



# ARKANSAS DEPARTMENT OF EDUCATION

## **AGENDA** **CHARTER AUTHORIZING PANEL**

November 20, 2014

Arkansas Department of Education

ADE Auditorium

8:30 AM

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### **Action Agenda**

#### **A-1 Hearing of District Conversion Public Charter School Application: Fountain Lake Charter High School, Fountain Lake School District**

*Representatives of the Fountain Lake School District are requesting to convert the high school to a charter school. If approved, the charter will be called the Fountain Lake charter high school and will serve students in grades 9-12 with a maximum enrollment of 800.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review.*

*Presenter: Cindy Hogue*

#### **A-2 Hearing of District Conversion Public Charter School Application: Southside Charter High School, Southside School District**

*Representatives of the Southside School District are requesting to convert the high school to a charter school. If approved, the charter will be called the Southside Charter High School/Southside Freshmen Academy and will serve students in grades 9-12 with a maximum enrollment of 1200.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.*

*Presenter: Cindy Hogue*

#### **A-3 Hearing of District Conversion Public Charter School Application: Warren High School, Warren School District**

*Representatives of the Warren School District are requesting to convert the high school to a charter school. If approved, the charter will be called the Warren High School and will serve students in grades 9-12 with a maximum enrollment of 600.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.*

**Presenter:** *Cindy Hogue*

2014-2015 Application Cycle

# **Fountain Lake Charter High School Summary**

Fountain Lake Charter High School

Fountain Lake School District

# Fountain Lake Charter High School

**School District:** Fountain Lake School District  
**Grade Levels:** 9-12  
**Student Enrollment Cap:** 800  
**Address of Proposed Charter:** 4207 Park Avenue, Hot Springs, 71901

## Mission Statement

The mission statement of the Fountain Lake Charter High School is “Graduate Every Student Prepared for Success”.

## Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- None noted

## Documentation Provided in Support of the Charter

### Letters of Support Included in Application

John A. Hogan	President, National Park Community College
Neal Harrington	Owner, Express Employment Professionals
Jim Fram	President and CEO, Greater Hot Springs Chamber of Commerce
Alan Clark	State Senator, District 13
Ashley and David Twiggs	Parents

2014-2015 Application Cycle

# ADE

# Evaluation and

# Applicant

# Responses

Fountain Lake Charter High School

Fountain Lake School District

## Fountain Lake Charter High School

### PART A - GENERAL INFORMATION

School District: Fountain Lake School District  
Grade Levels: 9-12  
Enrollment Cap: 800  
Address of Proposed School: 4207 Park Avenue, Hot Springs, AR 71901

### PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

#### Evaluation Criteria:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

## **PART B EXECUTIVE SUMMARY**

The Arkansas Department of Education requires all applicants to include an executive summary.

### **Evaluation Criteria:**

A mission statement (with content to be evaluated for Prompt #2 of Part C)  
The key programmatic features of the proposed charter school

**Fully Responsive**

## **PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER**

### **C1: PUBLIC HEARING RESULTS**

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### **Evaluation Criteria:**

- A thorough description of the results of the public hearing
- Evidence of public support exhibited at the hearing
- Documentation of required notice published to garner public attention to the hearing
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

**Fully Responsive**

### **C2: MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### **Evaluation Criteria:**

- A mission statement that is clear and succinct

**Fully Responsive**

**Concerns and Additional Questions**

### C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

#### Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

#### Fully Responsive

### C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

#### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

#### Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE) Concerns and Additional Questions

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

The mission of the Fountain Lake Charter High School is to “Graduate Every Student Prepared for Success”. Every student will have a Personalized Success Plan (PSP) and be engaged in a career pathway. As a part of the PSP the student, parent and advisor will participate in a formal conference as needed to ensure that progress is being made towards their desired career goal. Within this plan data will be used to document progress towards that goal. The data used for this plan will include but not be limited to academic achievement, Explore, Plan and ACT scores, NWEA, Interest Inventories, high school and college transcripts, internship hours, industry certifications and any other pertinent information that would give direction to success for that individual student.

The goal of the district is to meet or exceed the state average on the Next Generation Assessment, increase the number of students reaching all college and career readiness benchmarks on the ACT, and increase the number of students involved in career

internships, college hours and industry certification programs. The district understands that our students will be competing globally for jobs and we will need to understand how our students compare to students across the state, nation and world. As a district we are committed to preparing all students for success and will use all available resources to make that happen.

## C5: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### **Evaluation Criteria:**

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

### **Fully Responsive**

#### **Concerns and Additional Questions**

Provide an example of a daily schedule that includes the pathways and describe what a typical day would look like for a charter student.

An individual student’s daily schedule will be determined by their PSP. For instance, the following table shows the coursework a typical senior at FLCHS might experience during their last year of high school:

<b>12<sup>th</sup> Grade</b>	<b>Period</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
	<b>1<sup>st</sup></b>	<b>Math (Pathway Focused)</b> <b>Examples of Possible Pathway Specific Math for Seniors...</b> <ul style="list-style-type: none"> <li>• <b>Computer Science Pathway- Algebra III or College Algebra or AP Calculus</b></li> <li>• <b>Advanced Academic Pathway- AP Calculus or College Algebra</b></li> <li>• <b>Criminal Justice Pathway- Algebra III or College Algebra</b></li> <li>• <b>Machine Tool Technology Pathway- Algebra III or TBD</b></li> </ul>	<b>Math (Pathway Focused)</b> <b>Examples of Possible Pathway Specific Math for Seniors...</b> <ul style="list-style-type: none"> <li>• <b>Computer Science Pathway- Algebra III or College Algebra or AP Calculus</b></li> <li>• <b>Advanced Academic Pathway- AP Calculus or College Algebra</b></li> <li>• <b>Criminal Justice Pathway- Algebra III or College Algebra</b></li> <li>• <b>Machine Tool Technology Pathway- Algebra III or TBD</b></li> </ul>
	<b>2<sup>nd</sup></b>	<b>English</b>	<b>English</b>
	<b>3<sup>rd</sup></b>	<b>Science (Pathway Focused)</b> <b>Examples of Possible Pathway Specific Science for Seniors...</b> <ul style="list-style-type: none"> <li>• <b>Biomedical Science Pathway- AP Chemistry and/or AP Biology</b></li> <li>• <b>Aeronautics Pathway- Physics</b></li> <li>• <b>Engineering Pathway- Physics or AP Physics</b></li> <li>• <b>Clean Energy Technology Pathway- Environmental Science</b></li> </ul>	<b>Science (Pathway Focused)</b> <b>Examples of Possible Pathway Specific Science for Seniors...</b> <ul style="list-style-type: none"> <li>• <b>Biomedical Science Pathway- AP Chemistry and/or AP Biology</b></li> <li>• <b>Aeronautics Pathway- Physics</b></li> <li>• <b>Engineering Pathway- Physics or AP Physics</b></li> <li>• <b>Clean Energy Technology Pathway- Environmental Science</b></li> </ul>
	<b>4<sup>th</sup></b>	<b>Capstone/Senior Project</b>	<b>Capstone/Senior Project</b>
	<b>5<sup>th</sup></b>	<b>Career Pathway Elective 3 (On Campus or at NPTC)</b>	
	<b>6<sup>th</sup></b>	<b>Career Pathway Elective 4 (On Campus or at NPTC)</b>	
<b>7<sup>th</sup></b>	<b>Activity</b>		

## C6: CHARTER MODEL

### Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

## C7: AUTONOMY

### Evaluation Criteria:

A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar.

**Fully Responsive**

## C8: SCHOOL IMPROVEMENT PLAN

### Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## C9: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C10: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

### Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested**:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

### Fully Responsive

#### Concerns and Additional Questions

Confirm that the charter will comply with all state and federal special education regulations.

Fountain Lake Charter High School will comply with all state and federal special education regulations.

## C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### Evaluation

#### Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

### Fully Responsive

## C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

### **Evaluation Criteria:**

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

**Fully Responsive**

## C13: PRIOR CHARTER INVOLVEMENT

### **Evaluation Criteria:**

- A complete Prior Charter Involvement Template for each individual connected with the propose charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### **Evaluation Criteria:**

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

**Fully Responsive**

Explain if the professional qualifications listed for all of the positions are minimum qualification, or desired qualifications.

The qualifications listed on each of the specific job positions are desired because in specific circumstances, the pool of applicants may be limited for specialty areas. All certified staff positions will meet the minimum requirements set forth by the ADE.

## C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## C16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

### Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## C17: FOOD SERVICES

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## C18: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

- A plan for involving parents and guardians in the school's education programs
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

**Fully Responsive**

## C19: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

### **Evaluation Criteria:**

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

**SEE LEGAL COMMENTS**

## C20: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**SEE LEGAL COMMENTS**

## C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### **Evaluation Criteria:**

- The plan to ensure the sustainability of the charter in the future.

**Fully Responsive**

2014-2015 Application Cycle

# **Legal Review of Waivers Requested**

Fountain Lake Charter High School

Fountain Lake School District

**Fountain Lake Charter High School  
Waivers Requested in Original Application  
2014 District Conversion Application**

**1. Keyboarding and Career Orientation (withdrawn)**

**Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation**

*The Fountain Lake Middle School is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its 7<sup>th</sup> and 8<sup>th</sup> grade students*

*To prepare students for the Charter High School experience, the applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school, and/or teach certain courses in the manner listed below. The applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Middle School curriculum; introduce the Family Consumer Science course at the eighth (8th) grade level; and introduce the Survey of Ag Science course at the eighth (8th) grade level. This waiver is needed to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Fountain Lake Charter High School. Although the seventh and eighth grades are not part of this application, the applicant strongly believes that the ability to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable link from the Charter Middle School to the Charter High School.*

**Legal Comments:** The standard imposes a requirement for grades 5-8. The applicant seeks a charter for grades 9-12. The authorizer cannot grant a waiver for grades the charter will not serve.

**Response:** *The Fountain Lake School District wishes to withdraw this waiver request.*

**Remaining Issues:** None

**2. Oral Communications**

**Section 9.03.4.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation**

*The Fountain Lake School District is required to teach Oral Communication as a separate class. The Applicant is asking for a waiver of that requirement in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding*

*the curriculum within the students' required coursework.*

**Legal Comments:** None

**Remaining Issues:** None

### **3. Health**

#### **Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation**

*The Fountain Lake Charter High School is required to provide a one-half unit Health and Safety Education course to meet the requirements of this Standard. The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school. The applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Biology course.*

**Legal Comments:** None

**Remaining Issues:** None

### **4. Instructional Day**

#### **Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation**

*Due to the unique nature of the Fountain Lake Charter High School's educational offerings as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The curricular offerings of the high school, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.*

**Legal Comments:** Rationale should be provided as to why this waiver is necessary to achieve the Applicant's goals. In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

**Response:** *In order for the Fountain Lake Charter High School to focus on the each student's PSP (Personalized Success Plan) the applicant is requesting this waiver to allow students to participate in job shadowing, internships, digital/online courses, and other instructional strategies that would contribute to student success on their PSP. To effectuate this waiver, the applicant also requests a waiver of Ark. Code Ann. § 6-16-102.*

**Remaining Issues:** None

## 5. Class Size

### Section 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing the Standards for Accreditation and specifically subsection 10.02.5

*In order to obtain the flexibility to fully implement the Fountain Lake Charter High School experience, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes that the unique curriculum delivery system that will be utilized in the Charter High School is truly an example of an “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards Rules. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.*

**Legal Comments:** None

**Remaining Issues:** None

## 6. Clock Hours

### Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit)

*The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.*

**Legal Comments:** Rationale should be provided as to how this waiver will help the applicant meet its goals. Explanation should be provided as to how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks will be taught.

**Response:** *The waiver is essential to the Charter to assure that with the Charter’s pathways there would be the necessary flexibility to allow for individualized instruction based on the student’s PSP. With the ability of students to take online/digital courses, there will be the need for a flexible time to allow for PSP activities that are student PSP directed. Without this waiver, as career pathways are implemented, the lack of flexibility could impact students’ ability to engage in the PSP activities that are essential to their success.*

**Remaining Issues:** It is unclear how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks are taught.

## 7. Licensure

**Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919;  
Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation  
ADE Rules Governing Education Licenses**

*The applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Charter High School, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.*

*As a specific example of the use of this waiver, the applicant would wish to serve its Charter High School Gifted and Talented (GT) students with a teacher who is not certified in GT.*

**Legal Comments:** Applicant should confirm that it understands AP courses must meet licensure and training requirements unless additional waivers are sought.

**Response:** *The applicant understands that AP courses must meet licensure and training requirements of the ADE.*

**Remaining Issues:** None

## **8. Gifted and Talented**

### **Ark. Code Ann. §§6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students)**

The applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in the Gifted and Talented (GT) programs to students in grades (9-12) into appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities of this position will be addressed by the Advanced Placement (AP) Coordinator to ensure the needs of all GT students are covered through AP courses and their Personalized Success Plan.

**Legal Comments:** Applicant should explain how this waiver will help the charter meet its goals and how this placement will differ from a GT program in a traditional school.

**Response:** *The applicant desires to go beyond using AP/Pre-AP courses to address GT students' needs. The GT student's PSP will enable the district to focus on project based learning, curriculum and instructional opportunities that will support the GT student in their plan for success.*

**Remaining Issues:** Based on the information provided, it does not appear this waiver is necessary. Additional discussion with the Applicant may be necessary to determine how its program will differ from a secondary GT program in a traditional school.

**DESEGREGATION ANALYSIS:** Fully responsive

2014-2015 Application Cycle

# Application

Fountain Lake Charter High School

Fountain Lake School District



# ARKANSAS DEPARTMENT OF EDUCATION

## 2014 Application District Conversion Public Charter School

**Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.**  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

\_\_\_\_\_ Fountain Lake Charter High School \_\_\_\_\_

**Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.**

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall Little Rock,  
AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2014 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Fountain Lake Charter High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 800

Name of School District: Fountain Lake School District

Name of Contact Person: Brad Sullivan

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: ( 501 ) 701-1744 FAX: ( 501 ) 623-6447

Email: bsullivan@flcobras.com

Charter Site Address: 4207 Park Avenue

City: Hot Springs, AR

ZIP: 71901 Date of Proposed Opening: August 17, 2015

Name of Superintendent: Darin Beckwith

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: ( 501 ) 701-1744

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

The mission statement of the Fountain Lake Charter High School is "Graduate Every Student Prepared For Success".

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

- FLCHS students will be engaged in career pathways.
- Employability skills will be embedded into instruction.
- Every student will have a Personalized Success Plan (PSP).
- Students will earn college hours, industry certificate or both while in high school.
- Student will experience work-based learning that leads to life-long earning potential, future workforce development and economic benefits.

## **C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL**

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Twenty-five people participated in a public meeting at Fountain Lake High School on August 25, 2014. Donald Westerman, High School Principal, presented the proposed charter to the assembly (See attached Power Point) Following the presentation, several patrons asked questions and made comments about the proposed charter. Darin Beckwith, Superintendent of Schools, Brad Sullivan, Director of Curriculum and Mr. Westerman fielded the questions and responded to comments. The majority of questions focused on curriculum, guidance and the development of the pathways to be included in the charter. Most comments were very supportive of the school's efforts to address needs of students. Some participants were enthusiastic about the possibility of the district creating a seamless transition from the Cobra Digital Academy to high school and beyond. Many comments from both parents and school personnel focused on the realization that change is needed and that students deserve the opportunities for success beyond high school that the proposed charter will create.

