



2026 Call for Great Schools

Qualified Partner Application
Launch Date: September 22, 2026

Fort Worth Independent School District
Office of Innovation & School Choice

Partner-Managed Models

Application Due Date Options:

October 30, 2026 for a 2027-28 SY launch (5:00 PM CT)
December 15, 2026 for a 2028-29 SY launch (5:00 PM CT)

Priority Partners Areas	Types of Models
1. Middle School Innovation	• New Middle School Models • Grade 6-8 Expansions • Choice Pipelines
2. Early Learning Expansion	• PreK3: Full day programs • Employer-sponsored childcare partnerships • Neighborhood hub sites • School-based early learning center
3. CCMR & Workforce Pathways	• P-TECH/ECHS Partnerships • Industry-aligned academies • Sector Hubs
4. Flexible Learning Models	• Hybrid Programs • Virtual School Options • NonTraditional Scheduling models

Overview

Introduction

Through the Call for Great Schools, the Fort Worth ISD (FWISD) seeks to dramatically improve student outcomes, broaden educational talent and provide a variety of student-centered options for families and school communities. To increase the number of high-quality options for families, the Innovation & School Choice office is requesting proposals from qualified entities seeking to provide engaging learning environments and launch a new school model or redesign an existing school through the district-authorized partnership process. Guided by the FWISD mission of “preparing all students for success in college, career and community leadership”, the Call for Great Schools creates new opportunities for student and family success.

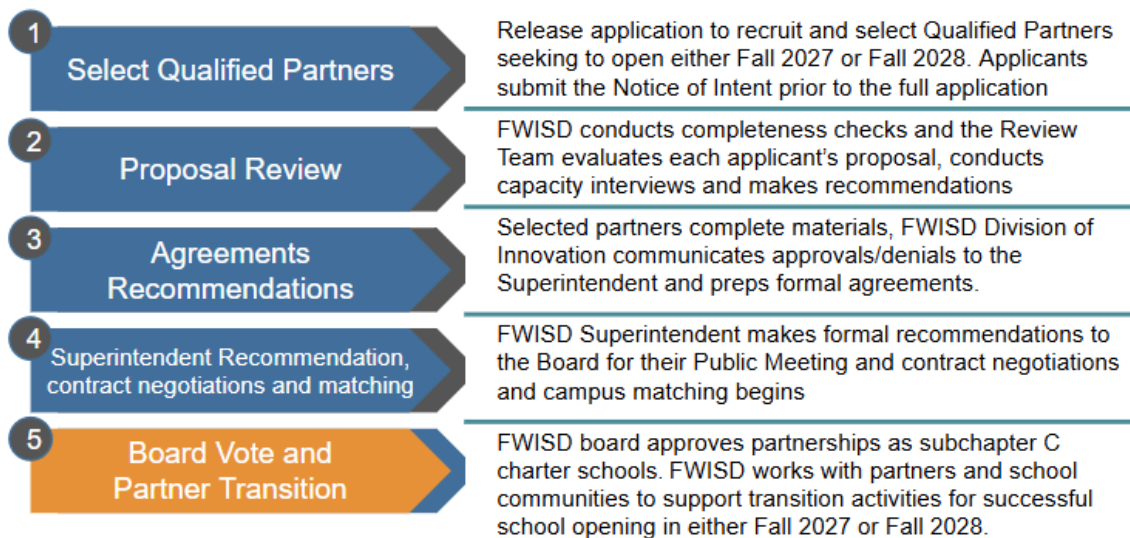
Definition of a FWISD Great School

A high-quality FWISD school successfully prepares all students for success in college, career and community. In Fort Worth, the district, community, and individuals come together with the goal of improving student outcomes in every school in every zip code. Under the leadership of the superintendent and the Board of Education, the Call for Great Schools is an opportunity to reimagine FWISD schools while providing transformational school models for students. To promote high-quality school options, Fort Worth ISD seeks partners interested in developing new school models or redesigning existing schools for our most in-need students. Once approved, partners receive increased autonomy over time, talent, and resources in return for greater accountability in the form of a performance contract. These partner operated schools will align with district vision and help catalyze great school options in Fort Worth ISD.

