrators and will plan and strategize recruitment efforts. Shirley Johnson has also worked as principal in several charter schools and was responsible for student recruitment.

As soon as the charter school is approved, we will begin by informing the community of the existence of the school. African American News is a neighborhood free publication that is widely distributed in the Sunnyside neighborhood in places where residents congregate. Copies are placed in churches, beauty/barber shops, funeral homes, post offices, convenience stores, and other businesses in the community. We will place an ad in this paper monthly informing the community of the existence of the school, the mission and vision, and monthly updates as we progress toward opening day.

We will create flyers advertising the school and conduct neighborhood walks to distribute them and talk to prospective parents and students. We will email the flyers to all homes within the designated zip code boundaries.

We will use the Mt. Vernon Baptist Church marquee to inform the neighborhood of the soon to be opened school.

We will actively recruit students from the Mt. Vernon Baptist Church daycare center and other child care centers within our boundaries. We will meet with directors of Head Start and day care programs in the Sunnyside information and provide them with information about our school and all activities.

We will hold bimonthly community meetings at the Sunnyside Multi-Purpose Center for the community leaders to keep them informed of our progress and give them flyers to place in their business next to the free publications that consumers often pick up (African American News and Greensheet).

We will create a website with recruitment information. We will also create a Facebook page so that interested parties can interact with board members and school personnel. We will also hold publicized Facebook live town hall events with board members and the superintendent available to provide

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information answer questions. We will also be available for chat on Facebook messenger and will interact regularly with the community through this medium.

We will attend planned community events to provide information about the school. We will hold several child centered events at the campus location during April, May, and the summer to invite parents and children to participate in free activities and tour the facilities.

We will apply for the City of Houston food program that allows a site to provide lunch to children under 18 during the summer months. This will give us an additional opportunity to interact and recruit students.

We will work with Families Empowered to provide them with information about our school and utilize their website to provide parents with information about another school choice available to them.

During the startup year, we will measure the success of our recruitment by the following:

- Number of Facebook followers expressing interest in the school
- Community attendance at meetings and events
- Number of participants in summer food program
- Number of applications distributed and returned
- Number of phone calls and emails received and returned
- Number of students actually enrolled by July 2020

The Board of Education will employ the strategies listed above in an effort to reach the projected of 250 students. The superintendent/principal will monitor enrollment monthly and provide updates to the board. Additional recruitment methods may include taking out paid advertising in media outlets and considering providing transportation to students who may need it to get to school.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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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:	3618 Stasson St., Houston, TX 77051
--------------------------------------	-------------------------------------

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?
Currently Own <input type="checkbox"/> Purchase <input type="checkbox"/> Lease <input checked="" type="checkbox"/>

3. Has the building been issued a certificate of occupancy for educational use?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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Enter narrative response to the prompts in this section of the application (if applicable).

Reference Attachments 28-29 in the response.

<div></div> <div></div> <div></div>

Community meetings have been held at this location for the past several years. During the past two years, community members and parents have been expressing concern over the media information concerning school closures and possible state takeover of schools in the area that have failed to meet state standards for several years. Parents are looking for alternatives to ensure that their children have access to a high-quality education without having to leave the community.

We have met with Mayor Sylvester Turner, City Councilman Dwight Boykins, State Representative Harold Dutton, Attorney James Fuller and other community educators and leaders who live and work in our community and share our concern for the future of our children.

PROPRIETARY MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?	
Lease <input checked="" type="checkbox"/>	Purchase <input type="checkbox"/>

Enter narrative response to the prompts in this section of the application (if applicable).

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease <input type="checkbox"/> Purchase <input type="checkbox"/>

Enter narrative response to the prompts in this section of the application (if applicable).

Transportation

Enter narrative response to the prompts in this section of the application.

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Rose Accelerated Learning Academy is a neighborhood, community-based school. The boundaries encompass approximately a five-mile radius around the campus (see map below).

Transpiration will only be provided for special education students whose IEP specifies that transportation is a necessary component of their educational plan. Our initial plan for transporting the students is to utilize one of the two church busses. The church has agreed to allow us to utilize one bus, if needed, to transport students if we will provide funds for gasoline and maintenance. We have this option while we look for local bus companies that will provide the needed transportation. Transportation will begin immediately (August 2020) for special education students. We are budgeting \$10,000 for special education transportation for the first year.

We will interview local bus service companies and select a provider to transport students. We will ensure that the transportation provider is licensed and bonded and meet all current state guidelines for safety and financial responsibility.

The zip codes 77033, 77047, 7748, and 77051 are the boundaries of the school. All of these zip codes are within a five-mile radius of the identified campus site. Public bus transportation is readily available throughout this neighborhood. Transportation will be provided for special education students based on identified IEP needs. Based on enrollment and parent surveys, the board will consider offering transportation in subsequent years.

The school will lease busses for field trips and any other transportation needed for school events.

Start-up Plan

Enter narrative response to the prompts in this section of the application. *Reference Attachment 30 in the response.*

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

Startup year costs will be minimal. Mt. Vernon Baptist Church has agreed to allow us to utilize office space at no charge during the startup year. Mrs. Johnson has agreed to work as superintendent/principal for a salary of \$60,000. She has agreed to allow the school to defer her compensation for the first six months of the startup year. The custodian, PEIMS clerk, and front office clerk will be hired in January of the startup year. Mt. Vernon Baptist Church has agreed to allow us to utilize their front office and custodial staff until the end of December of the startup year. We will be seeking the charter school grant along with other local grants and donations. If we are able to procure additional funding, we will begin hiring our own personnel sooner.

We plan to outsource several services because we believe it will be more efficient to the school's operation and budgetary restrictions if we do not have full time employees during the startup year. We will identify and hire a food service caterer who can bring in breakfast, lunch and after school snacks for the students. We are budgeting \$10,000 for student meals. We anticipate enrolling 80% economically disadvantaged students based on the demographics of Houston ISD and the surrounding schools. We will participate in the U. S. Department of Agriculture Food Service Programs and anticipate that we will receive reimbursement for most (80%) of the student meals and snacks. We anticipate that our actual costs after reimbursement will be \$4000.00 per month.

We will work with the Harris County Department of Education Choice Partners program or independent service providers to provide needed services that are not currently available at the school. Choice Partners national cooperative offers quality, legal procurement and contract solutions to meet the purchasing needs of school districts charter schools. Through this cooperative purchasing program, members gain immediate access to legal, competitively bid contracts they need, saving time and money on the bidding and purchasing process.

We will also identify and contract with a bus service to provide transportation for special education students whose IEP requires it. We will also contract with Harris County Department of Education to provide special education services such as testing and speech therapy. We are budgeting \$35,000 for these services.

We will contract with a technology support company to maintain all computers, copiers, servers and software. We are budgeting \$2500 for computer and server leases during the first year. As soon as the school is approved, we intend to apply for the e-rate program to utilize their discount services to expand our technological capacity.

We are budgeting \$5,000 for a first- year audit. The Board of Education will select an experienced independent auditor for this task.

The Board of Education will select a payroll vendor with a proven track record who can maintain accurate records, ensure that proper tax and benefit deductions are made, and issue payroll checks by direct deposit to all employees. We are budgeting \$5,000 for this service for the first year.

The Board of Education will be responsible for securing the outside vendors needed for the school. If it is anticipated that the vendor services will exceed \$10,000 for one year, the Board will develop a proposal solicitation to place in the newspaper and on the website to invite interested vendors to submit a bid. If contracted services will cost less than \$10,000 for a year, the Board will interview potential vendors and make decisions based on value and vendor reputation for delivery of goods and services. We will work with the Choice Partners Program to ensure that we are getting the best value and qualified vendors.

All vendors selected will be given a contract for a period of one year. Three months before the end of the contract period, the board will make a determination as to whether or not to retain that vendor for the following year.

The Hope Center will not contract with a Charter Management Organization to manage the school.

The Hope Center does not intend to issue bonds at this time. The identified facility is over 26,000 square feet. There are approximately three acres of undeveloped land available for temporary buildings, if needed.

There are numerous action items that need to be taken within a specific timeframe to ensure that the school is ready for an opening by August 2020. The major responsibilities for board members and the superintendent/principal are listed below.

Board Responsibilities

July-August 2019

Decide on the final number of Hope Center school board members. Vote on school board roles for board members (President, Vice President, Secretary, Etc.) The board will make final decisions on roles and responsibilities for each position.

August-September 2019

Solicit local community partners to serve on the Rose Accelerated Learning Academy Board of Trustees

July 2019

Develop contract and formally hire the superintendent/principal for The Rose Accelerated Learning Academy

July 2019-August 2020

Hold monthly meetings to discuss school planning progress and take needed actions

August 2019-September 2019

Meet with city of Houston Building Code officials to ensure that the building meets all city codes and has an occupancy permit, fire permit, and any other items needed to ensure a safe environment for students. t before admitting students

August 2019- May 2020

Board members will conduct monthly community outreach meetings with churches, businesses and organizations in the neighborhood to introduce the school to the community

July 2019- August 2020

Identify local community publications and issue a press releases notifying the community of the school

August 2019

Develop school recruitment flyer

December 2019

Develop student and faculty handbook and code of conduct rules and consequences

August 2019-December 2019

Begin procuring furniture, equipment, office and school supply vendors, including computers

September 2019-December 2019

Begin the bid process for property insurance and health insurance for employees

January 2020

Identify vendors to provide software for PRIMIS data, payroll, and financial accounting

September 2019-October 2019

Design employee compensation package (salaries and benefits for each school employee

March-May 2020

Identify vendor for catered food service and apply for USDA food program

March-April 2020

Identify vendor for special education bus service

August-November 2019

Identify an CPA or financial firm to conduct annual audits and file yearly taxes

October 2019

Develop and approve employment contracts for salaried school district employees

July-August 2019

Develop a formal evaluation plan for superintendent/principal

October 2019-December 2019

Develop a plan for seeking and securing public/private grant money and donations.

November-December 2019

Select providers for electricity, gas, internet, DSL, and other services needed

Principal/Superintendent Responsibilities

October 2019- May 2020

Conduct meetings at local apartment buildings, YMCA, and other student-centered neighborhood locations distribute information about the school.

August 2019-November 2019

Locate a qualified technology person to build a school website.

January 2020

Create student enrollment forms

January-August 2020

Recruit students for The Rose Accelerated Learning Academy (January-May 2020).

April-August 2020

Establish and maintain waitlist (April-August 2020).

January-June 2020

Hire PEIMS and front office clerk

March-August 2020

Begin attending teacher job fairs, advertising on Region IV and Texas Charter School Association Website and exploring other avenues to recruit highly qualified teachers with contracts to begin August 2020. Hire teachers and orient them to the school's mission and vision

January 2020-August 2020

Make recommendations to the board for approval for needed furniture, office equipment, supplies, and other materials needed for the campus

January-February 2020

Develop a school calendar and preliminary daily schedule of classes (January 2020).

February 2020

Create a draft student learning management plan to be presented to the school board for approval. (February 2020).

January 2020

Develop an evaluation plan for teachers, office staff, and custodian. (January 2020)

January June 2020

Ensure that PEIMS person receive adequate training to maintain accurate PEIMS data for submission to TEA

June 2020

Identify instructional and curriculum materials available from the state for each grade level and subject. Submit a preliminary order based on projected enrollment according to TEA timelines.

Ongoing activities

Become familiar with all state testing procedures. Attend training at Region IV to ensure that all standard testing procedures are followed. Ensure that teachers are trained on standardized testing procedures

Identify professional development opportunities for teachers that are aligned with the school's mission and vision.

Serve as chairperson of the school-based decision-making committee

Ensure that student records are acquired soon after enrollment

Ensure that state guidelines for identifying and instructing ELL and Special Education students are followed. Serve as LPAC and ARD committee chairperson.

Specific Costs

We will not have any facilities costs during the startup year. Mt. Vernon Baptist Church, where the school will be located, is allowing us to use their offices, phones, copiers, and meeting rooms at no charge in an effort to help us get the school established.

We anticipate minimal service costs during the startup year. We will advertise the school, develop recruitment flyers, purchase advertising to recruit staff, develop a website. We anticipate a cost of \$5,000.

School Operation- Salaries for one month for staff \$20,000

Facility Operation and Maintenance.

Furniture for classrooms 25,000

Leased computers and server \$500.00 per month X 3 =1500.00

copier lease 100.00 per month X 3 = \$300.00

Office/classroom start up Supplies \$5000

The Board of Education is committed to ensure that the school is operated with honesty and integrity. We will ensure that all personnel are qualified for the positions they occupy. We will contract with an accounting/tax firm to ensure that annual audits are conducted and all state and federal tax returns are filed in a timely manner. We will avoid any practices that may be construed as nepotism. We will select accounting software and comply with recommended procedures in the Financial Accountability System Resource Guide to ensure that all budgeting and coding for expenses comply with the TEA recommended guidelines for financial accounting. The Board of Education will be responsible for developing the school budget and ensuring that periodic internal reviews of expenditures are conducted. An annual audit will be conducted by an independent auditor. We will develop an inventory system to keep track of all school assets (furniture, computers, textbooks, etc.). We will engage in competitive bidding for any expenses that exceed \$10,000 to ensure that we are getting the best price on goods and services.

Financial Planning

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

The Hope Center. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The Board of Directors recognize the importance of being financially responsible with the money that will be provided to the school for the sole purpose of providing a high-quality education for the children enrolled in The Rose Accelerated Learning Academy. We will manage the charter school finances in a manner that is consistent with federal and state law and the charter school contract.

The board will form a finance committee to oversee all aspects of the financial health of the school. This committee will identify software that can be used to submit financial reports to the state and maintain a ledger of income and expenses. They will also be responsible for selecting the auditor for the annual school audit. An independent CPA will audit the school financial records each year and present a detailed report to the school board.

The metrics that will be monitored monthly will be:

- Fund balance -ensuring that the accounts maintain a positive balance with at least a two-month fund reserve
- Expenses-monitoring expenditures to ensure that they are reasonable and necessary
- Inventory- Keeping track of fixed assets
- Contracts- Monitoring contract expenses
- Expense Equality- Are expenses divided equally among student groups and/or classrooms
- Student focused- Is the money being spent in a manner that will improve student achievement

We will follow all generally accepted accounting practices. All funds received into the charter school account will be used for the benefit of students. We will open a separate bank account that is solely for charter school deposits and expenditures. The account will require at least two signatures on any disbursements.

The board of education members will set a preliminary budget for the school by June 30 for the following school year. The budget will be reviewed after the October snapshot date and adjusted if necessary. The superintendent/principal will provide the board members with monthly student enrollment and attendance reports so that the budget and expenditures can be reviewed each month.

The principal/superintendent will be responsible for providing the board with a summary of projected expenses by categories for the upcoming fiscal year. The board will approve the projections with modifications, if needed. The superintendent/principal will provide the board a summary of actual expenses for the previous month and projected expenses for the coming month at each monthly board meeting.

To ensure that all expenses are properly allocated, the correct funding source and that all financial reports are submitted to the state in a timely manner, the school board will choose an accounting software or a bookkeeping firm that has experience with the financial coding utilized by the state.

We will comply with TEC §12.107 and ensure that state and federal funds will be used for payment of salaries, purchase of supplies, payment of insurance premiums, and payment of other employees.

We will also develop an inventory system to ensure that we maintain control over all textbooks, furniture, computers, machines, and other assets that belong to the school. An inventory of all capital assets will be conducted at the end of May each school year. An inventory report will be compiled by the superintendent/principal and presented to the school board members.

The board member with the experience and competency to assess financial performance is Dr. Gladys Moten, current school principal. Dr. Moten and the superintendent/principal will attend training at Region 4 Education Service to learn to use TxEIS, web-based, fully integrated, and supports the operational and reporting requirements of Texas districts, charter schools, private schools and education service centers. This software is currently used in more than 800 school districts and charter schools in Texas. Some of the functions of the software are Finance, Human Resources management, purchasing, budgeting, accounts receivable, and asset management.

The school district will adopt a budget for the following year during the June board meeting, the budget will be available for viewing at the board meeting and will be posted on the school's website.

We plan to outsource several services because we believe it will be more efficient to the school's operation and budgetary restrictions if we do not have full time employees during the startup year. We will identify and hire a food service caterer who can bring in breakfast, lunch and after school snacks for the students. We are budgeting \$10,000 for student meals. We anticipate

enrolling 80% economically disadvantaged students based on the demographics of Houston ISD and the surrounding schools. We will participate in the U. S. Department of Agriculture Food Service Programs and anticipate that we will receive reimbursement for most (80%) of the student meals and snacks. We anticipate that our actual costs after reimbursement will be \$4000.00 per month.

We will work with the Harris County Department of Education Choice Partners program or independent service providers to provide needed services that are not currently available at the school. Choice Partners national cooperative offers quality, legal procurement and contract solutions to meet the purchasing needs of school districts charter schools. Through this cooperative purchasing program, members gain immediate access to legal, competitively bid contracts they need, saving time and money on the bidding and purchasing process.

We will also identify and contract with a bus service to provide transportation for special education students whose IEP requires it. We will also contract with Harris County Department of Education to provide special education services such as testing and speech therapy. We are budgeting \$35,000 for these services.

We will contract with a technology support company to maintain all computers, copiers, servers and software. We are budgeting \$2500 for computer and server leases during the first year. As soon as the school is approved, we intend to apply for the e-rate program to utilize their discount services to expand our technological capacity.

We are budgeting \$5,000 for a first- year audit. The Board of Education will select an experienced independent auditor for this task.

The Board of Education will select a payroll vendor with a proven track record who can maintain accurate records, ensure that proper tax and benefit deductions are made, and issue payroll checks by direct deposit to all employees. We are budgeting \$5,000 for this service for the first year.

The Board of Education will be responsible for securing the outside vendors needed for the school. If it is anticipated that the vendor services will exceed \$10,000 for one year, the Board will develop a proposal solicitation to place in the newspaper and on the website to invite interested vendors to submit a bid. If contracted services will cost less than \$10,000 for a year, the Board will interview potential vendors and make decisions based on value and vendor reputation for delivery of goods and services. We will work with the Choice Partners Program to ensure that we are getting the best value and qualified vendors.

All vendors selected will be given a contract for a period of one year. Three months before the end of the contract period, the board will make a determination as to whether or not to retain that vendor for the following year.

The Hope Center will not contract with a Charter Management Organization to manage the school.

The Hope Center does not intend to issue bonds at this time. The identified facility is over 26,000 square feet. There are approximately three acres of undeveloped land available for temporary buildings, if needed.

The Hope Center does not have any operating funds in its budget. We will be relying on donations, lines of credit, and grant writing to secure funds to supplement the school foundation program funds.

We plan to begin the Rose Accelerated Learning Academy with 250 students during the first year. We are budgeting \$5920 per student and are assuming a 95% average daily attendance. Mt. Vernon Baptist Church has issued us a line of credit for \$150,000 to be used as needed for the charter school. We have commitment from several community people for loans and grants. We are working with other churches and community organizations to organize and hold fundraisers to benefit the school.

Donations with a firm commitment that we have are:

Mt. Vernon Baptist Church	Line of Credit	\$150,000.
Viceel Builders, LLC	Loan	\$50,000
Front-Line Ministerial	Donation	\$10,000
██████████	Donation	\$5,000
██████████	Donation	\$1100.00
██████████	Loan	\$10,000
██████████	Loan	\$25,000
██████████	Loan	\$25,000
Total		\$276,100

We are projecting that we will be able to secure an additional from fundraisers. We will also be looking for grants from nonprofits in the area as soon as the charter school is approved. We anticipate working with our local elected city leaders to identify other funding sources. We will be applying for the Pre-K grant to extend our Pre-K program to a full day program.

In the event that we have a funding shortage, we will apply for a loan from the Small Business Administration.

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

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

Carlos H. Cascos
Secretary of State



Office of the Secretary of State

**CERTIFICATE OF FILING
OF**


File Number _____


The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of _____.

The issuance of this certificate does not constitute the use of a name in this state in violation of the rights of another under the Federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/24/2015
Effective: 07/24/2015





Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Prepared by: Debbie Casanova


Download the Certificate of Filing at www.sos.state.tx.us
Fax: (512) 463-5709
TDD: _____

Mail: 7-1-1 for Policy Services
Discipline: _____

Texas Certificate of Formation

Form 202
(Revised 05/11)

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



This space reserved for office use.

**Certificate of Formation
Nonprofit Corporation**

Article 1 - Entity Name and Type

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

Article 2 - Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C.)

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

OR

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 <ul style="list-style-type: none"> • Geographic Boundaries • Enrollment Projections • Demographic Projections 	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

Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Talent Management	yes
	Professional Development and Evaluation	yes
	Retention	yes
Operational and Financial Plans	School Calendar and Schedule	yes
	Student Recruitment and Enrollment	yes
	Facility Acquisition <ul style="list-style-type: none"> • Facility Identified • Facility Not Identified 	yes
	Transportation	yes
Operational and Financial Plans	Start-up Plan	yes
	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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes
	Attachment 14: Tool(s)/Process to Evaluate 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	
	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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Certificate of Occupancy for Facility	Yes
	Attachment 29: Evidence that Facility Has Been Secured	Yes
	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)	

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
The Rose Accelerated Learning Academy	
NAME OF SPONSORING ENTITY	
The Hope Center, Inc.	
The sponsoring entity is a:	<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	Proposed Superintendent	Proposed
	Lead		Board Chair
Name	Sandra Pradia	Shirley Johnson	Sandra Pradia

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Mailing address	3618 Stasson Houston, Tx 77051	4590 Wilmington St Houston, TX 77051	3618 Stasson Houston, Tx 77051
Email address	<u>pradiasandra@yahoo.com</u>	<u>s.j.m.johnson@att.net</u>	<u>pradiasandra@yahoo.com</u>
Phone number	281.630.4393	(713) 748-0030	281.630.4393

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

Grade level(s) served in Year 1	Pre-Kindergarten through 3 rd grade
Number of students served in Year 1	250
Grade levels served at capacity	Pre-Kindergarten-through 5 th grade
Number of students served at capacity	500
Number of campuses requested	1
Number of districts within geographic boundary	1

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

Address of Proposed Administrative Offices (if different from above): 3618 Stasson Houston, Tx 77051
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: 3618 Stasson Street Houston, Tx 77051

Harris County

III. GOVERNANCE/LEADERSHIP

Number of Board Members	
Chairperson of the Governing Board	Sandra Pradia
Chief Executive Officer of the Sponsoring Entity	Sandra Pradia
Superintendent of Proposed Charter School	Shirley Johnson
Board Member Who Attended Applicant Conference	Sandra Pradia

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.*)

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Sandra Pradia	Teacher	Board Member
Gladys Moton	Principal	Board Member
Alice McKinney	Retired Educator	Board Member
Barbara Rose		Board Member

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?	
Pathfinder Educational Consultants	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Pathfinder Educational Consultants	Yes <input checked="" 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

Sandra Pradia

Printed Name

Anticipated Need

Students situated in one of Houston's most economically depressed areas are in need of staunch help and support. The students in the Sunnyside community bring special and unique circumstances to the schools. Students growing up in poverty do not always have the support system needed to ensure their success. This charter school intends to provide a high-quality option for these students.

The Sunnyside community is inside the boundaries of the Houston Independent School District. The Texas Education Agency has recently taken control of Houston ISD. The district has been given a lowered accreditation status. A new board of managers and superintendent will be appointed by the Texas Education Agency to manage the district's day to day operations. The Texas Education Agency clearly does not believe that the current management of the Houston Independent School

Many if not all of the schools in the Sunnyside area have been rated by the Texas Education Agency (TEA) as "Improvement Required" for the past several years. Many of these schools have been underperforming for the past few years. Ratings for last year are skewed because many schools in this area received exemptions due to damage sustained during Hurricane Harvey.

The 2019 Texas Education Agency A-F Accountability Listing shows the following overall ratings for the schools in zip codes 77033, 77047, 77048, and 77051. These ratings show that there are some deficits in the educational progress in these impoverished, high crime neighborhoods.

Alcott Elementary	C
Almeda Elementary	C
Attucks Middle	D
Bastian Elementary	F
Frost Elementary	C
Kelso Elementary	C
Law Elementary	C
Woodson Middle	B
Thomas Middle	F
Sterling High	C
Worthing	C

We anticipate attracting students who live within a five-mile radius of the campus and live within the primary boundary which encompasses zip codes 77033, 77047, 77048, and 77051. We therefore are anticipating an enrollment of students who are at or below the poverty level and have academic deficits from years of attending chronically underperforming schools.

There have been recent charter school closures in the area, Zoe's Learning Academy (PK-6), C.O.R.E. Academy (K-12) and Kandy Stripe (K-8). There are a few charter school options in the Sunnyside Area (Varnett School (Southeast), YES Prep (Southside) and Pro-Vision Academy are available. Most of them, based on a report from the Families Empowered, a nonprofit

organization organized to inform families about charter school options, reported that there are about 1,000 children on a charter school waiting list in this area.

It takes a whole village to raise a child. No single program or organization can do it. The Rose Accelerated Learning Academy would like to be a part of solution by providing the educational, encouragement, hope, love, ethical and moral support during the critical time for these students in grades PK3 through 3rd Grades.

Research shows that families want what is best for their children and desire for them to live better than what they did. These families can't afford private school and very few make it into the Magnet School Programs. If they can enroll in the magnet programs, many of them require a long bus ride to a neighborhood miles away. In September 2017, A Phi Delta Kappa study concluded that "parents would choose a public charter school for their child if location and capacity were not an issue." Families are looking for a neighborhood school where they feel their child will be accepted and provided with a high-quality education.

The Rose Accelerated Learning Academy's purpose is to provide the students a high-quality education where they can learn in a warm, safe, nurturing environment. Moreover, they will receive a quality education from a staff that cares about each student's academic, emotional, and physical well-being.

Mission and Vision

The Rose Accelerated Learning Academy philosophy of this proposed school is to provide a safe learning environment where all children can succeed and become successful productive citizens in this ever-changing society. For this to occur, it must begin in the classroom. Teachers will receive training on an on-going basis to address equity in the teaching and learning process, and advance the quality of their instruction. The Sunnyside community is a high crime area with a large population of gang members and other criminals that children are exposed to on a daily basis. We, as educators, must make an effort to nullify these negative influences by providing students with a safe and nurturing environment with caring teachers committed to their success.