See Appendix "A" for school personnel meeting and power point.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission statement of the Fountain Lake Charter High School is “Graduate Every Student Prepared For Success”.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Fountain Lake School District		
District Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	82.84	84.36	89.25
Targeted Achievement Gap Group	75.93	79.15	77.14
African American	70.00	60.00	
Hispanic	79.41	85.29	
White/Caucasian	83.42	83.43	89.29
Economically Disadvantaged	78.02	81.38	78.12
English Language Learners/ Limited English Proficient	72.73	83.33	
Students with Disabilities	39.53	50.57	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Fountain Lake School District		
Campus Name	Fountain Lake High School		
Grade Levels	9-12		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	76.00	89.04	89.25
Targeted Achievement Gap Group	59.09	85.45	77.14
African American			
Hispanic			
White/Caucasian	76.14	90.00	89.29
Economically Disadvantaged	60.98	86.54	78.12
English Language Learners/ Limited English Proficient			
Students with Disabilities		80.00	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Jessieville School District		
Campus Name	Jessieville High School		
Grade Levels	9-12		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	60.66	60.47	83.95
Targeted Achievement Gap Group	46.67	54.02	82.14
African American			
Hispanic		57.14	
White/Caucasian	60.00	59.77	84.51
Economically Disadvantaged	42.86	55.29	84.91
English Language Learners/ Limited English Proficient			
Students with Disabilities		33.33	84.62

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Fountain Lake School District		
Campus Name	Fountain Lake Middle School		
Grade Levels	5-8		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	82.47	79.76	
Targeted Achievement Gap Group	76.31	73.54	
African American			
Hispanic	81.82	82.61	
White/Caucasian	82.69	79.72	
Economically Disadvantaged	78.95	76.69	
English Language Learners/ Limited English Proficient	75.00	82.35	
Students with Disabilities	39.29	35.71	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Fountain Lake High School is a traditional, comprehensive high school serving 425 students in grades 9-12 located in rural Garland County, Arkansas. The student population is 88 percent white, three percent black, five percent Hispanic and four percent other. 63 percent of FLHS students receive free or reduced lunches and ten percent are special needs.

As a participant in the Voluntary Universal ACT Assessment Program, FLHS gives the ACT test to all juniors during the spring semester. ACT data shows that only 17 percent of the FLHS graduating seniors in 2014 met all four of the ACT College and Career Readiness benchmarks. Only about a third of FLHS students met the math benchmark with half meeting the English benchmark. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course.

Sixty percent of last year's graduating class was pulled in a random sample and given the High Schools That Work Assessment in the spring of 2014. This assessment showed it was discovered that only 40 percent of those taking the assessment met SREB's criteria for the HSTW Award of Educational Achievement (score at or above SREB's readiness goals in reading, mathematics and science on the HSTW Assessment and complete a college-preparatory curriculum consisting of at least two of the following: four courses in college-preparatory English/language arts, four courses in college preparatory mathematics and three courses in science with at least two courses at the college-preparatory level, and completion of a career/technical, mathematics/science or humanities concentration).

The Class of 2013 had 47 Career and Technical Program Completers. A follow-up survey in the fall of 2013 found 44 percent enrolled in post-secondary studies, 9 percent enlisted in the military, 11 percent employed in their field of study and 36 percent either unemployed or employed in a field outside their field of study.

The data emphasizes that Fountain Lake students need to be better prepared for entering college or the workplace upon graduation. We believe a hands-on, authentic approach to school will contribute to students being motivated to attain college and career readiness. We believe that as students select a career path of focus, are exposed to professionals working in the field and become engaged in "real-world" job activities, they will find

a purpose to school and improved academic performance. This model will not only provide rigorous course opportunities but also real-life application experiences. In order to implement this model, FLHS needs flexibility granted through waivers. Research supports that when students are actively engaged, true learning occurs. The Fountain Lake High School team believes in every student, every day. In order to move to the next level of educational personalization, flexibility is vital. Becoming a conversion charter will allow for the flexibility to meet each student's needs. We believe this approach will not only provide our students with a value-added high school diploma (college credit or certifications) , but will also assist them in making community connections that will put them a step ahead in their next phase of life.

If the requested waivers for embedding Oral Communications and Health standards into other classes are granted, additional time will become available for FLCHS students to participate in career pathway specific coursework.

Many students do not realize until the third year of college that their career choice is not good for them. Our career pathway based model, flexibility of scheduling, providing internship opportunities and embedding coursework experiences will assist our students in discovering those professions that are a good fit.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Data examined from border district high schools revealed that each school has an overall NEEDS IMPROVEMENT on ESEA Report.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

As we work toward graduating all students, prepared for success at the next level, we must ask ourselves what is success and what is the next level. Students in the traditional high school are often caught between a set of standards that teach and measure one set of skills while a rapidly evolving workplace that demands another. In considering success at the next level, we must take into account the needs of a changing workforce. FLCHS will utilize career pathways to provide the knowledge and skills necessary to increase college and career success. Each career pathway will follow the broad structure of the 16 career clusters identified by The Arkansas

Department of Workforce Education and organized in the National Career Clusters Framework®. FLCHS Career Pathways will be distinguished by a three part framework:

1. The Secondary Pathway(grades 9-12) component:

- Meet Arkansas academic standards
- Meet postsecondary (college) entry/placement requirements.
- Provide foundation knowledge and skills in a chosen career cluster.
- Provide opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

2. The Postsecondary Pathway component provides:

- Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
- Alignment and articulation with baccalaureate programs.
- Industry-recognized skills and knowledge in each cluster area.
- Opportunities for placement in the chosen career clusters at multiple exit points.

3. The Pathway Partnerships

- Collaboration between FLCHS faculty, business/industry partners, and post-secondary partners in planning as well as decision-making.
- Ongoing dialog between secondary, postsecondary, and business partners will assist in determining course offerings, course content and learning outcomes.

Employability skills will be embedded into instruction. Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called employability skills. Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors their skills will be embedded into instruction. These same skills are necessary for completion of coursework at the postsecondary level and have a number of names -- soft skills, workforce readiness skills, career readiness skills. They all speak to the same set of core skills necessary for long-term success in career and/or college.

As FLCHS works to make sure all students graduate prepared, student buy-in is critical. It is our belief that well-developed career pathway courses will enable and encourage all students to:

- Discover if they enjoy doing the work that high-skill and middle-skill workers often do in particular career pathways.
- Deepen understanding of literacy, mathematics and science concepts by completing authentic projects.
- Increase motivation to take and succeed in advanced mathematics and science courses.
- Identify and explore newfound academic interests and pursuits.
- Complete an accelerated program of study with projects collaboratively planned and supported by academic and elective teachers.
- Deliver a fresh context for learning by using authentic, project-based experiences that allow students to develop the habits and behaviors of highly skilled and qualified workers.

Every FLCHS student will have a Personalized Success Plan (PSP). A PSP is a map of the pathway a student needs to follow to achieve learning goals commensurate with standards expected for all students. A PSP describes a clear destination for the student in terms of goals for learning. The PSP identifies the potential obstacles that might impede student attaining their goals, and charts assists in overcoming those obstacles. Fountain Lake Charter High School will develop strong partnerships with both business/ industry and higher education. Business/industry will initially be asked to serve in an advisory role as career pathways are developed and implemented. Eventually they will be invited to serve as training partners for internship placements. It is the goal of FLCHS that each student experience work-based learning that leads to life-long earning potential.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually
Increase the number of students participating in internships	PSP – Personalized Success Plan documentation	Increase 3%	Annually
Meet or exceed the state average in Mathematics on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually
Increase the number of students who earn college hours, or complete a program of study	PSP – Personalized Success Plan documentation	Increase 3%	Annually
Increase the number of students who reach all 4 college/career benchmarks	ACT	Meet or exceed National Average	Graduating Class of 2020

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Fountain Lake Charter High School will always set goals to meet or exceed those set by the state as demonstrating mastery. The district has an ongoing process of examining teacher and student accountability with the use of data-driven information. PARCC assessments will be used to measure the academic performance of students.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The Fountain Lake Middle School Cobra Digital Prep Academy opened in the Fall of 2014 with a mission to provide students with the knowledge and skills to prepare for high school, college and career success. The Fountain Lake Charter High School will provide a seamless transition from middle school to secondary school for those students who have developed and are immersed in a Personalized Success Plan. FLCHS will provide opportunities for an authentic academic experience to insure success in those plans. This authentic academic experience will be built on five pillars:

FLCHS students will be engaged in career pathways.  
Employability skills will be embedded into instruction.  
Every student will have a Personalized Success Plan (PSP).  
Students will earn college hours, industry certificate or both while in high school.  
Students will experience work-based learning that leads to life-long economic benefits.

A curriculum model like the Southern Regional Education Board's Advanced Careers will be utilized to ensure FLCHS students are being taught the correct content at a rigorous level. Advanced Careers is an academically rigorous, career focused curriculum, that shows students how learning connects to life and work outside the schoolhouse walls. Hands-on, minds-on projects where students test-drive careers in high-demand fields while they learn rigorous academic math, science, reading, writing, and technical skills are the hallmark of the Advanced Careers Curriculum.

Advanced Careers is currently available in four course sequences that cover a wide array of high demand, high skill career pathways. These sequences include: Aerospace Engineering, Innovations in Science and Technology, STEM Education and Training, Integrated Production Technologies, Informatics, Global Logistics,

Project Management, Automated Materials Joining Technologies, Health Informatics, Clean Energy Technology and Energy and Power.

After reviewing the trends in career interests and aptitudes, we believe an initial career pathway for FLCHS will come from the Health Science Career Cluster. The ACT Profile for the Class of 2014 revealed that 30 percent were interested in or had plans to earn a living in the medical professions. As students explore career pathways at the Cobra Digital Academy through Project Lead the Way's Launch program, many will develop an interest in the medical professions. Project Lead the Way's Biomedical Sciences program would be a natural transition for students moving from the Digital Academy to FLCHS.

Administrators and faculty at National Park Community College have agreed to further develop a strong partnership with Fountain Lake School District. NPCC will provide the opportunity for students to receive college credit for Advanced Placement coursework as well as providing more opportunities for FLCHS students to be enrolled in concurrent credit courses while in high school. FLCHS students will have the opportunity to receive Industry Certifications while enrolled at FLCHS and National Park Technology Center. FLCHS and NPTC will focus efforts to develop adult career training opportunities through a satellite campus on the FLCHS campus as well as traditional enrollment in on-site post-secondary training partnerships.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Fountain Lake High School is a traditional, comprehensive high school serving 425 students in grades 9-12 located in rural Garland County, Arkansas. The school has undertaken a comprehensive restructuring of its curriculum in this charter application and would not be able to meet the needs of students and the workforce unless the waivers requested are granted. The greater flexibility would allow for the establishment of a comprehensive restructuring effort focusing on establishing and implementing career pathways for every student.

Many of our students do not attend college or receive training after high school. A significant number of our students enter the workforce before completing a post-secondary degree. Current data serves to identify the need for existence of a charter school that is able to assist students to acquire the real-world skills necessary to find success in a career.

Business and industry in our region is seeking individuals to fill vacancies. They are recruiting potential employees who are ready to make an immediate impact within their companies. Colleges and Universities are also looking for students who are leaving high school prepared for success. By creating personalized success plans for each student, the Fountain Lake Charter High School will be able to guide all students down a well-defined, broad career pathway. Students graduating from FLCHS will do so with goals, a plan and the skills to be successful in the first two years following high school graduation.

Fountain Lake is examining a variety of innovative curriculum models to be utilized in the Fountain Lake Charter High School. These models include Advanced Career from SREB, Project Lead the Way, Curriculum for Agriculture Science Education and the EAST Core Initiative. The adoption of new curricula will always be accomplished after making modifications that personalize it for our school and community.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

**A) Employing Personnel:** Fountain Lake is seeking autonomy in the form of flexibility. Fountain Lake is working to partner with community and business leaders in order to offer student authentic instruction in specialty areas. In order to do this, the school needs the ability to hire skilled instructors regardless if they are Arkansas licensed.

**B) Developing and controlling the charter school budget:** Fountain Lake currently operates under site based budgets. Building level principals already have the ability to approve needed purchases. With the process already in place, Fountain Lake administrators are well equipped to utilize the autonomy of the charter budget to allocate resources to the area of greatest need.

**C) Managing day-to-day charter school operations:** Fountain Lake has a highly qualified, dedicated high school administration team already in place to manage the day to day operations. The principal and assistant principal will share the responsibilities of overseeing finances, discipline, evaluating faculty and facilities. In addition to the two building administrators, an instructional facilitator will oversee the project based instruction and the Development Facilitator will oversee the student internship placements. The guidance counselor and the Career Development Facilitator will lead a team of teachers serving as senior project advisors, assisting them as needed with career exploration, administration of student interest instruments and college applications.

**D) Developing and controlling the school calendar:** Fountain Lake High School being part of a K-12 district on one campus, sharing transportation, will not have as much autonomy in the school calendar. However, a flexible time within the school day will be the key to meeting the diverse needs of high school students. Exploration of early morning and evening classes would allow for more instruction conducive to student participation with college classes and internships. This type of scheduling could vary from year to year based on the needs of the current students.

**E) Other areas of autonomy to be afforded to the charter:**

Fountain Lake's autonomy will come in the form of flexibility. This flexibility will allow Fountain Lake High School to partner with the community college, other technical schools and local area businesses. This partnership will allow local professionals to instruct when needed and will allow students to spend time off campus for internship experiences.

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Fountain Lake High School plans to utilize their parental advisory panel and licensed staff to develop goals and evaluate the school improvement plan to be submitted to ADE. Each year this group will determine needs, set goals and analyze results. These will be the stakeholder groups that will participate in the development and implementation of the ACSIP plan that also includes specific target groups (TAGG), Wellness and ELL.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Fountain Lake High School will implement strategies such as project based learning (PBL) and leadership education to improve student learning which will increase student achievement. PBL will not only give the instructors a method to meet the Common Core State Standards but will allow for embedded authentic learning experiences for the students of FLHS. This program will not only give teachers and students flexibility to connect learning to work, but will also allow time to focus on ACT prep, concurrent coursework and AP coursework, thus preparing our students for success beyond high school.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

A foundational piece of the Fountain Lake Charter High School will be the development of partnerships between the high school and industry and between the high school and post-secondary educational institutions. These partnerships will lay the ground work for each student to begin the high school experience focused on a 4+2 model. This model will consist of each student spending four years of high school immersed in a career focused pathway followed by two more years of career preparation beyond high school. The success of students moving into the two year post-high school experience is incumbent on students being college and career ready.