TEC Chapter 12 establishes charter schools for 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

Call for Great Schools Process



The FWISD 2026 Call for Great Schools (CGS) Process Overview:

1. A [Notice Of Intent to Apply](#) followed by a comprehensive written application submitted by each applicant in accordance with Board guidance and requirements.
2. A rigorous review of the written application conducted by a Review Team ("Review Committee") of at least three members, including at least one FWISD staff member and one external evaluator, with relevant and diverse expertise.
3. Leadership teams of selected applicants will be invited to participate in a capacity interview with the FWISD Review Team.
4. A formal recommendation from the Review Team to the Superintendent for approval or denial of each application, based on evidence from the Review Team's evaluation of each submission (application).
5. A formal recommendation from the Superintendent to the Board of Trustees for approval or denial of each application, based on evidence from the Review Team's evaluation of each submission (application).
6. The formal vote by the Board of Trustees to approve or deny each application.

Standard of Review

The Review Team conducts a rigorous, evidence 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 they determine that the proposed school is likely to:

1. Succeed in meeting academic, financial, operational, and governance standards for innovation schools, 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; and
3. Fulfill the purposes and intent of Texas's charter school law

Please visit FWISD's Department of Transformation, Innovation & Accountability website for more info.

Identified Priorities for 2027

For the 2027 cycle, FWISD has identified and will accept only proposals designed to fill the following priorities within its portfolio of schools (K - 12 only):

1. **Innovation- Redesign:** Partners develop and launch proven whole school models to meet the needs of a designated community with a focus on substantial changes to instruction, staff, schedules, and professional development to improve student outcomes. The campus may keep the same leader and staff, while the redesign should focus on student outcomes, campus and community needs, and district characteristics.
2. **Innovation- New:** Partners design new learning environments that best fit student and community needs with the autonomy to innovate while meeting performance goals. All applicants must focus on delivering programs that expand FWISD's portfolio of high quality Programs of Choice, either by replicating an existing model or launching a new, proven model.
3. Priority will be given to partners specializing in
 - a. Priority Area 1: Middle School Innovation
 - i. New middle school models
 - ii. Grade 6-8 expansions
 - iii. Choice pipelines
 - b. Priority Area 2: Early Learning Expansion
 - i. PreK3, full day programs
 - ii. Employer-sponsored child care partnerships
 - iii. Neighborhood hub sites in low-access communities
 - iv. School-based early learning centers
 - c. Priority Area 3: College, Career, and Workforce Pathways
 - i. P-TECH/ECHS
 - ii. Industry-aligned academies
 - iii. Sector hubs
 - d. Priority Area 4: Flexible Learning Models
 - i. Hybrid programs
 - ii. Virtual options
 - iii. Nontraditional scheduling models

Approved partners will be expected to operate schools as Fort Worth ISD campuses in accordance with districtwide enrollment priorities. Applicants may apply for one or both pathways and partnerships will formally launch (or in the case of existing partnerships, convert to an SB 1882 contract) in the 2027-28 school year or the 2028-29 school year.

Eligible Applicants

FWISD welcomes the following applicant types: Non-profits, Institutes of Higher Education, Existing Charter Operators, and Governmental Entities. In this application cycle, the following 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 and are in good standing, defined as receiving acceptable academic and financial accountability ratings for the three preceding school years, and never having their charters revoked;
- **New Partners** – Non-profit organizations, institutions of higher education and

government entities that have not previously operated campuses but provide resources and technical assistance for schools to implement well-defined, high-performing educational models.

All applicants must complete Sections 1 – 5 of the application (#6 if applicable).

Existing Partners and any applicant proposing to contract with an entity that has previously operated schools (ex: Education Service Providers or Charter Management Organizations) must complete the Existing/Experienced Partner Section (#6) and provide all related attachments.

In addition all applicants must:

- Meet the eligibility requirements set forth in TEC12.101(a)
- Follow the application process established by the FWISD,
- Provide evidence to the Board that the applicant will comply with the statutory and [FWISD requirements](#) for operating a campus charter or program charter, and

All applicants seeking to create a Subchapter C charter with the Fort Worth ISD shall follow the Charter Application and Review Process set forth in this document.

Please contact Dr. Lynsey Charles at lynsey.charles@fwisd.org if you are seeking guidance on your application submission.

