



Manor Independent School District

Local Campus Partner Application

November, 2024

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
- Is willing to serve all Manor MS students in accordance with District policy and responds to community interests for the school
- Meets the following specific requirements:
 - A. Staffing: The school leader will be an employee of the operating partner. All other staff will be employees of Third Future Schools.
 - B. Facility: The school will have access to the current Manor MS facility free of charge. Any substantial improvements to the facility will be the responsibility of Manor ISD.
 - C. Budget: The school is able to be sustainable within state funding, including 1882 benefits, without additional district subsidy
 - D. Enrollment: The operating partner will serve all students in compliance with District policy, including current Manor MS students who choose to remain at the school. The operator will be responsible for student recruitment.
 - E. Be In Good Standing: Because Manor ISD is seeking a turnaround partnership operator, the selected operator should be an existing operator in “Good Standing” as defined by TEA to be eligible for 1882 benefits. TEA defines this as follows: *“To meet the state’s definition for “good standing,” the partner must have at least three years of experience operating a Texas charter school and received acceptable academic and financial accountability ratings for the three preceding school years. In addition, the partner may not be associated with a charter that has been revoked.”¹*

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

¹ <https://txpartnerships.org/about-texas-partnerships/>

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. Community feedback gathered on applicants gathered
4. 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
5. 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
6. 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, and
4. be responsive to community input on what they would like to see from the school.

2024 Request for Applications Timeline

Milestones
Application
<p>Letter of Intent — December 15, 2024</p> <p>Please notify Manor ISD via email by this date of your intent to apply. These are non-binding.</p>
<p>Deadline for Complete Proposals — January 15, 2025</p> <p>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.</p>
Independent Evaluation Team Review
<p>Review Committee Proposal Review — January, 2025</p> <p>The Review Committee will review each proposal.</p>
<p>Required Capacity Interviews — February 3-8, 2025 (Tentative)</p> <p>Capacity interviews are conducted at the discretion of the District. They are not open to the public.</p>
<p>Applicant Presentations to the Community — February 3-8, 2025 (Tentative)</p> <p>Applicants will present to the community about their proposals and the District will gather feedback to inform recommendation. District retains discretion about removing this step based on applicant pool.</p>
<p>Formal Recommendation from Superintendent to Board — February 2025</p>
<p>Board Vote — February 18, 2025</p>

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 and Section 6 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. Please note that, given TEA requirements for partners to receive 1882 benefits, strong preference will be given to Existing Partners.

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
- Community Meeting(s): Applicants may be asked to present their models to the community at a district-hosted event to gather feedback from the community which will be used in generated electronically.

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 20 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.

[Third Future Schools]

**Request for Applications for Subchapter
C Charters**

Applicant Information

Name of Applicant Organization	Third Future Schools
Primary Contact Person	Zach Craddock
Mailing Address	431 North Sable Blvd, Aurora, Colorado 80011
Phone Number	719 963 6620
Email	Zach.craddock@thirdfuture.org

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
Jessica Lopez	Chief of Staff, TFS	Operations, leadership, facilities, scheduling, tech, etc.
Dr. Shirley Miles	Chief of Schools, TFS	Leadership, instruction, evaluations, curriculum, administrative coaching, action plans, etc.
Dana Thomson	CFO, TFS	Financial planning, A/P, Payroll, Grant management, etc.

We plan to apply as a(n):

New Operator (have not previously managed campuses): complete sections 1-4 and 6

Existing Partner (have previously managed campuses and/or have an ESP or CMO): complete sections 1-6

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
Colorado	Colorado Charter School Institute	Academy of Advanced Learning	2017	Performance, A
Colorado	Colorado Charter School Institute	Coperni 3	2019	Performance, A
Texas	Midland ISD	Sam Houston Collegiate	2020	B, 2022

		Prep		
Texas	Midland ISD	Lamar Elementary	2023	F, 2022
Texas	Austin ISD	Mendez Middle School	2022	F, 2022
Texas	Beaumont ISD	Jones Clark Elementary	2023	F, 2022
Texas	Beaumont ISD	Fehl-Price Elementary	2023	D, 2022
Texas	Beaumont ISD	Smith Middle School	2023	F, 2022
Texas	Jasper ISD	Parnell Elementary School	2024	F, 2022
LA	Louisiana Dept. of Ed	Prescott Academy	2023	D, 2024
LA	Caddo Parish Schools	Fair Park Middle School	2024	F, 2023

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
TBD	TBD	LA	TBD
TBD	TBD	TX	TBD

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
Manor Middle School	2025-2026	6-8	6-8
Proposed Location			
School District: Manor ISD	Manor ISD 10335 US Hwy 290E. Manor, TX78653		
Address of Identified Facility <i>Manor Middle School</i>	Manor Middle School 12900 Gregg Manor Rd, Manor, TX 78653		
Projected Student Enrollment Number			700
Projected Demographic Information	% EcoDis: 82.4	% SpEd: 14.4	% EL: 45.8
Model / Specialty (Check all that apply)			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other (<i>list</i>): Personalized learning and differentiated instruction	<input type="checkbox"/> Disability (<i>list</i>):	

Name of Proposed Principal	TBD
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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.**

The vision of Third Future Schools is founded on recognizing that the Year 2035 workplace will require proficiency in the areas of critical thinking, information literacy, computer programming, communication skills, statistics, and learning how to learn— subjects focused on how to think rather than what to think. “Third Future Schools prepares students for college and the modern workplace. Through personalized learning with a focus on critical thinking skills, our schools close achievement gaps and allows every student to reach his/her potential.” Third Future Schools’ mission and culture are focused on building a high-performance and caring culture that has high expectations and where the main instructional delivery model is personalized learning. “A team of dedicated teachers and leaders, working in a high-performance and caring culture, maintains an intense focus on academic achievement and performance outcomes. Students find success and are engaged through personalized learning, which allows students to work at their own pace and learn in a way suited to their strengths. Third Future Schools holds high expectations for students and staff and believes that everyone can create their future.”