Arkansas has adopted the Common Core State Standards as the standard curriculum designed to move students to college and career readiness. Fountain Lake School District has adopted and implemented the CCSS. At FLHS, implementation of the standards is monitored closely during teacher team meetings, classroom observations and through formative assessments. The school district has contracted with the Arkansas Advanced Initiative for Math, English and Science to begin the process of vertical alignment of the district's science curriculum. Additionally, a project based instructional facilitator has been employed to assist FLHS staff develop Project Based Lessons aligned to the Common Core State Standards and the Arkansas Curriculum Frameworks.

FLCHS will partner with providers offering rigorous project based curriculum, professional development and instructional strategies aligned to Arkansas Curriculum Frameworks and Common Core State Standards. The Buck Institute for Education, Project Lead the Way, Cambridge Educational Services, Boy's Town and Southern Regional Education Board are organizations that have been identified as possible partners in the FLHS charter process.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

The Fountain Lake Charter High School guidance program will maintain the focus on each student's Personalized Success Plan started at the Fountain Lake Middle School Digital Prep Academy. The digital PSP will follow each student to the high school where the college and career ready component will be recognized during the junior and senior years. The FLCHS guidance counselor and Career Development Facilitator will track each student's progress in the PSP and assist them in monitoring the acquisition of graduation requirements, college readiness, concurrent course work, career direction, community service involvement and all other options, such as internships and job training opportunities, available to the students

B) Health services;

Applicant Response:

Fountain Lake School District has a full time registered nurse that will continue to serve as full time nurse for Fountain Lake Charter High School.

C) Media center;

Applicant Response:

Fountain Lake High School currently houses a well-equipped media center containing a computer lab and multiple resources for student use. Fountain Lake Charter High School will continue to make use of the media center. In addition to the school media center, each classroom will serve as a media center with the use of technology (through chromebooks, interactive white boards and other resources) across the curriculum.

D) Special education;

Applicant Response:

Fountain Lake High School provide many opportunities to ensure that children with disabilities have the opportunity to receive a free appropriate public education in the least restrictive environment. Within the construct of the curriculum laid out for the Fountain Lake Charter High School, students with special needs would continue to thrive and operate within those proven effective settings and in methods that will be conducive to learning as laid out by the individualized education plan (IEP). Co-taught classes have proven effective in the past and will continue to be provided in the future. Students in need of more intensive services will be provided in-depth support, additional resources and classes that assist with the project assignments in other classes.

E) Transportation;

Applicant Response:

Fountain Lake School District will provide transportation services to all eligible students in its region and will comply with all transportation guidelines.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fountain Lake Charter High School will house its alternative education program on the campus of the Fountain Lake High School. Students will be assigned to the ALE based on academic need. Placement preference will be given to students who are chronologically juniors and seniors behind in credits to graduate. Teachers in the alternative education program will be trained to deliver instruction in non-traditional formats including Project Based Learning and digital courses.

## G) English Language Learner (ELL) instruction

Applicant Response:

The Fountain Lake School District recognizes the opportunities for differentiated instruction that can be provided through the Fountain Lake Charter High School for students who are English Language Learners. ELL services which are appropriate for the needs of students enrolled and are in accordance with each student's ELL program will be provided. One Highly Qualified ELL teacher will continue to provide services. The district and the FLCHS will comply with all aspects of ELL regulations.

## H) Gifted and Talented Program.

Applicant Response:

A wide array of Advanced Placement courses will be offered and GT Students will be encouraged to engage in enrichment projects by a campus GT facilitator.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

At the conclusion of the school year, a report outlining progress toward meeting the mission of the charter will be published on the district webpage and made available in paper form to all patrons.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All high school aged students living within the boundaries of the Fountain Lake School District who meet requirements set forth by the State of Arkansas will be served.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Darin Beckwith, Superintendent, Brad Sullivan, Director of Curriculum, and the district administration support staff have been involved in the planning and implementation process of the Fountain Lake Middle School Cobra Digital Prep Academy.

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

I. Superintendent (District Administrator) Responsibilities:

- Act as chief executive officer of the district and carry out the district's mission.
- Make recommendations to the school board for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted principal evaluation system (LEADS).
- Monitor the status of resources in order to fulfill the district mission.
- Prepare an annual budget to be presented to the board.
- Ensure building maintenance and safety as well as oversee custodial services.

Qualifications: The qualifications of superintendent will meet state requirements for a district level administrator and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education

II. Assistant District Administrators Responsibilities:

- Act as support to the district administrator and assist in carrying out district's mission.
- Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.
- Assist building administrators in monitoring student academic achievement and overseeing the implementation of curriculum.

Qualifications: The qualifications of assistant district administrators will meet state requirements for a district level administrator and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education

III. Administrator (Building Administrator) Responsibilities::

- Act as chief executive officer of the school and carry out the school and district missions.
- Select, make recommendations to the superintendent for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).
- Monitor the status of resources in order to fulfill the school and district missions.
- Prepare an annual budget to be presented to the board.
- Ensure building maintenance and safety as well as oversee custodial services.
- Oversee the implementation for the curriculum.
- Monitor student academic achievement regularly.

Qualifications: The qualifications of an administrator will meet state requirements and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

IV. Assistant Administrators Responsibilities:

- Act as support to the building administrator and assist in carrying out school and district missions.
- Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.
- Assist building administrator in monitoring student academic achievement and overseeing the implementation of curriculum.

Qualifications: The qualifications of an assistant administrator will meet state requirements and have significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

V. Counselor Responsibilities:

- Provide academic, social and emotional supports.
- Disseminate and clarify graduation requirements.
- Coordinate post-secondary opportunities.
- Coordinate internship opportunities in conjunction with seminar classes and school leadership.
- Aid in student scheduling and creating of master schedule and course catalog.

- Facilitate state-mandated assessments.

Qualifications: The counselor qualifications will be a Master's degree and experience within the field of education.

VI. Instructional Facilitator Responsibilities: (included in teacher salary on budget)

- On-going professional development for teachers.
- Provide demonstrations to strengthen the instructional process.
- Provide content development for teachers in regards to technology.
- Plan and conduct professional team meetings.
- Collect data, analyze results, and report findings.
- Evaluate student achievement and assist with placing students in appropriate intervention and support services.
- Identify needs and make recommendations for appropriate materials.
- Meet regularly with the principal to report on progress and plan next steps.
- Network with other district instructional facilitators, co-op specialists and trainers in developing, researching, and implementing programs and to further develop their own knowledge, skills, and confidence.

VII. Career Development Facilitator:

- Support Career and Technical Education (CTE) and coordinate career development services for students participating in CTE.
- Works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services.
- Facilitates linkages with parents, business/industry, postsecondary institutions and community organizations to support students' transition to postsecondary education and employment.

VIII. Teacher Responsibilities:

- Conduct classroom instruction.
- Work collaboratively with colleagues to plan and teach courses.
- Maintain an atmosphere conducive to learning.
- Reach as many different levels and kids of learners as possible.
- Attend professional development, implement new learning and share with colleagues.
- Continually teach, assess and modify for each student.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Fountain Lake High School currently serves approximately four hundred twenty (425) students in grades nine (9) through twelve (12). The current high school facilities containing 9 permanent buildings with 128,160 square feet will continue to serve students after the conversion to a charter school.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

See Attached Appendix "D"



17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Fountain Lake Charter High School will utilize existing school facilities, staff, National School Lunch Program and other federal nutrition programs.

18. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians and other community members will play a key role in the development and implementation of Fountain Lake Charter High School's educational programs. FLCHS will include parents and guardians in developing each student's personalized success plan. Parents and guardians will be involved in making decisions about Career Pathways and course selection inside the Career Pathway.

Other members of the community will be asked to serve in an advisory capacity for different program areas. FLCHS will actively seek the input of community members who have been recognized as leaders in business, industry, education and service to serve on Career Pathway specific advisory panels. The input of these community members will influence course offerings and course content.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

1. Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake School District is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its seventh (7th) and eighth (8th) grade students.

To prepare students for the Charter High School experience, the applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school, and/or teach certain courses in the manner listed below.

The applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Middle School curriculum; introduce the Family Consumer Science course at the eighth (8th) grade level; and introduce the Survey of Ag Science course at the eighth (8th) grade level.

This waiver is needed to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Fountain Lake Charter High School. Although the seventh and eighth grades are not part of this application, the applicant strongly believes that the ability to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable link from the Charter Middle School to the Charter High School.

2. Section 9.03.4.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake School District is required to teach Oral Communication as a separate class to its ninth (9) grade students.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

3. Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake Charter High School is required to provide a one-half unit Health and Safety Education course to the meet the requirements of this Standard.

The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses

to be provided by the conversion charter school.

The applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Biology course.

4. Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation:

Due to the unique nature of the Fountain Lake Charter High School's educational offerings as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The curricular offerings of the high school, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

5. Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing the Standards for Accreditation and specifically subsection 10.02.5:

In order to obtain the flexibility to fully implement the Fountain Lake Charter High School experience, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes that the unique curriculum delivery system that will be utilized in the Charter High School is truly an example of an "exceptional case" worthy of a waiver under Section 10.02.5 of the Standards Rules.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

6. Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit):

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

7. Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):

The applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Charter High School, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.

As a specific example of the use of this waiver, the applicant would wish to serve its Charter High School Gifted and Talented (GT) students with a teacher who is not certified in GT.

8. Ark. Code Ann. §§6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students):

The applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in the Gifted and Talented (GT) programs to students

in grades (9-12) into appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities of this position will be addressed by the Advanced Placement (AP) Coordinator to ensure the needs of all GT students are covered through AP courses and their Personalized Success Plan.

20. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant hereby confirms that the operation of a conversion charter high school would not inhibit its compliance with the Agreement. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Fountain Lake Administrative Team and School Board has been planning to change the way students are educated for the past four years. The District desires to prepare every student for success after high school. In order to accomplish that goal the district saw the need to begin this change at the middle school focusing on individual success at the 5th grade and continuing that focus until two years after high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

## **Appendix A**

# Mid-Summer Professional Development

## Thursday July 24, 2014

---

8:00-8:30...General Comments and Agenda Review

8:30-9:45...Fountain Lake Charter High School Announcement (Westerman, Beckwith, Sullivan)

- What is a charter?
- Mission of the FLCHS
- Five pillars supporting the charter mission
- School's responsibilities if granted a charter
- State's responsibilities if a charter is granted
- Timeline
- Questions

9:45-10:00... Monday Reads (Vice)

10:00-10:15...Break

10:15-10:30...Team Assignments (Bennett, Craver)

**High School 101** (9<sup>th</sup> Grade)... \*Nancy Yarberry, Debbie Tripp, Michelle McCullough, Steve Masters, Carrie Bloomquist, Karen Vice/Joyce Hendrix (**Media Center**)

**Life 101** (10<sup>th</sup> Grade)... \*Danton Robertson, Carroll Mercer, Josh Wesson, Susan Mangrum, Matt Kinsinger, Laura Mills (**Media Center**)

**CCR** (11<sup>th</sup> Grade)... \*Julie Wade, Mary Kate Crumpler, Celeste Byrd, Jennifer Cox, Jolie Wang, Doug Rountree (**High School Principal's Office**)

**Capstone** (12<sup>th</sup> Grade)... \*Mike Wiles/Carmen Keys, Dana Smith, Melody Gilleran, Lynn Janaskie, Susan Newcomb, Katie Wesson (**Counselor's Outer Office**)

10:30-11:30...

**High School 101 and Life 101** (Craver)... Research and Develop list of "soft-skills" necessary for success in school, employment and in life relationships. Identify top 10 most important for students to learn this school year. Select three from the list to teach during first 9 weeks of the school year. Answer the question, "How will students be motivated to participate and complete assignments-will we use a carrot or spurs"

**CCR (Westerman)...**Introductory webinar with Cambridge Educational Services. **"How will students be motivated to participate and complete assignments-will we use a carrot or spurs?"**

**Capstone (Wiles/Keys)...**Review Capstone Goals and Process. **"How will students be motivated to participate and complete assignments-will we use a carrot or spurs?"**

**11:30-12:30...**

Lunch in FACS Classroom

**12:30-2:30...**

**High School 101 and Life 101...Project Design**

**CCR... Scope and Sequence**

**Capstone...Calendar of Activities with a semester storyboard**

**2:30...**

**Wrap-up in Media Center**

**Meeting Dates:** #1: 7/24/2014 8:00 am - 2:00 pm at H/S Media Center

**Hours:** 6 hr

**Enrollment:** 37 / 50

	Name	Signature	Building
1.	<i>CB</i> Bennett, Candiss	<i>Candiss Bennett</i>	Administration
2.	<i>CB</i> Bloomquist, Carrie	<i>Carrie Bloomquist</i>	FL High School
3.	Bristow, Samuel		FL High School
4.	<i>CB</i> Byrd, Celeste	<i>Celeste Byrd</i>	FL High School
5.	<i>JC</i> Cox, Jennifer	<i>Jennifer Cox</i>	FL High School
6.	<i>LC</i> Craver, Larry	<i>Larry Craver</i>	FL High School
7.	<i>MXC</i> Crumpler, Mary K	<i>Mary K Crumpler</i>	FL High School
8.	Davis, Glenn		FL High School
9.	Dearmon, David		FL High School
10.	East, Sarah		FL High School
11.	Faulkner, Leslie		FL High School
12.	<i>mg</i> Gilleran, Melody	<i>Melody Gilleran</i>	FL High School
13.	Gray, William		FL High School
14.	<i>PL</i> Janaskie, Lynn	<i>Lynn Janaskie</i>	FL High School
15.	<i>CK</i> Keys, Carmen	<i>Carmen Keys</i>	Administration
16.	<i>AK</i> Kinsinger, Andrea	<i>Andrea Kinsinger</i>	FL High School
17.	Kinsinger, Matthew		FL High School
18.	<i>SM</i> Mangrum, Suzanne	<i>Suzanne Mangrum</i>	FL High School
19.	McCullough, Michelle		FL High School
20.	<i>WC</i> Mercer, Carroll	<i>Carroll Mercer</i>	FL High School
21.	<i>JM</i> Mills, Laura	<i>Laura Mills</i>	FL High School
22.	<i>JPW</i> Perdrix-Wang, Jolie	<i>Jolie Perdrix-Wang</i>	FL High School
23.	<i>AR</i> Robertson, Amanda	<i>Amanda Robertson</i>	FL High School
24.	<i>DR</i> Robertson, Danton	<i>Danton Robertson</i>	FL High School
25.	<i>DR</i> Rountree, Doug	<i>Doug Rountree</i>	FL High School
26.	<i>MS</i> Sarqo, Mary	<i>Mary Sarqo</i>	FL High School
27.	Shelton, Kenny		FL High School