FWISD CGS Details

Milestones		
For 2027-28	For 2028-29	
Sep 22, 2026	Sep 22, 2026	Release of the Call for Schools Notice of Intent to Apply and Proposal To be eligible to submit a full proposal, all interested parties must submit the mandatory Notice Of Intent to Apply , using the documents provided, to daniel.mcalister@fwisd.org . Please note that the Notice Of Intent is mandatory to proceed, but non-binding should an applicant decide not to submit the full application.
Oct 9, 2026	Oct 30, 2026	Deadline for Mandatory Notice of Intent to Apply Those who submitted Notices of Intent to Apply by the deadline will be invited to continue with the application process
Oct 12-16	Nov 16-20, 2026	Applicant Orientation; Q&A with FWISD
Oct 16-30, 2026	Nov 21-Dec 15, 2026	Application period- Non Contact Period Between the District and potential applicants
Oct 30, 2026	Dec 15, 2026	Deadline for Completed Applications - by 5pm CT All proposals must be submitted in complete and final form by this date and time to daniel.mcalister@fwisd.org . Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle.
Nov 2-4, 2026	Dec 16-18, 2026	FWISD Completeness Checks The Office Strategic Initiatives & Partnerships will conduct completeness checks and communicate opportunities to remedy application submissions by 5pm CT.
Nov 5-12, 2026	Jan 11-15, 2027	Application Evaluation by The Review Team The Review Team will be assembled, trained and will assess each proposal.
Nov 16-20, 2026	Jan 25-29, 2027	Required Capacity Interviews FWISD will conduct required capacity interviews between 9am-3pm. All applicants, including Board Chairs, should be available for an interview time slot (between 9a-3p) selected by FWISD. Interviews are not open to the public.

By Dec 2, 2026	Feb 2, 2027	Preliminary recommendation to Dr. Lynsey Charles the Executive Director of Innovation & School Choice FWISD Internal Review followed by a formal recommendation to the Superintendent based on evidence from the Review Committee's evaluation of the application
By Jan 12, 2027	March 9, 2027	Formal Recommendation of the partnership(s) from Superintendent to Board as part of Board Documents
Starting Jan 13, 2027	Starting March 10, 2027	Pending recommendation: Contract and Performance Agreement negotiations with final partner(s) and submission of final application materials Applicants will define their projected operations costs, staffing and transition plans
By March 9, 2027	By May 11 , 2027	FWISD Board Vote on Partner Contract and Announcement of Partner Organizations
Starting March 10, 2027	Starting May 12, 2027	Planning and (if approved) preparation to launch the new campus(es)

2027-2028 Texas Partnership for Benefits Deadline

TEA also has an application process to which Fort Worth ISD would also have to apply. The TEA deadlines are as follows:

- Letter of Intent from Fort Worth ISD to TEA December 4th
- Priority deadline 1: Tuesday, December 15, 2026
- Priority deadline 2 (no pre-opening plan submission required): Friday, January 29, 2027
- Final deadline: Wednesday, March 31, 2027

Instructions

The FWISD Board is pleased to invite proposals for Partner-Managed new school campus programs that will launch during either the 2027-2028 or 2028-2029 school year. Partnership schools will operate as charter schools authorized under Chapter 12, Subchapter C of the Texas Education Code. The existence of a non-profit entity, or evidence of a submitted application for the creation of such, is required prior to the submission of a full application. Please read this entire document completely prior to beginning responses.

Components of the Qualified Partner Application

- **Narrative Proposal:** The proposal is the formal application to the Board and should provide a comprehensive and targeted description of the organization's educational model and operational and financial plans. Please ensure that each response clearly addresses each portion of the respective section.
- **Attachments:** Throughout the proposal, specific documents are requested to support narrative answers. Attachment must clearly address and correlate to the respective section and may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions.
- **Capacity Interview:** Applicants will have the opportunity to discuss their plan and demonstrate their team's capacity to open and maintain a high-quality partnership school and answer specific questions about their proposal. **Applicants will not be permitted to deliver a formal presentation or share any new documents.**

Specifications

- Applicants **must** submit proposals electronically using this application and any required templates to daniel.mcalister@fwisd.org.
- All responses must be placed within the text boxes for consideration in evaluation activities and be presented in 11-point font and single-spaced.
- Each major section of the proposal (School Overview, Educational Program, etc.) must begin on a new page. Each attachment must be saved as a separate document.
- **Applicants must adhere to the following page limits (not including attachments):**
 - **Section 1: 5 pages**
 - **Section 2: 15 pages**
 - **Section 3: 20 pages**
 - **Section 4: 5 pages**
 - **Section 5: 5 pages**
 - **Section 6: 5 pages (if applicable)**
- 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.
- If an applicant is proposing to operate campuses across multiple tier levels (e.g. elementary and middle), the responses should describe differences across tiers.
- All required documents should be uploaded in the file format specified.

Late or incorrectly formatted submissions will not be accepted.