School Design/Education Plan

The school will initially serve students in Pk3-3rd Grades. A comprehensive academic curriculum aligned scope and sequence with corresponding TEKS, STAAR, TELPAS, TPRI objectives for core subjects will be taught. The Continuous Improvement Model is an instructional support initiative-model that will be utilized to monitor and improve student achievement. This model will provide administrators and teachers a structured system to evaluate, monitor, remediate and enrich students' academic skills. This model includes the following:

Plan: disaggregate and analyze data, plan curriculum and instruction, lesson plans

Do: (Implement)- teach and assess

Check- (Reflect)- Monitor, Service and Support

Act: (Revise)- Adjust and Align

The four basic elements of this design are:

1. Ensure that the curriculum and instructional strategies used adequately address all learning objectives.
2. Determine specific academic deficiencies in individual students.
3. Develop a plan to address those specific needs.
4. Monitor and support the plan that was developed to meet those specific needs.

The strategies identified in this plan will provide a clear outline or continuous success. The state's accountability system gets more difficult each year. We need to continue to be committed to educating our students for the challenges they will face in the years to come. We believe that a safe and orderly environment are necessary elements that must be in place in a school. We will focus on providing students with an environment in which they can feel supported and safe. We will implement PBIS, a multi-tiered approach to social, emotional and behavior support, to establish schoolwide expectations for behavior and develop effective discipline policies and practices at The Rose Accelerated Learning Academy. The Department of Education found that the PBIS program has been proven to improve social, emotional and academic outcomes for all students. The Phoenix Curriculum, a gang prevention program, that focuses on self-esteem building and equipping students with the knowledge and skills to avoid negative influences in the community, will be incorporated into our after-school program. The Phoenix Curriculum is an evidence-based program recommended by the Office of Juvenile Justice.



Submitted During Remedy Period

Office of the Secretary of State

January 24, 2020

Attn: Sandra Pradia

The Hope Center Inc.
3618 A. Stassen
Houston, TX 77051 USA

RE: The Hope Center
File Number: 800192471

It has been our pleasure to file the Change of Registered Agent/Office for the referenced entity. Enclosed is the certificate evidencing filing. Payment of the filing fee is acknowledged by this letter.

If we may be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555

Enclosure



Office of the Secretary of State

Submitted During Remedy Period

CERTIFICATE OF FILING OF

The Hope Center
File Number: 800192471

The undersigned, as Secretary of State of Texas, hereby certifies that the statement of change of registered agent/office for the above named entity has been received in this office and has been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Filing.

Dated: 01/23/2020

Effective: 01/23/2020



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

Ruth R. Hughes
Secretary of State

Form 401
(Revised 05/11)

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

This space reserved for office use.



**Statement of Change of
 Registered Office/Agent**

FILED
 In the Office of the
 Secretary of State of Texas
JAN 23 2020
Corporations Section

Entity Information

1. The name of the entity is:

The Hope Center*State the name of the entity as currently shown in the records of the secretary of state.*2. The file number issued to the filing entity by the secretary of state is: 800192471

3. The name of the registered agent as currently shown on the records of the secretary of state is:

Shawn Manney*Registered Agent Name*

The address of the registered office as currently shown on the records of the secretary of state is:

3618 Stassen*Street Address*Houston*City*TX*State*77051*Zip Code***Change to Registered Agent/Registered Office**

4. The certificate of formation or registration is modified to change the registered agent and/or office of the filing entity as follows:

Registered Agent Change

(Complete either A or B, but not both. Also complete C if the address has changed.)

☐ A. The new registered agent is an organization (cannot be entity named above) by the name of:**OR**☒ B. The new registered agent is an individual resident of the state whose name is:Sandra*First Name**M.I.*Pradia*Last Name**Suffix***Registered Office Change**☒ C. The business address of the registered agent and the registered office address is changed to:3618 Stassen Street*Street Address (No P.O. Box)*Houston*City*TX*State*77051*Zip Code*

The street address of the registered office as stated in this instrument is the same as the registered agent's business address.

Statement of Approval

The change specified in this statement has been authorized by the entity in the manner required by the BOC or in the manner required by the law governing the filing entity, as applicable.

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

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

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

--

Execution

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

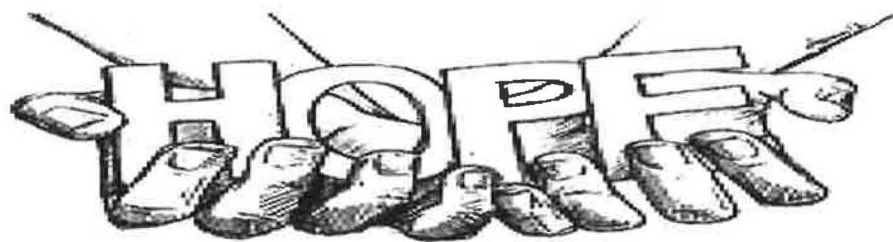
Date: 01/23/2020

Sandra Pradia

Signature of authorized person

Sandra Pradia

Printed or typed name of authorized person (see instructions)



The Hope Center

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

Articles of Incorporation of the Hope Center, Inc.

Revised on __11/22/2019__ (Date)

The undersigned, a majority of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Texas do hereby certify:

First: The name of the Corporation shall be The Hope Center

Second: The place in this state where the principal office of the Corporation is to be located is the City of Houston, County of Harris 3618 Stassen St, Houston, TX 77051

Third: Said corporation is organized exclusively for educational and community service purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Fourth: The names and addresses of the persons who are the initial trustees of the corporation are as follows:

April 10, 2003	Janice President	Director	2915 Dixon Court Pearland, TX 77584 USA
April 10, 2003	Alton Brown	Director	3611 Murthworth #16 Houston, TX 77025 USA
April 10, 2003	Rudolph Johnson	Director	2702 Desoto Houston, TX 77091 USA
August 7, 2008	Kenneth K. Rose	President	3618 Stassen Houston, TX 77051 USA
August 7, 2008	SANDRA PRADIA	Secretary	1847 COURTSIDE PL Missouri City, TX 77489 USA

Fifth: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any

"IN WITNESS WHEREOF, the undersigned have made and subscribed to these Articles of Incorporation in Harris County, Houston, Texas on (DATE)

Signature of Board President

Sandra Medina / Kenneth Rose

The foregoing instrument was acknowledged before me this

[DATE]. [NAME] Notary Public

(SEAL)

DO

Rhonda Williams

12/19/19



2-19-21

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

DEPARTMENT OF THE TREAS

Date: SEP 10 2003

HOPE CENTER
C/O KENNETH ROSE JR
3618 STASSEN
HOUSTON, TX 77051

Employer Identification Number:
01-0610009
DLN:
403251019
Contact Person:
TODD COLE ID# 75901
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
April 09, 2003
Advance Ruling Period Ends:
December 31, 2007
Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make

Letter 1045 (DO/C

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Texas Education Agency
Division of Charter School Administration

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 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: The Rose Accelerated Learning Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: The Hope Center

Application Contact Name: Sandra Pradia

Title/Role: Board Chair

Email: prdiasandra@yahoo.com Phone: 281-630-4393

Board Member Attending: Sandra Pradia 

Board Member Attending: Kenneth Rose

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

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.

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

The Hope Center, Inc. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

We anticipate attracting students who live within a five-mile radius of the campus and live within the primary boundary which encompasses zip codes 77033, 77047, 77048, and 77051. We therefore are anticipating an enrollment of students who are at or below the poverty level and have academic deficits from years of attending chronically underperforming schools. According to statistics cited in an article on housely.com, the most dangerous neighborhood in Houston is the Sunnyside community. "Sunnyside is a neighborhood south of downtown Houston that is known as the most dangerous neighborhood in Texas and the sixth most dangerous in the US. Violent crime is particularly bad here, and the area's residents have a 1 in 11 chance of becoming a crime victim. The violent crime rate in Sunnyside is 91.27 per 1,000 residents." www.housely.com/10-dangerous-neighborhoods-houston/. A Houston Chronicle report (February 2018) ranks Sunnyside as one of the two most dangerous areas in Houston. <https://www.chron.com/business/real-estate/article/Two-Houston-neighborhoods-called-most-dangerous-4476367.php>

In 2016, Sunnyside Neighborhood Leaders have partnered with the Texas Organizing Project and Texas Low Income Housing Information to produce a comprehensive report that outlines the community issues and offers a plan to improving this impoverished community. The published plan provides insight into the chronically underperforming schools in this neighborhood and offers suggestions for improvement. (<https://txlihis.wixsite.com/home>). This study reveals that school-aged children account for over 20% of the total population. The median household income for Sunnyside residents was \$23,551 while the median income for the City of Houston was \$45,728. Over 79% of Sunnyside residents listed household income at the extremely low or extremely low category for a family of 4. Community leaders have expressed a vision of having schools in the neighborhood that "will raise the bar for neighborhood students, have empathetic teachers with the resources to teach students with all styles of learning and have ancillary programs and activities that expose students to new ideas and activities. (Sunnyside Neighborhood Plan, p.38).

Many if not all of the schools in the Sunnyside area have been rated by the Texas Education Agency (TEA) as "Improvement Required" for the past several years. Many of these schools have been underperforming for the past few years. Ratings for the past two years are skewed because many schools in this area received exemptions due to damage sustained during Hurricane Harvey.

The 2019 Texas Education Agency A-F Accountability Listing shows the following overall ratings for the schools in zip codes 77033, 77047, 77048, and 77051. These ratings show that there are clearly some deficits in the educational progress of students in these impoverished, high crime neighborhoods. The rankings provided by Children at Risk confirm that there is a need for high quality schools in the Sunnyside area. (<https://texasschoolguide.org/houston>).

School	TEA Grade	Children at Risk Grade
Alcott Elementary	C	D-

Almeda Elementary	C	C-
Attucks Middle	D	C-
Bastian Elementary	F	F
Frost Elementary	C	D+
Kelso Elementary	C	D-
Law Elementary	C	D
Woodson Middle	B	F
Thomas Middle	F	F
Sterling High	C	F
Worthing	C	D

There have been recent charter school closures in the area, Zoe's Learning Academy (PK-6), C.O.R.E. Academy (K-12) and Kandy Stripe (K-8). There are a few charter school options in the Sunnyside Area (Varnett School (Southeast), YES Prep (Southside) and Pro-Vision Academy are available. Most of them, based on a report from the Families Empowered, a nonprofit organization organized to inform families about charter school options, reported that there are about 1,000 children on a charter school waiting list in this area.

The Rose Accelerated Learning Academy would like to be a part of solution by providing the educational, encouragement, hope, love, ethical and moral support during the critical time for these students in grades PK3 through 3rd Grades.

Research shows that families want what is best for their children and desire for them to live better than what they did. These families can't afford private school and very few make it into the Magnet School Programs. If they can enroll in the magnet programs, many of them require a long bus ride to a neighborhood miles away. In September 2017, A Phi Delta Kappa study concluded that "parents would choose a public charter school for their child if location and capacity were not an issue." Families are looking for a neighborhood school where they feel their child will be accepted and provided with a high-quality education.

The Rose Accelerated Learning Academy's purpose is to provide the students a high-quality education where they can learn in a warm, safe, nurturing environment. Moreover, they will receive a quality education from a staff that cares about each student's academic, emotional, and physical well-being.

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AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

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

THE ROSE ACCELERATED LEARNIN
RAN A LEGAL NOTICE
SIZE BEING: 1 x40 L

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Product
Houston Chronicle

Date
Jan 8 2020

Class
Legal Notices

Page
B 6

Victoria Bond A R Clark
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 8th Day of January A.D. 2020



Mets
Notary Public in and for the State of Texas

Notice of Public Meeting

The Rose Accelerated Learning Academy
The Board is Directors of The Rose Accelerated Learning Academy will conduct a public hearing on January 12, 2020 at 2:00 pm at 3618 Stassen St. HoustonTX 77051 To discuss the proposed submission of a charter school application for The Rose Accelerated Learning Academy to Texas Education Agency. The purpose of the meeting is to discuss the proposal for The Rose Accelerated Learning Academy. Board members will be available to answer questions. All interested citizens are invited to attend this public hearing Verbal and written comments may be presented at the hearing. Written comments may be mailed to Sandra Pradisa 3618 Stassen St. HoustonTX 77051. You may also email written comments to pradisaandra@yahoo.com. Board members are Alice McKinney, Gladys Moton, Barbara Rose.

Third Grade Mathematics Scope and Sequence

Portions of this response have been borrowed from the Texas Essential Knowledge and Skills guidelines document

	TEKS	Student Expectations	Teaching Time
Focus on place value, number operations, understanding fractional units, algebraic reasoning, geometry and measurement, and data analysis.	Math 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F, 3.1 G	The students will be able to utilize mathematical processes to demonstrate mathematical understanding. The student will be able to imbed these processes in everyday solutions to mathematical problems.	These TEKS standards will be imbedded into each teaching cluster listed below. The techniques and skills are applicable to all clusters. The teaching times below are recommended. Teacher discretion is to be utilized to determine mastery and actual number of teaching days. Additional time may be needed to provide for differentiated instruction and remediation.
Cluster 1 Understanding and applying mathematical concepts to represent and compare whole numbers and place value.	3.2A, 3.2B, 3.2D	The student will master composing, comparing, and ordering numbers up to 100,000 and be able to describe mathematical relationships in the base 10 place value system.	Twelve 60-minute Lessons Begin with these lessons for the first 2 to three weeks of school. Always review, assess, and reteach as needed.
Cluster 2 Utilizing various strategies, including number lines to estimate and solve one step addition and subtraction problems	3.2C, 3.4A, 3.4B, 3.5A	The student will master using a variety of strategies to solve problems. The student will be able to apply mathematical process standards to analyze patterns, create patterns, and understand numerical relationships.	Twelve 60-minute lessons Always review, assess, and reteach as needed.

Cluster 3 Applying mathematical process standards to problem solving by learning the skills of collecting, displaying, and organizing data	3.8A, 3.8B	The student will master the processes of collecting, organizing, displaying and interpreting data to solve mathematical and real-world problems.	Ten 60-minute lessons Always review, assess, and reteach as needed.
Cluster 4 Developing mathematical fluency and learning to automatically apply multiplication and division facts. Understanding quotients and divisibility rules.	3.4D, 3.4E, 3.4F, 3.4H, 3.4I, 3.4J, 3.5D	The student will master the concepts of mathematical approaches to solving problems (number lines, skip counting, repeated, addition and area models). Recall multiplication facts, understand even and odd numbers, and divisibility rules. Utilize mathematical process standards to analyze and create patterns and relationships.	Ten 60-minute lessons Always review, assess, and reteach as needed.
Cluster 5 Utilizing mathematical strategies to estimate solutions. Develop ability to solve one and two step addition and subtraction word problems. Developing ability to analyze and solve word problems using the data given.	3.2C, 3.4A, 3.4B, 3.5A, 3.8B	The student will master the concepts of using number lines and using words to describe the relative size of numbers. Solve one and two step addition and subtraction problems. Utilize strategies based on place value, numerical properties and rounding numbers and estimation to solve problems. Understand frequency tables, dot plot, and bar graphs.	Fifteen 60-minute lessons Always review, assess, and reteach as needed.
Cluster 6 Understanding and applying mathematical process standards to solve one step multiplication and division problems.	3.4G, 3.4K, 3.5B, 3.5C, 3.5D	The student will utilize strategies and algorithms to multiply a two-digit number by a one-digit number. Understanding and using the concepts of cumulative, associative, and distributive	Twelve 60-minute lessons Always review, assess, and reteach as needed.

		properties. Using pictorial models, and objects to solve problems.	
Cluster 7 Analyze and create number patterns and utilize number pairs to represent real world relationships.	3.5E	The student will understand real world relationships and be able to use number pairs in tables and verbal descriptions.	Six 60-minute lessons Always review, assess, and reteach as needed.
Cluster 8 Classifying and sorting two- and three-dimensional figures. Utilize attributes of figures to recognize quadrilaterals and decompose two dimensional figures into parts that have equal areas.	3.6A; 3.6B, 3.6E	The student will understand the geometric properties of two- and three-dimensional solids (cones, cylinders, spheres, and cubes) and be able to describe attributes using geometric language. Understand the various types of quadrilaterals and be able to draw examples of each. Decompose congruent two-dimensional figures and be able to express the area of each part in fraction form.	Nine 60-minute lessons Always review, assess, and reteach as needed.
Cluster 9 Selecting appropriate units, strategies, and tools when solving problems involving perimeter. Determining areas of various rectangles and composite figures.	3.6C, 3.6D, 3.7B	The student will analyze attributes of two-dimensional figures and make generalizations about their properties. Determine area of rectangles using multiplication skills to solve length times width problems. Understand polygons and how to solve perimeters when some data is missing from the problem.	Twelve 60-minute lessons Always review, assess, and reteach as needed.
Cluster 10 Applying mathematical process standards to represent fractional units and solve	3.3A, 3.3B, 3.3C, 3.3D, 3.3E, 3.7A	The student will represent fractions of halves, fourths, and eights on a number line. Representing fractions	Twelve 60-minute lessons Always review, assess, and reteach as needed.

problems that involve portioning objects.		greater than zero and less than one in various diagrams, including number lines. Understand numerators and denominators of fractions and be able to represent them on a number line.	
Cluster 11 Applying mathematical processes standards to represent and understand equivalent fractions. Comparing two fractions that have the same numerator and denominator.	3.3F, 3.3G, 3.3H	The student will represent equivalent fractions with denominators of 2,3,4,6, and 8 using various models, including number lines. Understand equivalent fractions and compare fractions in problems using reasoning skills. Justify their reasoning using symbols, words, objects, and pictorial models.	Twelve 60-minute lessons Always review, assess, and reteach as needed.
Cluster 12 Applying mathematical standards to develop and utilize strategies for solving one and two step multiplication and division problems.	3.4G, 3.4K, 3.5B, 3.5C, 3.5D, 3.5E	The student will develop and use strategies to solve problems accurately and efficiently. The student will analyze and create patterns and relationships.	Twelve 60-minute lessons Always review, assess, and reteach as needed.
Cluster 13 Determining solutions to problems involving addition and subtraction of time intervals.	3.7C	The student will select appropriate tools and strategies to solve problems utilizing both customary and metric measurement.	Eight 60-minute lessons Always review, assess, and reteach as needed.
Cluster 14 Determining liquid volume or weight using appropriate tools	3.7D, 3.7E	The student will select appropriate units, strategies, and tools to determine volume, and weight.	Nine 60-minute lessons Always review, assess, and reteach as needed.
Cluster 15 Determining the value of currency (bills and	3.4C, 3.9A, 3.9B, 3.9C, 3.9D, 3.9E, 3.9F	The student will be able to determine the value of currency (bills and	Ten 60-minute lessons Always review, assess, and reteach as needed.

coins). Learning to manage financial resources effectively and efficiently.		coins). The student will understand human capital/labor, income. Understand how to use resources effectively. Understand the concepts of borrowing and lending. Be able to identify decisions involving spending, saving, credit and charitable giving.	
			Nine 60-minute lessons Always review, assess, and reteach as needed.
			Nine 60-minute lessons Always review, assess, and reteach as needed.

The Rose Accelerated Learning Academy
Student Discipline Policy

The Rose Accelerated Learning Academy will focus on teaching students to be self-disciplined and behave in a manner that is respectful to themselves and others. We are implementing the PBIS (Positive Behavior Interventions and Support) program for our entire school. We have high expectations for our students and believe that they can all reach their academic goals in a safe, orderly environment. We expect that a collaborative effort from parents, staff, and students in order to ensure that students are able to learn in a positive, productive environment.

General Standards of Behavior

1. Follow all directions of teachers and other staff
2. Speak politely to others using appropriate language and an appropriate tone.
3. Keep your hands and feet to yourself.
4. Take care of all school property and personal belongings.
5. Be on time for class every day
6. Come to school prepared with supplies, materials, and homework
7. Be respectful to yourself and others
8. Dress appropriately each day

Disciplinary Actions

Teachers and staff will make every effort to handle school disciplinary issues at school. We will utilize every intervention and consequence at the school level before considering suspension. We will contact the parents and notify them of any disciplinary infractions and work with them to correct the problems.

In school suspension

If a student's behavior presents a continued disruption to the classroom, we will consider in school suspension which will involve removing the student out of the current classroom environment. We will also provide additional behavioral supports and seek community resources for assistance with the student.

Out of School Suspension

Suspension will be considered only when the child's behavior is disruptive, detrimental to school operations, or dangerous. In these instances, a student may be removed from the school environment for one to a maximum of three days.

Expulsion

If the student is extremely disruptive or dangerous to staff or community, the school may expel the student. In this instance, the student will return to his home school. The principal/superintendent will notify parents and home school administrators. Parents and home school administrators will be given documentation of the behaviors of the student that led to expulsion.

We have not communicated with State Board of Education Representatives. We have sent a certified letter about the charter to Lawrence Allen, State Board of Education as directed in the application. We have communicated with Mayor Sylvester Turner, City Councilman Dwight Boykins, and State Representative Harold Dutton. These elected officials all represent our Sunnyside neighborhood and have expressed interest in improving educational outcomes for our children.

The Hope Center, Inc. submitted an application for a Generation 24 charter school last year. Please note that some of the responses and documents from that application are being utilized in this application. Responses from this section have been borrowed and revised from the previous Hope Center application submitted.

The applicant team has used several strategies to assess community demand for the school. Two formal public meetings were held at Mt. Vernon Baptist Church to discuss the proposed school. Parents and community members attended the meetings. Rev. Kenneth Rose, pastor of Mt. Vernon Baptist Church, has met with other pastors and community leaders to discuss the proposed school and assess the need. Rev. Rose has offered space for the school in his church and community buildings rent free for the first two years. Board members have met with Sunnyside community leaders and have reviewed the dismal scores of the public schools in the Sunnyside area. Board members have met with Sylvester Turner, Mayor of Houston, and Dwight Boykins. They have both expressed support for the school. State Representative Harold Dutton has expressed enthusiasm for the proposed charter school in this area of the city and has offered his support.

Several community members have offered loans and lines of credit to the Hope Center in order to ensure that we will be able to meet our financial obligations during the start up and first years of operation. Mt. Vernon Baptist Church and Vicell Builders have both offered lines of credit to the organization.

Two public meetings were held. The first one was on November 25, 2018. The second meeting was held on January 12, 2020. The questions below were answered at both meetings.

Outreach and Public Meetings

The public meeting was held to discuss the proposed charter school application and answer any questions from the community. The following questions were prepared and answered at the meeting. Attendees expressed interest and informed the board of several programs that could be incorporated into the school.

Charter School Public Meeting Questions

1. What grades will the school service?
2. When will the school open?
3. Where will the school be located?
4. What are the school hours?
5. Will the school accept Special Education students, bilingual students, homeless students?
6. What curriculum will the school incorporate?
7. Will bus service be provided? And if so, where will the bus pick and what areas?
8. Will there be an Afterschool Program?
9. What will your school offer that the ISD do not offer?

10. How do I enroll my child?
11. What about Sports and Clubs?
12. Will the staff be certified?
13. What about Title I and free and reduced lunch program?
14. What kind of Charter is this school?
15. How much will it cost to attend this school?
16. Will there be a class size cut off for each grade?

The first public meeting was held on Sunday, November 25, 2018 at Mt. Vernon Baptist Church at 5:00 pm. There were 77 people in attendance at the meeting. The audience consisted of community leaders, parents, potential students, and Mt. Vernon church members. Of the 77 members in attendance, 56 of them resided within a ten-mile radius of the proposed school location. 16 of the attendees resided within a twenty-mile radius of the school, and 5 resided more than 20 miles from the school.

The second public meeting was held on January 12, 2020. The audience was composed of community leaders, parents, Mt. Vernon Church members and several interested pastors

The first meeting notice was published in the Houston Chronicle Public Notices section on November 19, 2018. Board members who attended the meeting were Sandra Pradia, Dr. Gladys Moton, and Dr. James Dunn.

The second public meeting notice was also published in the Houston Chronicle. Board members in attendance were Sandra Pradia, Alice McKinney, and Barbara Rose.

There were 67 persons attending the second public meeting. 60 of them resided within a ten-mile radius of the school, and 7 of them resided more than 20 miles from the school.

Information was distributed to church members two weeks before both proposed meetings. Hope Center Board members teamed with Mt. Vernon Board members and conducted block walks in the immediate neighborhood surrounding the church on November 17, 2018. Meeting reminders were placed on the church bulletin board and announcements made during church service.

We increased attendance at both meeting by distributing flyers to other nearby churches and businesses in the community informing them of the meeting to be held to discuss the proposed charter school. We also utilized social media to spread the word about the meeting. We notified other pastors who made announcements during their church services.

Parents and community members were interested in learning about the school. They expressed frustration with the Houston Independent School District and the Texas Education Agency. They wanted explanations of the state takeover of Houston ISD and did not understand how it would affect their children.



STATE of TEXAS
HOUSE of REPRESENTATIVES

Harold V. Dutton, Jr.
District 142

Committees:
Juvenile Justice and Family Issues, Chair
Public Education

December 12, 2018

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Re: Charter School Application -Rose Preparatory Learning Academy

Dear Commissioner Morath:

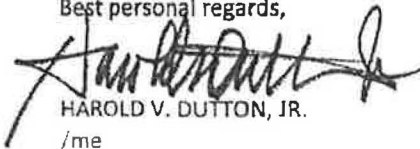
With great pleasure, I take this opportunity to support the Texas Charter School application of the Mt. Vernon Baptist Church and the Hope Center to operate the Rose Preparatory Learning Academy ("Rose").

Mt. Vernon Baptist Church and the Hope Center have been mainstays in Houston's Sunnyside community for many years. Collectively, their positive influence on the community has been widely recognized. Together, they continue to assist the community on an almost daily basis and were especially instrumental in providing food, clothing, and other support during Hurricane Harvey recovery.

It is particularly refreshing that "Rose" plans to bring together the expertise of a team of experienced educators and community leaders to develop this charter school and improve student education outcomes. I am also heartened to know that this school will be located in an area of our city where schools are less than desirable relative to the education outcomes of students. As students other areas of Houston are receiving quality education services, "Rose" will take this opportunity to bring this same education quality to Sunnyside area students.

I offer my unconditional support for this Applicant and please know that I will lend my assistance to this success of this project.

Best personal regards,



HAROLD V. DUTTON, JR.

/me

☐ AUSTIN OFFICE: State Capitol Room 3N.5
Post Office Box 2910 • Austin, Texas 78768-2910 • 512/463-0510 • FAX: 512/463-8333
☐ HOUSTON OFFICE: 8799 North Loop East, Suite 200 • Houston, Texas 77029 • 713/692-9192 • FAX: 713/692-6791
E-Mail: harold.dutton@house.texas.gov

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Dwight A. Boykins

Houston City Council Member, District D

December 18, 2018

Mike Morath, Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Re: Support for the Rose Preparatory Learning Academy Charter School

Dear Mr. Morath:

I am writing to convey my recommendation for the Rose Preparatory Learning Academy Charter School. Mt. Vernon Baptist Church and the Hope Center has been a mainstay of Houston's Sunnyside community for many years. Their positive influence on the community has been widely recognized.

