WACO INDEPENDENT SCHOOL DISTRICT

Waco Independent School District
501 Franklin Avenue, Waco, Texas 76701
(254) 755-9455

Dr. Tiffany Spicer, Superintendent of Schools

Call for Quality Schools

Waco Independent School District has developed its Call for Quality Schools in direct alignment with Texas Education Agency guidance regarding in-district charter partnerships for campuses requiring accelerated improvement for turnaround schools. The Call reflects the District's commitment to rigorous authorization, accountability, and sustained improvement, consistent with Texas Education Code §§11.174 and 48.252 and Waco ISD Board Policy ELA (LOCAL).

Over the past year, Waco ISD has undertaken substantial leadership renewal, organizational restructuring, and instructional reform designed to address longstanding challenges and improve student outcomes. This Call for Quality Schools is another step in that work intentionally seeking operating partners who can build upon, accelerate, and sustain reforms at strategic elementary school(s) within the district.

Consistent with TEA guidance emphasizing discretion, capacity, and outcomes, the Call:

- Limits eligibility to partners that demonstrate proven competence with more than three years of experience serving multiple campuses and capacity to improve student outcomes;
- Demonstrates a willingness to align where possible with district-led reforms, instructional priorities, and continuous improvement planning processes through transparent professional development;
- Establishes a rigorous, multi-step authorization process, including written application, independent review, capacity interviews, and Board approval;
- Requires execution of a charter performance contract with clear academic, financial, operational, and governance standards; and
- Commits the Board to robust monitoring, annual evaluation, and public reporting, with clear intervention and revocation protocols if standards are not met.

Through this approach, Waco ISD demonstrates both urgency and stability, prioritizing student outcomes while allowing time for systemic reforms to be implemented with fidelity. The District believes this model reflects the intent of state law and supports sustainable improvement for students, families, and the broader community.

WACO INDEPENDENT SCHOOL DISTRICT

Local Campus Partner Application

Introduction

TEC Chapter 12 establishes charter schools to achieve the following purposes:

- Improve student learning
- Increase the choice of learning opportunities within the public-school system
- Create professional opportunities that will attract new teachers to the public-school system
- Establish a new form of accountability for public schools
- Encourage different and innovative learning methods

Charter Application Eligibility

The Board shall consider an application for a Campus charter or Program charter if the applicant:

- Meets the eligibility requirements for a Campus charter or Program charter set forth in TEC §12.0522
- Follows the application process established by the District
- Provides evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter or program charter
- Shows a strong commitment to serving under-resourced and historically underserved students through equitable, inclusive, and student-centered practices.
- Demonstrates clear alignment with Waco ISD's mission, strategic priorities, and the unique student and programmatic needs identified in the Call for Quality Schools.

The Board welcomes applications for a Campus charter or Program charter ("Subchapter C charter") pursuant to various paths as set forth in TEC Chapter 39, Subchapter C. The Board specifically invites and encourages applications pursuant to TEC §12.0522

Regardless of authorization path, all groups and entities seeking to create a Subchapter C charter shall follow the Charter Application and Review Process set forth in this document.

Charter Application Process Overview

The application process shall include:

1. A comprehensive written application submitted by each applicant in accordance with application guidance and requirements provided by the Board
2. A rigorous review of the written application conducted by a review committee ("Review Committee") of at least three members, including at least one district staff member and one external evaluator, with relevant and diverse expertise
3. A formal recommendation from the Review Committee to the Superintendent for approval or denial of each application, based on evidence from the Review Committee's evaluation of the application
4. A formal recommendation from the Superintendent to the Board for approval or denial of each application, based on evidence from the Review Committee's evaluation of the application
5. A formal vote by the Board to approve or deny each application

Standard of Review. The Review Committee shall conduct a rigorous, evidence-based, and merit-focused evaluation of applications, including evaluating the proposed partner's capacity to meet the Board's established academic, financial, operational, and governance standards for charter schools. The Board shall grant a charter only in cases in which the Board determines that the proposed school is likely to:

