

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

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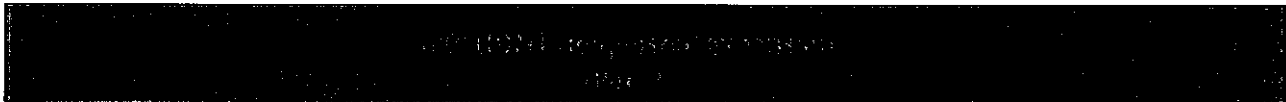
Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.



Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.



1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

- a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

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f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

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3. Geographic Boundary: *(complete 3a.-3b. for geographic expansion requests)*

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). ***(Attachment E: Evidence of Notification to Districts)***

4. Maximum Student Enrollment: *(complete 4a.-4b. for maximum enrollment expansion requests)*

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

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Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - Narrative response limited to 500 words.

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

Our mission and vision at Horizon Montessori Public Schools is to provide the highest quality education possible to all our students and to the full extent of their individual abilities, students will be provided the opportunity to develop the capability to think logically, independently, and creatively, and to communicate effectively. We have 24 years of serving our PK3-8th grade students by following our mission and vision at all times. We believe that we are ready to continue serving them all the way to High School Graduation. Our parents and students constantly are requesting for us to open our High School. We believe that in partnership with our community colleges and universities, we will be able to fulfill what entails for our students to graduate with foundation high school program with distinguished level of achievement. This will give our community the option to a High School with smaller class sizes, one-one instruction and a better quality of education. We have already started an acceleration program in our middle school grades where our 8th graders are already taking High School courses in Algebra I, English I and Principles of Technology. We started this school year with Pre-AP courses for our 8th grade students in Algebra I, English I, Biology I (as an extra period), World History (as an extra period). We are in the process to close a memorandum of understanding with UT Austin High School where our students will have the opportunity to take on-line high school regular and AP courses with this institution. We believe that our plan to continue educating our students up to 12th grade will be a success if we maintain the acceleration of our students where they will be able to graduate with college hours and/or an associate degree. With all these in place, we will be able to offer early college readiness program wish it is the ultimate goal for our district and community. Our families and students want the small school environment that we will continue to offer in our high school of up to 200 students overall. We are so excited to plan the future High School for our students.

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. **(Attachment A: Board resolution)**

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. **(Attachment B: Agenda and minutes)**

Draft minutes will be acceptable in lieu of final, board-approved minutes.

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Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our district will continue hiring high qualified teachers for our High School. We will implement PD days with Region One, College Board and district Coordinators to make sure that our students continue receiving high quality education. Curriculum Guidelines and Scope and Sequence will be in place for all subjects. Our school will have certified administration and counselors to take care of and monitor our students graduation plans. Our High School will follow our district mission and vision and implement our "SOARING TOWARDS SUCCESS" where our students will monitor their own academic data. Parent involvement will be encourage at all times by inviting parents to be part of our SBDM, Parent Involvement, CNA/CIP committees. Our High School will have a Parent Liaison that will implement activities to involve our parents in their child academic success. Parent and Student Handbook will be in place where students and parents will have information in attendance, discipline, academics, grades, and school activities.

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our High School will have a full team of core subject and electives highly qualified teachers, Pre-AP certified teachers, and the opportunity to attend UT Austin High School courses that will provide highly qualifed teacher as well. We will have an administration team consist of the Principal and the Counselor along with our District Coordinators support in all core areas. In addition, we will have the services needed for our Special Education and ESL teachers to accommodate our special program students. We will have a ratio of 20:1 in our High School classes.

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2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

We will use Region One, Indeed and in-house job fairs in the months of May and June of 2021 to build our High School team. We will start recruiting during the months of May and June to start training our new High School teachers and administration on our Scope and Sequence and Curriculum Guidelines. High School teachers will be trained with College Board in June and July 2021 to get Pre-AP certified in different subjects. District Coordinators will have training days during the month of June and August in district guidelines and procedures. Human Resource, Finance, PEIMS Departments, will have a training on our Employee Handbook and guidelines for all new administration, faculty and staff early August 2021.