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.**

Our students’ anticipated needs include but are not limited to, closing achievement gaps and substantially increasing student proficiency in all core subjects; both of which TFS-TX has proven success. MISD’s student population demographics mirrors our TFS schools in Colorado and in Texas. Currently, in Texas, we serve students through an 1882 partnership with Midland ISD as a turnaround partner for Sam Houston Collegiate Preparatory Elementary School. We serve a population primarily comprised of students who qualify for FRL and are English Language Learners with unique challenges with which we are familiar and successful in supporting. TFS-TX is also operating with Austin ISD serving Mendez MS.

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.

Our instructional model (entitled LSAE) was designed to specifically narrow achievement gaps. It combines direct instruction with highly differentiated lessons and assignments. All students receive grade-level, direct instruction for the first 40 to 45 minutes of a 90-minute class. This is important because many students in struggling schools rarely receive grade-level activities or assignments. After direct instruction, students take a “demonstration of learning” (DOL) and are then divided into four groups. The “learners (L),” who need more time with the specific objective for that class that day, stay with the teacher and receive more guided instruction and practice. The students who are “securing (S1)” their learning and who need more practice at a slightly higher-level, work on a different activity in the classroom. Students who have “secured (S2)” their learning, work on an activity or assignment that is yet more challenging for them. The “accelerated (A)” student receives an even more rigorous assignment. The “secured” and “accelerated” students work in a “team center” outside of the classroom, where learning coaches assist them during the remainder of that class period. This model has proven to significantly narrow achievement gaps for all students who are behind academically, including students challenged by language barriers.

We believe students need to be proficient in Year 2035 competencies to better prepare them for a fundamentally different workplace and world. We call the acquisition of knowledge, perspective, and experiences the Dyad Concept. As a result of this systemic change, all students take an Art of Thinking course, and we collaborate with the community to provide students with key, relevant experiences that add to their understanding of their interests, varying perspectives, and the world. Community members provide instruction in piano, photography, filmmaking, cycling, health and fitness, yoga, Karate, and many others. In addition, students complete a list of requirements that include participation in a team sport, engaging in the performance arts, community service, and travel out of state or out of country.

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
Conrad Coleman	Pharmaceutical sales, retired	TFS-TX President
Dorothy Reyes	Executive medical administrator	TFS-TX Vice President
Sarah Arrambide	Former Educator, church leader	TFS-TX Director
Martina Van Norden	Education Consultant	TFS-TX Director
Blake Roach	Director of Legislative Affairs-TX Dept. of Agriculture	TFS-TX Director

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 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029	At Capacity 2030
6	233	258	283	308	308	308
7	233	258	283	308	308	308
8	233	258	283	308	308	308
TOTAL	700	774	849	924	924	924

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.

Manor Middle School currently serves three grades - 6th, 7th, and 8th grades. Manor ISD is growing rapidly and coupled with Third Future’s past experience in seeing an increase in enrollment in all campuses in years one, two and three, we are budgeting for 700 students. With conservative estimates, we anticipate increasing enrollment by 25 students in each grade annually and leveling off in year four. We would need to confirm with the District, but we would likely be at capacity in the building by year four. Please note, enrollment can be adjusted when more data is available from the campus. With respect to our growth plan, Third Future uses a host of student recruitment approaches that take place throughout the school year with heavy pushes scheduled strategically from February through October. TFS utilizes community walks and events with flyers distributed by team members on scheduled walks. Phone calls are made to prospective families and recruitment events. Regularly scheduled community events include bar-b-que cookouts allow families to meet administrators, register students, obtain school shirts, and learn more about the model. TFS also uses social media platforms such as Facebook and X (Twitter). Constant Contact is our listserv tool for email marketing campaigns. TFS staff conduct phone banks for families to check in, register, and answer questions. All these activities are necessary to maintain our high levels of engagement with families and have proven successful in consistently increasing enrollment across the Network.

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):**

As with most struggling campuses, the students at Manor Middle School are challenged by poverty and language barriers. The students are behind academically, and the 35-point achievement gap continues to plague the school. Our instructional model is designed to accelerate academic growth (1.6 times the growth of the average student in the U.S. each year) and thus significantly narrow the achievement gap over time.

Our LSAE model (described above) provides students who are behind more time with guided assignments and students who are at grade level are challenged. LSAE combines direct instruction with highly differentiated and more personalized learning.

The demonstrations of learning (DOL) ensure that student knowledge is assessed every period every day and is at grade level. Teachers analyze these data every Thursday during PLC and determine the students' academic level and progress for the week. "Extended LSAE" on Fridays, further helps remediate students or extend their learning. Progress is also monitored using IXL and the NWEA MAPs assessments. Lesson objectives and demonstrations of learning are closely aligned with the Texas Essential Knowledge and Skills (TEKS). All teachers have an instructional calendar that breaks out the TEKS by month, providing for a tight scope and sequence for the teachers' lessons.

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

Students take 90 minutes of ELA and 90 minutes of Math each day. They take Science and Art of Thinking for 90 minutes three times a week and Social Studies for 90 minutes twice a week. Teachers use curricular materials that will best support the teaching of the aligned objectives and that are known to be rigorous and aligned. We also support our students with online resources– IReady, Newsela, and IXL provide rich online curricula for language arts and Math. Additionally, LSAE Curriculum Developers (LCD) create the LSAE lessons for the teachers throughout the Network. LCDs must be experienced in the TFS LSAE model and have demonstrated strong achievement results. Each school will share in the expense on a per-pupil basis.