1. Succeed in meeting academic, financial, operational, and governance standards, thereby meeting both performance and legal compliance expectations for campus charters in the District
2. Serve the best interests of the targeted students and community
3. Fulfill the purposes and intent of Texas's charter school law
4. Build forward from existing district improvement efforts, including current leadership structures, instructional priorities, and systems already in place, rather than proposing a full restart or system reset.
5. Serve historically underserved and underresourced students equitably, including students receiving special education services, multilingual learners, and economically disadvantaged students.
6. Prioritize student safety, well-being, and inclusive school culture, ensuring safe, supportive, and respectful learning environments for all students.
7. Engage families and the Waco community as partners, demonstrating culturally responsive practices and meaningful communication.
8. Operate collaboratively and transparently with the District, including participation in monitoring, reporting, and accountability processes.
9. Demonstrate thoughtful change management, with attention to staff stability, community trust, and sustained implementation over time.

2026-2027 Request for Applications Timeline

Milestones
Application
Deadline for Complete Proposals — **February 12, 2026** All proposals must be submitted in complete and final form by this date. Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle.
Independent Evaluation Team Review
Review Committee Proposal Review — **February 13, 2026** The Review Committee will review each proposal.
Required Capacity Interviews —February 17 & 18, 2026 Capacity interviews are conducted at the discretion of the District. They are not open to the public.
Formal Recommendation from Superintendent to Board — **February 26, 2026**
Board Vote — **February 26, 2026**

Applicant Types

Applicant types include: Non-profits, Institutes of Higher Education, Existing Charter Operators, and Governmental Entities

In this application cycle, two types of applicants will be considered, each with specific requirements.

Existing Partners – Partners that have operated at least one campus prior to submitting this application

New Partners – Partners that have not previously operated campuses

All applicants must complete Sections 1 – 4 of the application.

Existing Partners and any applicant proposing to contract with an entity that has previously operated schools (including any organizations that operate with an Education Service Provider (ESP) or Charter Management Organization (CMO) must also complete the Existing/Experienced Partner Section (Section 5) and all related attachments.

Instructions

The Board is pleased to invite proposals for new quality partners seeking to open a partnership school in current or subsequent school years. Prior to developing a proposal, please read this entire document

Components of the Proposal

- Narrative Proposal: The proposal is the formal application to the Board and is a comprehensive description of the school's educational, operational, and financial plans
- Attachments: Throughout the proposal, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions
- Capacity Interview(s): Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their proposal

Specifications

- Applicants **must** submit proposals electronically and use this application.
- Only responses placed within the text boxes provided will be considered in evaluation activities. All elements of the proposal must be presented in 11-point font and single-spaced.
- Each major section of the proposal (School Overview, Educational Program, etc.) and each attachment must begin on a separate page. *Application responses, including the existing questions and content, for sections 1-4* ***must not exceed 50 pages****. This does not include attachments.*
- If you believe a particular question does not apply to your team or proposal, respond "Not Applicable" **and** state the reason this question is not applicable to your team or proposal.
- All required documents should be uploaded in the file format specified.
- Late or incorrectly formatted submissions will not be accepted.
- When submitting résumés, label each document with the individual's affiliation with the proposed school (e.g., board member, principal, etc.)
- Plagiarism, including the copying of language from any other charter application without proper attribution, is grounds for immediate denial of the proposal. It is not acceptable to copy and paste a discussion or description of an existing curriculum, instructional framework, or educational model (e.g., Montessori, arts integration, project-based learning, blended learning, etc.) from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. Existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable.

Attachments

The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable for all applicants. It is the responsibility of the applicant to ensure they submit all attachments required for their proposal. Do not upload documents for any attachment that is not applicable.

1. Graduation standards *(high school applicants only)*
2. Enrollment policy
3. Discipline policy
4. Organization charts
5. Board documents
6. Board Member Information Form
7. Leadership team qualifications or role description
8. Staff Recruitment and Hiring Plan
9. Staff Development Plan
10. Financial Plan

Applicant Code of Conduct

Members of the Board are obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school proposal process.