In the aftermath of Hurricane Harvey, the church was instrumental in providing food, clothing, and other desperately needed support and continues to assist the community daily. I am pleased that they are bringing together the expertise of a team of experienced educators and community leaders to develop this charter school. I am also heartened to know where this school will be located--in an area where many students lack adequate education to prepare them for the 21st century global economy.

Please note my strong support for this endeavor which I am confident will greatly enhance the educational opportunities for many of Houston's children.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Boykins", with a stylized flourish at the end.

Dwight A. Boykins
Houston City Council
District D



CITY OF HOUSTON

Sylvester Turner

Mayor

P.O. Box 1582
Houston, Texas 77251-1582

Telephone – Dial 311
www.houston.tx.gov

December 18, 2018

Mike Morath, Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Re: Letter of Support for the Rose Preparatory Learning Academy Charter School

Dear Mr. Morath:

It gives me great pleasure to recommend the Rose Preparatory Learning Academy Charter School to you and the Texas Education Agency (TEA).

Mt. Vernon Baptist Church and the Hope Center have been mainstays of our Sunnyside community in Houston for many years. Their positive influence on the community has not gone unnoticed. Most recently, both were instrumental in providing food, clothing, and other support during Hurricane Harvey and continue to assist the community daily.

I am pleased that they are bringing together the expertise of a team of educators and community leaders to develop this charter school. I am also heartened to know that this school will be in an area of our city where many of our students are not receiving an adequate education to prepare them for the 21st century global economy.

Please know that I am willing and ready to lend my assistance to this project in any way that I can to ensure that it is successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Sylvester Turner".

Sylvester Turner
Mayor

Council Members: Brenda Stardig Jerry Davis Ellen R. Cohen Dwight A. Boykins Dave Martin Slave Le Greg Travis Karis Cisneros
Robert Gallegos Mike Laster Martha Castex-Tatum Mike Knox David W. Robinson Michael Kubosh Amanda K. Edwards Jack Christie

Controller: Chris B. Brown

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BYLAWS OF THE HOPE CENTER

State of Texas

BACKGROUND:

The name of this non-profit organization is THE HOPE CENTER. This organization is organized in accordance with the Texas Civil Statutes, Chapter 9, as amended. The organization has not been formed for the purposes of making profit or obtaining personal financial gain. The assets and income of this organization shall not be distributed to or for the benefit of the trustees, directors, or any other officers. The assets and income shall only be used to promote non-profit purposes as described below. Nothing contained herein shall be deemed to prohibit the payment of a modest and reasonable compensation to employees and contractors for services provided for the benefit of the organization. This organization shall not carry on any activities not permitted to be carried out by a non-profit organization exempt from federal income tax. The organization shall not endorse any candidate or contribute to or work for or otherwise support or oppose any candidate for public office. This organization has been created exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

ARTICLE I. MEETINGS

1. *Annual Meetings.* An annual meeting shall be held once every calendar year for the purposes of electing directors and transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

1. The following orders of business shall be addressed during the annual meeting unless decided otherwise by the Board of Directors via written notice:

- a. Election of new directors
- b. Reviewing the annual report
- c. Reconciling the balance sheet
- d. Any other transaction of such other business as may be properly brought before the meeting

2. The annual meeting shall take place at the following location unless determined otherwise via written notice:

3618 Stassen St
Houston, TX 77051

2. *Special Meetings.* Special meetings may be requested by the President or any other member of the Board of Directors.

A special meeting of members is not required to be held at a geographic location if the meeting is held by means of teleconference or another form of electronic communications in a manner pursuant to which all members have the chance to read and/or hear the proceedings substantially concurrent with the occurrence of the proceedings, raise points on matters submitted to the members, pose questions, and make any desired comments.

3. *Notice.* The following amount of written notice of all regular meetings shall be provided under this section or as otherwise required by law: 2 weeks. The following amount of written notice of all special meetings shall be provided under this section or as otherwise required by law: 1 week. The notice shall include the date, hour, and location of the meeting and, if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 2 weeks prior to the meeting. Such notice shall be deemed effective when sent by ordinary U.S. mail, properly addressed, with paid postage.

4. *Quorum.* A quorum of the Directors shall be the following: 55%. In the absence of a quorum, a majority of the directors may delay and reschedule the meeting to another time without further notice. If a quorum is represented at a rescheduled meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in a representation of less than a quorum.

5. *Informal Actions.* Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, set forth the action so taken, is signed by the Directors with respect to the subject matter of the vote.

ARTICLE II. BOARD OF DIRECTORS

6. *Role of Directors.* The Board of Directors shall be responsible for having the authority of managing the affairs of the Nonprofit directly and/or by delegation.

7. *Number of Directors.* The organization shall be managed by a Board of Directors consisting of 6 directors.

8. *Election and Term of Office.* The Directors shall be elected by a majority vote at the annual meeting. Each Director shall serve a term of two years, or until and unless a successor has been elected and qualified.

9. *Quorum.* A quorum of the Directors shall be the following: 55%.

10. *Regular Meetings.* The Board of Directors shall meet immediately after their election for the purpose of electing its new officers, appointing new committee chairpersons, and for transacting such other business as may be deemed appropriate. The Board of Directors may provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

11. *Special Meetings.* Special meetings may be requested by the President or any other member of the Board of Directors.

A special meeting may be requested by providing 1 week written notice by United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting. A special meeting of members is not required to be held at a geographic location if the meeting is held by means of the internet or other electronic communication in a manner pursuant to which all members have the opportunity to read and/or hear the proceedings substantially concurrent with the occurrence of the proceedings, note on matters submitted to the members, pose questions, and make comments.

12. *Procedures.* The vote of a majority of the Directors present at a properly called meeting as dictated by these Bylaws at which a quorum is present shall be the act of the Board of Directors unless the vote of a greater number is required by law or by these Bylaws for a particular resolution. A Director of the organization who is present at a meeting at the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records. The minutes will include, at the last, names of all members present, resolutions proposed and voted upon, and any Director abstentions or objections to resolutions.

13. *Vacancies and Removals.* A Director shall be subjected to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal, or any other reason, may be filled by a majority vote of the remaining Directors. A Director elected to fill a vacancy shall serve the remaining term of their predecessor or until a successor has been elected and qualified. If all Directors resign or are removed, any Officer shall hold a special meeting for the purpose of electing a new Director or Board of Directors.

14. *Resignation.* If a Director wishes to resign from their directorial position, they shall do so in the following manner:

Give two weeks written notice to the board of directors

15. *Committees.* To the extent permitted by Texas law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the

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duties, powers, and authorities of such committees. The committees shall have a specific purpose and the Board of Directors, in creating a committee, shall outline the parameters of the committee, including, but not limited to, meetings, notice, quorum requirements, and all other pertinent procedures.

ARTICLE III. OFFICERS

16. *Number of Officers.* The Officers of the organization shall be the following: 1. a President; 2. at least one Vice President; 3. a Treasurer; 4. a Secretary. Two or more offices may be held by one person. The President may not concurrently serve in another position.

17. *Officer Roles.* The Officers shall have the following responsibilities in their roles:

President/Chairperson -- The President shall be the chief executive officer and shall preside over all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board of Directors, sign all corporate documents unless they delegate that responsibility to another Officer, and direct the process of the creation and implementation of resolutions.

Vice President(s) -- The Vice President(s) shall be responsible for performing the duties of the President in the President's absence and assist the President with the performance of their duties.

Secretary -- The Secretary shall provide notice of any and all meetings to the Board of Directors, keep an updated list of the membership of the Board of Directors, keep and organize minutes for all regular and special meetings, and certify and arrange the official records of the organization.

Treasurer/CFO -- The Treasurer shall be responsible for conducting the organization's financial affairs as directed by the Board of Directors and shall prepare and present reports regarding corporate finances as required, but no less often than at the annual meeting of the Board of Directors.

18. *Election and Term of Office.* The Officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the annual meeting. Each officer shall serve a term of Two years.

19. *Vacancies and Removals.* The Board of Directors shall have the power to remove an Officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

ARTICLE IV. EXECUTION OF INSTRUMENTS

20. *Instruments.* All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the President or another Director. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President. Notwithstanding the previous provisions in this document, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated this responsibility by a resolution of the Board of Directors.

ARTICLE V. AMENDING BYLAWS

21. *Amendment Procedure.* The Bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The full text of the proposed change shall be distributed to all board members at least fourteen (14) days before the meeting where the change is to be voted on.

ARTICLE VI. INDEMNIFICATION

22. *Indemnification of Directors.* Any Director or Officer who is involved in litigation by reason of their position as a Director or Officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended to broaden said rights.

ARTICLE VII. DISSOLUTION

23. *Dissolution Procedure.* The organization may be dissolved only with the authorization of the Board of Directors given a special meeting called for that express purpose and with the subsequent approval of a supermajority (2/3rds) vote of the members.

24. *Liabilities.* All liabilities and obligations shall be paid, satisfied, and discharged, or adequate provisions shall be made, therefore.

25. *Distribution of Assets.* Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

CERTIFICATION

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BYLAWS OF THE HOPE CENTER

Amended Bylaws for this organization are on file with the Texas Secretary of State.

The name of this non-profit organization is THE HOPE CENTER. This organization is organized in accordance with the Texas Civil Statutes, Chapter 9, as amended. The organization has not been formed for the purposes of making profit or obtaining personal financial gain. The assets and income of this organization shall not be distributed to or for the benefit of the trustees, directors, or any other officers. The assets and income shall only be used to promote non-profit purposes as described below. Nothing contained herein shall be deemed to prohibit the payment of a modest and reasonable compensation to employees and contractors for services provided for the benefit of the organization. This organization shall not carry on any activities not permitted to be carried out by a non-profit organization exempt from federal income tax. The organization shall not endorse any candidate or contribute to or work for or otherwise support or oppose any candidate for public office. This organization has been created exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

ARTICLE I. MEETINGS

1. *Annual Meetings.* An annual meeting shall be held once every calendar year for the purposes of electing directors and transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

1. The following orders of business shall be addressed during the annual meeting unless decided otherwise by the Board of Directors via written notice:

- a. Election of new directors
- b. Reviewing the annual report
- c. Reconciling the balance sheet
- d. Any other transaction of such other business as may be properly brought before the meeting

2. The annual meeting shall take place at the following location unless determined otherwise via written notice:

3618 Stassen St
Houston, TX 77051

2. *Special Meetings.* Special meetings may be requested by the President or any other member of the Board of Directors.

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A special meeting of members is not required to be held at a geographic location if the meeting is held by means of teleconference or another form of electronic communications in a manner pursuant to which all members have the chance to read and/or hear the proceedings substantially concurrent with the occurrence of the proceedings, raise points on matters submitted to the members, pose questions, and make any desired comments.

3. *Notice.* The following amount of written notice of all regular meetings shall be provided under this section or as otherwise required by law: 2 weeks. The following amount of written notice of all special meetings shall be provided under this section or as otherwise required by law: 1 week. The notice shall include the date, hour, and location of the meeting and, if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 2 weeks prior to the meeting. Such notice shall be deemed effective when sent by ordinary U.S. mail, properly addressed, with paid postage.

4. *Quorum.* A quorum of the Directors shall be the following: 55%. In the absence of a quorum, a majority of the directors may delay and reschedule the meeting to another time without further notice. If a quorum is represented at a rescheduled meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in a representation of less than a quorum.

5. *Informal Actions.* Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, set forth the action so taken, is signed by the Directors with respect to the subject matter of the vote.

ARTICLE II. BOARD OF DIRECTORS

6. *Role of Directors.* The Board of Directors shall be responsible for having the authority of managing the affairs of the Nonprofit directly and/or by delegation.

7. *Number of Directors.* The organization shall be managed by a Board of Directors consisting of 6 directors.

8. *Election and Term of Office.* The Directors shall be elected by a majority vote at the annual meeting. Each Director shall serve a term of two years, or until and unless a successor has been elected and qualified.

9. *Quorum.* A quorum of the Directors shall be the following: 55%.

10. *Regular Meetings.* The Board of Directors shall meet immediately after their election for the purpose of electing its new officers, appointing new committee chairpersons, and for transacting such other business as may be deemed appropriate. The Board of Directors may

provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

11. *Special Meetings.* Special meetings may be requested by the President or any other member of the Board of Directors.

A special meeting may be requested by providing 1 week written notice by United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting. A special meeting of members is not required to be held at a geographic location if the meeting is held by means of the internet or other electronic communication in a manner pursuant to which all members have the opportunity to read and/or hear the proceedings substantially concurrent with the occurrence of the proceedings, note on matters submitted to the members, pose questions, and make comments.

12. *Procedures.* The vote of a majority of the Directors present at a properly called meeting as dictated by these Bylaws at which a quorum is present shall be the act of the Board of Directors unless the vote of a greater number is required by law or by these Bylaws for a particular resolution. A Director of the organization who is present at a meeting at the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records. The minutes will include, at the last, names of all members present, resolutions proposed and voted upon, and any Director abstentions or objections to resolutions.

13. *Vacancies and Removals.* A Director shall be subjected to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal, or any other reason, may be filled by a majority vote of the remaining Directors. A Director elected to fill a vacancy shall serve the remaining term of their predecessor or until a successor has been elected and qualified. If all Directors resign or are removed, any Officer shall hold a special meeting for the purpose of electing a new Director or Board of Directors.

14. *Resignation.* If a Director wishes to resign from their directorial position, they shall do so in the following manner:

Give two weeks written notice to the board of directors

15. *Committees.* To the extent permitted by Texas law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers, and authorities of such committees. The committees shall have a specific purpose and the Board of Directors, in creating a committee, shall outline the parameters of the committee, including, but not limited to, meetings, notice, quorum requirements, and all other pertinent procedures.

ARTICLE III. OFFICERS

16. *Number of Officers.* The Officers of the organization shall be the following: 1. a President; 2. at least one Vice President; 3. a Treasurer; 4. a Secretary. Two or more offices may be held by one person. The President may not concurrently serve in another position.

17. *Officer Roles.* The Officers shall have the following responsibilities in their roles:

President/Chairperson -- The President shall be the chief executive officer and shall preside over all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board of Directors, sign all corporate documents unless they delegate that responsibility to another Officer, and direct the process of the creation and implementation of resolutions.

Vice President(s) -- The Vice President(s) shall be responsible for performing the duties of the President in the President's absence and assist the President with the performance of their duties.

Secretary -- The Secretary shall provide notice of any and all meetings to the Board of Directors, keep an updated list of the membership of the Board of Directors, keep and organize minutes for all regular and special meetings, and certify and arrange the official records of the organization.

Treasurer/CFO -- The Treasurer shall be responsible for conducting the organization's financial affairs as directed by the Board of Directors and shall prepare and present reports regarding corporate finances as required, but no less often than at the annual meeting of the Board of Directors.

18. *Election and Term of Office.* The Officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the annual meeting. Each officer shall serve a term of Two years.

19. *Vacancies and Removals.* The Board of Directors shall have the power to remove an Officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

ARTICLE IV. EXECUTION OF INSTRUMENTS

20. *Instruments.* All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the President or another Director. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President. Notwithstanding the previous provisions in this document, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated this responsibility by a resolution of the Board of

Directors.

ARTICLE V. AMENDING BYLAWS

21. *Amendment Procedure.* The Bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The full text of the proposed change shall be distributed to all board members at least fourteen (14) days before the meeting where the change is to be voted on.

ARTICLE VI. INDEMNIFICATION

22. *Indemnification of Directors.* Any Director or Officer who is involved in litigation by reason of their position as a Director or Officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended to broaden said rights.

ARTICLE VII. DISSOLUTION

23. *Dissolution Procedure.* The organization may be dissolved only with the authorization of the Board of Directors given a special meeting called for that express purpose and with the subsequent approval of a supermajority (2/3rds) vote of the members.

24. *Liabilities.* All liabilities and obligations shall be paid, satisfied, and discharged, or adequate provisions shall be made, therefore.

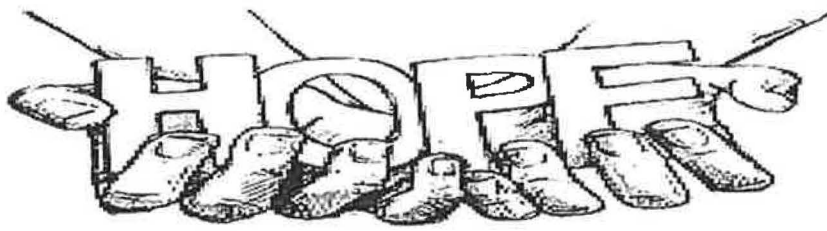
25. *Distribution of Assets.* Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

I, Kenneth Rose, President of THE HOPE CENTER certify that the foregoing is a true and correct copy of the Bylaws of the above-named organization, duly adopted by the Initial Board of Directors on 4/10/03.

Kenneth Rose
President

I, Sandra Pradie, Secretary of THE HOPE CENTER certify that the foregoing is a true and correct copy of the Bylaws of the above-named organization, duly adopted by the Initial Board of Directors on 4/10/03.

Sandra Pradie
Secretary



The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

Code of Ethics

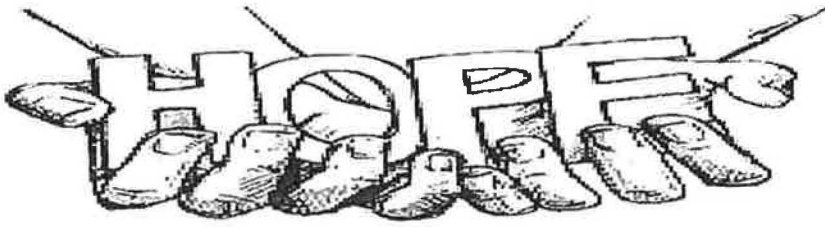
It is the intent of The Hope Center, Inc. to strive for the highest ethical conduct from all board members, volunteers, and staff members.

All officers, staff members, volunteers, and members of the board of The Hope Center, Inc. are required and expected to exercise the highest ethical standards, conducting themselves with honesty and integrity at all times.

In support of The Hope Center's high standards of ethical conduct, each volunteer, staff member, and board member WILL NOT:

- deceive, defraud, or mislead other board members, officers, staff members, volunteers, or those with whom The Hope Center has business or other relationships
- misrepresent The Hope Center in any negotiations, dealings, contracts, or agreements
- divulge or release any information relating to The Hope Center's plans, mission, or operations without appropriate approval
- seek to obtain a personal advantage or benefit due to relationships established by their relationship with The Hope Center
- accept individual gifts of any kind in excess of \$100.00 in connection with your relationship with The Hope Center.
- engage in unethical business practices of any type
- use The Hope center's property or financial resources for personal benefit
- violate any applicable laws or ordinances

Infractions of this Statement of Personal and Professional Standards of Conduct are to be reported directly to any Board member who shall report the violation to the entire Board.



The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

Conflict of Interest Policy

The standard of behavior at The Hope Center, Inc. is that all staff, volunteers, and board members make every effort avoid conflicts of interest between the interests of The Hope Center, Inc. and personal, professional, and business interests. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of The Hope Center, Inc. nonprofit organization's decision-making process, to enable our constituents to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff and board members. All board members and employees are required to make a full, written disclosure of interests, relationships, and financial interests that could potentially result in a conflict of interest.

Upon or before election, hiring or appointment, all board members and employees, and volunteers will make a full, written disclosure of interests and relationships that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be required to be updated yearly.

In the course of meetings or activities, board members, employees, and volunteers will be required to disclose any interests in a transaction or decision where any business interests, family, employer, or close associates will receive a benefit or gain. After disclosure, the board member, employee, or volunteer understand that I will be asked to leave the room for the discussion and will not be permitted to vote or comment on the question.

All board members, employees, or volunteers will be required to sign the conflict of interest policy.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

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 been keeping up with news reports and looking at the facts that the schools in that area are not achieving. I also know that the state is anticipating a take over in that area and I don't think its good for the children.

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

I understand that I will be working with a team to develop policy and procedures for the school. I will be helping to develop a budget and make sure that the school is successful.

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 four years experience of classroom education and currently working on completing my certification.

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

I currently have a degree and in the process of attending an education program. I have received extensive development in the field of education.

SCHOOL MISSION AND PROGRAM

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

That the staff is well trained it's vital to the education of the students success. It is important that the teachers are provided every opportunity to be trained to be a quality teacher.

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

I understand that we plan to open a per-k through 3rd and we plan on opening up a grade a year and we plan to follow the State curriculum and were going to include some additional elements pbis, phoenix program these will be school wide programs that will help improve students achievements..

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

Highly qualified teachers with proven experience in education effective parental involvement programs and a board of education committees to do what ever it takes for success.

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

The board will meet with the superintendent to receive monthly reports on student academic progress. We will analyze student grades, test scores and other data and make whatever adjustments are necessary for student success. We will know by looking at grades on benchmark, start and promotion rate.

GOVERNANCE

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

The Board will set the budget develop policy and procedures, job description set salaries and meet monthly to make sure that the school is on track.

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

We will conduct surveys to see if the parents are satisfied we will conduct data such as test scores and parents will be satisfied with the progress students are making.

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

We will meet our enrollment goals students will be succeeding test scores will be at the state level and parents will be satisfied with the progress students are making.

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

First ensure that we hire a high quality staff focus on students recruitment develop a realistic budget and monitor to make sure we stay within budget. Advertise the school in the county continuously monitor and look for ways to improve the school.

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 call for a school board meeting be up front and open about the problem discuss the problem within the board and members. Attempt to resolve the problem within the board and the board will vote whether or not the board should stay or go.

DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

None

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

None

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Sandra L. Pradica

Date

2/14/20

State of

Texas

County of

Harris

On this day, Sandra Pradica (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

14

day of

February, 20 20.

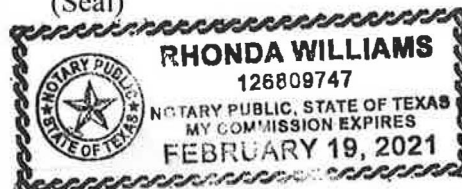
(Notary Public)

[Signature]

My commission expires

2.19.21

(Seal)



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of Sponsoring Entity: The Hope Center

BACKGROUND

Full Legal Name: Alice Mae McKinney

Home Mailing Address: 9658 Ravensworth Dr. Houston, Texas 77031

Phone Number: 713-726-1974

E-mail Address: alice_mcknny@yahoo.com

Business Name: Just In Time Non-Profit Foundation

Business Mailing Address: P.O. Box 311379 Houston, Texas 77231

Business Phone Number: 713-726-1974

E-Mail Address: www.jitfoundation.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?

Now that I have retired from the field of education after 45 years feel that my experience would be valuable to this new endeavor. Also I was approached by a church member that has assisted me in my projects for the Just In Time Non-Profit Foundation.

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

At this time after being a part of the public school system for such a long time, I have never been exposed to the operations of a charter school, but I am willing to learn

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

As a public servant a part of my job I had to serve on various committees as they were related to my curriculum, etc. I was a member of The Bellaire Chamber of Commerce (Education Board). As a member I had to help promote our mission statement which cover offering funding to outstanding students in the form of scholarships.

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

Since I was a Marketing Coordinator, my responsibility was to market my program/students to the community in order to get them placed in positions of employment. Then monitoring those students to help them obtain skills for future employment. Maintain a curriculum in the area of marketing and other related areas. Sponsor of a youth organization in compliance with my program (DECA). Managed and supervised students in the operations of our Cardinal Cove (school related store)

SCHOOL MISSION AND PROGRAM

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

I have no knowledge of that information at this time.

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

Same as answer above.

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

A positive atmosphere and strong environment for learning. An administration that is transparent and fair with all students. Instructors that look for traditional as well as creative ways to engage their students. To always remember to never leave no child behind!

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

I would need to see the mission statement for the school. At that time I would feel more comfortable in evaluating the success of the school.

GOVERNANCE

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

I do not know what the role would be since I have never been in this position.

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

By reviewing the mission statement to find out if they were aligned with the necessary guidelines as stated and also the guidelines of TEA.

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

Graduation rates, success stories, testimonies given by students, parents and community. Enrollment would certainly give us some indication also. State testing would also be measuring stick to gauge success.

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

Number 3 under School mission and Program

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 am quit sure that the board will put into place procedures to follow, if an unethically acts or actions were observed. I would have no problem following those guidelines. If we are to maintain a transparent school, then we must follow the guidelines.

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.

Just In Time Non-Profit Foundation

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

None

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Alice Mae McKinney

Date

2/13/20

State of

Texas

County of

Harris

On this day, Alice Mae McKinney (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.

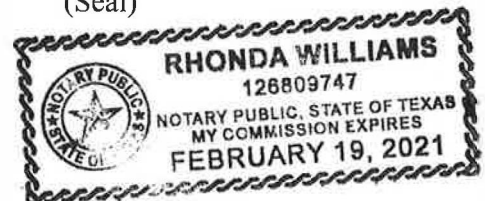
Subscribed and sworn to before 13 day of February, 2020.

(Notary Public)

[Signature]

My commission expires 2-19-21

(Seal)



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

The Rose Accelerated Learning Academy

Name of Sponsoring Entity:

Hope Center

BACKGROUND

Full Legal Name:

Dr. Gladys Moton

Home Mailing Address:

11257 Albert Moorehead Conroe, Texas 77302

Phone Number:

832-752-0422

E-mail Address:

gladysmoton7@gmail.com

Business Name:

Houston Baptist University (Adjunct Professor)

Business Mailing Address:

Business Phone Number:

E-Mail Address:

gmoton@hbu.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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As an educator, I believe in providing opportunities for students and their families that will promote student success.

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

The role of a public charter school board member is to provide leadership and to govern the institution.

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

Although I have not served on a school board, I have 34 years of experience in education with the last 24 years serving as a building principal in Aldine ISD. Thus, I have first hand knowledge of what makes an effective school.

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

My knowledge of pedagogy coupled with my vision of high expectations for student achievement would be a few things I bring to the board. I understand the TEA accountability system and how to support students.

The role of a public charter school board member is to provide leadership and to govern the institution.

SCHOOL MISSION AND PROGRAM

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

The Rose Accelerated Learning Academy will provide a safe learning environment where all children can succeed and become productive and responsible citizens.

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

The school will serve students in PK2-3rd grade. The school will use a comprehensive curriculum aligned to Texas standards. The campus will use The Continuous Improvement Model. Professional development will be the ongoing to provide teachers with tools to meet the needs of all learners. Professional Learning Communities will meet weekly.

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

I believe successful schools have a clear laser-like focus with high expectations. All stakeholders are aware and buy into the vision and mission of the school. Quality leadership is also key to effective schools. The leadership and teachers must collaborate on best practices. Reflecting on data is critical to the teaching and learning process. Professional development is align to th needs of students.