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

Apart from on-the-job coaching, all teachers and learning coaches attend seventeen (17) professional development days. Nine of those days take place before the start of school during

orientation and the remaining eight days take place during the school year (students do not attend on those days). The Superintendent, Chief of Schools, and Directors conduct the training during the nine PD days prior to the start of school. Professional development is made more effective because most of the topics are tied to quality instruction and the teacher evaluation system - 40 percent of which is connected to the quality of instruction.

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**

The unique LSAE design is also supported by other tried and true practices such as:

- teacher effectiveness being monitored and coached daily,
- more relevant time on task– 184 student-teacher contact days; 90-minute classes in math and reading; a longer school day, and
- requirements for a minimum 500 words of text in each LSAE assignment or word problems in math; students annotating while they read; and the use of multiple response strategies.

The other half of our design model centers around the Dyad Concept. The Dyad Concept is the acquisition of knowledge, perspective, and experiences. It is premised on the notion that a well-rounded education includes knowledge and skills gained from disciplines other than the traditional core subjects and that a person’s experiences provide context for perspective and critical thinking.

Manor Middle School students will take the BOY, MOY, and EOY NWEA MAP assessments in reading, math, and science. We take the beginning-of-year test in August; the middle of year test in December; and the end of year test in May. These are nationally normed tests and will help us monitor our progress during the year and help compare our academic growth to students across the nation. We analyze academic growth relative to the average growth a student in the United States demonstrates by mid-year and end-of-year.

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

Our model addresses perhaps the most problematic aspect of instruction in public schools: the absence of grade level instruction for all students. Our instructional model is essentially a model that differentiates instruction for a given objective and that provides different strategies and support for students who are still learning the objective, securing their knowledge and understanding, accelerated, or at a point where they can move to a topic that more closely aligns with their interests.

We also have ELD teachers who supplement (not replace) the classroom instruction. Depending upon the academic need and a student’s scores on the demonstrations of learning or assessments such as DIBELS/TELPAS, that student may be provided reading interventionist support or sessions with an ELD teacher. These sessions are pull-out and take place during the second half of Art of Thinking or ELA

class (that way the student still gets grade-level instruction during the first half of class). Special Education students and those qualifying for 504s have a much more tailored experience based on their IEPs and 504s. All special education students spend time in the general education classroom and are given access to grade-level instruction. They then receive additional services based on their IEPs and 504s.

d. A plan to maximize instructional time:

Third Future maximizes the use of instructional time. If approved by the District, Manor Middle School's first day of school will be on August 4, 2025. The last day for students will be on May 30, 2026. This will provide our students with 184 student-teacher contact days. We will also provide a five-week "Fifth Quarter" from June 23 through July 18, 2025. This fifth quarter is voluntary but will allow hundreds of students with additional opportunities to narrow gaps or to be enriched. Our students will spend 7.5 hours a day in instruction. We plan to follow the current schedule of an 8:00 a.m. start and a 4:00 p.m. close. Keep in mind that our doors will open at 6:30 a.m. and close at 5:00 p.m.

e. 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:

In most struggling schools, assignments are "watered-down," and expectations are lowered. The Opportunity Myth published by The New Teacher Project (TNTP) in September 2018 revealed that "4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment." That is why we start with 40 to 45 minutes of grade-level instruction for all students for every class, every day. Teachers use appropriate scaffolding, but the main content is at grade level.

Regarding the Dyad Concept, there is a growing number of businesses and educational organizations making the case for teaching different skills that will figure prominently in the future workplace (in addition to and not a replacement for reading and math skills). In a McKinsey and Company report from December 2017 entitled *Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation*, the renowned economic analysis firm noted that "Workers of the future will spend more time on activities that machines are less capable of, such as managing people, applying expertise, and communicating with others. They will spend less time on predictable physical activities, and on collecting and processing data, where machines already exceed human performance." They added that "the skills and capabilities required will also shift, requiring more social and emotional skills, and more advanced cognitive capabilities, such as logical reasoning and creativity." More recently, in October 2021, an American Succeeds report, *The High Demand for Durable Skills*, reinforced the belief that students need additional skills: "In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable soft skills that last a lifetime and power entire careers. Durable skills are a combination of how you use what you know - skills like critical thinking, communication, collaboration, and creativity, as well as character skills like fortitude, growth mindset, and leadership. Regardless of an individual's pathway, educational attainment level, or geography, durable skills are in high demand by employers."

Our Dyad Concept, including the Art of Thinking classes, is designed to prepare students for a fundamentally different world and workplace - the one being described by McKinsey, America Succeeds, and others. Even if we significantly narrow the achievement gap for our students, they may be facing yet another gap: the Year 2035 competencies gap. We plan to help

the Manor students with both gaps.

The other core strategy in our education program is differentiation. The research base for this strategy is also well-developed. Research on differentiation shows that this method benefits students with varying degrees of academic abilities from those with learning disabilities to those who are advanced. Carol Ann Tomlinson is known for her work in differentiation and provides strong evidence of its effectiveness in *How to Differentiate Instruction in Academically Diverse Classrooms* (Tomlinson, ASCD, 2017). Tomlinson and David Sousa also showed how neuroscience supports this educational program in *Differentiation and the Brain* (Sousa and Tomlinson, Solution Tree Progress, 2011). Our program will support students at Manor MS who are in classrooms where the range of academic abilities varies.