Specifically, charter school applicants shall not:

- Initiate, or attempt to initiate, any activity with a Trustee
- Initiate, or attempt to initiate, any activity with a member of the Evaluation Team
- Direct any communications, including proposal documents, to a Trustee or to a member of the Evaluation Team

Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration in future proposal processes.

Public Disclosure

All charter school proposal materials submitted to the Board become public records.

[Insert Operating Partner Name]

Request for Applications for Subchapter C Charters

WACO INDEPENDENT SCHOOL DISTRICT

Applicant Information

Name of Applicant Organization	Click or tap here to enter text.
Primary Contact Person	Click or tap here to enter text.
Mailing Address	Click or tap here to enter text.
Phone Number	Click or tap here to enter text.
Email	Click or tap here to enter text.

Names, current jobs and employers, and proposed roles of all persons on applicant team (*Add lines as needed)*

Full Name	Current Job Title and Employer	Position with Proposed School
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

We plan to apply as a(n):

☐ New Operator (have not previously managed campuses): complete sections 1-4

☐ Existing Partner (have previously managed campuses and/or have an ESP or CMO): complete sections 1-5

Does this organization operate any other campuses in the United States?

☐ Yes ☐ No

If Yes, complete the table below (*Add lines as needed)* and complete section 5

State	Authorizer	School Name	Year Operation Began	Most Recent School Rating
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

text.				

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes ☐ No

If Yes, complete the table below (*Add lines as needed)*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Does this applicant team have new schools or campuses scheduled to open in the United States in the next five years?

☐ Yes ☐ No

If Yes, complete the table below (*Add lines as needed)*

Planned School Name	City	State	Opening Date
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Was this application completed by the operating partner and without assistance from the district or a district assigned vendor?

☐ Yes ☐ No

School Information

NOTE: Complete this part for each school / campus included in this proposal. Duplicate as needed.

Proposed School / Campus Name	**Opening Year**	**Grades: Year 1**	**Grades: At Capacity**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Proposed Location	
School District *Identify the school district in which the charter school will be located.*	Click or tap here to enter text.
Address of Identified Facility *If applicable.*	Click or tap here to enter text.

Projected Student Enrollment Number			Click or tap here to enter text.
Projected Demographic Information	**% EcoDis:** Click or tap here to enter text.	**% SpEd:** Click or tap here to enter text.	**% EL:** Click or tap here to enter text.

Model / Specialty *(Check all that apply)*			
☐ Alternative	☐ Career / Technical Ed.	☐ Military	☐ Montessori
☐ Arts	☐ College Prep	☐ Language Immersion	☐ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Disability *(list)*:	

Name of Proposed Principal	**Click or tap here to enter text.**
Current Employment	**Click or tap here to enter text.**
Phone Number – Day	**Click or tap here to enter text.**
Phone Number – Evening	**Click or tap here to enter text.**
Email	**Click or tap here to enter text.**

Section 1 - School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 5 (Specifications).

Executive Summary
(Limit: 4 Pages)

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

1. **Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.**

   Click or tap here to enter text.

2. **Educational Need and Anticipated Student Population. Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.**

   Click or tap here to enter text.

3. **Education Plan / Academic Model. Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.**

   Click or tap here to enter text.

4. **<u>Leadership and Governance.</u> List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliations.**

   Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	**Current Job Title and Employer**	**Position with Proposed School**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Enrollment Summary
(Limit: 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2024) for each column.

   Note: Remove any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 20xx	**Year 2 20xx**	**Year 3 20xx**	**Year 4 20xx**	**Year 5 20xx**	**At Capacity 20xx**
Pre-K	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
K	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
6	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
7	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
8	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

9	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
10	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
11	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
12	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

2. **Briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table**.

   Click or tap here to enter text.