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

With the Continuous Improvement Model, administrators and teachers will monitor and improve on practices as they evaluate, monitor, respond to intervention, and enrich students' academic skills. PLAN-disaggregate and analyze data, plan curriculum and instruction. DO- Implement, teach and access. CHECK- reflect, monitor, serve, and support. ACT- revise, adjust, and align,

GOVERNANCE

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

The school board set the tone/culture for the school by setting the vision, mission, and core beliefs. The board is responsible for setting policies and giving direction to all stakeholders. The board is also responsible for setting and overseeing the budget. The task of hiring and evaluating the superintendent is the responsibility of the board.

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

The success of the school will be measured by evaluating student achievement, end of year budget, and the information gathered through The Continuous Improvement Model.

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

At the end of four years, we will look at sustained continuous growth as a measure.

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

We must first determine what our criteria would be for success. After we determine what to measure, we will track/measure it quarterly through progress monitoring using a scorecard.

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

The board must first adopt a code of ethics and put an evaluation for board member in place. Document any instance where the board member is not following the code of ethics.

DISCLOSURES

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

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

None

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

None

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Dr. Gladys Moton, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Handwritten Signature]

Date

1-9-2020

Text

State of Texas

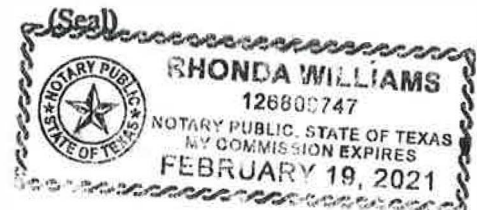
County of Harris

On this day, Jan. 20, 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 20 day of Jan, 2020.

(Notary Public) [Handwritten Signature]

My commission expires 2-19-21



11257 MOOREHEAD • CONROE, TEXAS • 77302
832-752-0422 • GMOTON@ALDINE.K12.TX.US

GLADYS A. MOTON

OBJECTIVE

To secure a position in education that will utilize my knowledge and skills as I strive for excellence.

EMPLOYMENT

**January 2018-Present Adjunct Professor Houston Baptist University
Houston, Texas**

**June 2018-June 2019 Principal Aldine ISD/Griggs EC/PK/K School
Houston, Texas**

- Opened new school
- Supervise all professional and support personnel assigned to campus
- Monitor instructional program
- Insure planning for instruction and student achievement
- Promote a positive school climate
- Personnel Management
- Administration and Fiscal/Facilities Management
- Build School/Community Relations
- Promote Academic Excellence

**July 2008-June 2018 Principal Aldine ISD/Jones EC/PK/K Center
Houston, Texas**

- Opened new school
- Supervise all professional and support personnel assigned to campus
- Monitor instructional program
- Insure planning for instruction and student achievement
- Promote a positive school climate
- Personnel Management
- Administration and Fiscal/Facilities Management
- Build School/Community Relations
- Promote Academic Excellence

**July 1995-June 2008 Principal Aldine ISD/Calvert Elementary
Houston, Texas**

- Supervise all professional and support personnel assigned to campus
- Monitor instructional program
- Insure planning for instruction and student achievement
- Promote a positive school climate
- Facilitate School Improvement
- Personnel Management
- Administration and Fiscal/Facilities Management
- Build School/Community Relations
- Promote Academic Excellence

**Aug. 1994-1995 Asst. Principal Aldine ISD/Calvert Elementary
Houston, Texas**

- Monitored curriculum and instruction
- Monitored report cards, lesson plan, and progress notes

- Monitored the VISA [Volunteers in Schools of Aldine] program
- Chairperson over school climate committee

**Dec. 1991-1994 Skills Specialist Aldine ISD/Calvert Elementary
Houston, Texas**

- Building test coordinator
- Modeled instructional strategies
- Disaggregated, analyzed, and disseminated test data for decision making
- Taught grade level standards using a variety of methods to address individual learning styles

**Aug. 1991-1991 Teacher Aldine ISD/Calvert Elementary
Houston, Texas**

- Used instructional strategies to meet the academic needs of each student
- Taught grade level standards using a variety of methods to address individual learning styles
- Maintained class records
- Maintained a safe and orderly classroom conducive to learning
- Member of the steering committee

**Aug. 1985-1991 Teacher Aldine ISD/Oleson Elementary
Houston, Texas**

- Used instructional strategies to meet the academic needs of each student
- Taught grade level standards using a variety of methods to address individual learning styles
- Maintained class records
- Maintained a safe and orderly classroom conducive to learning
- Grade level chairperson
- Committer chairperson
- Member of the steering committee

EDUCATION

Doctor of Education

University of Houston	Houston, Texas	2015
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Master of Education

Prairie View A & M University	Prairie View, Texas	1996
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Bachelor of Science: Education

Texas Southern University	Houston, Texas	1985
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AWARDS/RECOGNITIONS

TEA Recognized School [2007, 2006, 2004, 2000, 1999, 1998, 1997]

Title I Honored

Title I Commended

Gold Performance Awards [Reading, Math, and Writing]

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FEDEXOFFICE
PAGE 02

Alice McKinney

9658 Ravensworth Dr., Houston, Texas 77031
713.5531754 Cell • 713.726.1974 Hm • 713.721.5429 Fax
E-mail : alice_mcknny@yahoo.com

Education

Prairie View A & M University, Texas - 1967
Bachelor of Science in Clothing and Textiles (School of Home Economics)

University of Houston, Texas - 1974
Certification in Distributive Education

Experience

Houston Independent School District (HISD), Texas- May, 1973 to June, 2018

As Marketing Education Coordinator of Bellaire Senior High School, I direct the efforts of thousands of students - leading many of my graduates into promising careers and businesses ranging from retailing and marketing to international photography, broadcasting, and journalism. Through carefully planned exercises and programs I stimulate their intellectual and social development - encouraging them to compete in events like debating, speaking, advertising, writing manuals, and displays. Several of my students have won area, state, and national organization. Many of these honors have included scholarships.

Houston Works

Texas Southern University (TSU)- Summer-1991

A project sponsored by the City of Houston to find and fund jobs for students during their summer months from school. Instruction included job ethics, values, duties, responsibilities, and more.

Jockey's of Houston, Texas - 1969 to 1973

Assistant Buyer

Montgomery Ward, Houston, Texas - 1968 to 1968

Interior Decorator

Attributes

Twenty years of experience in helping to build a program that exhibits progressive growth and a positive public relations image. Special emphasis is brought to interpersonal and public media communication skills.

Described by myself and others as energetic, enthusiastic, and self-motivated, I possess the ability to motivate others and express independence and confidence in performing my duties. I express independence and confidence in my performance of duties with minimal or no supervision.

Activities include membership in the American Vocational Association (AVA), MADET, Nadet, Southwest Bellaire Chamber of Commerce Education Board and the Houston Federation of Teachers. Board Member of the Southwest Place Homeowners Association

References furnished upon request.

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Sandra Pradia

281-630-4393

pradiasandra@yahoo.com

EDUCATIONAL PHILOSOPHY

I believe I possess the necessary skills and life experience you are seeking and would make a valuable addition to your team. Currently, I work as a Substitute Teacher and I am in a certification program I am looking to transition into education permanent. My method of instruction is goal-based, thorough and interesting. The teachers I remember most are the ones who cared about my well-being as well as my education. I would like to provide the same type of positive and nurturing environment so that every student I meet will be motivated to thrive. Shaping the youth for the future is my passion. I am in search of a school district that will allow me to provide this type of enrichment to the students while building my knowledge base and instructional experience.

PROFESSIONAL EXPERIENCE

Alvin Independent School District, Houston, TX

Associate Teacher, November 2015 – Present

- Covered giving instructions and organizing the classroom environment as to enhance student learning during the period of absence of the regular classroom teacher.
- Work out of the teacher lesson plan give out class work and assignment's and ensure effective discipline and class control
- Conclude evaluations and daily reports to give account information pertaining to the events of the day
- Ensured a favorable learning environment that is suitable to the welfare and development of students
- Long Term Assignment Nolan Ryan Jr. High March -Present

Sun Trust Mortgage, Houston, TX

Executive Assistant, March 2014 – January 2016

- Routinely monitored, sorted, and prioritized and made responses to incoming emails and prepared correspondence for EVP's signature and at the direction of the supervisor
- Followed-up with client regularly to ensure satisfaction with the performance of newly placed individuals for temporary assignments; maintains contact with recently placed applicants; promptly addressed any issues either party may be having; provided appropriate feedback/counsel to staffing vendors; terminated temporary assignments in accordance with policy set forth in client contract.
- Created and maintained all associate, client, and work order computer files; inputs application data into the system
- Arranged travel for EVP and Director. Provided guidance and training on process and technology to client and suppliers end- users
- Distributed orders to the appropriate staffing partners in accordance with the contract terms
- Reviewed candidate resumes confirming all client requirements are met
- Assisted with scheduling interviews and handling the new hire on-boarding activities on a daily basis
- Reviewed and processes company credit card activity, expense reports and accounts payable
- Maintained office supplies inventory by checking stock to determine inventory level; anticipating needed supplies; evaluating new office products; placing and expediting orders for supplies; verifying receipt of supplies
- Ensured operation of equipment by completing preventive maintenance requirements; following manufacturer's instructions; troubleshooting malfunctions; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques
- Conducted research to obtain background information on various projects

Liberty Gas & Oil Company, Houston, TX,

HR Administrative Assistant, April 2008 – March 2014

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- Responsible for performing general and human resources-related administrative tasks including but not limited to calendar management, customer service, filing, processing of employee data changed/forms, collecting data and prepared related HR statistics/reports, and other necessary administration support as needed
- Participated in administrative staff meetings and attends other meetings and seminars as necessary and to represent the department
- Coordinated communication with candidates and schedule interviews
- Gathering data and preparing reports – extracting data from existing information.
- Provided support to HR preparing work employee transactions for HR Data Management, perform various administrative activities and assist customers
- Coordinated HR projects meetings, training, surveys and take minutes
- Worked efficiently in a complex and demanding environment while maintaining a professional attitude and demeanor
- Managed time and logistics for customers supported including resolving conflicts, being decisive exercising sound business judgment and coordinating schedule with other internal/external executives' admins also displays sense of urgency
- Coordinated communication with candidates and schedule interviews
- Assisted employees with any benefit claim issues or concerns
- Compiled and update employee records hard and soft copies

Education

Bachelor's Degree, Business, University of Phoenix, Houston, TX

Act Houston, Teachers Certification Program, Houston TX

Name of Proposed Charter School:

The Rose Accelerated Learning Academy

Name of Sponsoring Entity:

Hope Center

BACKGROUND

Full Legal Name:

Alice Mae McKinney

Home Mailing Address:

9658 Ravensworth Dr.- Houston, Texas 77031

Phone Number:

713-726-1974

E-mail Address:

alice_mcknny@yahoo.com

Business Name:

Just In Time Non-Profit Foundation

Business Mailing Address:

P.O.B 311379 - Houston, Texas 77231

Business Phone Number:

713-726-1974

E-Mail Address:

www.jitfoundation.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:

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

Now that I have retired from the field of education after 45 years I feel that my experience would be valuable to this new endeavor. Also I was approached by a church member that has assisted me in my projects for the Just In Time Non- Profit Foundation.

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

At this time after being a part of the public school system for such a long time, I have never been exposed to the operations of a charter school, but I am willing to learn.

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

As a public servant a part of my job I had to serve on various committees as they were related to my curriculum, etc. I was a member of The Bellaire Chamber of Commerce (Education Board). As a member I had to help promote our mission statement which cover offering funding to outstanding students in the form of scholarships.

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

Since I was a Marketing Coordinator, my responsibility was to market my program/students to the community in order to get them placed in positions of employment. Then monitoring those students to help them obtain skills for future employment. Maintain a curriculum in the area of marketing and other related areas. Sponsor of a youth organization in compliance with my program (DECA). Managed and supervised students in the operations of our Cardinal Cove (school related store)

SCHOOL MISSION AND PROGRAM

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

I have no knowledge of that information at this time.

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

Same as answer above.

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

A positive atmosphere and strong environment for learning. An administration that is transparent and fair with all students. Instructors that look for traditional as well as creative ways to engage their students. To always remember to never leave no child behind!

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

I would need to see the mission statement for the school. At that time I would feel more comfortable in evaluating the success of the school.

GOVERNANCE

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

I do not know what the role would be since I have never been in this position.

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

By reviewing the mission statement to find out if they were aligned with the necessary guidelines as stated and also the guidelines of TEA.

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

Graduation rates, success stories, testimonies given by students, parents and community. Enrollment would certainly give us some indication also. State testing would also be a measuring stick to gauge our success.

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

Number 3 under School Mission and Program

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 am quit sure that the board will put into place procedures to follow, if an unethically acts or actions were observed. I would have no problem following those guidelines. If we are to maintain a transparent school, then we must follow the guidelines.

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.

Through working with Just In Time Non- Profit foundation

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.

A teacher for 45 years in the Houston Independent School District

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.

Just In Time Non-Profit Foundation

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

None

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

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

☐ Yes ☒ Does not apply to me.

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

CERTIFICATION

I, ALICE MAE MCKINNEY, 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 Alice Mae McKinney

Date 1-18-2020

Verification

State of TEXAS

County of Harris

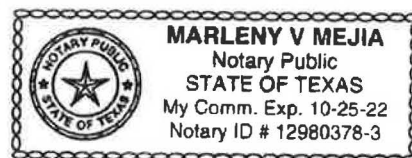
On this day, Alice Mae McKinney (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 18th day of January, 2020.

(Notary Public) Marleny V. Mejia

(Seal)

My commission expires 10/25/2022



Alice McKinney

9658 Ravensworth Dr., Houston, Texas 77031
713.5531754 Cell • 713.726.1974 Hm • 713.721.5429 Fax
E-mail : alice_mcknny@yahoo.com

Education

Prairie View A & M University, Texas - 1967
Bachelor of Science in Clothing and Textiles (School of Home Economics)

University of Houston, Texas - 1974
Certification in Distributive Education

Experience

Houston Independent School District (HISD), Texas- May, 1973 to June, 2018

As Marketing Education Coordinator of Bellaire Senior High School, I direct the efforts of thousands of students - leading many of my graduates into promising careers and businesses ranging from retailing and marketing to international photography, broadcasting, and journalism. Through carefully planned exercises and programs I stimulate their intellectual and social development - encouraging them to compete in events like debating, speaking, advertising, writing manuals, and displays. Several of my students have won area, state, and national organization. Many of these honors have included scholarships.

Houston Works

Texas Southern University (TSU)- Summer-1991

A project sponsored by the City of Houston to find and fund jobs for students during their summer months from school. Instruction included job ethics, values, duties, responsibilities, and more.

Joske's of Houston, Texas - 1969 to 1973

Assistant Buyer

Montgomery Ward, Houston, Texas - 1968 to 1969

Interior Decorator

Attributes

Twenty years of experience in helping to build a program that exhibits progressive growth and a positive public relations image. Special emphasis is brought to interpersonal and public media communication skills.

Described by myself and others as energetic, enthusiastic, and self-motivated, I possess the ability to motivate others and express independence and confidence in performing my duties. I express independence and confidence in my performance of duties with minimal or no supervision.

Activities include membership in the American Vocational Association (AVA), MADET, Nadet, Southwest Bellaire Chamber of Commerce Education Board and the Houston Federation of Teachers. Board Member of the Southwest Place Homeowners Association

References furnished upon request.

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Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

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

I have been keeping up with news reports and looking at the facts that the schools in that area are not achieving. I also know that the state is anticipating a take over in that area and I don;t think its good for the children.

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

I understand that I will be working with a team to develop policy and procedure for the school. I will be helping to develop a budget and make sure that the school successful.

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 four years experience of classroom education and currently working on completing my certification.

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

I currently have a degree and in the process of attending an education program. I have received extensive development in the field of education.

SCHOOL MISSION AND PROGRAM

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

That the staff is well trained it's vital to the education of the students success. It is important that the teachers are provided every opportunity to be trained to be a quality teacher.

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

I understand that we plan to open a per-k through 3rd and we plan on opening up a grade a year and we plan to follow the State curriculum and were going to include some additional elements pbis, phoenix program these will be school wide programs that will help improve students achievements.

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

Highly qualified teachers with proven experience in education effective parental involvement programs and a board of education committees to do what ever it takes for success.

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

The board will meet with the superintendent to receive monthly reports on student academic progress. We will analyze student grades, test scores and other data and make whatever adjustments are necessary for student success. We will know by looking at grades on benchmark, start and promotion rate.

GOVERNANCE

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

The Board will set the budget develop policy and procedures, job description set salaries and meet monthly to make sure that the school is on track.

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

We will conduct surveys to see if the parents are satisfied we will conduct data such as test scores and parents will be satisfied with the progress students are making.

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

We will meet our enrollment goals students will be succeeding test scores will be at the state level and parents will be satisfied with the progress students are making.

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

First ensure that we hire a high quality staff focus on students recruitment develop a realistic budget and monitor to make sure we stay within budget. Advertise the school in the community continuously monitor and look for ways to improve the school.

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 call for a school board meeting be up front and open about the problem discuss the problem within the board and the members. Attempt to resolve the problem within the board and the board will vote whether or not the board should stay or go.

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.

Alice McKinney Professional Educator Relationship

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

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

If yes, describe the precise nature of your relationship.

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

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

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

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

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

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

None

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

None

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

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

☐ Yes ☒ Does not apply to me.

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

CERTIFICATION

I, Sandra Pradua, 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

Sandra Pradua

Date

1/20/2020

Verification

State of Texas

County of Harris

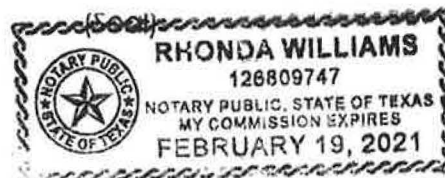
On this day, Jan 20, 2020 (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 20 day of Jan, 2020.

(Notary Public)

[Signature]

My commission expires 2-19-21



Sandra Pradia

281-630-4393

pradiasandra@yahoo.com

EDUCATIONAL PHILOSOPHY

I believe I possess the necessary skills and life experience you are seeking and would make a valuable addition to your team. Currently, I work as a Substitute Teacher and I am in a certification program I am looking to transition into education permanent. My method of instruction is goal-based, thorough and interesting. The teachers I remember most are the ones who cared about my well-being as well as my education. I would like to provide the same type of positive and nurturing environment so that every student I meet will be motivated to thrive. Shaping the youth for the future is my passion. I am in search of a school district that will allow me to provide this type of enrichment to the students while building my knowledge base and instructional experience.

PROFESSIONAL EXPERIENCE

Alvin Independent School District, Houston, TX

Associate Teacher, November 2015 – Present

- Covered giving instructions and organizing the classroom environment as to enhance student learning during the period of absence of the regular classroom teacher.
- Work out of the teacher lesson plan give out class work and assignment's and ensure effective discipline and class control
- Conclude evaluations and daily reports to give account information pertaining to the events of the day
- Ensured a favorable learning environment that is suitable to the welfare and development of students
- Long Term Assignment Nolan Ryan Jr. High March -Present

Sun Trust Mortgage, Houston, TX

Executive Assistant, March 2014 – January 2016

- Routinely monitored, sorted, and prioritized and made responses to incoming emails and prepared correspondence for EVP's signature and at the direction of the supervisor
- Followed-up with client regularly to ensure satisfaction with the performance of newly placed individuals for temporary assignments; maintains contact with recently placed applicants; promptly addressed any issues either party may be having; provided appropriate feedback/counsel to staffing vendors; terminated temporary assignments in accordance with policy set forth in client contract.
- Created and maintained all associate, client, and work order computer files; inputs application data into the system
- Arranged travel for EVP and Director. Provided guidance and training on process and technology to client and suppliers end- users
- Distributed orders to the appropriate staffing partners in accordance with the contract terms
- Reviewed candidate resumes confirming all client requirements are met
- Assisted with scheduling interviews and handling the new hire on-boarding activities on a daily basis
- Reviewed and processes company credit card activity, expense reports and accounts payable
- Maintained office supplies inventory by checking stock to determine inventory level; anticipating needed supplies; evaluating new office products; placing and expediting orders for supplies; verifying receipt of supplies
- Ensured operation of equipment by completing preventive maintenance requirements; following manufacturer's instructions; troubleshooting malfunctions; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques
- Conducted research to obtain background information on various projects

Liberty Gas & Oil Company, Houston, TX,

HR Administrative Assistant, April 2008 – March 2014

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- Responsible for performing general and human resources-related administrative tasks including but not limited to calendar management, customer service, filing, processing of employee data changed/forms, collecting data and prepared related HR statistics/reports, and other necessary administration support as needed
- Participated in administrative staff meetings and attends other meetings and seminars as necessary and to represent the department
- Coordinated communication with candidates and schedule interviews
- Gathering data and preparing reports – extracting data from existing information.
- Provided support to HR preparing work employee transactions for HR Data Management, perform various administrative activities and assist customers
- Coordinated HR projects meetings, training, surveys and take minutes
- Worked efficiently in a complex and demanding environment while maintaining a professional attitude and demeanor
- Managed time and logistics for customers supported including resolving conflicts, being decisive exercising sound business judgment and coordinating schedule with other internal/external executives' admins also displays sense of urgency
- Coordinated communication with candidates and schedule interviews
- Assisted employees with any benefit claim issues or concerns
- Compiled and update employee records hard and soft copies

Education

Bachelor's Degree, Business, University of Phoenix, Houston, TX

Act Houston, Teachers Certification Program, Houston TX

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

The Rose Accelerated Learning Academy

Name of Sponsoring Entity:

Hope Center

BACKGROUND

Full Legal Name:

Dr. Gladys Moton

Home Mailing Address:

11257 Albert Moorehead Conroe, Texas 77302

Phone Number:

832-752-0422

E-mail Address:

gladysmoton7@gmail.com

Business Name:

Houston Baptist University (Adjunct Professor)

Business Mailing Address:

Business Phone Number:

E-Mail Address:

gmoton@hbu.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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As an educator, I believe in providing opportunities for students and their families that will promote student success.

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

The role of a public charter school board member is to provide leadership and to govern the institution.

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

Although I have not served on a school board, I have 34 years of experience in education with the last 24 years serving as a building principal in Aldine ISD. Thus, I have first hand knowledge of what makes an effective school.

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

My knowledge of pedagogy coupled with my vision of high expectations for student achievement would be a few things I bring to the board. I understand the TEA accountability system and how to support students.

The role of a public charter school board member is to provide leadership and to govern the institution.

SCHOOL MISSION AND PROGRAM

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

The Rose Accelerated Learning Academy will provide a safe learning environment where all children can succeed and become productive and responsible citizens.

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

The school will serve students in PK2-3rd grade. The school will use a comprehensive curriculum aligned to Texas standards. The campus will use The Continuous Improvement Model. Professional development will be the ongoing to provide teachers with tools to meet the needs of all learners. Professional Learning Communities will meet weekly.

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

I believe successful schools have a clear laser-like focus with high expectations. All stakeholders are aware and buy into the vision and mission of the school. Quality leadership is also key to effective schools. The leadership and teachers must collaborate on best practices. Reflecting on data is critical to the teaching and learning process. Professional development is align to th needs of students.

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

With the Continuous Improvement Model, administrators and teachers will monitor and improve on practices as they evaluate, monitor, respond to intervention, and enrich students' academic skills. PLAN-disaggregate and analyze data, plan curriculum and instruction. DO- Implement, teach and access. CHECK- reflect, monitor, serve, and support. ACT- revise, adjust, and align,

GOVERNANCE

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

The school board set the tone/culture for the school by setting the vision, mission, and core beliefs. The board is responsible for setting policies and giving direction to all stakeholders. The board is also responsible for setting and overseeing the budget. The task of hiring and evaluating the superintendent is the responsibility of the board.

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

The success of the school will be measured by evaluating student achievement, end of year budget, and the information gathered through The Continuous Improvement Model.

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

At the end of four years, we will look at sustained continuous growth as a measure.

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

We must first determine what our criteria would be for success. After we determine what to measure, we will track/measure it quarterly through progress monitoring using a scorecard.

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

The board must first adopt a code of ethics and put an evaluation for board member in place. Document any instance where the board member is not following the code of ethics.

DISCLOSURES

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

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

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

Signature

[Signature]

Date

1-9-2020

Text

State of Texas

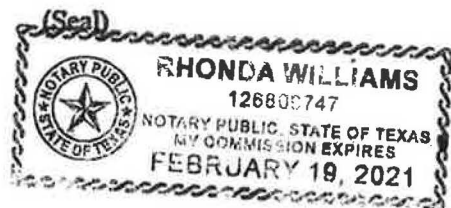
County of Harris

On this day, Jan. 20, 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 20 day of Jan, 2020.

(Notary Public) [Signature]

My commission expires 2-19-21



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GLADYS A. MOTON

OBJECTIVE

To secure a position in education that will utilize my knowledge and skills as I strive for excellence.

EMPLOYMENT

- | | | |
|---|--------------------------|--|
| January 2018-Present | Adjunct Professor | Houston Baptist University
Houston, Texas |
| June 2018-June 2019 | Principal | Aldine ISD/Griggs EC/PK/K School
Houston, Texas |
| <ul style="list-style-type: none">• Opened new school• Supervise all professional and support personnel assigned to campus• Monitor instructional program• Insure planning for instruction and student achievement• Promote a positive school climate• Personnel Management• Administration and Fiscal/Facilities Management• Build School/Community Relations• Promote Academic Excellence | | |
| July 2008-June 2018 | Principal | Aldine ISD/Jones EC/PK/K Center
Houston, Texas |
| <ul style="list-style-type: none">• Opened new school• Supervise all professional and support personnel assigned to campus• Monitor instructional program• Insure planning for instruction and student achievement• Promote a positive school climate• Personnel Management• Administration and Fiscal/Facilities Management• Build School/Community Relations• Promote Academic Excellence | | |
| July 1995-June 2008 | Principal | Aldine ISD/Calvert Elementary
Houston, Texas |
| <ul style="list-style-type: none">• Supervise all professional and support personnel assigned to campus• Monitor instructional program• Insure planning for instruction and student achievement• Promote a positive school climate• Facilitate School Improvement• Personnel Management• Administration and Fiscal/Facilities Management• Build School/Community Relations• Promote Academic Excellence | | |
| Aug. 1994-1995 | Asst. Principal | Aldine ISD/Calvert Elementary
Houston, Texas |
| <ul style="list-style-type: none">• Monitored curriculum and instruction• Monitored report cards, lesson plan, and progress notes | | |

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- Monitored the VISA [Volunteers in Schools of Aldine] program
- Chairperson over school climate committee

**Dec. 1991-1994 Skills Specialist Aldine ISD/Calvert Elementary
Houston, Texas**

- Building test coordinator
- Modeled instructional strategies
- Disaggregated, analyzed, and disseminated test data for decision making
- Taught grade level standards using a variety of methods to address individual learning styles

**Aug. 1991-1991 Teacher Aldine ISD/Calvert Elementary
Houston, Texas**

- Used instructional strategies to meet the academic needs of each student
- Taught grade level standards using a variety of methods to address individual learning styles
- Maintained class records
- Maintained a safe and orderly classroom conducive to learning
- Member of the steering committee

**Aug. 1985-1991 Teacher Aldine ISD/Oleson Elementary
Houston, Texas**

- Used instructional strategies to meet the academic needs of each student
- Taught grade level standards using a variety of methods to address individual learning styles
- Maintained class records
- Maintained a safe and orderly classroom conducive to learning
- Grade level chairperson
- Committer chairperson
- Member of the steering committee

EDUCATION

Doctor of Education

University of Houston	Houston, Texas	2015
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Master of Education

Prairie View A & M University	Prairie View, Texas	1996
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Bachelor of Science: Education

Texas Southern University	Houston, Texas	1985
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AWARDS/RECOGNITIONS

TEA Recognized School [2007, 2006, 2004, 2000, 1999, 1998, 1997]

Title I Honored

Title I Commended

Gold Performance Awards [Reading, Math, and Writing]

The Rose Accelerated Learning Academy

Organizational Chart- Year One

Board of Directors Hope Center

Governing body of the nonprofit organization and the charter school. Responsible for hiring the superintendent/principal, developing school policies and procedures, budget allocations and approving all charter school operations.