Beyond academic research, we have eight years of proven experience that demonstrate conclusively that the model works for all students.

Special Populations and At-Risk Students

2. Provide the following:

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

Anticipated special population numbers were provided by the TEA website.

- 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:**

The administration of Manor Middle School will meet the needs of all students with disabilities and comply with all regulations of the IDEA and Texas law, specifically the Texas Administrative Code (TAC), Title 19, Chapter 89. We would like to work in close partnership with the District in all special education areas. We have on staff a Special Programs Director to ensure we comply with District policy and State regulations. Additionally, Zach Craddock, Superintendent, served as the Director of Special Services for a district in Colorado and more recently has been working with our 1882 partners in Texas for two years. He will provide additional expertise with regard to meeting the needs of Special Education, ELL, and gifted students. We have processes in place to meet the needs of our special populations in our eight Texas schools and will follow similar processes at Manor Middle School.

We will hire licensed special education teachers who can provide the services outlined in the student's IEPs and 504s. Manor Middle School will be staffed to appropriately meet all direct services minutes. All special education teachers will be licensed by Texas and hold the special education generalist certification. We will ensure we identify a strong and effective admission, review, and if appropriate, individualized education program (IEP) and placement. Full individual and initial general education referral and screening system.

Our budget starts with three full-time special education teachers, but we will make budget adjustments should additional support be required. We will also work with the District to obtain contractual services for related services. This includes speech, OT, PT, mental health services, school psychologist/social work, audiology, cognitive testing, and assistive technology-to include direct and indirect services with stated related services. All related service minutes, to include direct and indirect services, will be met by licensed and credentialed staff in

accordance with the IEP that the ARD establishes.

As with Special Needs students, our school will work closely with Manor ISD to support English Language Learners. We will use the home language survey that the District uses for all new students enrolling in our school. We will ensure we have a language proficiency assessment committee formed in accordance with the Texas Administrative Code (TAC), Title 19, Chapter 89, subchapter BB, section 32.1220. Students who are already identified as gifted will continue to hold that moniker until and unless formally exited from the gifted program. We will use the District assessment to identify new gifted and talented students and will abide by District policies and regulations.

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**

Third Future will comply with all regulations of the IDEA and Texas laws, specifically the Texas Administrative Code (TAC), Title 19, Chapter 89. We would like to work in close partnership with the District on all special education areas. The TFS Network will support the school leadership to ensure we comply with District policy and State regulations. Third Future consistently meets the requirements of Texas House Bill 4545 for students who do not pass the STAAR reading exam. Many of our SPED and ELL students will need to have individual learning plans revised as a result.

We will hire licensed special education teachers who can provide the services outlined in the students' IEPs and 504s. Manor Middle School will be staffed to appropriately meet all direct services minutes. All special education teachers will be licensed by Texas and hold the special education generalist certification. We will identify a strong and effective admission, review, and dismissal (ARD) committee to make decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement. Full individual and initial evaluations will be conducted pursuant to the TAC, and the school will follow Manor ISD's general education referral and screening system. We will also work with the District to obtain contractual services for related services. This includes speech, OT, PT, mental health services, school psychologist/social work, audiology, cognitive testing, and assistive technology-to include direct and indirect services with stated related services. All related service minutes, to include direct and indirect services, will be met by licensed and credentialed staff in accordance with the IEP that the ARD establishes.

We intend to integrate students with disabilities into the fabric of everyday school life and the school's personalized learning model. We believe that with meaningful inclusion in high-quality programs where students are provided with individualized and appropriate support, holding high expectations, and using evidence-based services

(Multi-Tiered System of Supports), children with disabilities can reach their full potential.

Manor Middle School's students will be placed in the least restrictive environment and participate in the Dyad program to ensure access to perspectives and experiences. Students with special needs participate in standardized testing including STAAR. Manor Middle School will not discriminate based on eligibility category but instead look at each student's individual need (IEP) and determine the best course of action and services.

It is also our intention to build a culture of inclusion from the "ground up." While building a culture of inclusion must be supported by empirical and legal foundations, it will also require a community-based approach-- one that brings families, advocates, developmental specialists, early childhood programs, schools, and District leaders together. In addition, building a culture of inclusion within the school requires a strong partnership between the general education teachers and the special education teachers.

Students who need additional interventions will receive instruction and supports from our reading interventionist and ELD interventionists. If a student with learning gaps is also a special education student, we will ensure the IEP and/or student learning plan includes narrowing learning gaps. Each of our SPED teachers will have a support teacher, who will help with the administrative requirements so that the SPED teacher may focus on providing services including strong instructional support.

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**

According to TEA data, 45.4 percent of Manor Middle School students are English Language Learners and approximately 24 percent of the students receive special education services. Our first task will be to ensure that we do not buy into the "soft bigotry of low expectations." Thus, we will integrate our special populations into the rigorous instructional model and the school's personalized learning model.

We believe that with meaningful inclusion in high-quality programs where students are provided with individualized and appropriate support, holding high expectations, and using evidence-based services (Multi-Tiered System of Supports), children with disabilities and those challenged by language barriers can reach their full potential. Then we provide highly differentiated lesson activities and assignments so that students with learning gaps in a particular area receive more time and guidance, including direct instruction, from the teacher.

If a student with learning gaps is also a special education student, we will ensure

the IEP and/or student learning plan includes narrowing learning gaps. Each of our SPED teachers will have a support teacher, who will help with the administrative requirements so that the SPED teacher may focus on providing services including strong instructional support. The model also strengthens the traditional MTSS approach. Student academic deficiencies or “learning gaps” are identified immediately in every core class because of the daily demonstration of learning and analyzed again in the weekly Professional Learning Community (PLC) held each Thursday.