	Name	Signature	Building
28.	DMS Smith, Dana	Dana M. Smith	FL High School
29.	Smith, Rebecca		Administration
30.	DO Tripp, Debra	D Tripp	FL High School
31.	KV Vice, Karen	Karen Vice	FL High School
32.	AO Wade, Juli	Juli Wade	FL High School
33.	Wesson, Joshua		FL High School
34.	Wesson, Katy	Katy Wesson	FL High School
35.	Westerman, Donald		Administration
36.	Wiles, Mike	Mike Wiles	FL High School
37.	Yarberry, Nancy	Nancy Yarberry	FL High School
38.	SIV Douxome, Susan	Susan Douxome	
39.	SMASKIS, Steve	Steve Maskis	
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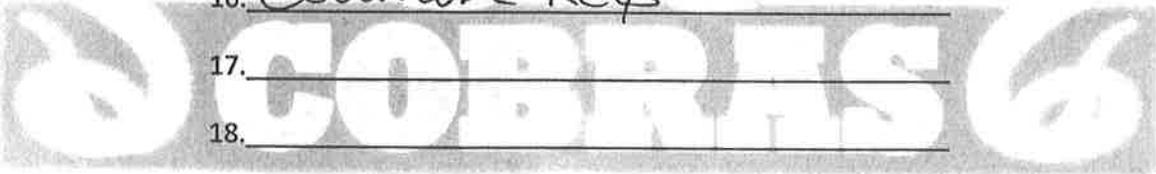
**FOUNTAIN LAKE CONVERSION CHARTER  
HIGH SCHOOL PUBLIC MEETING**

**AGENDA**

**August 25, 2014 – 6:30 PM**

**AUDITORIUM**

1. Tony Garnen
2. Amy Garnen
3. Jodya Sechurn
4. D. B. Smith
5. Mark & Christy Hrivik
6. Candis Bennett
7. Jody Cove
8. Dana M. Smith
9. Lisa Bruce
10. Sarah Westerman
11. Solide Thoms
12. Allyn Florini
13. Greg Frank
14. Ashley Twigg
15. Salem Twigg
16. Carmen Keys
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



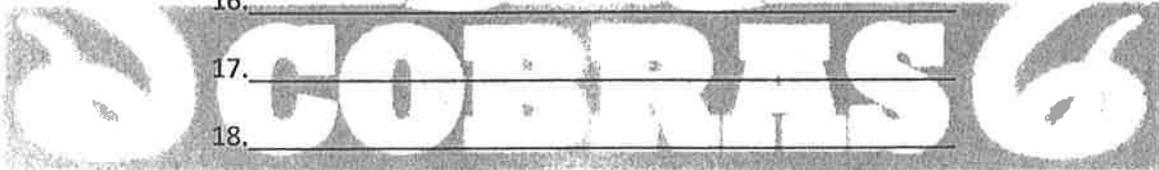
**FOUNTAIN LAKE CONVERSION CHARTER  
HIGH SCHOOL PUBLIC MEETING**

**AGENDA**

**August 25, 2014 – 6:30 PM**

**AUDITORIUM**

1. Selma Westerman
2. Grace Westerman
3. Eusebia Vasquez
4. Paul Vasquez
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
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**FOUNTAIN LAKE CONVERSION CHARTER  
HIGH SCHOOL PUBLIC MEETING  
AGENDA  
August 25, 2014 – 6:30 PM  
AUDITORIUM**

**ITEM 1: INTRODUCTION**

**ITEM 2: PRESENTATION**

**ITEM 3: QUESTIONS**

# News and Announcements <sup>Website</sup>

## High School Charter Public Meeting

Fountain Lake School District will hold a Public Meeting – Monday August 25, 2014

at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501)



## Official Fountain Lake School District

Posted by Cobra Gold Rain

3 hours ago · 

Fountain Lake School District will hold a Public Meeting – Monday August 25, 2014 at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501) 701-1700.



Like



Comment



Share

Stepie Trevino and 9 others like this

I, Debe Johnson

Manager, of The Sentinel-Record a newspaper of general circulation published, and having bonifide circulation in Hot Springs, Garland County, Arkansas, hereby certify that the legal notice hereto attached was published in said newspaper for

**NOTICE**  
Fountain Lake School District will hold a Public Meeting - Monday August 25, 2014 at 5:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 8th through 12th, to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501) 701-1700.

1 consecutive insertions and that the  
First Insertion was on the 30th Day of July 2014  
Second Insertion was \_\_\_\_\_ Day of \_\_\_\_\_ 2014  
Third Insertion was \_\_\_\_\_ Day of \_\_\_\_\_ 2014  
Fourth Insertion was \_\_\_\_\_ Day of \_\_\_\_\_ 2014  
Fifth Insertion was \_\_\_\_\_ Day of \_\_\_\_\_ 2014  
and the last insertion was 30th Day of July 2014

Debe Johnson  
Manager

Sworn before me this 4th Day of August A.D. 2014

Merry Bellomy  
Notary Public

**Merry Bellomy**  
County Of Garland  
**Notary Public - Arkansas**  
My Commission Exp. 03/10/2015

# Fountain Lake Charter High School



# What is a Charter?

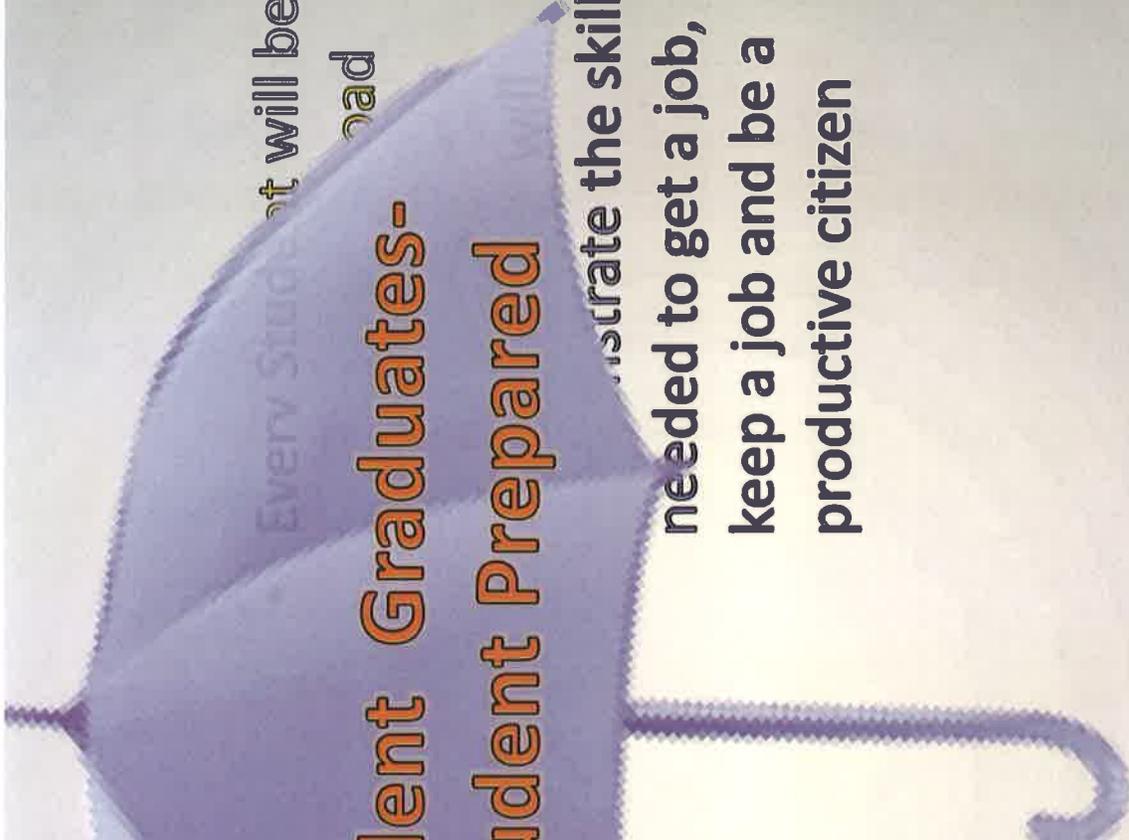
*Charter schools are public schools that operate under a “charter,” or “charter contract” which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.*

**A charter is simply an agreement between the school and the state that school will be done differently.**

**It's all about beginning with the end  
in mind...**

**What will different look like?**

**Every Student Graduates-  
Every Student Prepared**

- 
- **Every Student will have a Plan**
  - **Every Student will be prepared to demonstrate the skills needed to get a job, keep a job and be a productive citizen**
  - **Every Student will experience work-based learning leading to career success.**

## **Every Student Graduates- Every Student Prepared**

College Hour, Certificate or Both while in High School

# As part of the agreement

## The School Will...

- Request waivers on certain standards i.e. Teacher Certification, Start and End Dates for School Year, Grading Scale, Course Offerings, etc.
- Develop Partnerships with Business and Industry and Post-Secondary Education
- Engage in Professional Development and Training for Implementation of Best Practices
- Provide relevant and innovative programs of study based on the needs of students, community and workforce

## The State Will...

- Grant waivers for certain standards.
- Provide funding for Professional Development and Training for Implementation of Best Practices
- Provide funding for new and innovative programs of study

# Phase 1-Timeline

<b>July 21</b>	<b>Letter of Intent to Apply for Charter-ADE</b>	<b>X</b>
<b>July 24</b>	<b>Presentation-High School Faculty</b>	<b>X</b>
<b>August 5</b>	<b>Presentation-High School Faculty</b>	<b>X</b>
<b>August 25</b>	<b>Public Hearing for High School Charter</b>	<b>X</b>
<b>Sept 5</b>	<b>Completion of District Conversion Public Charter School Application</b>	
<b>Sept 9</b>	<b>Submit District Conversion Public Charter School Application -ADE</b>	
<b>Nov TBA</b>	<b>Presentation to Charter Authorizing Committee-ADE</b>	

# Questions?



## **Appendix B**



101 College Drive • Hot Springs National Park, Arkansas 71913  
(501) 760-4222 • Fax (501) 760-4100 • www.npcc.edu

---

Office of the President

August 25, 2014

The Arkansas Department of Education  
Charter School Office  
Four Capitol Mall, Room 302-B  
Little Rock, AR 72201

Dear Madam/Sir:

I'd like to offer the full support of National Park Community College to the Fountain Lake School District's effort to implement an innovative charter school. Please consider this letter as our highest endorsement. We are confident that this effort will result in better preparing students for lifelong learning, professional success, and academic attainment.

I am personally very encouraged by the advocacy for students in which this effort will result, and I know student success lies at the center of this innovation. National Park enjoys a robust partnership with the leadership at Fountain Lake, and we intend to leverage our relationship in order to develop appropriate educational and workforce pathways for the students of Garland County.

This approach is innovative, cutting edge, designed for student success, and will result in more students ultimately achieving their workforce and human potential. Moreover, this will build a foundation for future synergy and growth of our local educational enterprise.

If we can offer further support, please let me know.

Best regards,

John A. Hogan, Ph.D.  
President

September 4, 2014

Arkansas Department of Education  
Charter School Office  
Four Capitol Mall, Room 302-B  
Little Rock, AR 72201

Dear Sir/Madam:

Express Employment Professionals is in full support of the Fountain Lake Conversion Charter School application. As a staffing agency, we see a humongous need for an improved workforce in our market on a daily basis. We believe the implementation of the conversion charter school at Fountain Lake High School will help tremendously in preparing students in their upcoming job search. There is a consensus among the hundreds of companies that we work with in our community that a better trained and educated pool of potential employees is desperately needed. The job openings are here, but many go unfilled due to the lack of technical and career skills.

As Hot Springs continues to grow, so will the need to have graduates that are prepared to work. Our local economy will benefit as more students can be hired by companies in our market. I wholeheartedly support this application for a Fountain Lake Conversion Charter School.

Please feel free to contact me if I can be of further assistance in this process.

Sincerely,



Neal Harrington

Owner

Express Employment Professionals

Phone: 501-520-0333

[Neal.Harrington@Expresspros.com](mailto:Neal.Harrington@Expresspros.com)



Respecting People. Impacting Business.™

[www.expresspros.com](http://www.expresspros.com)

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76M205 2/12



*Growing Hot Springs*

Arkansas Department of Education  
Charter School Office  
Four Capitol Mall, Room 302-B  
Little Rock, Arkansas 72210

Dear Sir/Madam:

On behalf of the Greater Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, we fully support and endorse the efforts of the Fountain Lake Charter High School and its program of "Graduate Every Student Prepared For Success" mission.

We manage a robust program of gauging the needs of our region's employer base as to workforce both now and in future years. The program proposed by the Fountain Lake Charter High School will prepare Garland County and Hot Springs future employees to be productive and successful leading to the general lifting of the area's economy.

We enthusiastically support the efforts of this outstanding group of education professionals.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Fram", is written over the word "Sincerely,".

Jim Fram, CEcD, CCE, FM  
President & CEO  
Greater Hot Springs Chamber of Commerce  
Hot Springs Metro Partnership

JF;s

ALAN CLARK  
SENATOR  
13TH DISTRICT  
OFFICE: 501-262-3360  
alanclark4statesenate@yahoo.com

POST OFFICE BOX 211  
LONSDALE, ARKANSAS 72087



**THE SENATE  
STATE OF ARKANSAS**

MEMBER  
JOINT BUDGET  
JOINT AUDIT  
EDUCATION  
JOINT RETIREMENT & SOCIAL SECURITY  
RULES, RESOLUTIONS & MEMORIALS  
AGRICULTURE, FORESTRY & ECONOMIC DEVELOPMENT

August 28, 2014

Arkansas Department of Education  
Charter School Office  
4 Capitol Mall, Room 302-B  
Little Rock, Arkansas 72201

**TO WHOM IT MAY CONCERN:**

Please accept this letter as the Fountain Lake School District applies to establish the Fountain Lake Charter High School. I am writing to express my wholehearted support for this project.

I believe the school, if approved, will provide students increased opportunities for learning and encourage more involvement from parents and the community. Equipping our young people with a quality education is essential if they are to succeed in the future, and establishing Fountain Lake Charter High is an opportunity to do that.

Thank you for your time and attention in this matter. I would ask those with the power to do so to give the school district's application every possible consideration. If I can be of further assistance in this matter, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Alan Clark".

Alan Clark  
State Senator  
District 13

AC:lag

# Fountain Lake School District

Michelle Durmon &lt;mdurmon@flcobras.com&gt;

---

**FW: Letter**

1 message

**DONALD WESTERMAN** <dwesterman@flcobras.com>

Wed, Sep 3, 2014 at 11:01 PM

To: Michelle Durmon &lt;mdurmon@flcobras.com&gt;

Cc: Brad Sullivan &lt;BSullivan@flcobras.com&gt;, Darin Beckwith &lt;DBeckwith@flcobras.com&gt;

Michelle,

A copy of this email needs to go in the supporting evidence section of the charter application.

Thank You!

DWW

---

**From:** Ashley Twiggs**Sent:** 9/3/2014 7:17 PM**To:** dwesterman@flcobras.com**Subject:** Letter

We are writing in support of Fountain Lake High School converting to a public charter school. As parents of 5th and 8th graders, we are already familiar with the benefits and changes regarding Fountain Lake's recent middle school conversion.

We are impressed with the progressive and positive plans for restructuring the teaching methods; and we would like for this model to continue at the high school level. The faculty and staff at Fountain Lake is capable of leading this type of change successfully and with a positive energy.

Fountain Lake is not changing what they teach. They are changing how they teach. By providing more project based instruction; the teachers are not only instructing for audio and visual learners, but for kinesthetic learners, as well. With this shifting focus, they are actively encouraging students (and their parents) to remain partners in their educational process through high school.