Superintendent/Principal

This is a dual role for the first three years of the school. The superintendent will report to the Board of Directors of Hope Center. Responsible for oversight of the instructional program, developing the school budget for approval by the board, hiring and supervising the principal, and ensuring that the mission and vision of the school are upheld. The superintendent is also responsible for completing all state and federal reports and submitting them to the appropriate agencies in a timely manner.

Instructional Staff (Teachers)

The teachers will be responsible for implementing the curriculum, managing the classroom, student achievement, administering assessment, and student progress reporting. Teachers will report to the superintendent/principal.

PEIMS Clerk

The PEIMS clerk shall be responsible for ensuring that all state and district required student data is collected and input into the data system in a timely and accurate manner. He/she will also provide periodic reports to the principal/superintendent and the Board of Directors. The PEIMS clerk will report to the principal/superintendent.

Front Office Clerk

The office clerk will be the initial point of contact for any non-employees either in person or by telephone. This person will also collect admission records, create correspondence and other information needed by the superintendent/principal. Handle all front office duties as assigned by the principal/superintendent.

Custodian

The custodian will report to the principal/superintendent. This person will be responsible for maintaining a clean and orderly environment for the students. This person will report any maintenance issues to the superintendent/principal in a timely manner. The custodian will requisition and keep track of supplies and material necessary for building maintenance.

The Rose Accelerated Learning Academy

Organizational Chart- At Capacity

Board of Directors Hope Center

Governing body of the nonprofit organization and the charter school. Responsible for hiring the superintendent/principal, developing school policies and procedures, budget allocations and approving all charter school operations.

Superintendent/Principal

This is a dual role for the first three years of the school. The superintendent will report to the Board of Directors of Hope Center. Responsible for oversight of the instructional program, developing the school budget for approval by the board, hiring and supervising the principal, and ensuring that the mission and vision of the school are upheld. The superintendent is also responsible for completing all state and federal reports and submitting them to the appropriate agencies in a timely manner.

Instructional Staff (Teachers)

The teachers will be responsible for implementing the curriculum, managing the classroom, student achievement, administering assessment, and student progress reporting. Teachers will report to the superintendent/principal.

PEIMS Clerk

The PEIMS clerk shall be responsible for ensuring that all state and district required student data is collected and input into the data system in a timely and accurate manner. He/she will also provide periodic reports to the principal/superintendent and the Board of Directors. The PEIMS clerk will report to the principal/superintendent.

Front Office Clerk

The office clerk will be the initial point of contact for any non-employees either in person or by telephone. This person will also collect admission records, create correspondence and other information needed by the superintendent/principal. Handle all front office duties as assigned by the principal/superintendent.

Custodian

The custodian will report to the principal/superintendent. This person will be responsible for maintaining a clean and orderly environment for the students. This person will report any maintenance issues to the superintendent/principal in a timely manner. The custodian will requisition and keep track of supplies and material necessary for building maintenance.

Professional Experience

Sam Houston State University- Department of Education (Field Supervisor)	2017-Present
Shekinah Radiance Academy-	
<i>West Columbia Charter School (PK-12)- Reading Specialist/Principal</i>	2012-2016
<i>Village At South Park Charter School- Instructional Leader/Principal</i>	2013-2015
Galveston ISD- 2ND Appraiser (External)/Brazosport ISD (Administrative Sub)	2011-2012
Professional Service Provider (PSP)-TEA/TCDSS	2009-2018
HOUSTON INDEPENDENT SCHOOL DISTRICT, Houston, TX	
<i>Texas Education Agency- Campus Intervention Team (CIT/PSP)</i>	2006-2008
FORT BEND INDEPENDENT SCHOOL DISTRICT, Sugar Land, TX	
<i>Principal</i>	1994-2005 (Retired)
<i>Assistant Principal</i>	1991-1994
<i>Reading Specialist</i>	1989-1990
<i>Teacher-1st Grade/Team Leader</i>	1980-1989
HOUSTON INDEPENDENT SCHOOL DISTRICT, Houston, TX	
<i>Title I Coordinator</i>	1990-1991
LAMAR CONSOLIDATED SCHOOL DISTRICT, Rosenberg, TX	
<i>Teacher-3rd Grade</i>	1978-1980
ALDINE INDEPENDENT SCHOOL DISTRICT, Houston, TX	
<i>Teacher-K thru 2nd Grade</i>	1973-1978

Professional Certifications

Reading Specialist • Kindergarten • Mid-Management

Professional Affiliations

Texas Elementary Principal and Supervision Ass.	Phi Delta Kappa	Delta Sigma Theta Sorority Inc.
Houston Area Alliance of Black School Educators	National Reading Ass.	Association for Supervision/Curriculum Development

Training

Texas Teacher Evaluation- (T-TESS)	Classroom Management	Title I School
Time Management	Effective Schools Training	Gifted and Talented Training
STAAR/Data Training	Early Childhood	Gallup Training
Creative Teaching Techniques	From ILT to ILD Training	Reading Recovery Training
Effective Schools Leadership Institute	Professional Development/Appraisal System	National Reading Styles

Awards

Teacher of the Year 1988-Ridgegate • Lifetime Membership-Texas PTA • Recognized Campus for 3 years

Education

Master of Education, Texas Southern University, Houston, TX, 1983
Bachelor of Arts-Education/English, Sam Houston State University, Huntsville, TX, 1973
General Curriculum, Victoria Junior College, Victoria, TX

Finance/Operations/Governance Superintendent CEO

The board has chosen Shirley M. Johnson to serve in the dual roles of superintendent/principal. Mrs. Johnson has had a long and distinguished career in the field of public education. She has been an elementary teacher in both Aldine ISD and Houston ISD. She served as Title I coordinator in Houston ISD before going on to Fort Bend ISD where she held the positions of reading specialist, assistant principal, and principal. After retiring from public school service, she began a new career as an educational consultant. She worked with the Texas Education Agency as a CIT (Campus Intervention Team) and a PSP (Professional Service Provider). She has also served as a principal in served charter schools in the Houston area. Mrs. Johnson is currently employed as a University Supervisor for student teachers at Sam Houston State University. Mrs. Johnson has agreed to accept a two-year contract at a reduced rate of pay and to assume the roles of superintendent and principal to help the Sunnyside community get the school to operational status.

The superintendent/principal will be initially be given a 20-month contract. This contract will begin in January 2020. The contract will encompass half of the startup year and the entire first year of operations. After the first year of operations, she will be evaluated and another contract term will be negotiated if the school board is satisfied with her performance.

The Board of Education will develop an evaluation instrument for the superintendent/principal position. Indicators to be included on the evaluation include:

- Instructional management (effectiveness of instructional program operations)
- Student Achievement (promotion rate, test scores, attrition rate)
- Community/Parent Involvement (ability to involve stakeholders effectively)
- Fiscal Management (ability to manage budgets)
- Professional Development (effectiveness of personal and staff development)
- Data analysis (ability to utilize data to make instructional and programming decisions)
- Team Building (ability to build and maintain a cohesive school team)
- Shared decision making (ability to work collaboratively with school groups)
- Facilities Management (ability to maintain a safe, orderly facility)
- Data collection and reporting (to both the Board and Texas Education Agency)
- Student Discipline and Management (ability to maintain order in the school)
- Board Relations (ability to maintain a cooperative relationship with board members)

The starting salary of the superintendent/principal will be \$60,000. In addition to this salary, Mrs. Johnson will also receive a cell phone and an allowance for school related mileage to be reimbursed at the current state rate. We looked at independent school district salaries of comparable size to determine the salary. Salaries ranged from approximately \$81,000 to \$112,000. Mrs. Johnson has agreed to accept a salary at the lower end of the salary scale for comparable districts. The budgeted amounts for the salary of \$60,000, cell phone allowance of \$100.00 per month and approximate mileage allowance of \$200.00 per month are included in the financial plan workbook.

Finance/Operations/Governance Superintendent CEO

The board has chosen Shirley M. Johnson to serve in the dual roles of superintendent/principal. Mrs. Johnson has had a long and distinguished career in the field of public education. She has been an elementary teacher in both Aldine ISD and Houston ISD. She served as Title I coordinator in Houston ISD before going on to Fort Bend ISD where she held the positions of reading specialist, assistant principal, and principal. After retiring from public school service, she began a new career as an educational consultant. She worked with the Texas Education Agency as a CIT (Campus Intervention Team) and a PSP (Professional Service Provider). She has also served as a principal in served charter schools in the Houston area. Mrs. Johnson is currently employed as a University Supervisor for student teachers at Sam Houston State University. Mrs. Johnson has agreed to accept a two-year contract at a reduced rate of pay and to assume the roles of superintendent and principal to help the Sunnyside community get the school to operational status.

The superintendent/principal will be initially be given a 20-month contract. This contract will begin in January 2020. The contract will encompass half of the startup year and the entire first year of operations. After the first year of operations, she will be evaluated and another contract term will be negotiated if the school board is satisfied with her performance.

The Board of Education will develop an evaluation instrument for the superintendent/principal position. Indicators to be included on the evaluation include:

- Instructional management (effectiveness of instructional program operations)
- Student Achievement (promotion rate, test scores, attrition rate)
- Community/Parent Involvement (ability to involve stakeholders effectively)
- Fiscal Management (ability to manage budgets)
- Professional Development (effectiveness of personal and staff development)
- Data analysis (ability to utilize data to make instructional and programming decisions)
- Team Building (ability to build and maintain a cohesive school team)
- Shared decision making (ability to work collaboratively with school groups)
- Facilities Management (ability to maintain a safe, orderly facility)
- Data collection and reporting (to both the Board and Texas Education Agency)
- Student Discipline and Management (ability to maintain order in the school)
- Board Relations (ability to maintain a cooperative relationship with board members)

The starting salary of the superintendent/principal will be \$60,000. In addition to this salary, Mrs. Johnson will also receive a cell phone and an allowance for school related mileage to be reimbursed at the current state rate. We looked at independent school district salaries of comparable size to determine the salary. Salaries ranged from approximately \$81,000 to \$112,000. Mrs. Johnson has agreed to accept a salary at the lower end of the salary scale for comparable districts. The budgeted amounts for the salary of \$60,000, cell phone allowance of \$100.00 per month and approximate mileage allowance of \$200.00 per month are included in the financial plan workbook.

The job descriptions for the leadership team have not been developed, therefore, we have no attachments for 17 and 18

No evaluation tools for evaluation for the leadership team have not been developed, therefore, we have no attachments for 19.

Professional Experience

Sam Houston State University- Department of Education (Field Supervisor)	2017-Present
Shekinah Radiance Academy-	
<i>West Columbia Charter School (PK-12)- Reading Specialist/Principal</i>	2012-2016
<i>Village At South Park Charter School- Instructional Leader/Principal</i>	2013-2015
Galveston ISD- 2ND Appraiser (External)/Brazosport ISD (Administrative Sub)	2011-2012
Professional Service Provider (PSP)-TEA/TCDSS	2009-2018
HOUSTON INDEPENDENT SCHOOL DISTRICT, Houston, TX	
<i>Texas Education Agency- Campus Intervention Team (CIT/PSP)</i>	2006-2008
FORT BEND INDEPENDENT SCHOOL DISTRICT, Sugar Land, TX	
<i>Principal</i>	1994-2005 (Retired)
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<i>Title I Coordinator</i>	1990-1991
LAMAR CONSOLIDATED SCHOOL DISTRICT, Rosenberg, TX	
<i>Teacher-3rd Grade</i>	1978-1980
ALDINE INDEPENDENT SCHOOL DISTRICT, Houston, TX	
<i>Teacher-K thru 2nd Grade</i>	1973-1978

Professional Certifications

Reading Specialist • Kindergarten • Mid-Management

Professional Affiliations

Texas Elementary Principal and Supervision Ass.	Phi Delta Kappa	Delta Sigma Theta Sorority Inc.
Houston Area Alliance of Black School Educators	National Reading Ass.	Association for Supervision/Curriculum Development

Training

Texas Teacher Evaluation- (T-TESS)	Classroom Management	Title I School
Time Management	Effective Schools Training	Gifted and Talented Training
STAAR/Data Training	Early Childhood	Gallup Training
Creative Teaching Techniques	From ILT to ILD Training	Reading Recovery Training
Effective Schools Leadership Institute	Professional Development/Appraisal System	National Reading Styles

Awards

Teacher of the Year 1988-Ridgegate • Lifetime Membership-Texas PTA • Recognized Campus for 3 years

Education

Master of Education, Texas Southern University, Houston, TX, 1983
Bachelor of Arts-Education/English, Sam Houston State University, Huntsville, TX, 1973
General Curriculum, Victoria Junior College, Victoria, TX

2314 SHOREBROOK DR. • PEARLAND, TEXAS 77584 • 713-501-3116

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of Sponsoring Entity: Hope Center

BACKGROUND

Full Legal Name: Barrett Lee Brooks

Home Mailing Address: 2903 Lake Shore Harbour Dr., Missouri City, Texas 77459

Phone Number: 713-823-8340

E-mail Address: bbrooks1962@gmail.com

Business Name: LakeShore Training Solutions

Business Mailing Address: 2903 Lake Shore Harbour Dr., Missouri City, Texas 77459

Business Phone Number: 713-823-8340

E-Mail Address: brooksdon1@yahoo.com

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

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

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

I am motivated to serve on the board because of the immense educational needs of students within the prospective charter school's attendance zone. Currently, many students attending neighboring campuses are achieving at disproportionate levels when compared to their peers. As a result, a charter school will provide students and parents with another education option. Thereby strengthening the academic and social developmental needs of scholars enrolled. As a board member I can offer guidance and support which has been garnered over an extensive career in public education.

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

A board member's role is multifaceted. It starts with providing strategic direction to the school; while affording the principal some autonomy in the day to day operations. With leadership in mind, the board is charged with hiring an effective instructional leader. Members must monitor, evaluate, and provide ongoing feedback to the principal ensuring alignment with the strategic vision. The board members are also responsible for financial oversight. Ensuring that the school's budget is being appropriately dispersed.

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.

Although I have not served on a school board, I am uniquely qualified to function in this capacity. As a career educator and former school leader, I understand what it takes to effectively improve teaching and learning for the at-risk student. Additionally, I have a good grasp of school governance and applicable local, state, and federal guidelines.

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

I've served in public education for more than 27 years. My roles included teacher, assistant principal, dean of instruction, and principal. These roles allowed me to work with diverse student populations; which included, but was not limited to those with significant learning deficits. As a campus principal I led a turnaround effort of a chronically struggling middle school by implementing and overseeing the utilization of best practices among staff. I have experience coaching both teachers and administrators.

SCHOOL MISSION AND PROGRAM

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

The school's guiding belief is that all children are capable of learning, albeit at varying rates. Thus, the mission is to address the needs of its diverse student body by implementing individualized learning plans. These educational plans will focus on skill specific content; thus allowing for the acceleration of learning for those students who struggle with various skills and content.

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

The school will offer a regular educational program targeting EE-3rd grades. The campus will also address the needs of the GT student, as well as those who are receiving services under the special education umbrella.

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

Key attributes of a successful school are: small classes, effective and caring teachers within every classroom, a strong and knowledgeable instructional leader, ongoing community involvement, and an authentic daily focus on teaching and learning.

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

The Rose Accelerated Learning Academy will utilize a matrix system for the purpose of internal audits. The audits will provide real-time data; which will inform the board of the campus' strengths and weaknesses. For example, reports noting student achievement will alert school leaders about student's growth and or the need for remediation. Whatever the case, an individualized plan can be developed and monitored.

GOVERNANCE

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

The board will establish policy for school governance. A part of that is to maintain oversight of the budget ensuring fiscal responsibility. The board will also serve as a liaison between the community and the school to make sure that stakeholders input is appropriately heard. The board is also tasked with ensuring that the school adheres to applicable local, state, and federal laws.

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

A review of the school's governance matrix will help to inform the campus' annual status. Specifically, the analysis will evaluate academics, attendance, culture, student behavior, and parental engagement. Additionally, the utilization of the state's accountability rating will be a primary indicator of the campus' success in year one (1).

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

Ultimately student achievement along with meeting the standards established by the state will be the determining factors in the school's success. However, notable points worthy of discussion will be the measurable closure of achievement gaps among various student groups, a renewed and positive school culture, greater documented community involvement, and demonstrated fiscal financial accountability.

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

To ensure that a school is successful, it is incumbent upon the board to provide strategic direction. This should include timely and relevant feedback. Training for instructional staff on best practices will also be another consideration. Additionally, ensuring that funds are appropriately allocated to meet the needs of students must be frequently reviewed.

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 believe another board member is acting unethically, I'd follow a 2-3 step process. Initially I'd bring the inappropriate behavior to the member's attention, along with the board's president. Next, I'd monitor the member's actions to determine if there is a change in his/her behavior. Finally, if the behavior continues I'd make a complaint with TEA. It should be noted however that if the behavior violates the law, or is detrimental to students, then I'd immediately report it to TEA and other agencies as appropriate.

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.

Lake Shore Training Solutions

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

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

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01 (5) Code of Criminal Procedure?
☐ Yes ☒ Does not apply to me.

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

CERTIFICATION

I, Barrett C. Brooks, 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 Barrett C. Brooks Date 12-21-18

Verification

State of Texas

County of Fort Bend

On this day, Barrett C. Brooks (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 21st day of December, 2018.

(Notary Public) Joydella Davis

My commission expires 5/8/2019

(Seal)



Professional Experience

Sam Houston State University- Department of Education (Field Supervisor)	2017-Present
Shekinah Radiance Academy-	
<i>West Columbia Charter School (PK-12)- Reading Specialist/Principal</i>	2012-2016
<i>Village At South Park Charter School- Instructional Leader/Principal</i>	2013-2015
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Reading Specialist • Kindergarten • Mid-Management

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Training

Texas Teacher Evaluation- (T-TESS)	Classroom Management	Title I School
Time Management	Effective Schools Training	Gifted and Talented Training
STAAR/Data Training	Early Childhood	Gallup Training
Creative Teaching Techniques	From ILT to ILD Training	Reading Recovery Training
Effective Schools Leadership Institute	Professional Development/Appraisal System	National Reading Styles

Awards

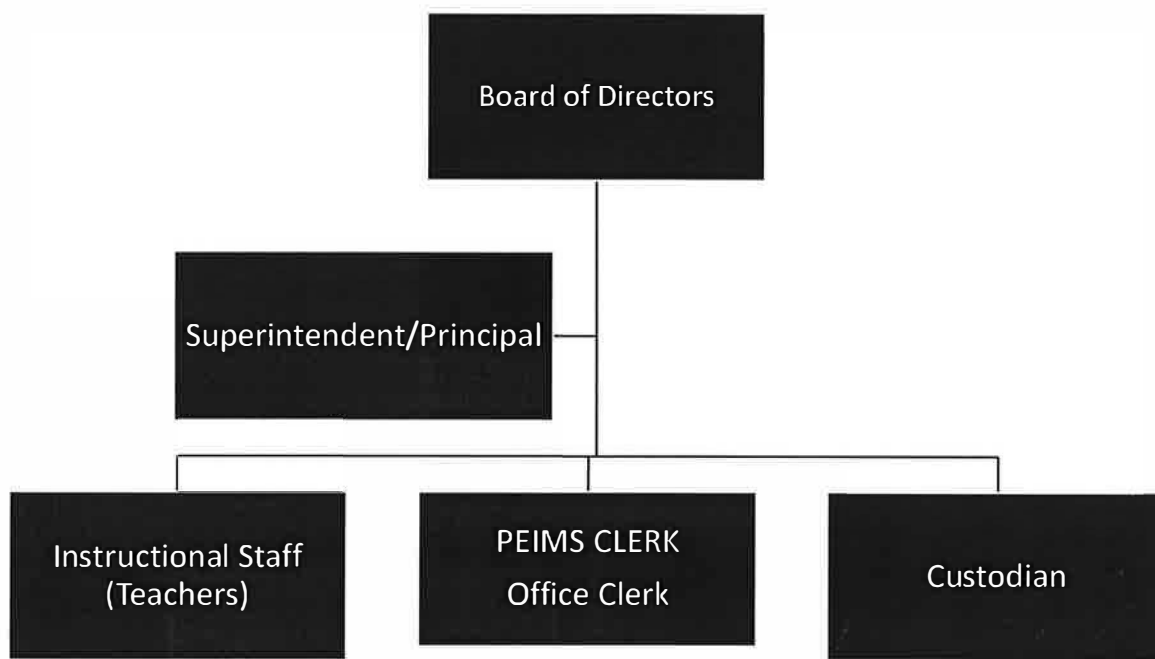
Teacher of the Year 1988-Ridgegate • Lifetime Membership-Texas PTA • Recognized Campus for 3 years

Education

Master of Education, Texas Southern University, Houston, TX, 1983
Bachelor of Arts-Education/English, Sam Houston State University, Huntsville, TX, 1973
General Curriculum, Victoria Junior College, Victoria, TX

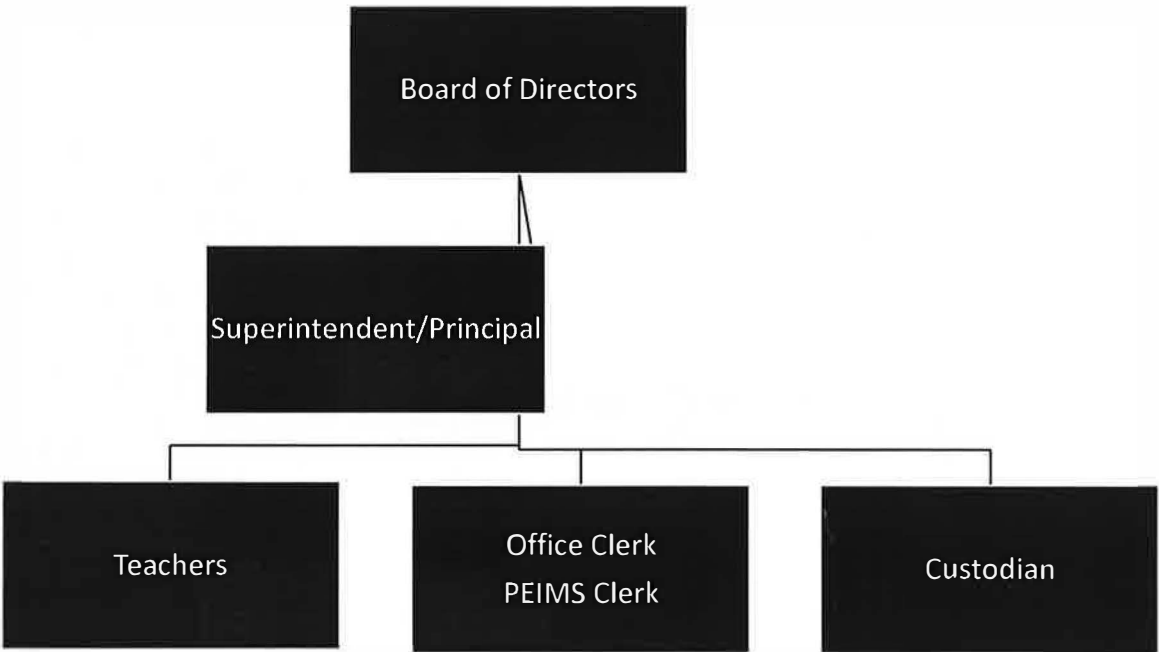
Staffing Chart

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	.5	.5	.5	1	1	1
Chief Financial Officer	0	0	0	0	0	0
Chief Operating Officer	0	0	0	0	0	0
Other Central Office staff	0	0	0	0	0	0
Total central office FTEs	1	1			1	1
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	.5	.5			1	1
Teachers (<i>create a separate row for each grade or core subject</i>)	12	13			21	21
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual						
Teachers, Special Education						
Student support staff (e.g., paraprofessionals, counselors)	1	1	1	1	1	1
Campus operations (e.g., PEIMS coordinator, clerk)	1	1	1	1	1	1
Total elementary FTEs	16	17	20	25	28	28
Total charter school staff	16	17	20	25	28	28
Teacher-student ratio	20:1	21:1	21:1	20:1	21:1	21:1

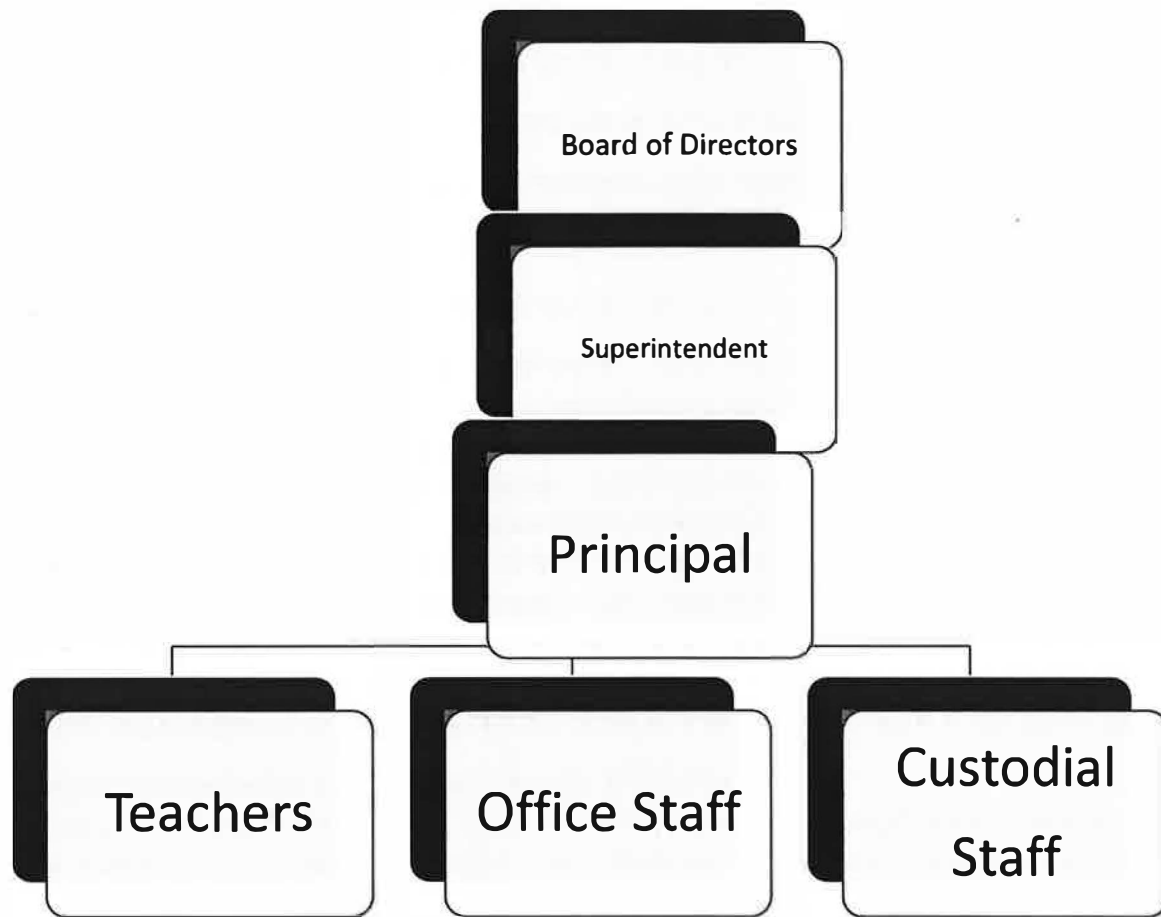


Organizational Chart-Year One

Year Two Organizational Chart



Organizational Chart-At Capacity



Superintendent Evaluation Tool

The Rose Accelerated Learning Academy will utilize the TASB (Texas Association of School Boards) Recommended Superintendent Evaluation instrument detailed on the following pages as guidance for the development of an appraisal system for the superintendent. TEA requirements are that "A district may develop its own appraisal process and performance criteria in consultation with the district and campus-level committees, which is then adopted by the board."