- 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**

We would like to partner with Manor ISD to serve gifted and talented students. Students who are already identified as gifted will continue to hold that moniker until and unless formally exited from the gifted program. We will use the District assessment to identify new gifted and talented students and will abide by District policies and regulations. We will also identify gifted students after the start of the school year once we receive results from our beginning-of-year assessments, NWEA MAP exams.

Per the Texas State Plan for gifted students, prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students will have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Administrators will also receive training in gifted education that includes the nature and needs of gifted/talented students and program options. In any case, a gifted student’s program will be personalized and developed in conjunction with the student and parents.

Student Recruitment and Enrollment

3. 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?**

We will work in partnership with Manor ISD to enroll students at Manor Middle School. Manor Middle School will enroll students from the attendance zone established by the District. Our intent is to serve the students in the community and give priority to the current Manor MS families. We will accept students from outside the attendance area if we have space. In the 2025-2026 school year, Manor Middle School enrolled 700 6th, 7th, and 8th graders. As soon as the District gives us the greenlight to advertise, we will

host a series of town hall meetings to explain how we will raise achievement and provide numerous opportunities with our Dyad classes. Our town hall meetings will be conducted both in-person and via Zoom with a Spanish translator participating. We will also conduct community walks and pass out flyers. Marketing via Constant Contact will also be a part of our communications plan to recruit students. Recruitment for the following year (2025-2026 school year) will begin as soon as Third Future Schools begins to operate Manor MS or we are given approval from the district. The key will be to prove to our community that their students can thrive at our school.

- 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.**
- c. **Attachment 2 included?** XYES NO

School Culture and Discipline

4. 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:**

The culture and climate center on our Core Beliefs, the first two of which are 1) all students can learn and reach his or her potential and 2) effective teachers make the most difference in student academic performance. How these Core Beliefs manifest themselves in the day-to-day behaviors of staff and students starts the agenda of every professional development. They are also integrated in our action plans and climate surveys. As we do throughout our Network, we will build a high-performance culture at Manor Middle School. The development of our high-performance culture starts with the recruitment process and the employee contract that outlines the school's beliefs, values, priorities, and expectations.

- 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:**

A targeted plan for establishing the intended culture for students, teachers, administrators, and parental engagement will be created with the unique needs of Manor MS. Within three weeks before or after the start of school, Manor MS will engage every family to discuss their child's learning profile and to develop the Student Learning Plan. In this way, the parents will be more engaged in their child's performance at school from the very start. The teachers will communicate with parents when students are not making sufficient progress on their SLP or if the SLP needs to be adjusted. Manor's schedule and calendar will also strengthen the partnership with families. Our flexible morning schedule (we open at 6:30 a.m.) is designed

to support parents and caters to their unique work schedule or transportation situation. Our three parent-teacher conferences will also be conducted in a way that caters to our parents' work schedules. Each set of conferences will take place over three days and two evenings. Parents will be able to sign up for a time that fits their schedule. School will still be in session so students will not lose instructional time and will be available to attend the conference with the parents and teacher.

Our student habits of success program is another way Manor will strengthen the school-family partnership. We will invite selected parents to our monthly celebrations to recognize students who have demonstrated their habits of success or strong academic growth. We will also hold an academic awards assembly in January and May of 2026.

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

There is no requirement for parents to volunteer at the school. We recognize that many of our parents will not be in a position to volunteer. We, however, will encourage parents to volunteer and will keep updated a list of specific ways parents can help at the school. Perhaps, the most significant would be to serve on the Parent Advisory Committee (PAC). The PAC will have tremendous ability to provide input and shape the operations of the school to better engage parents and support the school-parent partnership. Manor will also administer an annual parent survey. The principal will be responsible for administering the survey, compiling results and analyzing the results. The first survey will be taken in May of 2026. The Superintendent and school leadership will use the results to improve school-family relations for the following year.

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

Our system of proactive and responsive student support services includes contracting for counseling services and incorporating tiered supports for students such as small group counseling or external referrals. We will work closely with the district on the well-being of students and provide any wrap-around services available.

Manor MS will partner with community organizations to support after-school activities, mentoring and tutoring services, wrap-around services, and other resources to help our students' success. We will partner with parents to develop individualized learning plans and to help parents monitor the progress of their child in meeting clearly defined outcomes. In conjunction with our proactive and responsive student support services, the TFS approach to making our school safe involves:

- Establishing clear and high behavioral expectations for conduct and behavior
- Promoting positive student behavior
- Preventing inappropriate behavior (habits of success)
- Ensure consistency and equitable treatment for all students
- Providing early and ongoing interventions
- Practicing progressive discipline by addressing inappropriate behavior with appropriate consequences.

- 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:**

Please see Attachment 3- TFS Discipline Policy.

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

Discipline referrals and interventions will be tracked using the District's student information system, which we will adopt. Currently we are in the process of implementing three new SISs in Texas and Louisiana. If the District prefers us to have a separate system, we will most likely use Infinite Campus or PowerSchool that will help us keep track of discipline data and assist us in analyzing trends or concerns with groups of students which will allow us to improve how we are supporting students to grow and maintain a positive school climate.

Assessment and Evaluation

5. Provide the following:

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

Annual academic student performance goals: Manor Middle School will be focused on academic achievement and understands that student academic success, including closing the achievement gap, is one of our two foundational missions (the other is preparing students for a Year 2035 workplace and world). The following academic performance metrics will drive our work:

1) Manor Middle School will achieve an overall score of over 70 on the 2024-2025 School Report Card of the State accountability system.

a) The "School Progress" score will be over 70

b) The "Closing the Gap" score will be over 70

2) In the 2024-2025 school year, Manor MS students will grow 1.7 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade.