By identifying each student's intellectual strengths, as well as their interests, a charter Fountain Lake will be better able to guide students in achieving their potential. Discerning their students' purpose beyond high school--whether that involves four year college/university, community college, trade school, or the work force--is a key component to a successful high school experience.

Exciting and interesting electives designed to engage students will also encourage them to remain in school. Vocational arts are just as important as traditional electives. Bridging the gap between academics and industry should begin at the high school level.

76

It is not just about good grades. It's about connecting with students and the community and producing graduates who are equipped with a bigger picture and a plan on how to succeed in their chosen path. Fountain Lake understands this, and we are proud to be a part of their plan for our children's future.

Many thanks,  
Ashley & David Twiggs

Sent from my iPad

## Appendix C

**2015-2016 SY PROPOSED (PRELIMINARY) CALENDAR**

1<sup>st</sup> Day TEACHERS -- August 10<sup>th</sup>, 2015

Last Day TEACHERS -- May 31<sup>st</sup>, 2016

**\*\* Aug. 17<sup>th</sup>, 2015 -- FIRST Day -- Students**

**\*\* May 31<sup>st</sup>, 2016 - LAST Day -- Students**

**STAFF DEVELOPMENT**

July/August (3 days to be set by Principals)

August 11<sup>th</sup>-13<sup>th</sup>, 2015 (3 Days) \*\*10<sup>th</sup> & 14<sup>th</sup> -- OFF

January 4<sup>th</sup>, 2016

February 12<sup>th</sup>, 2016

Monday 3:30-5:30 (2 Days) on the following dates:

(10/12/15; 11/9/15; 12/7/15; 3/7/16; 4/11/16; 5/9/16)

**HOLIDAYS/NO SCHOOL (IF IT IS NOT NEEDED FOR SNOW)**

Sept. 7<sup>th</sup>, 2015 (Labor Day)

October 23<sup>rd</sup>, 2015

Nov. 25<sup>th</sup>-27<sup>th</sup>, 2015 (Thanksgiving)

Dec. 21<sup>st</sup> - Jan. 2<sup>nd</sup>, 2016 (Christmas Break)

Jan. 18<sup>th</sup>, 2016 (MLK Day)

February 15<sup>th</sup>, 2016 (President's Day)

March 21<sup>st</sup> -- 25<sup>th</sup>, 2016 (Spring Break)

May 30<sup>th</sup>, 2016 (Memorial Day)

**PARENT/TEACHER CONFERENCES**

October 20<sup>th</sup> & 22<sup>nd</sup>, 2015 \*\*3:30 PM to 6:30 PM

February 11<sup>th</sup>, 2016 \*\*3:30 PM to 8:30 PM(HS CAP included)

**190 Teacher Days**

**178 Student Days**

**MAKE-UP DAYS If needed\*\***

**1/18/2016; 2/15/2016; 6/01/2016; 6/02/2016; 6/03/2016**

\*\*Act 1469(2009) requires public school districts to include 5 make-up days in addition to student interaction days. These days will be used as needed. If not needed, school will end on the 178<sup>th</sup> day of school.

# High School Bell Schedule

**First Bell---7:55**

**1<sup>st</sup> Period---8:00-8:50**

**2<sup>nd</sup> Period---8:55-9:45**

**3<sup>rd</sup> Period---9:50-10:40**

**4<sup>th</sup> Period---10:45-11:35**

**5<sup>th</sup> Period---11:40-12:30**

**Lunch---12:30-1:00**

**6<sup>th</sup> Period---1:05-1:55**

**Enrichment---2:00-2:35**

**7<sup>th</sup> Period---2:40-3:30**

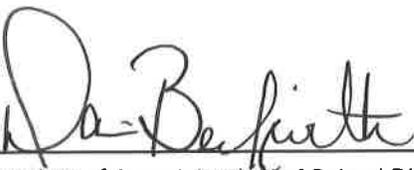
## Appendix D

**2014 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

  
 \_\_\_\_\_  
*Signature of Superintendent of School District*

9 / 4 / 14  
 \_\_\_\_\_  
*Date*

Darin Beckwith  
 \_\_\_\_\_  
*Printed Name*

# Fountain Lake School District

Darin Beckwith • Superintendent

September 23, 2011

ABC Administration  
1515 West 7<sup>th</sup> Street  
Suite 503  
Little Rock, AR 72201

RE: Application – Dollar General Store #12461

Please accept this document as a formal letter of opposition to the application made by Dollar General Store #12461 at 4310 Park Avenue, Hot Springs, AR 71901. As the representative for the Fountain Lake School Board, we declare our opposition to the granting of this license request due to the potential negative impact relating to the store's proximity to Fountain Lake School's location and population. While we appreciate the location of this store for many reasons – including convenience and value, we are equally concerned about the safety of our students.

Please review our request and notify us of your decision when it does come available. Should you have any questions or need further information, please do not hesitate to contact me at the number below. Thank you in advance for your help in this matter.

Sincerely,



Darin Beckwith  
Superintendent

DB:cs





STATE OF ARKANSAS  
ALCOHOLIC BEVERAGE CONTROL DIVISION

1515 West 7th Street, Suite 503  
Little Rock, Arkansas 72201  
Telephone (501) 682-1105  
Fax (501) 682-2221

Michael W. Langley  
Director

Donald R. Bennett  
Attorney

Milton R. Lueken  
Attorney

March 9, 2012

BOARD MEMBERS:

Thomas P. Powell, Jr., Chairman  
Ron Fuller  
Tony Ellis  
Jean Hervey  
Martin B. Silverfield

Mr. Darin Beckwith, Superintendent  
Fountain Lake School District  
4207 Park Avenue  
Hot Springs, Arkansas 71901

Dear Mr. Beckwith:

In reviewing the file on Michael Anderson, d/b/a Dollar General Store #12461, 4310 Park Avenue, Fountain Lake, we find that you have voiced objections to his application for a retail beer permit.

We have scheduled a hearing before the Alcoholic Beverage Control Board on this matter for Wednesday, March 21, 2012, at the hour of 11:00 a.m., in the Fifth Floor Conference Room of the 1515 Bldg., 1515 West 7<sup>th</sup> St., Little Rock, Arkansas. It would be helpful in the Board's determination if you or a representative could appear at this hearing and state your reasons why this application should not be approved.

Documents may be submitted into the record as exhibits at the hearing, and should consist of an original and six (6) copies in order to facilitate Board Member review.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael W. Langley".

Michael W. Langley, Director  
Alcoholic Beverage Control Division

MWL/jkc

# Fountain Lake School District

Darin Beckwith • Superintendent

March 13, 2012

State of Arkansas  
Alcoholic Beverage Control Division  
1515 West 7<sup>th</sup> Street  
Suite 503  
Little Rock, AR 72201

RE: HEARING – Michael Anderson d/b/a Dollar General Store #12461

We are in receipt of the letter of notice for the hearing on the application for a retail beer permit for the Dollar General Store #12461. The letter states that the hearing is scheduled for March 21, 2012. Due to the short notice of the scheduled hearing and the fact that all public schools in Arkansas will be on Spring Break, (i.e.-vacation plans have been made well in advance) we will be unable to attend the hearing.

We would like to submit a copy of our original letter of opposition and hope this information alone will suffice in having this application denied. We are sorry for any inconvenience this may have caused.

Sincerely,



Darin Beckwith  
Superintendent

DB:cs



2014-2015 Application Cycle

# **2013 ESEA Information**

Fountain Lake Charter High School

Fountain Lake School District

**District: FOUNTAIN LAKE SCHOOL DISTRICT**    **Superintendent: DARIN BECKWITH**  
 School: FOUNTAIN LAKE SCHOOL DISTRICT    Principal:  
 LEA: 2602000    Grades: K-12  
 Address: 4207 PARK AVE.    Enrollment: 1284  
 HOT SPRINGS, AR 71901    Attendance (3 QTR AVG): 95.48  
 Phone: 501-701-1700    Poverty Rate: 56.85

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	717	726	98.76	716	725	98.76
Targeted Achievement Gap Group	441	448	98.44	462	470	98.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	12	12	100.00	11	12	91.67
Hispanic	37	37	100.00	37	37	100.00
White	620	628	98.73	616	624	98.72
Economically Disadvantaged	410	417	98.32	431	439	98.18
English Language Learners	22	22	100.00	24	24	100.00
Students with Disabilities	90	91	98.90	91	92	98.91

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	555	670	82.84	81.48	91.00	360	443	81.26	80.88	93.00
Targeted Achievement Gap Group	306	403	75.93	76.25	91.00	218	284	76.76	75.83	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1592	1943	81.94	81.48	91.00	1078	1311	82.23	80.88	93.00
Targeted Achievement Gap Group	896	1184	75.68	76.25	91.00	646	834	77.46	75.83	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	7	10	70.00	89.58					100.00	
Hispanic	27	34	79.41	86.11		20	24	83.33	85.51	
White	483	579	83.42	80.34		312	386	80.83	80.04	
Economically Disadvantaged	291	373	78.02	78.38		209	267	78.28	76.82	
English Language Learners	16	22	72.73	86.84		14	17	82.35	88.09	
Students with Disabilities	34	86	39.53	46.56		22	52	42.31	51.39	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	561	665	84.36	82.05	92.00	320	443	72.23	77.64	81.00
Targeted Achievement Gap Group	334	422	79.15	79.58	92.00	188	284	66.20	74.91	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1761	2162	81.45	82.05	92.00	950	1313	72.35	77.64	81.00
Targeted Achievement Gap Group	1035	1340	77.24	79.58	92.00	563	836	67.34	74.91	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	6	10	60.00	79.17					58.33	
Hispanic	29	34	85.29	78.26		20	24	83.33	71.02	
White	453	543	83.43	81.86		275	386	71.24	77.41	
Economically Disadvantaged	319	392	81.38	81.02		181	267	67.79	77.15	
English Language Learners	20	24	83.33	77.28		15	17	88.24	70.24	
Students with Disabilities	44	87	50.57	58.73		18	52	34.62	45.83	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	83	93	89.25	86.25	94.00
Targeted Achievement Gap Group	27	35	77.14	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	246	298	82.55	86.25	94.00
Targeted Achievement Gap Group	83	109	76.15	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				100.00	
Hispanic				72.23	
White	75	84	89.29	85.96	
Economically Disadvantaged	25	32	78.12	84.85	
English Language Learners					
Students with Disabilities				73.96	

**District: FOUNTAIN LAKE SCHOOL DISTRICT**    **Superintendent: DARIN BECKWITH**  
 School: FOUNTAIN LAKE HIGH SCHOOL    Principal: KEITH BAKER  
 LEA: 2602006    Grades: 09-12  
 Address: 4207 PARK AVE.    Enrollment: 432  
 HOT SPRINGS, AR 71901    Attendance (3 QTR AVG): 93.65  
 Phone: 501-701-1706    Poverty Rate: 50.00

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	103	107	96.26	80	84	95.24
Targeted Achievement Gap Group	45	47	95.74	58	61	95.08
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White	90	93	96.77	66	69	95.65
Economically Disadvantaged	42	44	95.45	55	58	94.83
English Language Learners						
Students with Disabilities				10	10	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	76	100	76.00	76.33	91.00
Targeted Achievement Gap Group	26	44	59.09	73.96	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	207	276	75.00	76.33	91.00
Targeted Achievement Gap Group	79	120	65.83	73.96	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American					100.00
Hispanic					58.33
White	67	88	76.14		76.19
Economically Disadvantaged	25	41	60.98		77.01
English Language Learners					16.67
Students with Disabilities					50.00

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	65	73	89.04	76.27	92.00
Targeted Achievement Gap Group	47	55	85.45	70.47	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	278	373	74.53	76.27	92.00
Targeted Achievement Gap Group	154	217	70.97	70.47	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American					100.00
Hispanic					54.54
White	54	60	90.00		77.44
Economically Disadvantaged	45	52	86.54		71.07
English Language Learners					58.33
Students with Disabilities	8	10	80.00		75.49

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	83	93	89.25	86.25	94.00
Targeted Achievement Gap Group	27	35	77.14	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	246	298	82.55	86.25	94.00
Targeted Achievement Gap Group	83	109	76.15	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American					100.00
Hispanic					72.23
White	75	84	89.29		85.96
Economically Disadvantaged	25	32	78.12		84.85
English Language Learners					
Students with Disabilities					73.96

2014-2015 Application Cycle

# **Southside Charter High School Summary**

Southside Charter High School

Southside School District

# Southside Charter High School/Southside Freshmen Academy

**School District:** Southside School District  
**Grade Levels:** 9-12  
**Student Enrollment Cap:** 1200  
**Address of Proposed Charter:** 70 Scott Drive, Batesville, 72501

## Mission Statement

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

## Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

Arkansas Code Annotated §6-23-201 states “The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.” The public meeting for Southside High School was held on August 28, 2014. Newspaper notices were run on August 11th and August 18<sup>th</sup>, which does not meet the requirements as outlined in §6-23-201. ADE is working with the applicant to correct the deficiency and the applicant may bring documentation of the correction to the charter authorizing panel hearing.

## Documentation Provided in Support of the Charter

### Letters of Support Included in Application

James McLean	State Representative, District 63
Deborah J. Frazier	Chancellor, University of Arkansas Community College at Batesville
David Brogdon	Chief Financial Officer, Bad Boy Mowers
Dale Cole	Chairman and CEO, First Community Bank

### Additional Letters of Support (Available for Review)

State Senator David Wyatt	District 19
Ted Hall	Executive Director, White River Area Agency on Aging
Karen Ryan	CEO, Vital Link EMS Service
T.W. Halford	President, TWH Enterprises
Dr. Steven Collier	CEO, ARcare
Phil Ballwin	CEO and President, Citizens Bank
Mincie Thomas	Administrator, Mountain Meadows Health and Rehabilitation

# ADE

# Evaluation and

# Applicant

# Responses

Southside Charter High School

Southside School District

## Southside Charter High School/Southside Freshman Academy

### PART A - GENERAL INFORMATION

School District:	Southside School District
Grade Levels:	9-12
Enrollment Cap:	1200
Address of Proposed School:	70 Scott Drive, Batesville AR 72501

### PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

#### Evaluation Criteria:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

### PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

#### Evaluation Criteria:

A mission statement (with content to be evaluated for Prompt #2 of Part C)  
The key programmatic features of the proposed charter school

**Fully Responsive**

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

#### Evaluation Criteria:

- A thorough description of the results of the public hearing
- Evidence of public support exhibited at the hearing
- Documentation of required notice published to garner public attention to the hearing
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

#### Partially Responsive

##### Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting" The Meeting was held on August 28, 2014. Newspaper notices were ran on August 11<sup>th</sup> and August 18<sup>th</sup>. Provide any additional documentation available to show compliance with §6-23-201.

#### Timeline of Orientation, Public Notice and Media Coverage

August 5, 2014: Applicant Workshop was held during AAEA conference. Mr. Rich and Mrs. Humphrey attend applicant workshop. All members of admin team were attending conference which concluded on August 6, 2014.