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. When submitting resumes, label each document with the individual's affiliation related to the proposed school (e.g., Board Chair, Principal, Dean, etc.). All attachments should be submitted as follows:

- Titled: **Attachment #___Title___Applicant Name**
- All documents should be submitted as a pdf
- ☐ **Attachment 1:** Graduation Standards (HS models only)
- ☐ **Attachment 2:** Enrollment Policy
- ☐ **Attachment 3:** Discipline Policy
- ☐ **Attachment 4:** Organization Charts
- ☐ **Attachment 5:** Board Documents
- ☐ **Attachment 6:** Board Member Information/Resumes
- ☐ **Attachment 7:** Leadership Team Qualifications or Role Description
- ☐ **Attachment 8:** Staff Recruitment and Hiring Plan
- ☐ **Attachment 9:** Professional Learning Plan
- ☐ **Attachment 10:** Financial Plan
- ☐ **Existing Operator Attachment 1** (*if applicable*): Evidence of Prior Academic Performance
(Note: Must Use the [Data Request Template](#))
- ☐ **Existing Operator Attachment 2** (*if applicable*): Operations Management Documents
- ☐ **Existing Operator Attachment 3** (*if applicable*): Audited Financial Documents
- ☐ **Existing Operator Attachment 4** (*if applicable*): Management/Legal Agreement

Applicant Code of Conduct

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

Specifically, **applicants shall not:**

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

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

Public Disclosure

All materials submitted to the Board in the course of this process become public records.

2027 Request for Applications for Partnership Schools

Please submit an application that addresses the following questions.

Keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on an evaluator.

Plagiarism

The Texas State University Student Handbook defines plagiarism as “the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work” (Texas State University Student Handbook). Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. The Board considers plagiarism, including the copying of language from any other document without proper attribution, as grounds for immediate denial.

The Board understands that to implement an existing curriculum, instructional framework, or educational model (e.g., Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description 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. The Board also understands that existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable.

Applicant Information

Name of Entity Organization	
Entity Type (select one)	☐ Private or independent institution of higher education as defined under Section 61.003 ☐ An open-enrollment charter school, ☐ An organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)) ☐ Governmental entity
Application Options (Choose 1 or both)	☐ Innovation- Redesign ☐ Innovation- New School
Primary Contact Person	
Mailing Address	
Phone Number	
Email	

The proposed school will serve the following grades: <i>(Please check all grade levels that you are prepared to serve in a partnership school)</i>														
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
PK 3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12

Please contact Lynsey Charles at lynsey.charles@fwisd.org if you have questions related to your application submission by either October 7 or November 15 at 5:00 p.m.

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

The applicant is a: (check one)

☐ New Operator

☐ Existing Operator (i.e., has previously operated one or more charter schools)

Does the applicant organization currently operate any charter schools in the United States or currently partner with any charters in the United States?

☐ Yes

☐ No

If Yes, complete the table below (Add lines as needed to capture all currently/previously operating schools programs)

School Name	City and State	Authorizer/Agency	Opening Date

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/Program Name	Application Due Date	Decision Date

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

Was this application prepared by the operating partner 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
Proposed Location			
School District <i>Identify the school district in which the charter school will be located.</i>			
Address of Identified Facility <i>If applicable.</i>			
Projected Student Enrollment Number			
Projected Demographic Information	% EcoDis:	% SpEd:	% EL:
Model / Specialty <i>(Check all that apply)</i>			
☐ Alternative ☐ Career / Technical Ed. ☐ Leadership ☐ STEM			
☐ Arts ☐ Collegiate ☐ Montessori ☐ World Lang			
☐ Blended Learning ☐ IB ☐ Special abilities <i>(describe):</i> ☐ Other <i>(describe):</i>			

Name of Proposed Principal/Leader	
Current Employment	
Phone Number – Day	
Phone Number – Evening	
Email	

Section 1 - School Overview

(Limit: 5 pages total)

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.

Executive Summary

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 and how it will promote equitable learning opportunities for Fort Worth students. 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.
2. **Educational Need and Anticipated Student Population.** Describe the desired student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the specific location and targeting this student population.
3. **Education Plan / School Design.** 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.

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4. **Leadership and Governance.** 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

Enrollment Summary

- Complete the table below, illustrating the ideal growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2028) for each column. Note: Remove any rows for grades the school will not serve.

Grade Level	Optimal Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
Pre-K 3						
Pre-K 4						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
TOTAL						

- 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 previous table.