3) In the 2024-2025 school year, Manor Middle School's students will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and

using the mean RIT score for each grade, 6-8 (or other applicable grades if the District selects an elementary school).

4) In the 2022-2023 school year, Manor MS students will grow 1.7 times the average U.S. growth in science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8 (or other applicable grades if the District selects an elementary school).

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

Monitoring progress: To achieve our academic goals, all students will be assessed in the NWEA MAPs tests in reading, math, and science. All students will take the NWEA MAP beginning-of-year, middle-of-year and end-of-year assessments. In this way we can gauge our growth in reading, math, and science. Most important, however, is monitoring our students' daily progress in all the content areas through the "demonstrations of learning."

Students who are not making sufficient progress after good, first instruction are provided more supports such as time with a reading interventionist or small group math tutoring. Student achievement data (aggregate) is shared with the community through Town Hall meetings, in public TFS-TX and Manor ISD board meetings, and posted on the MISD and TFS-TX websites.

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):

All teachers and school leaders will be trained in how to write and administer effective daily DOLs. They will also be trained in how to conduct PLCs and use the DOL information to improve instruction and provide interventions. The initial training will take place in the summer before school starts, but in our model, professional development is mostly on-the-job and continual.

Beyond the DOL information and information gathered around the quality of instruction in every classroom, we use the NWEA reports and analyses to analyze student progress and to determine appropriate interventions for students or professional development needs for staff. The Superintendent, Chief of Schools, and the school leadership team will be responsible for analyzing data and guiding the teachers in the use of the data. Superintendent Craddock and the Deputy Chief are skilled in data analysis and will train the school leadership team in gathering the reports, analyzing them, and using the data to improve instruction and provide appropriate interventions.

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:

In some cases, the quality of instruction does not meet our high expectations, and the teacher continues to struggle to raise student proficiency. In those cases, we look closely at the NWEA,

DIBELS, and classroom observation mid-year data. More support and coaching are provided. If the end-of-year data does not meet our expectations, then the teacher's contract will not be renewed. The Director of Schools and the Principal will make that decision.

At the school level, we will look closely at all the elements of the leadership team's evaluation instrument— achievement data, accomplishment of the school action plan, the overall quality of instruction, climate surveys, and an analysis of the systemic factors (the school system review). As part of the system review, we analyze the building culture, ability to implement change, staff and leadership capacity, and the maturity and effectiveness of instructional processes and operations. We also will have gathered a lot of information through our continual presence in the school and on-the-job coaching of the leadership team.

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

6. 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 <i>(indicate the person who will be the principal's direct supervisor here)</i>
Zach Craddock.	Superintendent	2016	Manor Middle	Oversight of all areas
Dr. Shirley Miles	Chief of Schools	2023	Manor Middle	Co-founder and oversight of all areas
Jill McCall	Senior Director	2023	Manor Middle	Compliance, District liaison, regulatory affairs

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

Third Future Schools is a registered 501c3 in Texas. Documentation can be provided by request. According to statutory requirements, Manor Middle School will be governed by the TFS-TX Board of Directors which will be a 501c3 non-profit, tax-exempt organization.

Governing Board

7. Provide evidence of the following:

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

We believe strongly in the “partnership” part of the 1882 partnership rules outlined in Texas Education Code 11.174. While Manor MS will be overseen by our Board of Directors that must be independent from the Manor Board of Directors, we understand that Manor Middle School is still part of Manor ISD and an integral part of the community. We will be operators who work closely with Manor ISD to improve outcomes for students and will be accountable to both our Board and ultimately Manor ISD for accomplishing the academic and performance expectations outlined in the contract with the District.

Should the Manor ISD Board approve entering an 1882 partnership with Third Future Schools, we will engage the District in writing a management contract that meets the criteria established by TEC 11.174. We will enter into service-level agreements with the District in the spirit of partnership and doing what is best for the students. We operate with full transparency and encourage multiple visits to Manor MS by the Manor ISD leadership team and Board members. We will provide briefings to the District oversight team and will present information or make ourselves available for questions at any and all Board meetings upon request.

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:

The Board will monitor performance goals in three main ways:

- 1) The Superintendent, Chief of Schools, Director of Schools and Principal will create a “School Action Plan” with specific goals and performance metrics as well as specific actions that the school will take to accomplish the goals. The Board will receive a briefing at mid-year and end-of-year on the school’s progress and success in accomplishing the goals. The metrics tied to the School Action Plan are part of the Principal’s evaluation.
- 2) The Superintendent will provide an update at each Board meeting on student academic achievement and the improvement of the quality of instruction.
- 3) The Board will evaluate the Superintendent annually using agreed-upon performance goals.

By practice, the TFS-Texas Board is briefed on student achievement, the quality of instruction, or other performance goals for every school every meeting. This keeps the focus on the main thing. All members of the TFS-Texas Board completed Lone Star Governance training conducted by the Texas Education Agency in March of 2021. They have all been through Board orientation and have had two summer retreats for vision and strategy setting and professional development. TFS-TX board members and leadership team will attend all required TEA trainings. New members are required to complete Texas Open Meetings Law and Public Information Act training within 90 days of joining the board. TFS-TX board members are kept apprised of trainings opportunities through TEA, the Texas District Charter Association, Empower Schools, and other district and charter school advocacy organizations.