<https://www.tasb.org/services/leadership-team-services/resources/superintendent-evaluation.aspx>

The board will review the TASB Superintendent Evaluation Instrument and determine whether to use it in its entirety, or make additions and changes.

Insert District Name Superintendent Evaluation Instrument

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the Commissioner-Recommended Student Performance Domain worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent’s individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed Commissioner-Recommended Student Performance Domain Worksheet for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. Instructional management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. Student services management: The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:

- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

C. Staff development and professional growth: The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments Click or tap here to enter text.

District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. Facilities and operations management: The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. Fiscal management: The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:

- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

C. Human resources management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. Board relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
- Other (Insert specific data or reports to be furnished by the administration.)

(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. Community Relations: The superintendent maintains a positive and productive working relationship with the community. The board may want to see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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

Health Insurance

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Damon ISD	020910	Damon, TX	209	39,900-54,000
Devers ISD	146903	Devers, TX	175	47,803-105,984
Sabine Pass	123913	abine Pass, TX	372	44,241-53,535

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of Sponsoring Entity: The Hope Center

Position Title: Classroom Teacher

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. Develop lesson plans in line with the prescribed curriculum for subject and grade level
2. Present subject matter , monitor and adjust instruction, as needed to ensure student success
3. Establish and maintain a safe and orderly classroom environment
4. Establish positive, effective relationships with students, parents, and the school community
5. Utilize a variety of teaching tools, including media and technology, to reach all learners
6. Evaluate students and maintain records of student progress and provide periodic reports to parents
7. Ensure that students are prepared for district and state mandated assessments
8. Provide accomodations for students from diverse backgrounds or with special needs
9. Attend professional development and incorporate training into classroom practices
10. Perform other duties as assigned by the principal

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Bartlett ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett, TX"/>	<input type="text" value="352"/>	<input type="text" value="26,902"/>
<input type="text" value="Devers ISD"/>	<input type="text" value="146903"/>	<input type="text" value="Devers, TX"/>	<input type="text" value="175"/>	<input type="text" value="31,940"/>
<input type="text" value="Sabine Pass"/>	<input type="text" value="123913"/>	<input type="text" value="Sabine Pass, TX"/>	<input type="text" value="372"/>	<input type="text" value="27,341-44,930"/>

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of Sponsoring Entity: The Hope Center

Position Title: PEIMS Clerk

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. Utilize computer and software to develop databases and documents for student and school data

2. Maintain accurate attendance and other PEIMS data records

3. Prepare reports to include student data, attendance, grades, class and personnel rosters

4. Maintain computerized and physical reports including students cumulative data

5. Secure student transfer records and send out records to other schools in a timely manner

6. Be able to follow directions, use reasoning skills, and pay attention to detail

7. Report excessive student absences to parents and principal

8. Complete all district and state reports by the deadline dates

9. Register incoming students and enter student information into PEIMS database

10. Perform other duties as assigned by the principal

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Damon ISD"/>	<input type="text" value="020910"/>	<input type="text" value="Damon, TX"/>	<input type="text" value="209"/>	<input type="text" value="81,112-131251"/>
<input type="text" value="Devers ISD"/>	<input type="text" value="146903"/>	<input type="text" value="Devers, TX"/>	<input type="text" value="175"/>	<input type="text" value="6.338-205,987"/>
<input type="text" value="Bartlett ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett, TX"/>	<input type="text" value="342"/>	<input type="text" value="100,000"/>

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of Sponsoring Entity: The Hope Center

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. Lead the implementation of the mission and vision of the school

2. Responsible for hiring , coaching, and supervising a highly qualified administrative and instructional staff

3. Serve as school principal leading instruction, assessment, school improvemet and student achievement

4. Develop school policies and procedures for all programs, including facilities and maintenance

5. Ensure that all federal and state laws and policies are followed

6. Maintain campus focus to ensure that high quality educational standards are maintained

7. Approve all reports and submissions to TEA and other agencies as required

8. Develop the school's strategic plan for student achievement, assessment, and data analysis along with the site based committee and board members

9. Lead the requirement effort to ensure that enrollment projections are met and maintained

10. Develop and implement a plan for parental and community involvement

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of Sponsoring Entity: The Hope Center

Position Title: Custodian

Reports to: Principal

Salary Range: \$20,000-30,000

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

Health Insurance

Proposed Location (City and County): Houston, Harris

Number of Students anticipated in year one: 50 In year five: 500

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: None

Certification
Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett, TX	352	26,000
Devers ISD	146903	Devers, TX	175	21,973
Damon ISD	020910	Damon, TX	209	20,375

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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

Health Insurance

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett, TX	352	31,940
Devers ISD	146903	Devers, TX	175	29,864
Damon ISD	020910	Damon, TX	209	25,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Bartlett ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett, TX"/>	<input type="text" value="342"/>	<input type="text" value="31,940"/>
<input type="text" value="Devers ISD"/>	<input type="text" value="146903"/>	<input type="text" value="Devers TX"/>	<input type="text" value="175"/>	<input type="text" value="\$29,864"/>
<input type="text" value="Damon ISD"/>	<input type="text" value="020910"/>	<input type="text" value="Damon, TX"/>	<input type="text" value="209"/>	<input type="text" value="\$25,000"/>

Name of Proposed Charter School: The Rose Accelerated Learning Academy

Name of sponsoring entity: The Hope Center

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: \$80,000-100,000

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

Cell Phone allowance, health insurance, and automobile mileage for recruitment will be paid

Proposed Location (City and County): Houston, TX

Number of Students anticipated in year one: 250 In year five: 500

Minimum Qualifications Required:

Education Required: B. S. in Education required, Masters degree in education preferred

Experience Required: 10 years of experience in an educational setting, 5 years of teaching experience in a middle school and 5 years of educational administration experience

Certification Required: Texas Teachers Certification required, Administrator supervision preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Damon ISD	020910	Damon, TX	209	\$8112,513-112,51
Devers ISD	146903	Devers, TX	175	6,338-105,987
Bartlett ISD	014902	Bartlett, TX	342	100,000-100,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Name of Proposed Charter School: The Rose Preparatory Learning AcademyName of sponsoring entity: The Hope CenterPosition: CustodianReports to: PrincipalSalary Range: \$20,000-30,000

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

Health InsuranceProposed Location (City and County): Houston, HarrisNumber of Students anticipated in year one: 250 In year five: 500

Minimum Qualifications Required:

Education Required: High School Diploma or GEDExperience Required: NoneCertification 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
<u>Bartlett ISD</u>	<u>014902</u>	<u>Bartlett, TX</u>	<u>352</u>	<u>\$26,000</u>
<u>Devers ISD</u>	<u>146903</u>	<u>Devers, TX</u>	<u>175</u>	<u>21,973</u>
<u>Damon ISD</u>	<u>020910</u>	<u>Damon, TX</u>	<u>209</u>	<u>20,325</u>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Teacher Evaluation Tool

The Rose Accelerated Learning Academy will use the Texas Education Agency recommended T-TESS as the teacher evaluation tool. This evaluation tool focuses on providing continuous feedback to help teachers improve. This evaluation tool supports multiple classroom observations along with continuous feedback to teachers. The tool also will assist the administrators and teachers with identifying appropriate professional development to ensure continuous improvement in the teaching and learning process.

Region 13 Education Service Center describes the T-TESS as :

“is a system designed by educators to support teachers in their professional growth and includes three components:

Goal-setting and professional development plan

The evaluation cycle (including: pre-conference, observation, post-conference)

Student growth measure

The T-TESS Rubric is made up of 4 Domains and 16 Dimensions. Teachers at every level have areas of strength and areas that need to grow, and through T-TESS every teacher is supported and encouraged to grow professionally.

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.” .” Source : <https://www4.esc13.net/ttess>

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

LESS



PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students' prior understanding
 - integrate other disciplines
 - provide appropriate time for student work, lesson and lesson closure
 - reinforce broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

PLANNING DIMENSION 1.2

Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS	TEACHER-CENTERED ACTIONS			
<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
				<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/ Walkthroughs Classroom Artifacts Student Growth Processes Analysis of Student Data

PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS	TEACHER-CENTERED ACTIONS			
Instructional Planning Includes: <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	Instructional Planning Includes: <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	Instructional Planning Includes: <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	Instructional Planning Includes: <ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	Instructional Planning Includes: <ul style="list-style-type: none"> Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

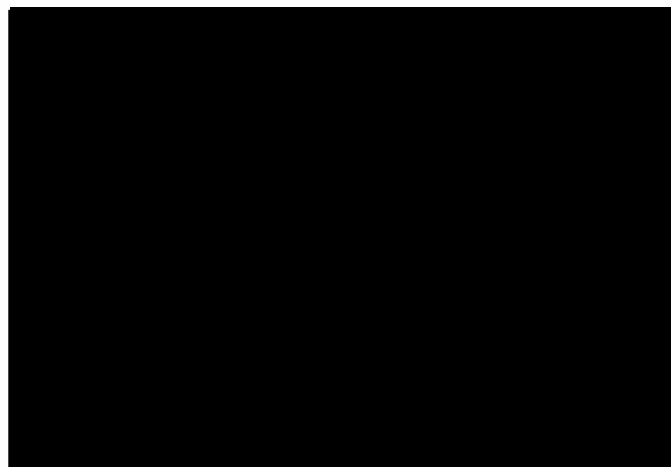
PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
Instructional Planning Includes: <ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
				Possible Sources of Evidence: <ul style="list-style-type: none"> • Conferences and Conversations with the Teacher • Formal Observations/ Walkthroughs • Classroom Artifacts • Student Growth Processes • Analysis of Student Data



INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS	TEACHER-CENTERED ACTIONS			
<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>The Teacher</p> <ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
				<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/ Walkthroughs Student Growth Processes Analysis of Student Data

INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<p>The Teacher</p> <ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
				<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and Conversations with the Teacher Formal Observations/Walkthroughs Classroom Artifacts Student Growth Processes Analysis of Student Data

INSTRUCTION DIMENSION 2.4

Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS	TEACHER-CENTERED ACTIONS			
<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.5

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS	TEACHER-CENTERED ACTIONS			
<p>The Teacher</p> <ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Standards Basis:
1D, 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.

Possible Sources of Evidence:

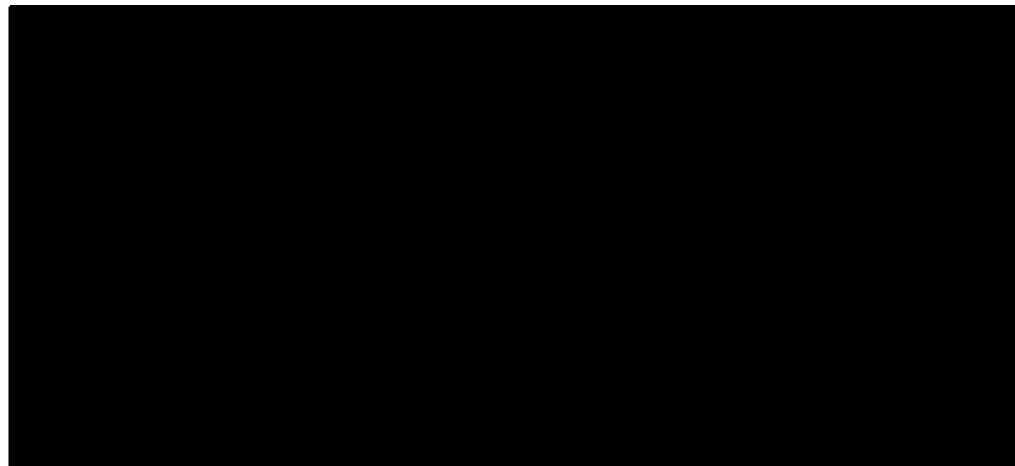
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.2

The teacher establishes, communicates and maintains clear expectations for student behavior.
Standards Basis: 4A, 4B, 4C, 4D

Managing Student Behavior

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently monitors behavior subtly; reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.
Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

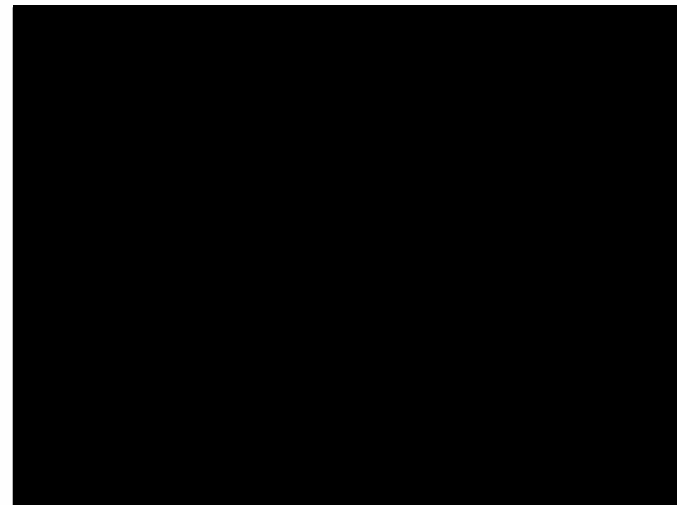
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:

2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

RUBRIC WORD BANK

with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←				TEACHER-CENTERED ACTIONS
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

No tools for evaluation of teachers has been developed at this time.

School Calendar and Schedule

We will follow the Houston ISD calendar so that students with siblings who do not attend our school will have the same days off. Our primary boundaries lie within the boundaries of the Houston Independent School District. We will offer, at minimum, the state required 75,600 minutes of basic instruction each year to all students. Students will attend 176 days of regular academic instruction. Teachers will have nine professional development days. These professional days will be utilized for professional development, collaborative team meeting and planning, and teacher work days. We will also have an additional tutorial/ enrichment hour immediately after school. During this period, students who need additional academic assistance will receive small group tutoring that will focus on their specific skill gaps. Our school will also offer an enrichment class at this time so that students can participate in clubs or activities that are tailored to their interests. We will offer additional technology, fine arts, and sports classes during this time. We will survey students to determine their interests so that we can offer classes that will be meaningful to them.

Our school day will begin with breakfast at 7:00am. Classes will start at 8:00am and end at 3:00pm. Our afterschool program for tutorials and enrichment will be held from 3:00-4:00 pm.

Students will be supervised in a safe, nurturing environment. This school is located in a Houston community with an extremely high level of gang activity and crime. Our afterschool program will include the Phoenix Curriculum anti-gang program that has demonstrated success in guiding students to develop self-efficacy in identifying and addressing the highest risk factors for substance abuse, violence, bullying, gang involvement, and other crime. (Office of Juvenile Justice). Students will learn to recognize high risk people, places, and situations, and learn how to safely use coping skills, such as avoidance, refusal, and escape, when confronted with potentially dangerous situations.

We are working with city, county, and neighborhood leaders to identify additional enrichment activities that can be held on the campus during the extended day period. We are also working with an experienced grant writer to identify additional resources for the after school program.

Finance/Operations/Governance Plans

School Calendar and Schedule

We will follow the Houston ISD calendar so that students with siblings who do not attend our school will have the same days off. We will offer the state required 75,600 minutes of basic instruction each year to all students. Students will attend 176 days of regular academic instruction. Teachers will have nine professional days. These professional days will be utilized for professional development, collaborative team meeting and planning, and teacher work days. We will also have an additional tutorial/ enrichment hour immediately after school. During this period, students who need additional academic assistance will receive small group tutoring that will focus on their specific skill gaps. Our school will also offer an enrichment class at this time so that students can participate in clubs or activities that are tailored to their interests. We will offer additional technology, fine arts, and sports classes during this time. We will survey students to determine their interests so that we can offer classes that will be meaningful to them.

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We are working with city, county, and neighborhood leaders to identify additional enrichment activities that can be held on the campus during the extended day period. We are also working with an experienced grant writer to identify additional resources for the after school program.

Student Daily and Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00 am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 am	Pledge, Affirmations	Pledge, Affirmations	Pledge, Affirmations	Pledge, Affirmations	Pledge, Affirmations
8:10-9:00 am	Reading Literacy	Reading Literacy	Reading Literacy	Reading Literacy	Reading Literacy
9:00am-9.50am	Math	Math	Math	Math	Math
9:50-10:20	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:20-11:50	Language Arts Spelling	Language Arts Spelling	Language Arts Spelling	Language Arts Spelling	Language Arts Spelling
11:50-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-12:30	Recess	Recess	Recess	Recess	Recess
12:30-1:00	Science	Science	Science	Science	Science
1:00-1:30	Music	Art	Music	Art	Art
1:30-2:15	P.E.	P.E.	P.E.	P.E.	P.E.
2:15-3:00	Phoenix Curriculum	Phoenix Curriculum	Phoenix Curriculum	Phoenix Curriculum	Phoenix Curriculum
3:00-4:00	Tutorials Enrichment	Tutorials Enrichment	Tutorials Enrichment	Tutorials Enrichment	Tutorials Enrichment

Teacher Daily and Weekly Schedule

The teacher workday will be from 7:00 am to 4:00pm. Teachers will have the first 30 minutes of the day to prepare their classrooms to receive students. Teachers will supervise students during the breakfast period. Teachers will have a 45 minute planning period from 2:15 until 3:00 each day. Dismissal time for teachers will be 4:00 pm.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am	Preparation	Preparation	Preparation	Preparation	Preparation
7:30-8:00 am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 am	Pledge, Affirmations	Pledge, Affirmations	Pledge, Affirmations	Pledge, Affirmations	Pledge, Affirmations
8:10-9:00 am	Reading Literacy	Reading Literacy	Reading Literacy	Reading Literacy	Reading Literacy
9:00am-9.50am	Math	Math	Math	Math	Math
9:50-10:20	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:20-11:50	Language Arts Spelling	Language Arts Spelling	Language Arts Spelling	Language Arts Spelling	Language Arts Spelling
11:50-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-12:30	Recess	Recess	Recess	Recess	Recess
12:30-1:00	Science	Science	Science	Science	Science
1:00-1:30	Music	Art	Music	Art	Art
1:30-2:15	P.E.	P.E.	P.E.	P.E.	P.E.
2:15-3:00	Planning Time	Planning Time	Planning Time	Planning Time	Planning Time
3:00-4:00	Tutorials Enrichment	Tutorials Enrichment	Tutorials Enrichment	Tutorials Enrichment	Tutorials Enrichment

EDUCATION PLAN A Day in the Life

The students at The Rose Accelerated Learning Academy will arrive each day at school at 7:30. A nutritious breakfast will be served to the students at 7:30 a.m. until 7:55 a.m. from a local catering service. The breakfast will meet the USDA guidelines. Madison, Steven and Maria are then escorted to their classroom for 8:00 am. The students will be greeted at the door by their teacher and will start each day with the morning opening of the pledges, moment of silence and an affirmation that will be aligned with the vision of love and hope. Since, we feel that many of our students may lack self-esteem, motivation, determination and hope, we will start each day reciting the Poem "I'm Special" daily. This affirmation will give them the desire to strive for success and a better future. All of our students will have the opportunity to participate in the after-school program from 3:00-4:00 pm. In this program, they will receive tutorials (if needed) and have additional time to express their individual creativity by participating in fine arts and sports.

Madison's Day describes the school day of a kindergarten student at our school.

Time	Activity
8:00-8:15 (15 min.)	Greet at the door/morning Opening/Homework collected
8:15-8:30 (15 min.)	Circle/Calendar Time
8:30-8:45 (15 min.)	Read Aloud
8:45-9:15 (30 Min.)	RTI (Reading/Math)/Center Time/Enrichment
9:15-10:00 (45 min.)	Reading (small group/Center Rotations
10:00-10:15 (15 min.)	Independent Reading/Restroom
10:20-11:15 (45 min.)	Specials (Art, Music, PE, Library, Computer)
11:15-11:35 (20 min.)	Vocabulary Building/Phonics
11:40-12:10 (30 min.)	Lunch
12:10-12:40 (30 min.)	Recess, Restroom/Storytime
12:45-1:35 (50 min.)	Sharing/Interactive Writing/ Student Individual Plan Tutorials
1:35-2:25 (50 Mins)	Math class
	Math- class/small groups
2:25-2:55 (30 min.)	Science/Social Studies (alternate days)
2:55-3:00 (5 mins.)	Character Development/Values/Storytime
3:00-4:00	After school tutorials/Enrichment Program

Enrollment and Admissions Policy

Students who reside within the zip codes of 77033, 77047, 77048, and 77051 will be given priority based on their residency within the proposed charter school boundaries. Additional students from the Houston Independent School District will be allowed to enroll if space is available. We will begin accepting applications for admission on April 1st each year for enrollment during the following fall term. The closing date for applications will be September 15 of the current school year. There will be a lottery conducted if a grade or class has more applicants than we can accommodate. All applicants for the grade or class will be assigned a number. Those numbers will be randomly chosen by the principal/superintendent in the presence of a school board member. Students selected will be notified and will have five days to either accept or decline admission. If the student declines, additional numbers will be chosen to allow other students on the wait list the opportunity to attend.

Students exempt from the lottery will be returning students, siblings of returning students, and children of the teachers and administrators. Children of the Board Members will not be exempt unless they are either returning students or siblings of the returning student. The lottery will be conducted on during the first week of August, but no later than five days before the school semester begins.

A waiting list will be developed if there are still students seeking admission who were not chosen during the lottery process. As space becomes available, the next student on the list will be invited to enroll. Student applications will be time and date stamped to ensure fairness in the admission process.

Students who wish to withdraw from the school should submit a request to the front office clerk or principal 48 hours in advance so that all paperwork can be completed, final grades obtained from teachers, and records prepared for the incoming school. Students who withdraw can be readmitted if space is available.

The non-discrimination statement to be in the school's admission policy is as follows:

The Rose Accelerated Learning Academy does not discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational admission programs and activities. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers, parents and students. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, and parents. The Rose Accelerated Learning Academy complies with the provisions of Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972.

Steven's Daily Schedule: Inclusion- Learning Disability

Steven will follow the same schedule as Madison. We will utilize the inclusion model for students with disabilities. Steven will participate in regular classroom activities to the fullest extent possible. Steven's classroom activities may include modifications and adaptations to accommodate his learning disability. Accommodations may be made to ensure that Steven can be successful in the classroom. Modifications may include a shorter assignment or another curricular adaptation that will depend on Steven's learning needs. Steven's IEP that will be developed by the ARD committee will guide the need for modifications and adaptations in the classroom. The superintendent/principal will monitor Steven's IEP and instructional programming to ensure that we are in compliance with IDEA (Individuals with Disabilities Act) and Texas policies and procedures for educating students with disabilities.

Maria will be tested for language proficiency and the LPAC committee will determine her placement in ESL classes. She will be enrolled in Language Arts/Reading, Math, Science, Social Studies, and Fine arts classes. Maria will be assigned to a teacher who is ELL certified for her Language Arts/Reading classes. Maria will follow the same schedule as her peers and will be included in the regular classroom. Maria will receive an extra hour of specialized ELL instruction in the after-school tutorial/enrichment program. The superintendent/principal will be responsible for ensuring that all ELL teachers become familiar with the Chapter 74 Curriculum Requirements 74.4. English Language Proficiency Standards. Training will be provided and monitoring will be ongoing to help these students achieve.

The superintendent/principal, along with the classroom teachers will be responsible for monitoring the progress of these students and determining if additional supports are needed for them to be successful.

Students who reside within the zip codes of 77033, 77047, 77048, and 77051 will be given priority based on their residency within the proposed charter school boundaries. Additional students from the Houston Independent School District will be allowed to enroll if space is available. We will begin accepting applications for admission on April 1st each year for enrollment during the following fall term. The closing date for applications will be September 15 of the current school year. There will be a lottery conducted if a grade or class has more applicants than we can accommodate. All applicants for the grade or class will be assigned a number. Those numbers will be randomly chosen by the principal/superintendent in the presence of a school board member. Students selected will be notified and will have five days to either accept or decline admission. If the student declines, additional numbers will be chosen to allow other students on the wait list the opportunity to attend.