Section 2 – Educational Program

(Limit: 15 Pages)

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

Curriculum and Instructional Design

1. Provide evidence of the following on-campus program:
 - 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):
 - b. A plan for selecting and implementing High Quality Instructional Materials (HQIM), including the name of the curriculum and the types of materials that will be used at the campus(es);
 - c. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and HQIM;
 - d. A framework for instructional design and strategies that:
 - reflects the needs of the school's target population
 - incorporates Research Based Instructional Strategies (RBIS)
 - ensures all students meet or exceed the expectations of Texas state standards
 - promotes critical-thinking skills
 - e. A plan to identify and serve students with learning gaps:
 - f. A plan to maximize and expand instructional time (Note: FWISD participates in the Additional Days School Year(ADSY) initiative which provides resources to add up to 30 instructional days to designated PK - 8 campuses. Schools must have at least 175 instructional days with 75,600 operational minutes and have a certified teacher deliver at least 2 hours of instruction on designated ADSY days.
 - Are you interested in serving/becoming an ADSY campus?:
☐ YES ☐ NO If yes, please ensure to describe in the text box below
 - 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:

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High School Graduation Requirements (*HS Partnerships only*)

2. Provide evidence of 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); and

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

Attachment 1 included? ☐ YES ☐ NO

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Special Populations and At-Risk Students

3. Provide evidence of the following:

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

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Student Recruitment and Enrollment

4. Provide evidence of 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 economically disadvantaged households, language minority children, students who have struggled academically, students with disabilities and other youth at risk of academic failure, are equally included in this plan?
- 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

Are you using the [FWISD policy](#) FD, FDA-FDE(Local)? ☐ YES ☐ NO

Do you propose any changes? ☐ YES ☐ NO (if yes, explain below)

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School Culture and Discipline

5. Provide evidence of 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;
- b. A plan to establish 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;
- c. A plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways;
- d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs;
- e. **As Attachment 3**, a student discipline policy that provides for appropriate and effective strategies supporting a safe, orderly climate and fulfilling educational goals, promoting a strong school culture while respecting student rights;
Attachment 3 included? ☐ YES ☐ NO
Are you using the [FWISD policy](#)? ☐ YES ☐ NO
Do you propose any changes? ☐ YES ☐ NO (if yes, explain below)
- f. Legally sound policies for student discipline, suspension, and expulsion, including how these policies protect students' rights to due process, as well as appeals, including proper processes for students with disabilities and emergent bilingual students; and
- g. Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly.

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Assessment and Evaluation

6. Provide evidence of the following:

- a. Annual student developmental/performance goals that include targets aligned with the state accountability system;
- b. A plan (including qualified personnel) to implement and interpret interim assessments that measure academic progress – of individual students and student cohorts – throughout the school year.
- 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)
- 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.

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Section 3 – Governance, Operating Plan, and Capacity

(Limit: 20 Pages)

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 evidence of the following:

- a. **As Attachment 4**, an organizational chart that clearly indicates all positions and delineates appropriate lines of authority within and between the applicant organization and the proposed school;

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 oversight and management of each campus:

Name	Title	Date Started with Organization	Campus to be Managed	Description of Daily Responsibilities

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

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Governing Board

8. Provide evidence of the following:

- a. The independence of the board as it relates to the authorizer;
- 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.
- 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 Information Sheet and resume for each proposed Board Member (*note: there must be at least 3 current board members at the time of this application's submission*);
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;
- f. A sound plan and timeline for board recruitment (including the desired experience backgrounds of future members), expansion, orientation of new members, and ongoing training for members; and
- g. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board.

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Application Team Capacity

9. Provide evidence of 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
 - Experience managing regulated programs
- b. **As Attachment 7**, include the résumés and bios for all members of the applicant team (as listed in the "Applicant Information" section of this proposal).
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*):

- 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

Staffing Plans, Hiring, Development, and Evaluation

10. Provide evidence of the following:

- a. **As Attachment 8**, a recruitment and hiring strategy, including:
- selection criteria that demonstrate high standards and mission alignment for all candidates, and
 - a hiring protocol and timeline to ensure that 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
 - a focus on creating an educator pipeline, including local partnerships (ex: area high schools and Institutions of Higher Education)
 - 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:

- d. Describe the management routines and practices to be implemented by the proposed operating partner in managing the staff and academic programs at the campus(es), including:
- Name(s) of the each management staff member fully dedicated to the campus(es)
 - evidence that the staff that will manage each campus has experience managing schools or academic programs
 - evidence that the staff that will manage each campus is/will be fully

dedicated to the management of the campus (i.e., no other job duties with the proposed operating partner organization, not managing campuses in other districts)