Our Board of Directors meets the requirements of TAC 19, Chapter 97 and TEC 11.174. The Board has five members, have undergone Lone Star Governance training, attest to not having any conflicts of interest, live in Texas, employ and evaluate at least one full time equivalent dedicated to managing the campus, approve the budget, and ensure compliance with applicable restrictions on the use of state and federal funds. Our Board meets monthly and closely follows the Texas Open Meetings Act. As with our other partners, we prefer to have our key District collaborators attend the Board meetings.

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:**

TFS-TX board members will regularly participate in trainings and events to sustain board membership and knowledge of education, finance, policy, governance, and community engagement. All TFS-TX board members bring extensive experience in education, state and federal legislative initiatives, policy and legal, finance and are established contributors in their local communities providing an exceptional diversity of 48 individuals with talented skill sets.

- 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:**

High quality potential board candidates are continuously interviewed and available in the event current board members are required to resign from the board due to extenuating circumstances. Board members may serve two consecutive three-year terms. Four Board members are in their third year, and one is in his first after Commissioner Michael Williams transitioned to serve on the TFS National Board. The Bylaws outline a specific process to fill any vacancy that the Board may have in the future. Essentially, the Board fills its own vacancies by nomination and agreement of at least a majority of the Board members.

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

Because of the experience of the Board and their proven ability to govern effectively, we believe this Board has the capacity to govern an expansion to another Manor ISD school with Manor Middle School as well. There are no conflicts of interests including pre-existing relationships with other non-profit boards.

Application Team Capacity

8. 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**

Superintendent Zach Craddock and Chief of Schools Shirley Miles, Ph.D. will directly support the school leadership team at Manor Middle School. Several other members of the Network (central office) team are experienced at working with both traditional public and charter schools at both LEA

and SEA levels. Chief of Staff and Operations Jessica Lopez has opened each of the eleven schools in eight years and will directly oversee all aspects of systems and operations across the Network, including Manor Middle School.

Our team has successfully started ten turn-around schools in the last five years. Three of those schools have been TX 1882 partnerships and five are Coperni Project/TX 1882 partnerships. In West Texas, we partnered with Midland ISD to begin operations at Sam Houston ES in the 2020-2021 school year, and we partnered with Ector County ISD to replace a charter operator at Ector College Prep Middle School. We also serve Lamar ES in Midland ISD, Mendez MS in Austin ISD, one campus in Jasper, Texas, and three campuses in Beaumont ISD.

All TFS 1882 campuses have increased state accountability ratings from F to B ratings within two years while maintaining a smooth transition within the community and successfully achieving financial viability for the District's school. Third Future does not change the name of the school, the mascot, or school colors. TFS is the preferred operating partner in Texas, Louisiana, and Colorado for school turn-around both instructionally and operationally. We have eight different authorizers, in seven different cities, in three different states. We have built a strong team that is nimble and efficient.

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

Attachment 7 included? X 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):

We will hire a strong principal and three assistant principals who will make the day-to-day decisions to operate and manage Manor Middle School. The principal will be knowledgeable about the LSAE model and the Third Future ready characteristics. They will be an instructional leader. We will have Third Future veteran campus administrators hired for Manor Middle School as their knowledge, skills, and leadership is extremely important as we move into implementation and training of new staff.

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**

Third Future Schools have high expectations and hold ourselves accountable for student achievement and outcomes. School leaders are held to measurable performance expectations outlined in the School Action Plan and Network Action plan. The Principal and Assistant Principals are responsible for ensuring students are attaining on average 1.7 years of academic growth annually as measured by NWEA MAP scores in addition to STAAR assessments.

Staffing Plans

9. 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? X YES NO

All current staff at Manor Middle School will have to reapply for a position at the school. The standards for high-quality instruction are high, and employees must be willing to work in a high-performance culture. The interview process includes classroom teaching and for administrators, classroom observations with an assessment of instruction afterwards.

TFS will expand or begin the following initiatives at Manor and our other schools next year:

1. One classroom, two locations: We will expand the number of 1C2L teachers, who will teach two classrooms at one time (one group physically with the teacher and another group via Zoom). These teachers will receive a \$12,000 stipend for this. They will be assisted by a Teacher Apprentice who will be with the class learning synchronously via Zoom. 1C2L is limited to Fridays and only in our larger schools.

2. Additional Apprentice Teachers: We anticipate a couple of mid-year resignations as a “normal” phenomenon going forward. Manor will have three Apprentice Teachers, who can quickly fill vacancies. Apprentice Teachers are hired to become teachers in Math, ELA, or Science.

3. Dyad Consultants: We will continue to hire Dyad Consultants for our “Dyad courses.” We will also hire Dyad Consultants for our elective courses. As there are more absences among Dyad Consultants, we will need more substitutes for Dyad Consultants. We want to avoid using Learning Coaches as substitutes for Dyad Consultants. Thus, we will hire “Dyad Coaches” to substitute for Dyad Consultants.

4. More Learning Coaches: Learning Coaches have been invaluable as team center instructional coaches and as substitute teachers. Anticipating the continued difficulty of finding qualified substitutes, we will hire more Learning Coaches in 2025.

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:

Teachers undergo the TFS evaluation system which has been TEA approved and operating for the Teacher Incentive Allotment in Midland ISD, Ector County ISD, and Austin ISD. If selected as an 1882 partner by Manor ISD, we will apply there as well. In a similar manner, the Principal and Assistant Principals will undergo frequent on-the-job coaching and rigorous evaluation. The Director of Instruction will spend time with the school leaders and monitor operations and progress two or three times a week. The Deputy Chief will also provide coaching and observe operations twice a month for two days at a time.

Thus, unsatisfactory, or problematic leadership will be identified quickly. School leaders will receive support and coaching to remedy the problems. The Chief of Schools may provide additional professional development, a leadership coach or mentor, or specific resources to support the school leader(s). Should the performance of the school leader continue to be unsatisfactory, he/she will be removed, and we will open the position.