August 8, 2014: Met with admin planning team to move forward with application process. Date for public meeting selected to allow time for input from public prior to application deadline and with respect to previously scheduled school events. Staff makes a request for immediate publication in Batesville Guard Newspaper at 9:25 am via phone and fax (see attached fax and letter from The Guard). Post public meeting on school web page event calendar.

August 11, 2014: Public Notice ran in The Batesville Guard. The Batesville Guard is the only general circulation newspaper within the Southside School District. It is a five-day a week evening publication.

August 11, 2014: Information shared and feedback solicited at the regularly scheduled school board meeting. Board members request talking points for public because they are already fielding questions and input about the public meeting after evening paper was distributed.

August 13, 2014: Information on proposed conversion charter application and public meeting shared with all district certified and classified staff during Vision and Mission Session of district professional development.

August 18, 2014: Front page story printed in The Batesville Guard.

August 21, 2014: Notice placed on digital sign adjacent to the high school on Highway 167 and next to Scott Drive that leads to Southside Preschool, Southside Middle School, and Southside Junior High.

August 26-28, 2014: Invitation to public meeting on Announcements in Middle School, Junior High, and High School. Daily announcements for the high school can be accessed by the public on Southside High School's web page.

August 27, 2014: Superintendent emails all certified and classified staff reminder about public meeting. The email included an attachment of talking points that highlight the proposed conversion charter application.

August 27, 2014: 7:00 pm Alert Now call to all faculty, staff, and families of all students enrolled at Southside School District.

August 28, 2014: Superintendent gives reminder of public meeting during Southerner Minute Radio Show at 9:00 am on KWOZ Radio Station.

September 1, 2014: The Batesville Guard runs a front page follow-up story on the public meeting.

September 5, 2014: KAIT8 from Jonesboro, Arkansas ran story during evening news programs (5:00 pm, 6:00 pm, and 10:00 pm). Story posted on the television station's web page.

September 8, 2014: Information shared and feedback solicited at the regularly scheduled school board meeting and Annual Report to the Public meeting. Batesville's Chamber of Commerce Leadership Class was in attendance of regular meeting (approximately 20 local business/industry leaders).

## C2: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### **Evaluation Criteria:**

- A mission statement that is clear and succinct

**Fully Responsive**

### C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

#### Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

#### Fully Responsive

#### Concerns and Additional Questions

Please confirm that the additional 2013 ESEA data included in the narrative text is specific to the high schools of each district, not the entire district.

Each district listed has only one high school. The additional data included was specific to the high schools of each district except for Literacy and Mathematics data listed for Cave City High School was inadvertently pulled from the district ESEA report. High School specific data for Cave City School District for Literacy: 76.47 of all students and 67.35 of students in the TAGG group. ESEA data for mathematics at Cave City High School reflects: 85.14 of all students and 83.33 in the TAGG group.

### C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

#### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

#### Fully Responsive

### C5: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

**Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE)  
Concerns and Additional Questions**

Provide an example of a daily schedule and describe what a typical day would look like for a charter student. Provide an example of a daily schedule that includes the technical course work.

Traditional 9 <sup>th</sup> grade Student	Proposed SCHS 9 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 9 <sup>th</sup> Grade Student Technical Welding CP	Proposed SCHS 9 <sup>th</sup> Grade Student Allied Health CP
English 9	Pre-AP English 9	English 9	Pre-AP English 9
Algebra I	Pre-AP Algebra I	Algebra I	Algebra I
Physical Science	Pre-AP Physical Science	Physical Science	Physical Science
Civics/Economics	Pre-AP Civics/Econ	Civics/Economics	Civics/Economics
CBA	Keystone Course/Health and Safety	Keystone Course/Health and Safety	Keystone Course/Health and Safety
Health/PE	CBA	CBA	Spanish I
Elective of Choice	Elective of Choice (choir, athletics, band, etc)	Agriculture Science and Technology I	PE/Fine Arts

Traditional 10 <sup>th</sup> grade Student	Proposed SCHS 10 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 10 <sup>th</sup> Grade Student Technical Welding CP	Proposed SCHS 10 <sup>th</sup> Grade Student Allied Health CP
English 10	Pre-AP English 10	English 10	English 10
Geometry	Pre-AP Geometry	Geometry	Geometry
Biology	Pre-AP Biology	Biology	Pre-AP Biology
Word History	Pre-AP World History	World History	World History
Spanish I	Spanish I	PE/Fine Arts	Driver's Education/ CBA
Vocational Course of choice or Driver's Education	Driver's Education/Oral Communications for Concurrent Credit	Driver's Education/ Elective of Choice	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Agriculture Metals	Elective of Choice— recommend Child Guidance with CPR Training

Traditional 11 <sup>th</sup> grade Student	Proposed SCHS 11 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 11 <sup>th</sup> Grade Student Technical Welding CP	Proposed SCHS 11 <sup>th</sup> Grade Student Allied Health CP
English 11	AP English	English 11 (Oral Communications Embedded)	English 11 (Oral Communications Embedded)
Algebra II	Pre-AP Algebra II	Algebra II	Algebra II
Chemistry	Pre-AP Chemistry	Chemistry	Anatomy and Physiology with lab from UACCB
US History	American History for 6 Hours of Concurrent Credit	US History	US History
Spanish I	Concepts of Physical Activity for Concurrent Credit/Fine Arts with Concurrent Credit	Welding I from UACCB/Industrial Health and Safety from UACCB	Intro to Medical Professions/Medical Procedures I
Vocational Elective of Choice	Elective of Choice or additional college courses	Engineering Drawings/Technical Methods	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Elective of Choice	Elective of Choice

Traditional 12 <sup>th</sup> grade Student	Proposed SCHS 12 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 12 <sup>th</sup> Grade Student Technical Welding CP	SCHS Proposed 12 <sup>th</sup> Grade Student Allied Health CP
English 12	English Comp I/II for concurrent credit	English I2	English 12
College Algebra	College Algebra for concurrent credit	Welding II/Welding III	Technical Math/Writing for the Workplace
Oral Communications/Fine Arts	AP Biology	Technical Math/Writing for the Workplace	Medical Procedure II/Medical Terminology
JAG Class	Psychology for Concurrent Credit	Internship and Senior Seminar	Nursing Assistant Courses from UACCB, clinical hours, job shadowing, and Senior Seminar
JAG Work	12 <sup>th</sup> grade students would choose additional electives at SHS or courses from UACCB to complete a full day's schedule		
JAG Work			
Elective Course of Choice			

Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The leaders of the Southside Charter High School/Southside Freshman Academy and the Southside School district will comply with the requirements for every digital course to be offered from a provider approved by the Arkansas Department of Education and to meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Explain how technical coursework program will be implemented and what completion of the program will offer students

In the first year of the proposed SCHS, initial technical pathways would be limited to Allied Health Careers (Certified Nursing Assistant and Emergency Medical Technician) and Welding Certificate of Proficiency. Both programs are well established and needed within the workforce of Independence County. Students completing the Allied Health Program pathway would finish with either a Certificate of Proficiency-Nursing Assistant or Certification as a Basic Emergency Medical Technician. Those choosing the Industrial Technology Program could exit with Certificate of Proficiency in Welding. All three certificates of proficiency provide local opportunities for employment with a salary more than minimum wage.

In conjunction with the technical certification, SCHS could customize pathways where students could also earn additional hours toward earning an Associates of Applied Science degree in any of these three areas by completing courses such as English Composition I and II or College Algebra that would provide credit for high school graduation requirements and build additional hours towards an Associate's degree in the respective area.

In year 2, additional technical programs will be matched to the workforce needs to provide students with industry required certification upon graduation. Thus, students are graduating with a high school diploma and certificate of proficiency for an employable technical skill. Areas for growth include but are not limited to medical billing and coding, computer information system/networking, web design, cosmetology, and early childhood education. Advisory boards consisting of school personnel, UACCB staff, and local business/industry leaders would help guide the continued expansion of technical programs to match the needs of the local economic development.

Describe the locations and facilities where the technical coursework will be held

Technical coursework would be scheduled on the campus of the current Southside High School. If the technical learning would be better enhanced by facilities available at

UACCB, then technical courses would be scheduled at the UACCB campus. In year one the following facilities could be utilized:

UACCB Nursing and Allied Health building which is a 40,000 square-foot facility that includes seven classrooms, a 200 seat lecture hall, four clinical labs, conference meeting rooms and faculty offices;

The welding technologies program at UACCB is housed in approximately 3,800 square feet of learning space consisting of faculty offices, one lecture room, one welding simulation and computer-based training lab, and one welding lab. The facilities can accommodate up to 15 students at any given time and include state-of-the-art welding booths with multi-process welders that perform Oxyfuel, MIG, TIG, and Stick welding.

### **Provide a detailed plan for involving the business and industry partners**

Students in grades ten through twelve will be provided access to expanded curricular offerings and courses that provide credit towards a technical certification and/or concurrent college credit courses through UACCB. The charter will enable SCHS to experience increased flexibility and establish innovative avenues for high school graduates to attain jobs within north central Arkansas and provide economic prosperity for students and the Independence county area.

Upon approval of Charter Status, the outreach to business and industry partners will be intensified. Collaborative events will be held to share information, garner additional support, and formalize existing partnerships. Support could come in the form of providing opportunities for students to job-shadow or internship possibilities, speaking at senior seminars, providing industry specific equipment for technical courses, industry experts to serve as “adjunct instructors,” and/or funding for concurrent credit scholarships.

First, school staff will utilize the Independence County Economic Council and the Batesville Area Chamber of Commerce events like After Hours Meetings to involve business/industry partners. Additional publicity through local media will also be leveraged to reach out to local business/industry. Administrators of SHS and UACCB will meet with the Economic Council and Chamber members to establish advisory group members for the various technical training areas. Advisory members and industry partners will help to answer the following questions:

1. What are the immediate workforce needs? The future workforce needs?
2. What training and/or industry certification would be required for employees?
3. What “soft” skills are you seeking in employees?
4. What support can your business or industry provide to students?

Since the initial application of SCHS and media coverage of public meetings, additional industry employers have been reaching out to be part of the dialogue and planning. For example, a local asphalt company manager has spoken about the need for heavy equipment operators. Requirements for the job involve a CDL and being 21 years of age. SHS leadership probed further to ask what jobs a student could perform within the

company between high school graduation and the age of 21. The ensuing conversation revealed need for assistants for survey crews. With collaboration between the proposed SCHS and industry employers, technical course work could provide opportunities for students to gain introductory survey skills at the proposed SCHS while the potential employer could provide job shadowing opportunities, guest speakers who would spotlight both surveying and heavy equipment operation and possible internships for seniors. Students would graduate with an employable skill in the company and the opportunity to continue to learn and advance in the industry at the age of 21 as a surveyor or heavy equipment operator.

Working with UACCB, the proposed SCHS would begin with expanded concurrent credit options for general education and the initial technical pathways in Industrial Technology (Certificate of Proficiency in Welding) and Allied Health (Certificate of Proficiency in Emergency Medical Technician and Nursing Assistant). After year one of implementation and additional meetings with advisory boards, pathways would expand into areas of business, public service, and other areas within Industrial Technology and Allied Health as determined by advisory board members representing local business and industry.

## C6: CHARTER MODEL

### Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

### **Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE)**

Describe the specific innovation that would be offered as a charter school that could not be offered under the traditional high school.

In order to implement the full educational program which is personalized and designed to utilize a seat time waiver requirement, the District has pursued a Conversion Charter status to address these innovations and other waivers including:

- Educator Licensure – since many of the instructors could be industry-based experts or higher education staff who would not have the required credentials;
- Restructuring of the role of the library media specialist who a greater emphasis on involvement and support of the programmatic design ;
- Class size and teaching load designed to facilitate flexibility in designing the diploma pathways;
- Embedded coursework designed to facilitate flexibility in the programmatic design; and
- Career and Technical requirements utilizing embedded content across the curriculum.

Each of the requested waivers are essential elements that support the overall design of the plan for restructuring.

## C7: AUTONOMY

### **Evaluation Criteria:**

A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar.

**Fully Responsive**

## C8: SCHOOL IMPROVEMENT PLAN

### **Evaluation Criteria:**

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## C9: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### **Evaluation Criteria:**

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C10: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

### **Evaluation Criteria:**

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

## **Fully Responsive**

### **Concerns and Additional Questions**

Explain the procedures that will be in place for child find for students who do not have an IEP that may need services.

In order to ensure that all students are learning at appropriate rate and receiving all services, multiple layers of intervention have been woven into Southside High School and will be part of the proposed Southside Charter High School. A long standing procedure has been frequent monitoring of classroom performance of all students. Progress reports are issued to all students and their families at weeks 3, 5, 7, and 9 of each academic quarter. As each progress reports are issued, student grades are monitored for students failing two or more classes and placed on the 2 "F" list. A lead staff member (principal, counselor, or instructional facilitator) conferences with each student and makes contact with each student's family offering before/after school tutoring, academic counseling, and other support services.

The next layer involves grade level teachers and Student Support Team (SST) meetings. Students struggling to perform academically or socially are referred to the SST. The instructional facilitator leads grade level team meetings that focus on coordinating services and ensuring these students have an adult advocate on campus. Issues from vision, to attendance, to poor homework performance, to problems with peers interactions and group work have been addressed with students through the SST. If the SST is unable to resolve the academic issues, then the student may be referred to the Intervention Team and possible special education referral. If social issues cannot be resolved, students are referred to the building counselor and/or for school based mental health services.

Southside High School initiated NWEA MAP testing in the 2014-15 school year. Students in grades 10-11 are assessed in Mathematics, Language Usage, and Reading. Utilizing those scores, students will be placed in remediation groups as needed. Based on

academic need, groups will be taught by certified staff or work through a personalized learning path through digital remediation programs such as Achieve 3000, KHAN Academy or Classworks. If students do not make progress through their individual learning paths, they will be moved to small group led by a teacher. Then, if the student does not make progress, he or she will be referred for academic services including, but not limited to special education referral as needed and determined by the intervention team.

Confirm that the charter will comply with all state and federal requirements for special education.

The leaders of the Southside Charter High School/Southside Freshman Academy and the Southside School district will comply with the requirements with all state and federal requirements for special education.

## C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

## Fully Responsive

## C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

### Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law

- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

### Fully Responsive

## C13: PRIOR CHARTER INVOLVEMENT

### Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

### Fully Responsive

## C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

### Fully Responsive

### Concerns and Additional Questions

Explain if the professional qualifications listed are minimum qualifications, or desired qualifications.

The qualifications listed are minimum qualifications. The district is seeking flexibility through conversion charter to restructure staffing including measures such as the use of highly qualified industry experts as instructors, higher education instructors, and restructuring the traditional role of media specialists to meet the individual needs of students' future stories while meeting the needs of the workforce based on local business/industry.

## C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### **Evaluation Criteria:**

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## C16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

### **Evaluation Criteria:**

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## C17: FOOD SERVICES

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## C18: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

- A plan for involving parents and guardians in the school's education programs
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

**Fully Responsive**

## C19: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

### **Evaluation Criteria:**

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

**SEE LEGAL COMMENTS**

## C20: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**SEE LEGAL COMMENTS**

## C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### **Evaluation Criteria:**

- The plan to ensure the sustainability of the charter in the future.