Section 2 – Educational Program

A strong Educational Program is coherent and aligned with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. Provide the following:

a. **A curriculum aligned to state standards that includes a scope and sequence for each grade level and/or content area to be used at the school(s):**

Click or tap here to enter text.

b. A plan for selecting and implementing High Quality Instructional Materials, including what materials will be used at the campus(es):

Click or tap here to enter text.

c. **A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials:**

Click or tap here to enter text.

d. A framework for instructional design and strategies that:

- **reflect the needs of the school's target population**
- **ensure all students meet or exceed the expectations of Texas state standards**
- **promote critical-thinking skills**

Click or tap here to enter text.

e. A plan to identify and serve students with learning gaps:

Click or tap here to enter text.

f. **A plan to maximize instructional time:**

Click or tap here to enter text.

g. A justification for the proposed educational program based in research, theory, and/or experience, including why it is likely to be effective for the anticipated student population:

Click or tap here to enter text.

High School Graduation Requirements *(High Schools Only)*

2. Provide the following:

a. **As *Attachment 1,* exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do and ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce).**

Attachment 1 included?

☐ YES ☐ NO

b. **Systems and procedures the school will implement for students at risk of dropping out or not meeting exit standards:**

Click or tap here to enter text.

Special Populations and At-Risk Students

3. **Provide the following**:

   a. An explanation of evidence from which the projection of anticipated special populations was derived:

   Click or tap here to enter text.

   b. **An explanation of the organization's experience in, understanding of, and capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, emergent bilingual students, and students identified as intellectually gifted:**

   Click or tap here to enter text.

   c. A plan for providing services to students with special needs, including how you ensure these students:

   - **are appropriately identified**
   - **are served in the least-restrictive environment possible**
   - **have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development**
   - **receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans**
   - **participate in standardized testing**

   Click or tap here to enter text.

   d. A plan for providing services to emergent bilingual students, including:

   - **methods for appropriate identification,**
   - **specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students,**
   - **plans for monitoring and evaluating student progress and success and for exiting them from services,**
   - **a plan for including emergent bilingual students in standardized testing and schoolwide educational, extra-curricular, and culture-building activities**

   Click or tap here to enter text.

   e. A plan for providing services to students identified as intellectually gifted, including:

   - **methods for appropriate identification of students**
   - **the specific instructional programs, practices, and strategies the school will employ**

   Click or tap here to enter text.

Student Recruitment and Enrollment

4. Provide the following:

a. **A student recruitment and marketing plan**.

- **What is the timeline for implementation of this plan?**
- **How will you ensure all interested students and families, including those in poverty, students who have struggled academically, students with disabilities, and other youth at risk of academic failure, are equally included in this plan?**

Click or tap here to enter text.

b. As *Attachment 2,* an Enrollment Policy that complies with state law, includes a description of the lottery process if more students choose to enroll at the campus than can be accommodated, and that ensures the school will be open to all eligible students.

Attachment 2 included? ☐ YES ☐ NO

School Culture and Discipline

5. Provide the following:

a. **A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including students served in special education, emergent bilingual students, and students at risk of academic failure:**

Click or tap here to enter text.

b. **A plan for establishing the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring and maintaining campus climate:**

Click or tap here to enter text.

c. **A plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways:**

Click or tap here to enter text.

d. **A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs:**

Click or tap here to enter text.

e. **As *Attachment 3*, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights:**

Click or tap here to enter text.

Attachment 3 included? ☐ YES ☐ NO

f. **Legally sound policies for student discipline, suspension, and expulsion, including how these policies protect students' rights to due process:**

Click or tap here to enter text.

g. **Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly:**

Click or tap here to enter text.

Assessment and Evaluation

6. Provide the following:

a. **Annual student performance goals that include targets aligned with the state accountability system:**

Click or tap here to enter text.

b. **A plan to implement and interpret interim assessments that measure academic progress – of individual students and student cohorts – throughout the school year:**

Click or tap here to enter text.

c. **A plan and system for collecting and analyzing student academic achievement data, reporting the data to the school community, and using the data to refine and improve instruction (including dedicated time for providing training and support to school leadership and teachers):**

Click or tap here to enter text.

d. **The corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement them:**

Click or tap here to enter text.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan.