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

As Central Office support, we have our academic core subject coordinators that will monitor our student needs (Bilingual, Special Programs, Language Arts, Science and Math). These positions are already in place in our district to continue helping our future High School students. As for the business side of central office, we have a great support in accounting, human resource, payroll, PEIMS, employee benefits, facilities manager, and maintenance departments. All these departments are prepared to assist our future additional staff. With all the departments available at this time, we do not need an expansion in our services.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

Our district has already in place Parental Liaisons and Community Outreach personnel at each campus that continue working with our stakeholders by having active parent involvement using social media outlets, monthly newsletters and monthly parent meetings and visits. We have established outreach programs at different community events during through out the year. In addition, all our campuses are part their corresponding Chamber of Commerce in all our school communities.

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Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population - *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

Our campuses always aligned their curriculum and academic needs according to our students' data. Our district and campuses have in place assessments such as our diagnostic, , six weeks, AR reading and math, CLI and district benchmarks, and state assessments. We have our academic softwares that provide us students' data on a daily basis. As a district, our school and district administration meet weekly and/or monthly to plan in alignment to our student data. District administration meets with Academic Coordinators on a weekly basis to share teacher observations, student observations, meeting notes with school administration to continue planning to better serve our students.

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2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Horizon Montessori Public schools provides in-class support to special education students. Students in need of modified instruction are provided comparable services. Special education teachers are trained to implement small group instruction. Currently, this is implemented in small break-out rooms in the virtual platform. As part of the collaboration between general education and special education teachers the general education teachers share the lesson plans with the special education teachers. Special Education Teachers then provide pre-teaching strategies to help students front load new lessons. By doing this students build background knowledge. Students that are dyslexic and struggling readers are provided with an intervention period of thirty minutes twice or once a week on a case by case basis of the Lindamood Bell Seeing Stars program. Special education teachers provide small group homework assistance to students. Special education teachers maintain student monitoring action plans that are completed every three weeks to ensure student success. With a student monitoring action plan a student sets goals to improve their grades, at the same time students write their own statement as to why they are not performing well in that particular course. This encourages self determination in special education students. Like special education students, 504 students are provided accommodations in accordance to each student's eligibility. General education teachers provide accommodations to students with an academic intervention plan. Dyslexic students are also provided with an intervention period to address students' educational needs. Based on a case by case basis students are given from one to twice a week a thirty minute period of the Lindamood Bell Seeing Stars program. We provide support to the special education teachers on a regular basis to keep them updated with TEA special education updates. We also provide trainings on a regular basis on student IEP development and we provide support and guidance to the campuses on a regular basis with 504 and Rtl.

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Horizon Montessori Public Schools are meeting the needs of our English Learners by providing Professional Development to all of the teachers servicing bilingual students throughout the school year, ongoing formal and informal assessments and providing differentiated instruction based on data. The professional development trainings we provided to our teachers to ensure the success of our students include the following: Sheltered Instruction, Transitional Bilingual Program Components, Responsive Environment and Academic Language in Bilingual Classrooms, Supporting Bilingual students, and Linguistic Accommodations for ELs during Remote Learning. HMPS also ensures the use of Informal and formal assessments. These assessments give us the data our teachers need to make informed instructional decisions. Formal assessments are done three times a year using CLI Engage. Teachers use the data to compare growth and mastery various skills ranging from Vocabulary, Letter Knowledge, Phonological Awareness and Math/Science. Informal assessments such as teacher observations, checklists, are portfolios are conducted continuously throughout the school year. The data reports (summary, completion and growth) from the CLI Engage help teacher create small groups and differentiate instruction as needed to best serve our English Learners. Data is reviewed at grade level, campus level and district level in order to track progress and adjustments are made as needed. The Bilingual Coordinator meets with teachers and campus administration to offer support and to ensure that the district's transitional model is being followed. Our charter school work as teams to work towards the goal of making sure our English learners reach their highest potential.

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Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A)(vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

Proposed Attachments to Expansion Request

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

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Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number

Superintendent Signature Email Address

Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number

Board President Signature Email Address

Date