Facilities

10. 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:

Third Future Schools is prepared and willing to serve any Manor ISD elementary or middle school in need of turnaround support, even those trending with less than anticipated student achievement results. However, for the purposes of this application, the District has identified Manor Middle School specifically to serve 6th, 7th, and 8th grade students in the 2025-2026 school year.

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

11. 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:**

Jessica Lopez, Chief of Staff and Operations has been with the Network since its inception. Ms. Lopez’s understanding and in-depth knowledge of all philanthropic, state funding, federal and state grant management, funding allocations per campus, fiscal compliance, and allowable uses of funding is best in class. Ms. Lopez works alongside our CFO overseeing the Finance department responsible for budgets, accounting, purchasing, A/R, grants, and payroll ensuring financial viability at all campuses coupled with excellent ratings on all independent audits performed annually by external auditors. Ms. Ostermiller has served in financial leadership roles for more than a decade.

- b. A description of the organization’s systems, policies, and processes for:**

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

Finance is the most important area that demonstrates the true nature of an 1882 partnership. We know the District wants Manor MS students to be successful and will work with us to ensure that the Manor MS students receive the per pupil funding that other students in the District receive. The result of the negotiations with the District will be codified in the 1882 partnership contract. The key difference will be in how the overall funds are used. In our model, for example, professional development is the responsibility of the instructional leaders, and Manor MS will spend no additional money on outside consultants or any company that provides such services.

Manor MS will also have a different staffing model and provide its own back-office support. Thus, on the revenue side, Manor Middle School should receive the funding according to the student allotment estimated calculations in the State Aid template for District General Fund allotments adjusted for weighted student attendance. Manor should also receive the appropriate per pupil amount for all the state and federal grants by category of student, such as Title funding, ESSER funding, Instructional Materials Allotment, IDEA, 1882 59 Partnership monies, and any other funding that would normally be received by Manor students. As with our other partnerships, we plan to negotiate fees for specific services such as transportation, nutrition, and custodial.

Additionally, we understand that there will be some required district costs and fees for services that make more sense to be consolidated at the district level. For example, Manor MS should be charged for its share of internet services and utilities costs. Most of the Third Future Schools leadership team have experience in large, urban districts and understand both the complexity and nuance of district budgets. This experience makes our team collaborative and

balanced.

Manor ISD will find us to be willing teammates when it comes to making these early decisions that impact per pupil funding. Notwithstanding, the need for collaboration, we have drafted a preliminary budget that shows the expenditures we plan for Manor MS. Keep in mind that the revenue chart on this page does not include other Title dollars and shows a broad estimate of other revenue items. The per pupil revenue of \$9,600 is also a rough estimate and represents the low end of what we believe is the likely amount. The general budget expenditures are outlined on the following page. We have reasonable place holders for the District required fees and menu of services.

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

Third Future Schools- TX follows all statutory requirements for conducting annual financial and administrative audits. TFS currently contracts with Weaver to provide these services. All audits are available on the Third Future Schools website. No critical findings have been reported to date.

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

Network leadership creates the annual budget based on input from campuses, identified needs, student enrollment, statutory requirements and available funding sources. The TFS-TX Board of Directors reviews and approves.

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**

Third Future Schools creates annual budgets for all campuses and has fiscal year running July 1st through June 30th. The Chief of Staff and Operations works closely with the Superintendent and Finance team to develop a sound budget for board approval in May of each year. Once approved by the Board of Directors, budgets are posted along with the annual audit on the Third Future Schools website by individual schools.

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

- **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? X YES NO

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

Third Future Schools bylaws require all campuses to be financially viable by year three. meaning, no additional grants or funding required [aside from student travel- the Network will raise funds for that expense]. If student enrollment projections are not met, we will right size staffing to maintain a balanced budget and remain financially viable as evidenced by fund balances in all our schools year after year.

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 12***
- ***Any applicant proposing to contract with an Education Service Provider (ESP) or CMO (Charter Management Organization) should complete Questions 13 and 14***

Existing Partner Track Record

12. 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? x 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? x 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:***

Third Future Schools has never experienced any charter revocations, non-renewals, withdrawals, or failures to open.

- 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***

Please see Supplemental Attachment 1 for TFS existence as a proven turnaround operating partner since 2017 [2020 in Texas], as evidenced by student achievement and state accountability ratings in Texas and Colorado at all campuses.

ESP or CMO Management Plan and Legal Relationship

13. Provide the following:

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

Not applicable. Third Future Schools does not contract with an ESP or CMO.

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:

Not applicable. Third Future Schools does not contract with an ESP or CMO.

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

Not applicable. Third Future Schools does not contract with an ESP or CMO.

- 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:**

Not applicable. Third Future Schools does not contract with an ESP or CMO.

- 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:**

Not applicable. Third Future Schools does not contract with an ESP or CMO.

- 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:**

Not applicable. Third Future Schools does not contract with an ESP or CMO.

Section 6 – Community Priorities

This section will identify priorities generated by the Manor MS community and ask potential operators to discuss how they will address these priorities.

- Education Program:
 - Hands on learning experiences
 - Technology
 - Outdoor learning spaces
- Student Supports:
 - Counseling/social workers
 - Small class sizes
- Staffing:
 - Mental Health Supports
 - Experienced, high-quality teachers
- Extracurriculars:
 - STEM Activities
 - Competitive Athletics
 - Fine Arts Classes
 - Clubs based on scholar interests

For the four priorities listed above, please explain how you will address each of these in your educational plans.