Organizational Structure

7. **Provide the following**:

   a. **As Attachment 4, an organizational chart that indicates all positions and lines of authority.**

   Attachment 4 included? ☐ YES ☐ NO

   b. **The name(s), title(s), and a description of the daily responsibilities of the person(s) employed by the operating partner that will be responsible for the management of each campus:**

Name	Title	Date Started with Organization	Campus to be Managed	Description of Daily Responsibilities *(indicate the person who will be the principal's direct supervisor here)*
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

   c. **The proposed school's legal status (e.g., non-profit and federal tax exempt) and structure that comply with TEC 12.101(a).**

   Click or tap here to enter text.

Governing Board

8. **Provide evidence of the following:**

   a. **The independence of the board as it relates to the authorizer:**

   Click or tap here to enter text.

   b. **Plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees:**

   Click or tap here to enter text.

   c. **As *Attachment 5*, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts.**

   Attachment 5 included? ☐ YES ☐ NO

d. As *Attachment 6*, a Board Member Information Sheet and resume for each proposed Board Member.

Attachment 6 included? ☐ YES ☐ NO

e. **A description of how the proposed governing board members' knowledge and skills make them qualified to oversee a successful charter school, including educational, financial, legal, and community experience and expertise:**

Click or tap here to enter text.

f. **A plan and timeline for board recruitment (including the desired experience and qualifications of future board members), initial board training, expansion, orientation of new members, and ongoing training for members:**

Click or tap here to enter text.

g. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board:

Click or tap here to enter text.

Application Team Capacity

9. Provide the following:

a. Describe the collective qualifications of the applicant team to implement the school design successfully, including each team member's experience and evidence of measurable success in:

- **School leadership, administration, and governance**
- **Implementing systems for curriculum, instruction, and assessment**
- **Performance management**

Click or tap here to enter text.

b. As *Attachment 7*, include the résumés and bios for all members of the applicant team.

Attachment 7 included? ☐ YES ☐ NO

c. Describe the proposed School Leader's experience in and ability to design, launch, and lead a school and implement the specific educational program being proposed, OR describe the board's plan to recruit and retain a leader with the ability to implement the specific educational program being proposed *(if School Leader candidate(s) is not yet identified):*

Click or tap here to enter text.

d. Describe the work of the school leader(s), including:

- **the measurable performance expectations for the school leader that are aligned to the mission of the school**
- **how these expectations will shift from school launch in the first year of operation to sustainability in future years**

Click or tap here to enter text.

Staffing Plans

10. Provide the following:

a. **As *Attachment 8*, a recruitment and hiring strategy for all campus roles, including:**

- **selection criteria that demonstrate high standards and mission alignment for all candidates**
- **a hiring protocol, and timeline that ensure the school is fully staffed by July 1 of each year.**

Attachment 8 included? ☐ YES ☐ NO

b. **As *Attachment 9*, a plan to develop staff and retain high-performing staff, including:**

- **an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program**
- **evaluation tools and processes that will capture trends and track and promote teacher progress over time**
- **The process for providing targeted and personalized support for school staff that includes:**
- **The allocation of resources to support and provide professional development**
- **The qualifications of personnel to provide professional development and facilitate adult learning**
- **Professional development methods and calendar**

Attachment 9 included? ☐ YES ☐ NO

c. **Describe your process for identifying and remedying unsatisfactory leadership and/or teacher performance:**

Click or tap here to enter text.

Facilities

11. **Provide the following:**

a. **Identification of an appropriate proposed school facility OR a plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population:**

Click or tap here to enter text.

Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan.