**Fully Responsive**

2014-2015 Application Cycle

# **Legal Review of Waivers Requested**

Southside Charter High School

Southside School District

**Southside Charter High School and Southside Freshman Academy  
Waivers Requested in Original Application**

**I. Planned Instructional Day**

**Section 10.01.4 of Standards**

*With a personalized learning plan for a student to earn a value added diploma, SSD is requesting a waiver of the Planned instructional Day requirements. The individualized offering of the SCHS, while meeting all curriculum requirements, may be capable of being provided in less than 30 hours each week.*

**Legal Comments:** The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard. The applicant also notes on page 16 of its application that its instructional time will comply with state law. If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

**Response:** *The Southside School District requests flexibility for the meeting the individual learning paths of the students of the proposed Southside Charter High School. As needed, this flexibility would be utilized to provide students the opportunity to participate in internships and off site training opportunities during the academic day. The proposed SCHS would establish written policies detailing these procedures and would guarantee that students would meet all of the requirements of 30 hours of instructions. Flexibility would be most needed for seniors to participate in technical learning experiences outside of the school's structured learning environment.*

*In order to provide a comprehensive explanation of the need for a waiver, we would like to define with the following example what implementation would look in a student's schedule and personal learning pathway. Following submission of the application for the proposed SCHS, a supervisor within a regional asphalt company that serves much of northeast and central Arkansas made contact with the school leadership about helping to fill the needs within his workforce. The need includes heavy equipment operators which company insurance policies requires an employee to be at least 21 years of age and possess a CDL. Yet, the company does have other needs that students with a value added diploma could fill until they are of age to earn a CDL and be employed as an equipment operator. For example, high school graduates with background experience in surveying, construction management and/or mechanics could work within the yard making approximately \$9 an hour. At the age of 21 and the completion of the CDL licensing process, that wage would double to \$18-\$19 hour. Experienced operators/truck drivers within the company have potential to earn approximately \$45,000 a year.*

*To prepare a student for a future story with this company, traditional vocational course work in Agriculture Mechanics and Agriculture Metals would be paired with Industrial Health and Safety and opportunities to intern and/or job shadow within this industry. Through senior seminars and internships, students could build a background in surveying and construction management which are vital to success in the industry. This learning would occur outside of the regularly structured school day and environment. Those interested in pursuing a technical certificate or Associate's in surveying or General Technology could also complete general education requirements such as English Composition I and II, College Algebra, and US History. The flexibility of this waiver would allow the school to respond to the needs of the individual student's future story and learning path.*

*In order to respond to a student's personalized learning pathway, the SSD also seeks waiver from Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve. These waivers will allow the proposed SCHS to establish written policies detailing the procedures for students to meet all requirements of 30 hours of instruction outside of the school's structured environment.*

**Remaining Issues:** Based on the information provided, it does not appear this waiver is necessary.

## **2. Clock Hours**

### **Section 14.03 of Standards**

*By providing relevant and meaningful instruction in value added diploma pathways, the teaching of simultaneous and/or embedded courses within the SCHS structure, and to allow the integration of graduation credit courses with other courses as necessary, the Applicant requests the waiver of the seat time requirement.*

*SSD assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses.*

**Legal Comments:** None

**Remaining Issues:** None

## **3. Licensure**

**Ark. Code Ann. §§ 6-15-1004; 6-17-302; 6-17-309; 6-17-401; 6-17-902; 6-17-919**

**Sections 15.02 and 15.03 of Standards**

## **ADE Rules Governing Educator Licensure**

*With proximity of two institutions of higher learning, Southside School seeks flexibility to use instructors and staff from Lyon College and University of Arkansas Community College to provide instruction that would not otherwise be afforded to students, especially students of poverty. All instructors from higher education institutes would be required to pass background checks. In addition, during parent night and CAP Conference, members of local colleges would be available to share and help all families, especially families of poverty, to understand the importance of academic behaviors and achievement in grades 10-12 and how they impact college and/or career readiness.*

*SSD is requesting a waiver from the above listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided at SCHS, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks, and meeting the requirements for Highly Qualified Teacher status (other than licensure) if they teach core academic subject areas. SCHS sees this as an enhancement to the relationships it seeks to develop with the business/industry partners as a result of the inception of the conversion charter school.*

**Legal Comments:** None

**Remaining Issues:** None

## **4. Library Media Specialist**

**Ark. Code Ann. §§ 6-25-103 and 6-25-104**

**Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (all concerning licensed library media specialist)**

*With charter status, SSD would utilize the media center to create a learning environment that supports learning at students own pace and on their own time before, during, and after the full hours 30 hours of instruction provided in a week. SCHS seeks flexibility to utilize the media specialist to meet the individual needs of students. As students pursue their own future story, resources of space and personnel must shift from managing and directing what occurs in the learning act to empowering the student to direct, coordinate and focus their own learning. The media center will become a learning environment where flexible, anytime/everywhere learning becomes the norm. With flexibility in time, duties, and role of the media specialist, he or she will be better able to support student success on their personalized learning plans. The media specialist would receive the same number of minutes for planning/prep as a core classroom teacher.*

**Legal Comments:** None

**Remaining Issues:** None

## **5. Class Size and Teaching Load**

### **Section 10.02.5 of the ADE Rules Governing the Standards for Accreditation (concerning class size and teaching load)**

*For a decade, Southside Schools have experienced a 3-5% growth each year. Combine the historical growth with flexibility to meet the needs of students who may change their value added diploma pathway during an instructional year, forced hiring mid-year could be a barrier for the charter school. With excellent teachers being the most valuable resource in the classroom, hiring in the midst of an instructional year does not ensure that a high quality teacher can be selected for Southside students. It only ensures compliance. Leadership in the building and district recognizes that hiring teachers is the most important role they play in the direct instruction of the classroom; forced hiring due to growth does not always afford the instructional leaders that necessity. Flexibility from this rule would ensure quality teachers are employed for all students at SCHS. During core instruction in grades 1 0-12, a teacher will not be assigned more than 180 students; a core academic class will not exceed more than 30 students.*

**Legal Comments:** None

**Remaining Issues:** None

## **6. Embed Oral Communications**

### **Section 9.03.4.1 of Standards**

*The Southside School District is required to teach Oral Communications as a separate class to its 10<sup>th</sup> grade students.*

*To prepare students for their value added diploma experience, SSD is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.*

*The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.*

**Legal Comments:** Applicant should explain what course(s) will be embedded in and how it will ensure that each student receives the required instruction.

**Response:** *On August 15, 2014, Southside High School was granted course approval*

*status for Embedded English 11/Oral Communication. Students at the proposed SCHS will receive the instruction and curriculum approved under this waiver by the State Board of Education. The curriculum standards for both courses will be combined and taught to all students enrolled in English 11.*

**Remaining Issues:** None

## **7. Career and Technical Education (withdrawn)**

### **Section 9.03.3.9 ("Career and Technical Education") of the ADE Rules Governing the Standards for Accreditation**

*Southside School District (SSD) is required to teach the Career and Technical Education curriculum as separate classes to its seventh (7th) and eighth (8th) grade students. To prepare students for a value added diploma experience, the Applicant is asking for a waiver of the requirement to teach the Career and Technical Education curriculum requirements as separate classes to its seventh and eighth grade students in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school. SSD ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework, or by presenting the courses as listed below. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Junior High Curriculum; introduce the Family and Consumer Science course at the eighth) grade level, and introduce the Survey of Ag Science course at the eighth grade level.*

**Legal Comments:** This Standard applies to 5-8<sup>th</sup> grade. The applicant intends to serve grades 9-12. The authorizer lacks the authority to grant waivers for grades that will not be served by the charter.

**Response:** *Southside School District withdraws the request for the waiver of Career and Technical Education requirements for grades 7-8.*

**Remaining Issues:** None

## **7. Health and Safety Education**

### **Section 9.03.4.9 of Standards**

Southside School District (SSD) is required to provide a one half unit Health and Safety Education course to meet the requirements of this standard.

The applicant is asking for a waiver of that requirement in order that content meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

SSD ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the content from the Health and Safety class within all of its Allied Health and Technology courses.

**Legal Comments:** The applicant should confirm that it will still teach one unit of physical education. Applicant should explain what course(s) will be embedded in and how it will ensure that each student receives the required instruction.

**Response:** *The leaders of the Southside Charter High School and Southside Freshmen Academy will comply with the requirements for physical education and teach one unit of physical education. Working with UACCB instructors of the Allied Health and Industrial Technology Health and Safety Course, leadership for the SCHS will ensure that all curriculum frameworks for Health and Safety will be taught. The course will be offered on the campus of the Southside Charter High School.*

**Remaining Issues:** None

**DESEGREGATION ANALYSIS:** Fully responsive

2014-2015 Application Cycle

# Application

Southside Charter High School

Southside School District



# ARKANSAS DEPARTMENT OF EDUCATION

## 2014 Application District Conversion Public Charter School

**Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.**  
Applications will not be accepted after this time.



### **Name of Proposed Charter School:**

Southside Charter High School and Southside Freshmen Academy

**Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.**

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall Little Rock,  
AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2014 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Southside Charter High School/Southside Freshmen Academy

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1200

Name of School District: Southside School District

Name of Contact Person: Roger Rich, Superintendent

Address: 70 Scott Drive City: Batesville

ZIP: 72501 Daytime Phone Number: ( 870 ) 251-2341 FAX: ( 870 ) 251-3316

Email: roger.rich@southsideschools.org

Charter Site Address: 70 Scott Drive

City: Batesville

ZIP: AR Date of Proposed Opening: August 2015

Name of Superintendent: Roger Rich

Address: 70 Scott Drive City: Batesville

ZIP: 72501 Daytime Phone Number: ( 870 ) 251-2341

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

### **Applicant Response:**

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

### **Applicant Response:**

Through a strong, collaborative partnership with University of Arkansas Community College at Batesville (UACCB) and area business and industries, students will be provided early access to college and/or career pathways that lead to the completion of students' future stories. Options will include graduating with a value-added diploma which will provide technical certification and/or college credit. The partnership will allow the sharing of intellectual capabilities and resources to meet educational needs of students while addressing the economic and workforce needs of Independence County.

As an initial introduction to college and/or career pathways, staff from Southside Junior High and UACCB will engage students in career orientation classes in initial career pathway exploration and utilize data from the EXPLORE assessment to begin the initial drafting of the students' personalized learning plan.

Freshmen will receive a technology driven instruction that furthers their career and technical orientation pathways and the finalization of their future story during a ninth grade Keystone course. The result of the Keystone course will be the creation of a personalized learning plan which becomes the platform for Career Action Planning (CAP) Conferences between the student, family, and school staff during grades 10-12.

Students in grades ten through twelve will be provided access to expanded curricular offerings and courses that provide credit towards a technical certification and/or concurrent college credit courses through UACCB. The charter will enable SCHS to experience increased flexibility and establish innovative avenues for high school graduates to attain jobs within north central Arkansas and provide economic prosperity for students and the Independence county area.

Faculty members will actively participate in job embedded professional development and professional learning communities throughout the school year.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

### **Applicant Response:**

A public hearing was held August 28, 2014 from 6:00-7:00 pm at the Southside High School Quad to discuss the proposal for the Southside Charter High School. The meeting was publicized in the Batesville Daily Guard, the local newspaper. Additionally, the meeting was publicized on the bi-weekly radio show, the Southerner Minute and on the district's calendar web page. Superintendent Roger Rich sent an Alert Now message to all parents in the district. Email communication and Alert Now call also went to all faculty and staff members. The Batesville Daily Guard ran a front page news story prior (August 18, 2014) to the meeting and another news story after the meeting (September 1, 2014). Twenty-two individuals attended the meeting. The number is greater than that seen at other district meetings such as the Annual Report to the Public. On September 5, 2014, KAIT Channel 8 news from Jonesboro visited the campus and ran a story about the proposed charter on the evening newscast. The same news video and story were available on the TV station's web site. Copies of all publicity are located in the Appendix.

Superintendent Roger Rich welcomed everyone and provided an overview of proposed Charter Conversion Process and Application. Roger Ried, high school principal, and George Sitkowski, junior high principal, presented on future stories, and the role the charter could play students' future stories. Novella Humphrey, director of federal programs and curriculum, presented on need for the charter conversion in light of the current local economic conditions. Chancellor Debbie Frazier and Dr. Brian Shonk from UACCB shared highlights of the partnerships forming between the community college and local business/industry employers to provide a quality workforce for the Independence County area. Superintendent Rich then facilitated a time for patrons to question and discuss the proposal. Comments and questions were positive and in support of the charter application not only to school staff but to local media (see September 1<sup>st</sup> story in Attachments).

In addition to the public hearing, Superintendent Rich presented information to the faculty, staff, and community partners on August 13, 2014 and to the school board on August 11, 2014. Sharing and educating parents and the community of the process continues on an individual basis as both the superintendent and principals meet with parents and community partners.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

**Applicant Response:**

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Southside School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	80.88	78.71	91.74
Targeted Achievement Gap Group	75.28	74.19	93.33
African American			
Hispanic	76.67	65.67	
White/Caucasian	80.86	78.86	91.92
Economically Disadvantaged	78.57	75.25	94.34
English Language Learners/ Limited English Proficient	70.00	69.57	
Students with Disabilities	39.51	57.30	94.44

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Southside School District		
Campus Name	Southside High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	80.61	88.44	91.74
Targeted Achievement Gap Group	80.77	87.40	93.33
African American			
Hispanic			
White/Caucasian	81.32	89.01	91.92
Economically Disadvantaged	87.23	87.50	94.34
English Language Learners/ Limited English Proficient			
Students with Disabilities	58.33	90.48	94.44

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Batesville School District		
Campus Name	Batesville High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	77.37	78.83	87.62
Targeted Achievement Gap Group	67.92	68.49	80.85
African American			84.62
Hispanic	42.86	52.38	86.96
White/Caucasian	81.6	87.38	87.01
Economically Disadvantaged	72.45	69.01	78.21
English Language Learners/ Limited English Proficient		43.75	100
Students with Disabilities	26.67		83.33

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Southside School District		
Campus Name	Southside Junior High		
Grade Levels	7-9		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	74.64	61.72	
Targeted Achievement Gap Group	64.66	54.31	
African American			
Hispanic			
White/Caucasian	74.87	61.81	
Economically Disadvantaged	70.75	54.72	
English Language Learners/ Limited English Proficient			
Students with Disabilities	27.27	40.91	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

Southside School District (SSD), located in Independence County and consisting of 45 square miles, lies in a rural area south of the White River. The district has a student population of approximately 1,800 students from preschool through twelfth grade. The uniqueness of SSD is reflected by one-third of the students attending school under Freedom of Choice. SSD has seen a steady growth in student numbers over the last decade.

With the 2014 Elementary and Secondary Education Act (ESEA) Preliminary reports, the district's poverty rate is listed at 60.15%, a 5% increase from the 2013 reported data of 55.61%. The district has placed a strong emphasis on closing the achievement gap between students that are economically disadvantaged and their peers. The 2013 ESEA report shows 80.88 % of all students proficient or advanced in literacy and 78.71% of all students proficient or advanced in mathematics. Students considered economically disadvantaged scored 78.57% proficient or advanced in literacy and 75.25% proficient or advanced in mathematics. The 2013 data yields a gap of 3.5% across the district in economically disadvantaged.