- e. Teacher Incentive Allotment: FWISD administers the Teacher Incentive Allotment (TIA) to designate and reward top-performing teachers. Teachers can earn one of three levels of designation – Recognized, Exemplary, or Master. Teachers with a National Board certification may be designated as Recognized. TIA funds incentivize effective teachers to remain in the classroom and prioritize high-needs campuses:

- Do you have a TIA plan? ☐ YES ☐ NO
- Are you interested in participating in FWISD's TIA program ☐ YES ☐ NO
- Describe your plan to hire high performing teachers and to help qualifying teachers complete the TIA process

Facilities

11. Provide the following:

- a. Identification of an appropriate proposed program/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. Please identify the specific FWISD campus or geographic location (if known at the time of application).

Section 4 – Financial Plan

(Limit: 5 Pages)

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

Financial Management Practices

12. Provide evidence of 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:
- b. A description of the organization's systems, policies, and processes for:
 - Financial planning
 - Accounting
 - Purchasing
 - Payroll
- c. A description of the organization's internal controls, financial reporting requirements, and process for conducting independent annual financial and administrative audits
- d. The roles and responsibilities among the administration and governing board regarding school finance:
- 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
- f. **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

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

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Section 5 - FWISD Supplement

(Limit: 5 Pages)

A strong proposal will demonstrate proactive engagement of parents and community partners as well as a clear, targeted plan to meet one of the needs identified by FWISD.

Meeting the Need

13. Provide evidence of the following:

- a. A compelling understanding of and interest in filling the identified need within the Fort Worth Independent School District; and
- b. That the proposed model would meet the specific need identified and would both promote the FWISD mission and align to the current FWISD strategic plan outcomes.

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Innovative Model

14. Provide evidence of the following:

- a. Innovations in the proposed model in each of the following areas and an explanation of how each will contribute to student success:
 - Staffing;
 - Curriculum, instruction, and assessments;
 - Scheduling and time; and
 - Provision of services;
- b. A plan to ensure that students and families are aware of the opportunities within the proposed program, including a plan to market the innovative model in a way that makes families want to attend the school; and
- c. A sound research base for the proposed model OR a process for monitoring quality and making adaptations to the model to promote effectiveness.

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Parent and Community Involvement

15. Provide evidence of the following:

- a. The role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school;
- b. A sound description of how the applicant will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school, including specific strategies to be implemented to establish buy-in and to learn parent priorities and concerns during the transition period and post opening;
- c. A sound description of how the applicant will engage parents in the life of the school (in addition to any proposed governance roles), including an explanation of the plan for

building family-school partnerships that strengthen support for learning and encourage parental involvement and a description of any commitments or volunteer activities the school will seek from, offer to, or require of parents;

- d. The community resources that will be available to students and parents, including:
 - Description of any partnerships the school will have with community organizations, businesses, or other educational institutions;
 - Wraparound services to enhance the wellness of the family;
 - Details on the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities; and
- e. Organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Texas, sound description of how the applicant's previous work has prepared the applicant to establish relationships and support in this new community.

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Section 6 - Existing Operator (if applicable)

(Limit: 5 Pages)

A strong proposal from a partner that has previously operated programs, including school-based programs, 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 Operators Complete Questions 16

Existing Operator Track Record

16. Provide evidence of the following:

- As **Existing Operator 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). The description should detail experiences launching a new school model and or redesigning an existing school program with a proven model, along with the student outcomes from the new/redesign school model(s). Existing Operators must complete the FWISD [Data Request Template](#) for all of its schools/networks.

Existing Operator Attachment 1 included? ☐ YES ☐ NO

- As **Existing Operator 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.

Existing Operator Attachment 2 included? ☐ YES ☐ NO

- As **Existing Operator Attachment 3**, a description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant, CMO, or ESP.

Existing Operator Attachment 3 included? ☐ YES ☐ NO ☐ N/A

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Education Service Provider Management Plan/Legal Relationship

17. Provide evidence of the following:

- a. The name and address of the ESP or CMO
- b. As **Existing Operator Attachment 4**, 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.

Existing Operator Attachment 4 included? ☐ YES ☐ NO

- c. An enforceable plan for the operation of the school in the case that the management agreement is terminated; and
- d. Assurance and evidence that the board is independent from the ESP and 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; and
- e. A clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise

these employees, and how the charter school board will oversee the ESP supervisory responsibilities; and

- 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, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school; and
- g. A detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

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