Financial Plan

12. Provide the following:

a. The staff members responsible for the organization's finance and a brief description of their qualifications to manage the organization's systems, policies, and processes:

Click or tap here to enter text.

b. A description of the organization's systems, policies, and processes for:

- **Financial planning**
- **Accounting**
- **Purchasing**
- **Payroll**

Click or tap here to enter text.

c. A description of the organization's internal controls, financial reporting requirements, and process for conducting independent annual financial and administrative audits

Click or tap here to enter text.

d. The roles and responsibilities among the administration and governing board regarding school finance:

Click or tap here to enter text.

e. How the organization ensures financial transparency, including:

- **plans for public adoption of the school's budget**
- **public dissemination of its annual audit and an annual report**

Click or tap here to enter text.

e. As *Attachment 10*, an operating budget and narrative that explains revenue and cost assumptions, including:

- **grant/fundraising assumptions**
- **the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)**
- **the projected cost to implement the academic model described in this application**

Attachment 10 included? ☐ YES ☐ NO

f. Describe the organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated:

Click or tap here to enter text.

Section 5 – Existing Partner/Experienced Partner Supplement

A strong proposal from a partner that has previously operated schools (including partners that operate under a Charter Management Organization or CMO), or a partner proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP), is coherent overall and aligned internally with the school's mission and vision, Educational Program, Operational Plan, Financial Plan, and any other applicable attachments.

- ***Existing Partners (any organization that has previously operated schools) should complete only Question 13***
- ***Any applicant proposing to contract with an Education Service Provider (ESP) or CMO (Charter Management Organization) should complete Questions 14 and 15***

Existing Partner Track Record

13. Provide the following:

a. As *Supplemental Attachment 1,* the experienced partner applicant, CMO, or ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back- office services, school operations, extracurricular programs)

Supplemental Attachment 1 included? ☐ YES ☐ NO

b. As *Supplemental Attachment 2*, an independent financial audit report and its most recent annual report of the experienced partner applicant, CMO, or ESP that demonstrated the financial health of the organization.

Supplemental Attachment 2 included? ☐ YES ☐ NO

c. **A description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant, CMO, or ESP:**

Click or tap here to enter text.

d. If applying to manage a turnaround campus, evidence that:

- **the partner organization has been in existence for at least three years prior to the undertaking of the management of the district campus**
- **the partner organization has managed multiple campuses for multiple years**
- **the partner organization has a track record of managing campuses to academic success or has significantly improved the academic performance of the campuses**

Click or tap here to enter text.

ESP or CMO Management Plan and Legal Relationship

14. Provide the following:

a. The name and address of the ESP or CMO:

Click or tap here to enter text.

b. As *Supplemental Attachment 3*, the Management Agreement between the ESP and the applicant organization that includes:

- ✔ **A detailed description of the roles and responsibilities of the ESP**
- ✔ **A detailed explanation of the scope of services and costs of all resources to be provided by the ESP**
- ✔ **A detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals**
- ✔ **A detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory**
- ✔ **A detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation**
- ✔ **A detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule**
- ✔ **A detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed**
- ✔ **A detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause**
- ✔ **An explanation and justification of any indemnification provisions in the event of default or breach by either party**

Supplemental Attachment 3 included? ☐ YES ☐ NO

c. **An enforceable plan for the operation of the school in the case that the management agreement is terminated:**

Click or tap here to enter text.

d. **Assurance and evidence that the board is independent from the ESP or CMO and is self-governing, including separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities**

Click or tap here to enter text.

e. A clear and detailed explanation of the supervisory responsibilities of the ESP/CMO (if any), including which school employees the ESP/CMO will supervise, how the ESP/CMO will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities:

Click or tap here to enter text.

f. **A detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP/CMO, including evidence that such agreements are separately documented and not part of or incorporated in the ESP/CMO agreement. Such agreements must be consistent with the school's authority to terminate the ESP/CMO agreement and continue operation of the school:**

Click or tap here to enter text.

g. **A detailed explanation and compelling justification of any loans, grants, or investments made between the ESP/CMO and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused:**

Click or tap here to enter text