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CITY OF HOUSTON

CERTIFICATE OF OCCUPANCY

Owner or Occupant: MT. VERNON CHURCH/ROSE LEARNING ACADEMY

This certificate must be posted in a conspicuous place on the premises and authorizes the Building(s) or Structure(s) to be occupied at:

3618	STASSEN	ST	A	1+	1
street no.	street name		suite	lot	block
N.O./OCC/CHURCH/SCHOOL/DAYCARE/16,076 SQ FT/2000 CODE/16120931					0722
occupancy use					occ. load
SUNNYSIDE PLACE	001	20-MAR-2019	2	A3	A
subdivision	stories	date	type	group	rating

The work listed hereon has been duly inspected and found to comply with all of the City of Houston Construction Code requirements for the occupancy group and use shown. This certificate covers ONLY the work described above; therefore other portions of the building may not have been inspected and may not (and are not required to) comply with all portions of the City of Houston Construction Code.

THIS CERTIFICATE DOES NOT CERTIFY COMPLIANCE WITH THE 'AMERICAN WITH DISABILITIES' ACT.

This certificate is issued pursuant of Section 101.2 of the Building Code, based on available knowledge gained from inspection conducted on 07-DEC-2018 of readily visible conditions.

Project Number 19020946
Receipt Number 7244207
Film Number

M. Rubalcava
Prepared by RUBALCAVA



Bruce Lambright
For Mark Savasta, CFM, CBO, MCP
Building Official for the City of Houston



3618-A Stassen Street • Houston, Texas 77051

Church: 713-734-0610 • Fax: 713-734-4608

The Hope Center: 3330 Stassen • Educational Annex: 3602 Stassen • Vernon Place Apartments: 8138 Comal

E-mail Address: mtvernoninc@sbcglobal.net • Website: www.mtvernoninc.org

Kenneth K. Rose Jr., Senior Pastor

The congregation and pastor of Mt. Vernon Baptist Church believe that the children of the Sunnyside community deserve a high-quality education. Houston's latest fact and figures report revealed a 12.6% dropout rate for the district and a 14.8% dropout rate for African American students. The percentages of students passing all portions of the STAAR test are lower than the state average. Additionally, recent media reports have focused on the need for improvement in schools throughout the district, especially in low income communities, for dramatic improvement in order to avoid a district takeover by the state.

We would like to be a part of the solution to these problems.

We are working with the Hope Center to open the Rose Accelerated Learning Academy. We are willing to provide our time, talents, and other resources to help this charter school become fully operational to provide another option for the children in this community.

Mt. Vernon Baptist Church owns a 26,000 sq. ft. building and three additional acres in the Sunnyside community. We will allow the school to use our facilities to house the school. We will also allow the school to use our office, computers, phones, and copier at no cost during their startup year to help them prepare to open the school. Once the school is opened, (August 2020), we will ask the school to assume payment of the building utilities for one year. The Rose Accelerated Learning Academy will only be responsible for utility payments for their first year of operation. They will also be responsible for obtaining any needed building permits and any building modifications that are needed.

After the school has been operational for one year, we will work with the Board of Education to select a commercial realtor to assess fair market value of the property as rental space. We will then expect the school to begin paying rent to the church at a fair market value assessed by a commercial realtor.

We look forward to your approval of this application.

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START UP PLAN SUMMARY REPORT	STATUS	NOTES
STATE FILING		
State Deadline #1	0%	
State Deadline #2	0%	
State Deadline #3	0%	
State Deadline #4	0%	
State Deadline #5	0%	
State Deadline #6	0%	
State Deadline #7	0%	
STAFFING		
Hire School Leader	0%	
Recruit School Staff	0%	
Select School Staff	0%	
Hire School Staff	0%	
Non Instructional Staff	0%	
STUDENT ENROLLMENT & DATA		
Establish SIS	0%	
Establish Onsite Operations	0%	
Recruit Students	0%	
Student / Family Welcome	0%	
Select Students	0%	
Enroll Students	0%	
Schedule Students	0%	
ADMINISTRATIVE		
Administrative	0%	
Student Identification	0%	
School Finance	0%	
Parents / Student / Staff	0%	
SHARED SERVICES		
Facilities	0%	
General Operations	0%	
Transportation	0%	
Food Service	0%	
Security	0%	
Maintenance	0%	
Custodial	0%	
TECHNOLOGY		
Technology Assessment	0%	
Information systems	0%	
Technology procurement	0%	
Website Development	0%	
Erate	0%	

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Long-Term Technology Plan	0%	
SIS	0%	
PROCUREMENT		
Order and Deliver Materials	0%	
PROFESSIONAL DEVELOPMENT		
Logistics	0%	
FACILITIES		
Facilities	0%	
Construction	0%	
CLIMATE		
Classrooms / Specialty Rooms	0%	
School Climate and Safety	0%	
SPECIALIZED SERVICES		
Food Service	0%	
Special Education	0%	
School Nurse	0%	
HUMAN RESOURCES		
HR Office Compliance and Setup	0%	
Hiring process and setup for new hires	0%	
Employment Manual	0%	
Benefits, payroll and insurance	0%	
Recruiting process for HR administrator	0%	
New Hire Orientation Process	0%	
Termination Policies and Policies	0%	
FINANCE		
Accounting	0%	
Revenue	0%	
Payroll	0%	
Purchasing	0%	
Accounts Payable	0%	
Inventory - Fixed Assets Mgmt	0%	
Employee Reimbursements	0%	
Reporting	0%	
Budget Management	0%	
Petty Cash	0%	
Insurance	0%	
Other Potential Things	0%	
GRANTS		
Grants	0%	
Parents / Students	0%	
Competitive Applications	0%	

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FINANCIAL PLAN WORKBOOK SUMMARY

0

	Year 0 (Start-Up) July 30, 2021	Year 1 #VALUE!	Year 2 #VALUE!	Year 3 #VALUE!	Year 4 #VALUE!	Year 5 #VALUE!
REVENUE						
Total State Revenue		\$ 1,654,838	\$ 1,985,805	\$ 2,323,392	\$ 2,648,667	\$ 3,310,834
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ 276,100	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 1,930,938	\$ 1,985,805	\$ 2,323,392	\$ 2,648,667	\$ 3,310,834
EXPENSES						
Total Administrative Staff Personnel Costs	\$ -	\$ 140,000	\$ 142,800	\$ 145,656	\$ 201,630	\$ 205,662
Total Instructional Personnel Costs	\$ -	\$ 540,000	\$ 642,600	\$ 749,088	\$ 955,087	\$ 1,120,317
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ -	\$ 108,800	\$ 125,664	\$ 143,159	\$ 185,075	\$ 238,676
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ -	\$ 788,800	\$ 911,064	\$ 1,037,903	\$ 1,341,791	\$ 1,564,656
Total Contracted Services	\$ -	\$ 57,000	\$ 57,870	\$ 58,755	\$ 59,966	\$ 61,312
Total School Operations	\$ 11,500	\$ 86,500	\$ 88,260	\$ 90,187	\$ 92,328	\$ 95,229
Total Facilities Operations and Maintenance	\$ -	\$ 17,000	\$ 18,450	\$ 18,887	\$ 19,441	\$ 19,907
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 11,500	\$ 949,300	\$ 1,075,644	\$ 1,205,731	\$ 1,513,527	\$ 1,741,104
NET OPERATING INCOME (before depreciation)	\$ (11,500)	\$ 981,638	\$ 910,161	\$ 1,117,661	\$ 1,135,140	\$ 1,569,730
STUDENT ENROLLMENT						
Projected Student Enrollment		250	300	350	400	500
Revenue Per Pupil		\$ 7,724	\$ 6,619	\$ 6,638	\$ 6,622	\$ 6,622
Expenses Per Pupil		\$ 3,797	\$ 3,585	\$ 3,445	\$ 3,784	\$ 3,482

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New Application Budget and Cash Flow Template Instructions

1/27/2020 8:10

General Instructions and Notes for New Application Budgets and Cash Flows

- Colors for tabs and cells may be different on MAC computers and Apple products.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users the GRAY cells may appear blue.
- Complete ALL EIGHT tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users the BLUE tabs are SOF, ASATR, and Payment Formula Example. All other tabs are GREEN data entry tabs.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged. All 'Descriptions of Assumptions' should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year Zero' select the fiscal year the proposed charter school will be in it's startup year.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'Fiscal Year End Date' use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row 'Total School Year Minutes' enter in the number of minutes the proposed charter school will be open for operation.

Data Entry Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.

Start-Up Budget Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Enter in any description of variances and assumptions that need further explanation.

Enrollment Tab

- Enrollment Section; Enter the anticipated enrollment for the proposed school by grade by year. The anticipated enrollment for all five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- **WARNING**; Enter conservative & realistic enrollment amounts. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers, or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance than your projections may be invalid. Additionally your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.
- Student Population Section; Enter in gray cells only the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the 'Budget' and 'Cash Flow' tabs.
****PLEASE NOTE** - Before selecting a category be sure to select the 'Budget' tab to see where each category falls under in terms of the Personnel section.**
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N8 - R8; Enter in the anticipated percentage of salary increases for that given year. The table below row 8 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Columns H-K; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
***** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.***

Financial Plan Workbook Summary

- Summary of Budget Tab information
- No data entry on this tab.

Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.
- Nothing needs to be entered into Years 1-5 other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

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

Lead Applicant Name:	Sandra Pradia
Contact Email:	prdiasandra@yahoo.com
Contact Phone:	281.630.4393
Startup Fiscal Year End:	July 30 ,2021
Year One Fiscal Year End:	30-Jul-22
Fiscal Year End Date:	August 31
Total School Minutes	78,300

	A	B	C	D	E
1		0			
3		Estimate of State Aid Entitlement Input	1/27/2020 8:10		
4		Total - Per Grades - First Year			
5		Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	52.00		
6		Kindergarten	66.00		
7		1st Grade	44.00		
8		2nd Grade	44.00		
9		3rd Grade	44.00		
10		4th Grade	-		
11		5th Grade	-		
12		6th Grade	-		
13		7th Grade	-		
14		8th Grade	-		
15		9th Grade	-		
16		10th Grade	-		
17		11th Grade	-		
18		12th Grade	-		
19		Total - All Grades			
20		Total Number of Students Enrolled	250.0		
21		Total Number of High School Students Enrolled	-		
22		Percentage Rate of Attendance	85%		
24		Special Education Data:	Extended Year Service		
25		Number Enrolled in Homebound	-	-	
26		Number Enrolled in Hospital Class	-	-	
27		Number Enrolled in Speech Therapy	5.00	-	
28		Number Enrolled in Resource Room	5.00	-	
29		Number Enrolled in Self-Contained Mild/Mod/Sev	2.00	-	
30		Number Enrolled in Full-Time Early Childhood	2.00	-	
31		Number Enrolled in Off-Home Campus	-	-	
32		Number Enrolled in VAC	-	-	
33		Number Enrolled from State Schools	-	-	
34		Number Enrolled in Residential Care & Treatment	-	-	
35		Number Enrolled in Mainstream	15.00		
36		Career and Technology (C&T) Data:	Advanced C&T FTE		
37		Number Enrolled in One-hour Class	-	-	
38		Number Enrolled in Two-hour Class	-	-	
39		Number Enrolled in Three-hour Class	-	-	
40		Number Enrolled in Four-hour Class	-	-	
41		Number Enrolled in Five-hour Class	-	-	
42		Number Enrolled in Six-hour Class	-	-	
43		Gifted and Talented Enrolled	-		
44		Number of Pregnancy Related Students Enrolled	-		
45		Number Enrolled in Bilingual/ESL	10.00		
46		Special Education Error Check			
47		Career and Technology Error Check			
48		Available School Fund ADA	-		
49		Compensatory Education Enrollment	-		
50		Regular Program Transportation Allotment	-		
51		Special Education Program Transportation Allotment	5,000.00		
52		Career and Technology Program Transportation Allotment	-		
53		Transportation Total	\$ 5,000		

ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	44772	44773	44774	44775	44776
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	52.00	58.00	64.00	70.00	82.00
Kindergarten	66.00	66.00	66.00	66.00	88.00
1st Grade	44.00	44.00	44.00	66.00	88.00
2nd Grade	44.00	44.00	44.00	66.00	66.00
3rd Grade	44.00	44.00	44.00	44.00	66.00
4th Grade	-	44.00	44.00	44.00	66.00
5th Grade	-	-	44.00	44.00	44.00
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	-	-	-	-	-
Total Number of All Students Enrolled (Average Membership)	250.00	300.00	350.00	400.00	500.00
Average Daily Attendance (ADA)	212.50	255.00	297.50	340.00	425.00
Average Daily Attendance %	85%	85%	85%	85%	85%
Percent change YOY		20%	17%	14%	25%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	44772	EYS 44772	44773	EYS 44773	44774	EYS 44774	44775	EYS 44775	44776	EYS 44776
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	5.00	-	6.00	-	7.00	-	9.00	-	5.00	-
Number Enrolled in Resource Room	5.00	-	10.00	-	10.00	-	10.00	-	10.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	2.00	-	4.00	-	5.00	-	8.00	-	9.00	-
Number Enrolled in Full-Time Early Childhood	2.00	-	3.00	-	4.00	-	5.00	-	6.00	-
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	15.00	-	20.00	-	25.00	-	30.00	-	30.00	-
Special Education Student Count (SPED)	29.00	-	43.00	-	51.00	-	62.00	-	60.00	-
Special Education Student Count %	11.60%		14.33%		14.57%		15.50%		12.00%	
Percent change YOY			48%		0%		19%		0%	
Career and Technology (C&T) Data:										
	44772	Advanced C&T FTE 44772	44773	Advanced C&T FTE 44773	44774	Advanced C&T FTE 44774	44775	Advanced C&T FTE 44775	44776	Advanced C&T FTE 44776
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%		0%		0%		0%	

	Data for following fiscal years must be based on reasonable estimates and projections.				
	44772	44773	44774	44775	44776
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	10.00	-	-	-	-
% of Students Enrolled in Bilingual/ESL	4.00%				
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	-	-	-	-	-

Transportation

	44772	44773	44774	44775	44776
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -
Percent change YOY		-100%	0%	0%	0%

0

[illegible]

REVENUE AND EXPENSE ASSUMPTIONS

44772

44773

44774

44775

44776

NOTES

REVENUE

TOTAL STATE REVENUES	1,654,837.88
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	276,100
TOTAL REVENUE	1,930,937.88

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

0.00%	20.00%	17.00%	14.00%	25.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security
Medicare
State Unemployment
Worker's Compensation Insurance
Custom Other Tax #1
Custom Other Tax #2
Health Insurance
Dental Insurance
Vision Insurance
Life Insurance
Retirement Contribution
Custom Fringe #1
Custom Fringe #2

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit	5,000
Legal	5,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	10,000
Payroll Services	5,000
Special Ed Services	30,000
Titlement Services (i.e. Title I)	-
Technology leases	2,000
Custom Contracted Services #2	-
Custom Contracted Services #3	-
TOTAL CONTRACTED SERVICES	57,000.00

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

5.00%	5.00%	5.00%	5.00%	0.00%
1.00%	1.00%	1.00%	1.00%	11.00%
0.00%	0.00%	0.00%	0.00%	0.00%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
5.00%	5.00%	5.00%	5.00%	5.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
4.00%	4.00%	4.00%	4.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

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

0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	1.00%	1.00%	1.00%	2.00%
0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	2.00%	2.00%	3.00%	3.00%
0.00%	5.00%	5.00%	5.00%	5.00%
0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

SCHOOL OPERATIONS

Board Expenses	5,000
Classroom / Teaching Supplies & Materials	10,000
Special Ed Supplies & Materials	2,000
Textbooks / Workbooks	5,000
Supplies & Materials other	5,000
Equipment / Furniture	25,000
Telephone	1,000
Technology	2,500
Student Testing & Assessment	5,000
Field Trips	1,000
Transportation (student)	-
Student Services - other	2,000
Office Expense	5,000
Staff Development	5,000
Staff Recruitment	1,000
Student Recruitment / Marketing	1,000
School Meals / Lunch	10,000
Travel (Staff)	1,000
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
TOTAL SCHOOL OPERATIONS	86,500.00

FACILITY OPERATION & MAINTENANCE

Insurance	5,000
Janitorial Services	-
Building and Land Rent / Lease	1,000
Repairs & Maintenance	10,000
Security Services	-
Utilities	1,000
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	17,000.00

RESERVES / CONTINGENCY

	-
TOTAL EXPENSES	160,500.00
NET OPERATING INCOME (before Depreciation)	1,770,437.88
DEPRECIATION & AMORTIZATION	10,000
NET OPERATING INCOME (including Depreciation)	1,760,437.88

0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	5.00%	5.00%	5.00%	10.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	2.00%	3.00%	5.00%	5.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	1.00%	1.00%	1.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	3.00%	4.00%	5.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

0.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	100.00%	1.00%	1.00%	1.00%
0.00%	2.00%	3.00%	4.00%	3.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	20.00%	5.00%	5.00%	5.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

0.00%	0.00%	0.00%	0.00%	0.00%
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0.00%	5.00%	5.00%	5.00%	5.00%
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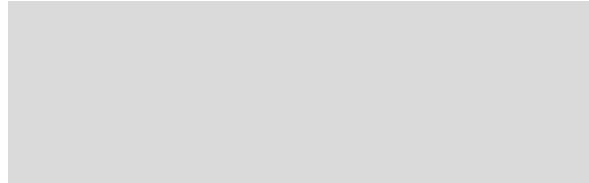
**PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	-
Total Expenses	11,500
Net Operating Income (before Depreciation)	(11,500)

Description of Assumptions and Variances

Start-Up
Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	
TOTAL REVENUE	\$ -



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**\$ -****INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

TOTAL INSTRUCTIONAL PERSONNEL COSTS**\$ -****NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**\$ -****TOTAL PERSONNEL EXPENSES****\$ -****PAYROLL TAXES AND BENEFITS**

Social Security	-
Medicare	-
State Unemployment	-
Worker's Compensation Insurance	-
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	-
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-

TOTAL PAYROLL TAXES AND BENEFITS**\$ -****TOTAL PERSONNEL, TAX & BENEFIT EXPENSES****\$ -****CONTRACTED SERVICES**

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Technology leases	-
Custom Contracted Services #2	-
Custom Contracted Services #3	-

TOTAL CONTRACTED SERVICES**\$ -**

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	500
Technology	3,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	5,000
Staff Recruitment	2,500
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	500
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-

TOTAL SCHOOL OPERATIONS**\$ 11,500****FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-

TOTAL FACILITY OPERATION & MAINTENANCE**\$ -****RESERVES / CONTIGENCY****-****TOTAL EXPENSES****\$ 11,500****NET OPERATING INCOME (before Depreciation)****\$ (11,500)****DEPRECIATION & AMORTIZATION****-****NET OPERATING INCOME (including Depreciation)****\$ (11,500)**

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	July 30 ,2021	44772	44773	44774	44775	44776
SUMMARY						
Total Revenue	-	1,930,938	1,985,805	2,323,392	2,648,667	3,310,834
Total Expenses	11,500	949,300	1,075,644	1,205,731	1,513,527	1,741,104
Net Operating Income (before Depreciation)	(11,500)	981,638	910,161	1,117,661	1,135,140	1,569,730
Revenue Per Pupil		7,724	6,619	6,638	6,622	6,622
Expenses Per Pupil		3,797	3,585	3,445	3,784	3,482
REVENUE						
TOTAL STATE REVENUES	\$ -	\$ 1,654,838	\$ 1,985,805	\$ 2,323,392	\$ 2,648,667	\$ 3,310,834
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ 276,100	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 1,930,938	\$ 1,985,805	\$ 2,323,392	\$ 2,648,667	\$ 3,310,834

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	-	-	-	-	-
Instructional Management	-	60,000	61,200	62,424	63,672	64,946
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	25,000	25,500	26,010	53,060	54,122
Administrative Staff	-	-	-	-	-	-
Other - Administrative	-	55,000	56,100	57,222	84,897	86,595
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$	- \$	140,000 \$	142,800 \$	145,656 \$	201,630 \$
						205,662

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	540,000	642,600	749,088	955,087	1,120,317
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$	- \$	540,000 \$	642,600 \$	749,088 \$	955,087 \$
						1,120,317

NON-INSTRUCTIONAL PERSONNEL COSTS

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

TOTAL PERSONNEL EXPENSES

	\$	- \$	680,000 \$	785,400 \$	894,744 \$	1,156,717 \$
						1,325,979

PAYROLL TAXES AND BENEFITS

Social Security	-	34,000	39,270	44,737	57,836	-
Medicare	-	6,800	7,854	8,947	11,567	145,858
State Unemployment	-	-	-	-	-	-
Worker's Compensation Insurance	-	6,800	7,854	8,947	11,567	13,260
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	34,000	39,270	44,737	57,836	66,299
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	27,200	31,416	35,790	46,269	13,260
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$	- \$	108,800 \$	125,664 \$	143,159 \$	238,676

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

	\$	- \$	788,800 \$	911,064 \$	1,037,903 \$	1,341,791 \$
						1,564,656

CONTRACTED SERVICES

Accounting / Audit	-	5,000	5,050	5,101	5,152	5,203
Legal	-	5,000	5,050	5,101	5,152	5,203
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	10,000	10,100	10,201	10,303	10,509
Payroll Services	-	5,000	5,050	5,101	5,152	5,203
Special Ed Services	-	30,000	30,600	31,212	32,148	33,113
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Technology leases	-	2,000	2,020	2,040	2,061	2,081
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$	- \$	57,000 \$	57,870 \$	58,755 \$	59,966 \$
						61,312

SCHOOL OPERATIONS

Board Expenses	-	5,000	5,050	5,101	5,152	5,203
Classroom / Teaching Supplies & Materials	-	10,000	10,500	11,025	11,576	12,734
Special Ed Supplies & Materials	-	2,000	2,040	2,081	2,122	2,165
Textbooks / Workbooks	-	5,000	5,000	5,000	5,000	5,000
Supplies & Materials other	-	5,000	5,000	5,000	5,000	5,000
Equipment / Furniture	-	25,000	25,500	26,010	26,530	27,061
Telephone	500	1,000	1,010	1,020	1,030	1,041
Technology	3,000	2,500	2,550	2,627	2,758	2,896
Student Testing & Assessment	-	5,000	5,100	5,202	5,306	5,412
Field Trips	-	1,000	1,010	1,020	1,030	1,041
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	2,000	2,040	2,081	2,122	2,165
Office Expense	-	5,000	5,100	5,202	5,306	5,412
Staff Development	5,000	5,000	5,100	5,202	5,306	5,412
Staff Recruitment	2,500	1,000	1,020	1,030	1,041	1,051
Student Recruitment / Marketing	-	1,000	1,020	1,040	1,061	1,082
School Meals / Lunch	-	10,000	10,200	10,506	10,926	11,473
Travel (Staff)	500	1,000	1,020	1,040	1,061	1,082
Fundraising	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 11,500	\$ 86,500	\$ 88,260	\$ 90,187	\$ 92,328	\$ 95,229

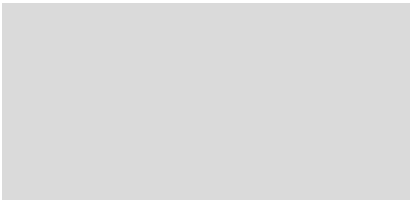
FACILITY OPERATION & MAINTENANCE

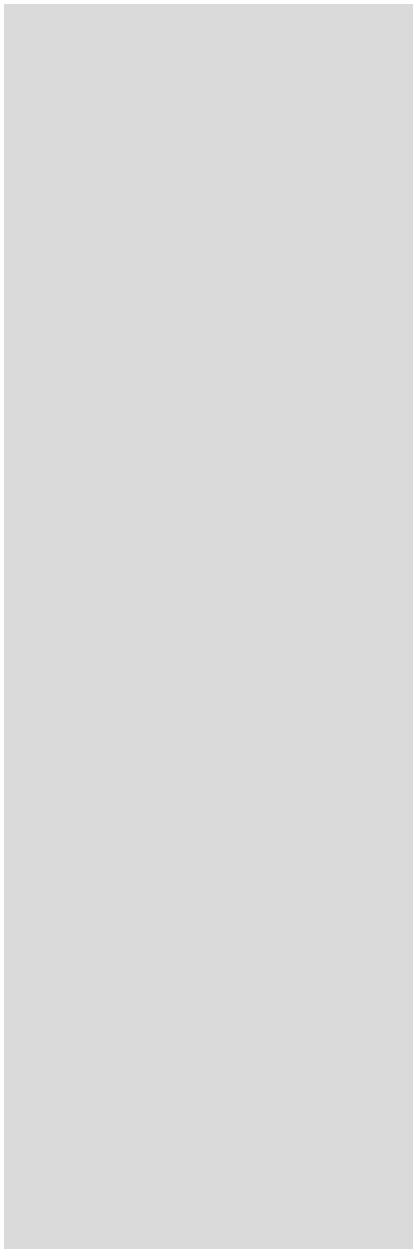
Insurance	-	5,000	5,050	5,101	5,152	5,203
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	1,000	2,000	2,020	2,040	2,061
Repairs & Maintenance	-	10,000	10,200	10,506	10,926	11,254
Security Services	-	-	-	-	-	-
Utilities	-	1,000	1,200	1,260	1,323	1,389
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 17,000	\$ 18,450	\$ 18,887	\$ 19,441	\$ 19,907

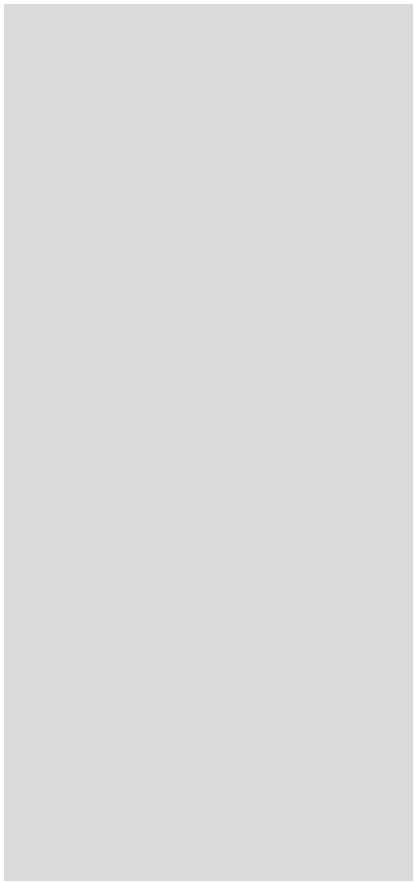
RESERVES / CONTINGENCY

TOTAL EXPENSES	\$ 11,500	\$ 949,300	\$ 1,075,644	\$ 1,205,731	\$ 1,513,527	\$ 1,741,104
NET OPERATING INCOME (before Depreciation)	\$ (11,500)	\$ 981,638	\$ 910,161	\$ 1,117,661	\$ 1,135,140	\$ 1,569,730
DEPRECIATION & AMORTIZATION	-	10,000	10,500	11,025	11,576	12,155
NET OPERATING INCOME (including Depreciation)	\$ (11,500)	\$ 971,638	\$ 899,661	\$ 1,106,636	\$ 1,123,564	\$ 1,557,575

Description of Assumptions and Variances







FINANCIAL PLAN WORKBOOK SUMMARY

0

	Year 0 (Start-Up) July 30, 2021	Year 1 #VALUE!	Year 2 #VALUE!	Year 3 #VALUE!	Year 4 #VALUE!	Year 5 #VALUE!
REVENUE						
Total State Revenue		\$ 1,654,838	\$ 1,985,805	\$ 2,323,392	\$ 2,648,667	\$ 3,310,834
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ 276,100	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 1,930,938	\$ 1,985,805	\$ 2,323,392	\$ 2,648,667	\$ 3,310,834
EXPENSES						
Total Administrative Staff Personnel Costs	\$ -	\$ 140,000	\$ 142,800	\$ 145,656	\$ 201,630	\$ 205,662
Total Instructional Personnel Costs	\$ -	\$ 540,000	\$ 642,600	\$ 749,088	\$ 955,087	\$ 1,120,317
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ -	\$ 108,800	\$ 125,664	\$ 143,159	\$ 185,075	\$ 238,676
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ -	\$ 788,800	\$ 911,064	\$ 1,037,903	\$ 1,341,791	\$ 1,564,656
Total Contracted Services	\$ -	\$ 57,000	\$ 57,870	\$ 58,755	\$ 59,966	\$ 61,312
Total School Operations	\$ 11,500	\$ 86,500	\$ 88,260	\$ 90,187	\$ 92,328	\$ 95,229
Total Facilities Operations and Maintenance	\$ -	\$ 17,000	\$ 18,450	\$ 18,887	\$ 19,441	\$ 19,907
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 11,500	\$ 949,300	\$ 1,075,644	\$ 1,205,731	\$ 1,513,527	\$ 1,741,104
NET OPERATING INCOME (before depreciation)	\$ (11,500)	\$ 981,638	\$ 910,161	\$ 1,117,661	\$ 1,135,140	\$ 1,569,730
STUDENT ENROLLMENT						
Projected Student Enrollment		250	300	350	400	500
Revenue Per Pupil		\$ 7,724	\$ 6,619	\$ 6,638	\$ 6,622	\$ 6,622
Expenses Per Pupil		\$ 3,797	\$ 3,585	\$ 3,445	\$ 3,784	\$ 3,482

0 Estimate of State Aid Entitlement Output Preliminary		1/27/2020 8:10	Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.
		TOTAL	
Refined ADA		212,500	
HS ADA		0.000	
ASF ADA		0.000	
SPECIAL EDUCATION FTE			Extended Year Service
Number Enrolled in Homebound		0.000	0.000
Hospital Class		0.000	0.000
Speech Therapy		0.177	0.000
Resource Room		2.025	0.000
Self-Contained Mild/Mod/Sev		0.810	0.000
Full-Time Early Childhood		0.810	0.000
Off-Home Campus		0.000	0.000
VAC		0.000	0.000
State Schools		0.000	0.000
Residential Care & Treatment		0.000	0.000
TOTAL SPECIAL EDUCATION FTE		3.822	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE		11.821	0.000
Career & Technology FTEs		0.000	
Advanced Career & Technology FTES		0.000	
Regular Program ADA		208,678	
Mainstream ADA		12,750	
Gifted & Talented Enrollment		0.000	
Compensatory Ed Enrollment		-	
Pregnancy-related FTEs		0.000	
Bilingual ADA		8.500	
Adjusted GYA		0.9733	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)		293.179	
FUNDING DATA:			
State Average Basic Allotment	\$	4,990	
State Average Adjusted Basic Allotment	\$	5,272	
State Average Adjusted Allotment	\$	6,386	
State Average DTR- Level 1		0.0532	
State Average DTR- Level 2		0.0568	
Available School Fund Rate	\$	388,000	
FUNDING BREAKDOWN BY PROGRAM			
Regular Program Block Grant	\$	1,332,616	
Special Education Block Grant (Spend 52% of Amount as proposed)	\$	75,489	
Mainstream Special Education (Spend 52% of Amount as proposed)	\$	89,564	
Residential Care & Treatment (Spend 52% of Amount as proposed)	\$	-	
State Schools (Spend 52% of Amount as proposed)	\$	-	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$	-	
TOTAL SPECIAL EDUCATION	\$	165,053	
Career & Technology Grant (Spend 58% of Amount as proposed)	\$	-	
Gifted & Talented Op Grant (Spend 55% of Amount as proposed)	\$	-	
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$	-	
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$	-	
Military Allotment	\$	-	
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$	5,428	
TRANSPORTATION			
Regular Program	\$	-	
Special Education	\$	5,000	
Career and Technology	\$	-	
TOTAL TRANSPORTATION	\$	5,000	
High School Allotment	\$	-	
State Share of Tier I	\$	1,508,097	
Tier II Level 1	\$	93,536	
Tier II Level 2	\$	53,205	
TOTAL TIER II	\$	146,741	
TOTAL FOUNDATION	\$	1,654,838	
OTHER PROGRAMS			
Staff Salary Allotment	\$	-	
Additional State Aid for Tax Reduction (ASATR)	\$	-	
TOTAL OTHER PROGRAMS	\$	-	
TOTAL	\$	1,654,838	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$	-	
TOTAL FOUNDATION SCHOOL FUND (FSF)	\$	1,654,838	

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604.638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604.637
3	2016-2017 WADA		293.179
4	2016-2017 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	1,349,983
5	2016-2017 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	32,589
6	2016-2017 Minimum Revenue (Line 4 + Line 5)	\$	1,382,572
7	Transportation Adjustment	\$	5,000
8	2016-2017 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2016-2017 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	1,387,572
11	2016-2017 Tier I State Aid	\$	1,508,097
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2016-2017 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	1,508,097
14	2016-2017 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,144

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Total FSP from latest Summary of Finances (SOF)	\$	1,654,838	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	1,654,838	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	137,352	
Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 137,352
October	11	9.1%	\$ 138,091
November	10	10.1%	\$ 139,319
December	9	11.1%	\$ 137,648
January	8	12.4%	\$ 136,701
February	7	14.4%	\$ 139,065
March	6	16.6%	\$ 137,226
April	5	19.9%	\$ 137,198
May	4	25.1%	\$ 138,612
June	3	33.2%	\$ 137,324
July	2	49.7%	\$ 137,322
August	1	100.0%	\$ 138,980
			\$ 1,654,838

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Budget

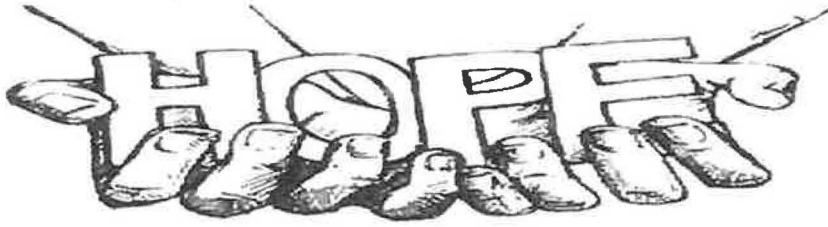
We plan to begin the Rose Accelerated Learning Academy with 250 students during the first year. We are budgeting \$5920 per student and are assuming a 95% average daily attendance. Mt. Vernon Baptist Church has issued us a line of credit for \$150,000 to be used as needed for the charter school. We have commitment from several community people for loans and grants. We are working with other churches and community organizations to organize and hold fundraisers to benefit the school.

Donations with a firm commitment that we have are:

Mt. Vernon Baptist Church	Line of Credit	\$150,000.
Viceel Builders, LLC	Loan	\$50,000
Front-Line Ministerial	Donation	\$10,000
Trevor D. King	Donation	\$5,000
Lynch Marshall	Donation	\$1100.00
Danny Pradia	Loan	\$10,000
Leroy Green	Loan	\$25,000
Sandra Pradia	Loan	\$25,000
Total		\$276,100

We are projecting that we will be able to secure an additional from fundraisers. We will also be looking for grants from nonprofits in the area as soon as the charter school is approved. We anticipate working with our local elected city leaders to identify other funding sources. We will be applying for the Pre-K grant to extend our Pre-K program to a full day program.

In the event that we have a funding shortage, we will apply for a loan from the Small Business Administration.



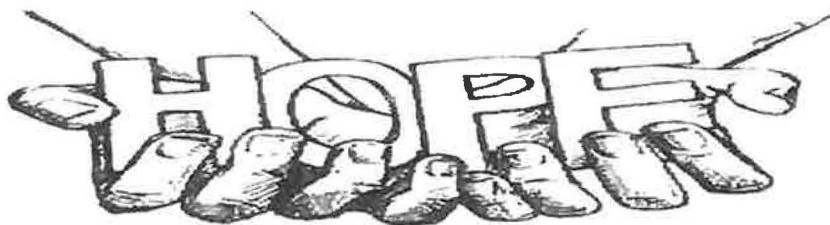
The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

I am willing to loan the sum of 50,000 to the Hope Center for the purpose of opening the Rose Accelerated Learning Academy charter school. I will loan this money to the school for a period of two years. This money will be available to the HOPE Center immediately after the charter school receives approval from the Texas Education Agency. The money is to be paid back after the charter school is opened and has been in operation for two years. The interest rate on this loan will be 7% each year.



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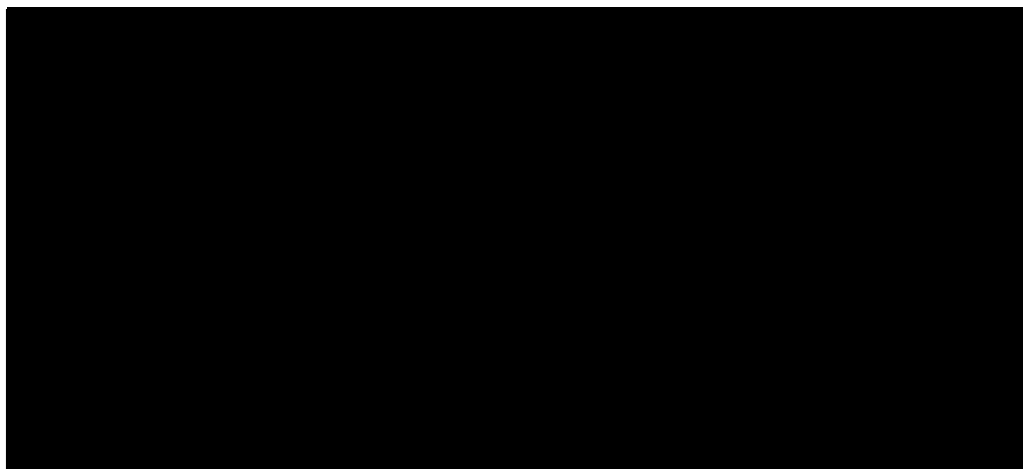


The Hope Center Inc.

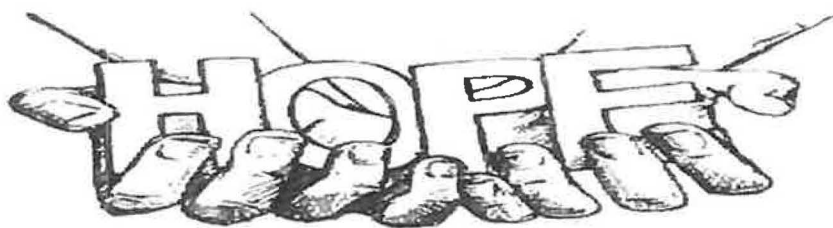
3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

December 21, 2018

I am willing to loan the sum of 25,000 to the Hope Center for the purpose of opening the Rose Accelerated Learning Academy charter school. I will loan this money to the school for a period of two years. This money will be available to the HOPE Center immediately after the charter school receives approval from the Texas Education Agency. The money is to be paid back after the charter school is opened and has been in operation for two years. The interest rate on this loan will be 7% each year.



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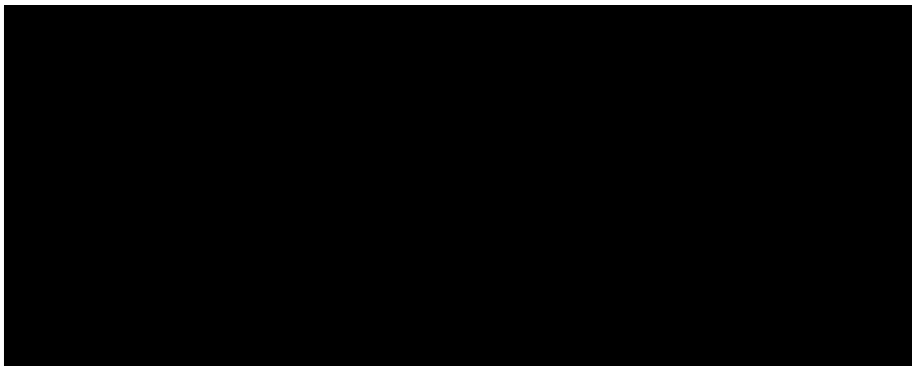


The Hope Center Inc.

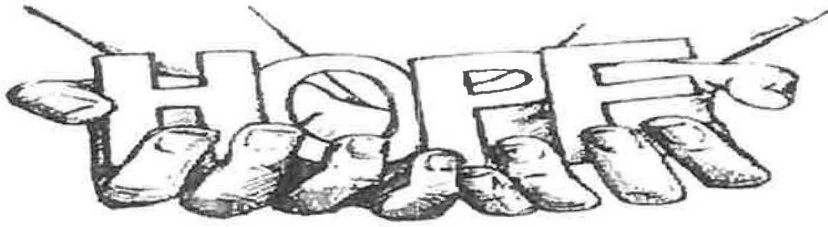
3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

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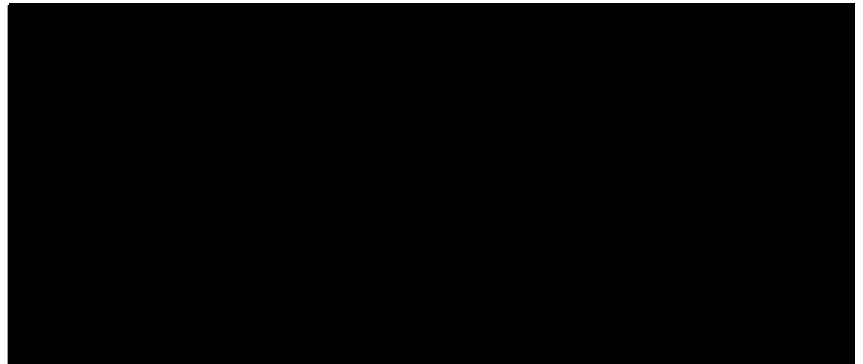


The Hope Center Inc.

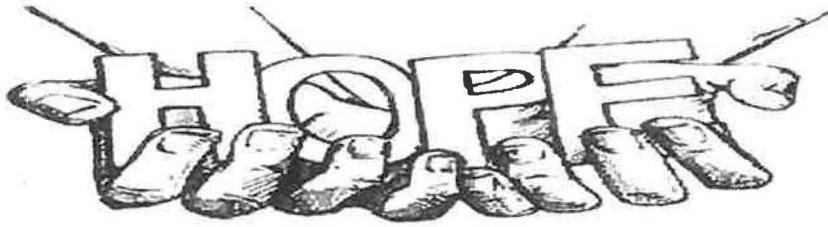
3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

December 21, 2018

I am willing to loan the sum of 10,000 to the Hope Center for the purpose of opening the Rose Accelerated Learning Academy charter school. I will loan this money to the school for a period of two years. This money will be available to the HOPE Center immediately after the charter school receives approval from the Texas Education Agency. The money is to be paid back after the charter school is opened and has been in operation for two years. The interest rate on this loan will be 7% each year.



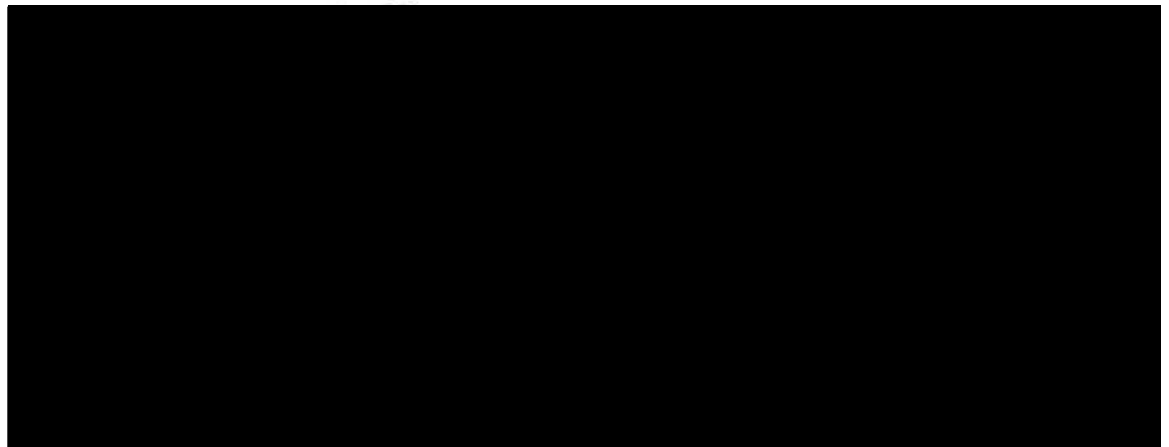
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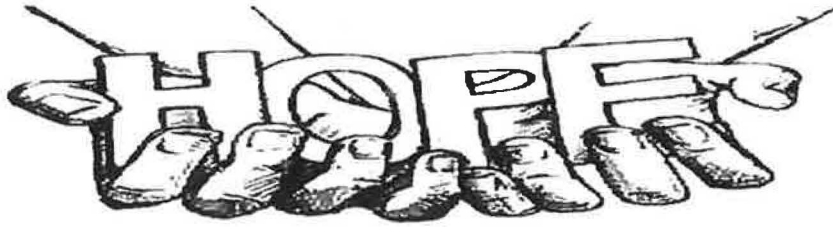
The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

I am willing to donate the sum of \$10,000 to the HOPE Center to assist with the opening of the Rose Accelerated Learning Academy. I understand that this donation will be to the Hope Center, a nonprofit organization, and will be used for the purpose of supporting the opening of the charter school. I further understand that this donation is tax deductible.



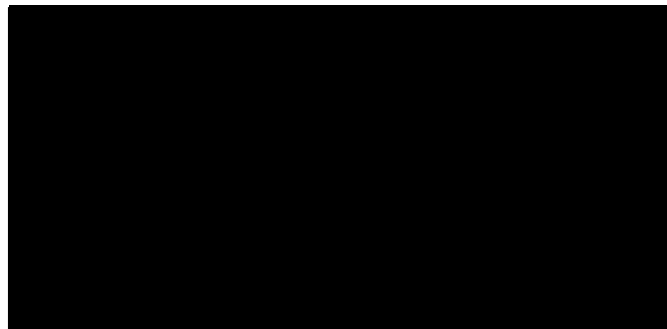
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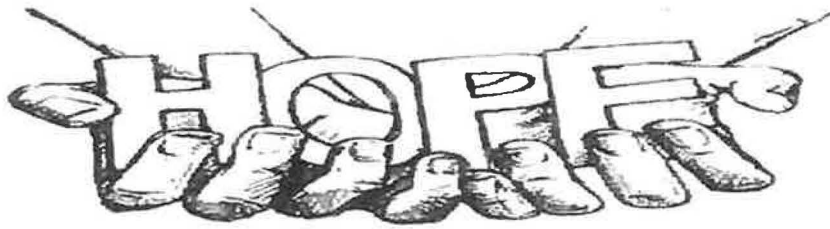
The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

I am willing to donate the sum of \$5,000 to the HOPE Center to assist with the opening of the Rose Accelerated Learning Academy. I understand that this donation will be to the Hope Center, a nonprofit organization, and will be used for the purpose of supporting the opening of the charter school. I further understand that this donation is tax deductible.



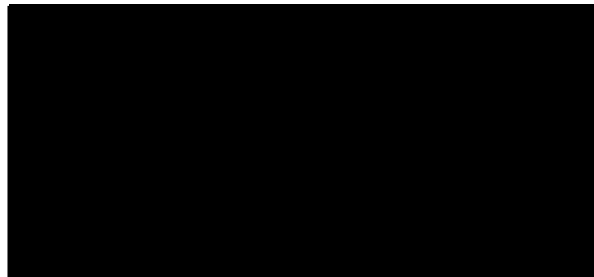
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The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

I am willing to donate the sum of \$ 1100.⁰⁰ to the HOPE Center to assist with the opening of the Rose Accelerated Learning Academy. I understand that this donation will be to the Hope Center, a nonprofit organization, and will be used for the purpose of supporting the opening of the charter school. I further understand that this donation is tax deductible.



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The Hope Center Inc.

3618 Stassen Houston, Texas 77051 Ph. (713) 734-0610 Fax: (713) 734-4608

Unaudited Financial Statement of Financial Position

The Hope Center did not conduct any business during the 2019 fiscal year.

Current Assets	\$ 0				
Fixed Assets	\$ 0				
Total Assets	\$ 0				
Current Liabilities	\$ 0				
Accounts Payable	\$ 0				
Total Liabilities	\$ 0				
Balance Sheet Total	\$ 0				

COPYRIGHT MATERIAL

2 pages have been withheld

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Department of the Treasury
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2018

Open to Public Inspection

A For the **2018** Calendar year, or tax year beginning **2018-01-01** and ending **2018-12-31****B** Check if available

Terminated for Business

☒ Gross receipts are normally \$50,000 or less**C** Name of Organization: HOPE CENTER INC3618 Stassen, Houston, TX,
US, 77051**D** Employee IdentificationNumber 01-0610009**E** Website:**F** Name of Principal Officer: Shawn Manney3618 Stassen, Houston, TX,
US, 77051

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

We will work with a reputable insurance company to secure the following types of insurance coverage. Based on recommendations from TEA and the insurance agent, we will secure additional coverage as needed to be in compliance with state laws and guidelines.

School Insurance

General Liability Insurance

Professional Liability Insurance

Abuse and Molestation Liability

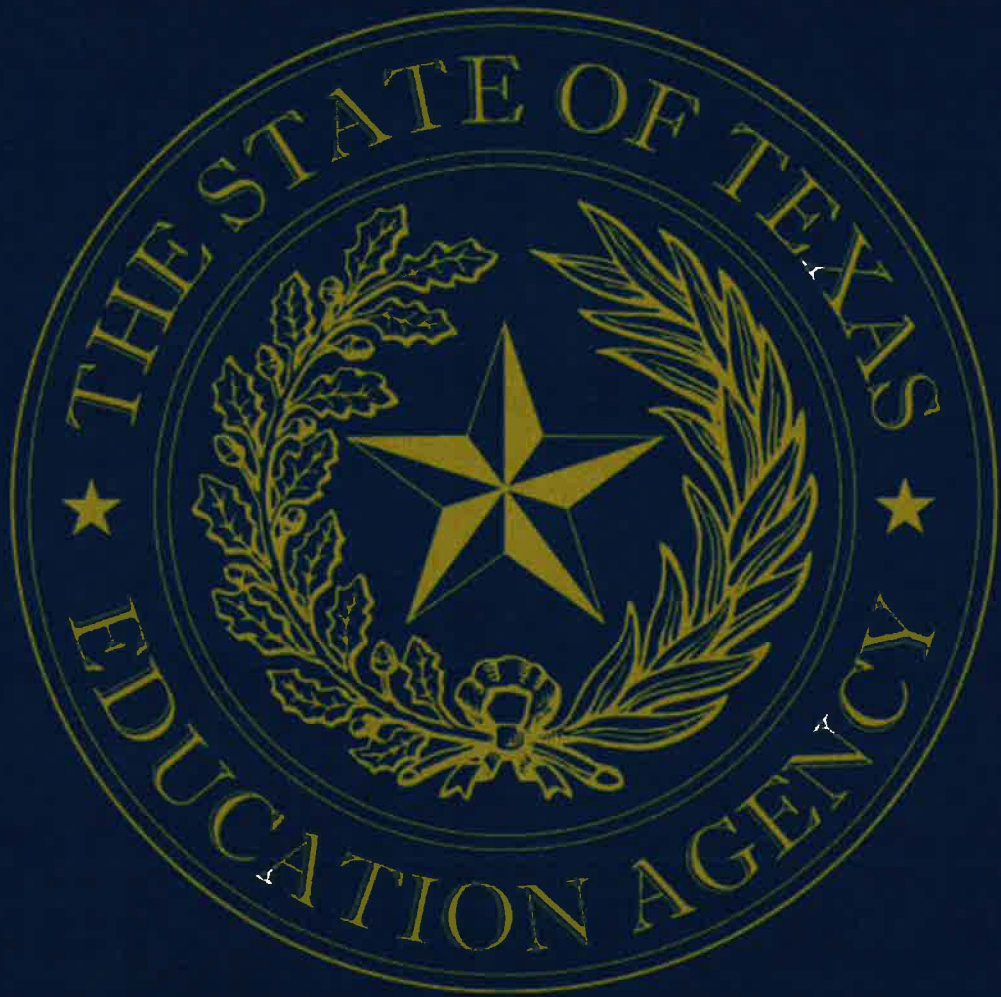
Workman's Compensation

Directors and Officers Liability

Building Contents Insurance

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity:

The Hope Center

Proposed Charter School Name:

The Rose Accelerated Learning 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

SP 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.

SP 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

SP 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

SP 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

SP 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

SP 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

SP 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:

The Hope Center

Proposed Charter School Name:

The Rose Accelerated Learning Academy

VII. Admission and Enrollment

SP 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.

SP 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.

SP 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.

SP 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.

SP 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)

SP 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

SP 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.

SP 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:

The Hope Center

Proposed Charter School Name:

The Rose Accelerated Learning Academy

SP 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).

SP 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

SP 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

SP 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

SP 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.

SP 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.

SP 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

SP 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:

The Hope Center

Proposed Charter School Name:

The Rose Accelerated Learning 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.

Sandra Pradice

Printed Name of Sponsoring Entity Board Chair

Sandra Pradice

Signature of Sponsoring Entity Board Chair

1/20/20

Date