Southside High School's data reflects an even smaller gap. Literacy data from the 2013 ESEA report lists 80.61% of all students proficient or advanced while 87.23% of students who were economically disadvantaged scored proficient or advanced. Mathematics data from the same report lists 88.4% of all students proficient or advanced while 87.5% of students who were economically disadvantaged. Regardless of economic background, Southside High School has been able to meet the needs of students with strong core instruction.

However, the feeder school for Southside High School has seen an increase in the gap between all students and economically disadvantaged students. At Southside Junior High, the 2013 ESEA report data show a 4% gap in literacy and a 7% gap in mathematics compared to a 2012 ESEA report data with gaps of 2% in literacy and 3% in mathematics.

With the implementation of the more rigorous standards of the Common Core and expectations that all students will be college or career ready, the next steps for improvement in student achievement at Southside High School

depend upon the coupling of an individual student's future story and implementation of additional layers of personalized enrichment and/or intervention. Since each future story is different, SSD must continue to develop personalized and innovative solutions that will equip students to meet the short term and long term challenges of their unique future stories.

Historically, SSD's senior survey shows about 60% of graduating seniors at SSD pursue higher education. Five percent enlist in the military and 10 percent engage in some type of sustaining work experience above minimum wage pay. Therefore, many others are leaving SSD to enter the workforce and fall into the minimum wage line of employment. Through strong partnerships with UACCB and area industry and employers, SSD will focus on more opportunities for students to exit high school with skills and technical certifications necessary for a sustaining work experience or an accelerated path to a two-year or four year degree. With the work in the proposed Southside Freshmen Academy as a capstone experience to courses in career orientation, students will select pathways to their future story and a value added high school diploma. As students enter grades ten through twelve, course work and work experience will tie to their selected path and future story.

Business and industrial partners within the Independence County Area are actively recruiting individuals to fill vacancies. By creating personalized pathways for students, the Southside Charter High School and Freshmen Academy will prepare students with the necessary skills and certification for employment in these positions and earning a sustainable wage.

According to the 2013 Economic Report for Batesville and Independence County, the largest employers in the area are Peco Foods, Future Fuel Chemical Company, Bad Boy Mowers, and White River Health System. The demand for skilled employees at these companies is great. UACCB has responded to this demand and has engaged these employers in discussion about establishing a pipeline of future skilled workers. A good example of these discussions comes from discussions with regional maintenance contracting company that has an office in Batesville. This contractor provides maintenance services, primarily, to power generating plants. These plants on maintenance schedules that require portions of them to be shut down six weeks at a time to rebuild parts that have a high wear factor. In order to facilitate these rebuilds in a expeditious manner the contracting company uses crews of 150 - 300 welders at each site. The Batesville office is involved in several of these rebuilds per year and is always in need of qualified welders. These are high-skill, high-wage jobs. Although the work hours are long - as much as 12 hours per day, seven days per week - and the living conditions can be challenging - generally living in recreational vehicles or hotels - a worker can earn in excess of \$20,000 in a six week period. Demand for these workers is so high, that the contractor operates their own summer training welding program to help meet the demand for employees - the need is so great that the company covers the entire cost of the training.

Batesville is the hub for healthcare for Independence and surrounding counties. White River Health System (WRHS), with nearly 1,400 employees and \$84 million in employee salaries and benefits, is the largest healthcare provider in the area and works in close connection with UACCB to provide education and employment for a variety of medical occupations. In addition to WRHS, there are seven other major healthcare and/or human services related employers employing an additional 100 employees - all of which are in constant need of well-trained, certified personnel. As an example, one local healthcare company has hired more than twelve Emergency Medical Technician-Basic/Paramedic employees in the last approximately one year. As a result of not having qualified applicants in the local area they have resorted to advertising outside of our area and the last six employees have been hired from other regions.

Data reported by the local community college shows 629 Southside graduates have enrolled in courses since 2007. Only 154 students have earned a technical credential or an associate's degree from UACCB. The data does not acknowledge students that may have taken course work and then transferred to another higher education institution, but it does acknowledge only 1 in 4 students are completing programs of study. Personalized seminars in college readiness and work with a college/career coach at SSD will promote a larger number of students completing a course of study at UACCB.

As reported in the September 7, 2014 edition of the Arkansas Democrat Gazette, Randy Zook, president and CEO of the Arkansas State Chamber of Commerce states "Arkansas has shortages of skilled welders, engineers in all fields, and truck drivers... 'I hear employers say, "Give me someone who is willing to show up drug-free and willing to work and I'll do the rest.'" With the need for skilled workers not only local, but state-wide, the proposed

charter would move the workforce of Independence County into the 21<sup>st</sup> Century.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

The following data sets represent a comparison of Southside School District with adjoining districts and others within the immediate Independence County Area. All data was collected from 2013 ESEA Reports posted on the Accountability Reports Center of the Arkansas Data Center: <https://adedata.arkansas.gov/arc/>

**Graduation Rate:** In researching schools that feed into the workforce of Independence County, most schools are graduating about 90% of all students with a 3-6% gap to the TAGG group. It is interesting that approximately the same rate applies to employment rate each winter in Independence County. One in ten students does not graduate and one in ten workers in Independence County is unemployed each winter. The viability of the economy within the county is dependent on schools producing a skilled workforce that can move beyond entry level jobs and be retained in family-sustaining jobs.

School: % of All students; % of TAGG

Southside: 91.74; 93.33

Batesville: 87.62; 80.85

Midland: 94.44; 88.24

Cedar Ridge: 96.36; 93.10

Cave City: 83.33; 77.33

Concord 92.59 87.50

**Literacy:** In conversations with business and industry leaders, the importance of clear communication skills has been a frequently occurring message. With public and private health care a large employer in the area, the need for communication is vital to both the economic status and the level of health care residents receive.

School: % of All students; % of TAGG

Southside: 80.61; 80.77

Batesville: 77.37; 67.92

Midland: 70.97; 67.65

Cedar Ridge: 72.20; 60.63

Cave City: 80.52; 76.07

Concord: 77.98; 70.31

## **Mathematics**

With a wide variance in mathematics performance across the region, it is critical for the Southside School District to equip students with the ability to meet the mathematical demands of their future story and the capacity to train for entry level positions and move to higher paying positions within the local economy.

School: % of All students; % of TAGG

Southside: 88.44; 87.40

Batesville: 78.83; 68.49

Midland: 63.83; 58.85

Cedar Ridge: 56.25; 49.29

Cave City: 79.65; 75.71

Concord: 84.85; 77.65

Future Fuels, the second largest employer in the manufacturing sect of Independence County, requires potential employees to hold a Gold Certificate on the WorkKeys Assessment. This career readiness test assesses the ability to read for information, locate information and apply mathematics. With that in mind, a hard look is required at education models to ensure all students are prepared for the area workforce and that schools are meeting the obligation to students, parents, and patrons to prepare students for the 21<sup>st</sup> Century.

Describe the innovations that will distinguish the charter from other schools.

### **Applicant Response:**

The distinctiveness of the SCHS will reside in from three components: its commitment to each individual student's future story, its partnerships with the business community and its development of a value-added diploma that includes a technical certification or concurrent college credit in addition to the high school diploma. In 1924, Henry Ford said "Education is preeminently a matter of quality, not amount." His thought is ageless as SSD listens to business/industry partners and the need to provide a quality work force. To date, ten area businesses/employers and the University of Arkansas Community College at Batesville have expressed interest in partnering with the Southside School District to made the charter a successful endeavor.

Conversations with area businesses and employers have yielded much discussion about the local workforce skills gap. Again, data from the local community college reveals the high need for support to ensure more high school graduates earn credentials and degrees. Southside Charter High School and Southside Freshmen Academy would address the needed skills for success through personalized learning plans, expanded technical curricular offerings, concentrated college/career readiness seminars and additional concurrent credit courses for students seeking a two-year or four-year degree.

### Personalized Learning Plans

As students in Southside Freshmen Academy complete the Keystone Experience, they would select the pathway and build a personalized learning plan to earn technical certification or earn concurrent credit to accelerate a two-year or four-year degree. CAP conferences involving SSD faculty, students and parents would annually review the student's future story and value-added diploma to help the student choose from expanded course offerings available through traditional instruction, digital instruction, or in conjunction with UACCB.

### Technical Curricular Offerings

Expanded curricular offerings will be available to assist students in making their future story a reality. Working with local industry partners and UACCB, expanded technical offerings will be developed in areas such as allied health, business, industrial technology and public service. Offerings will directly mirror the need for a skilled workforce within the Independence County area

### College/Career Readiness Seminars

Utilizing a blend of digital learning and face to face learning experiences, seminars will address the "soft skills" that are required for success throughout the world of business and industry. Seminars will focus on college readiness and success as well as success in areas of technical careers. Topics would range from résumé building, interview skills, workplace ethics and professionalism, business etiquette, OSHA certification, personal finance, budgeting, and appropriate social media use in the workplace.

### Concurrent Credit Courses

Future stories involving a college education would be scaffolded through concurrent credit courses on the Southside campus, UACCB campus, and other higher education offerings online. Skills such as understanding a syllabus, time management, utilizing campus resources, and study skills would be provided as part of the college experience while students are still in high school. Seminar classes for concurrent credit courses would work to remove as many barriers as possible to enable successful completion of a college course of study.

Along with the outlined innovations, rigor in both the traditional and innovative course work will that reflect the high standards of technical careers or college course work to ensure successful candidates for employment or successful completion of college course work.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period.

For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
SCHS will increase the number of Seniors who meet the four ACT College Readiness Benchmarks.	ACT	Increase 3%	Baseline will be established in 2015-16 Spring of each year beginning in 2017
SCHS will meet or exceed the state average in ELA on the PARCC assessment.	PARCC	Meet or Exceed State Average	Annually
SCHS will meet or exceed the state average in Mathematics on the PARCC assessment.	PARCC	Meet or Exceed State Average	Annually
SCHS will increase the number of students participating in internships	Future Story Portfolio	Increase 5%	Baseline 2015-16 Annually (2016-2019)
SCHS will increase the number of students who earn college hours, or industry certifications	Value Added Diplomas and Personalized Learning Plans	Increase 5%	Baseline 2015-16 Annually (2016-2019)

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

**Applicant Response:**

With the mission of Southside Charter High School and Freshmen Academy focused on a student's readiness to make his or her future story into a reality, the above goals will help measure the drive the PLC conversations and work of the PLC to aide in the fulfillment of the mission. SSD has an ongoing process of examining teacher and student accountability with use of data in Professional Learning Communities (PLCs) at both the individual building level and the district level. By examining trend data, PLCs identify curricular, instructional, and individual student weaknesses; PLC groups then create an action plan to attack the weakness. An increase in students who earn college hours or industry certifications will bring that PLC work to a tangible fruition and accomplish the mission of the charter.

In examining data on the ELA and Mathematics on the PARCC Assessment, PLCs will be ensuring students are on the path for college/career readiness as indicated in the Common Core State Standards. Along with data from the PARCC Assessments each school year, building and district PLCs will examine MAP Assessment data four times each year to plan appropriate interventions or enrichments to ensure every student is growing to his or her full potential, on the path to college and career readiness standards as indicated by the PARCC exam, and prepared for his or her future story. Thus, meeting or exceeding the demands of the PARCC Assessment will ensure students are able to demonstrate college and or career readiness.

Internships will provide a capstone learning experience for charter students pursuing technical certification or degrees. The internships will be individualized, based on the future story's value added diploma, and tailored specifically to students' needs. Growth of internship experiences will help to ensure students have the ability to go to work after graduation or the motivation and professional relationships to overcome the challenges of finishing a two-year or four-year degree.

5. Describe the educational program to be offered by the charter school.

**Applicant Response:**

**Foundational Education Philosophy**

SSD embraces the students, families and community it serves. Decisions and placement of resources are made to best reflect the needs of the community as a whole while constantly thinking first of the needs of a student. Over the last decade, SSD has closely monitored student data to ensure that core instruction is meeting the needs of 80% of students while layering interventions to meet the needs of individual students in the remaining 20%. A system of success had been built upon the past Arkansas Frameworks and ACTAAP Assessment that led to 84.1% of all students proficient or advanced in 2012 in math and literacy. The achievement levels dipped to 76.6% on preliminary 2014 ESEA reports. Therefore, current reality requires a harder look as students will be measured for college and career readiness and moving into a workforce in a stagnant economy.

Data from the Bureau of Economic Analysis for Independence County shows per capita income increasing marginally from \$31,078 to \$32,214 (difference of \$1,136) over the latest four years of data (2009-2012). The two counties in the area were at comparable levels in 2009: Independence-\$31,078, Cleburne-\$31,430 but adjoining Cleburne County residents saw much higher increases (\$5,080) in the same time period. Also during the same time period and continuing into 2014, Independence County is recorded by the Bureau of Labor Statistics with a higher unemployment rate than the state of Arkansas as a whole and then spiking to a high of 10.7% in January 2013 and again to 10.4% in January 2014. Trend data shows each winter, 1 out of every 10 workers in Independence County is out of a job.

With district leadership envisioning a stronger future, conversations became focused on what can be leveraged to change the future for our students, their families, and the community. Dialogue with business partners, officials in higher education, and families led to the need to improve the quality of the education provided to be more aligned with local workforce needs and to provide a jump start for college success. The charter would allow

SSD the flexibility to fluidly respond to the needs of the individual students, their future stories, the families of Southside, the community, and the economic needs of the Independence County Area.

#### Future Story

Student at Southside begin to draft their future stories as early as the primary grades with a range of responses from playing in the NFL, teaching, or being a veterinarian. During middle school, future stories are incorporated into real-world connections with core instruction in mathematics and science and the discussion continues. By junior high, career orientation classes take students to a deeper look at the 16 career clusters and administration of the EXPLORE test in the 8<sup>th</sup> grade. With stronger business/industry partnerships, the career orientation experience will be strengthened and set students up for a successful experience in the 9<sup>th</sup> grade Freshmen Academy Keystone experience. At the end of Keystone, students would solidify their future story and select a pathway to a value-added diploma. Teachers in grades 4-12 would continuously use the student's future story to build connections to the content and relationships

#### Freshmen Academy

Operating as a "school within a school," the freshmen academy would provide experiences to refine and solidify a student's future story. Learning experiences would include job shadowing, industry tours and speakers about "soft skills" for success, career and college showcases, and student expectations that involve communication, collaboration, and problem-solving skills of a 21<sup>st</sup> Century learners. In this smaller "school with a school" setting, students would be introduced and supported in 1:1 instruction and self-directed, online learning.

#### Blended Digital Learning and Self-Directed Online Learning

To advance the completion of high school graduation requirements, technical certifications, and/or concurrent college courses, learning would be accelerated and enhanced through blended digital learning or self-directed, on-line learning. Each student would be provided with a laptop and necessary software or additional memory to enable the completion of their personalized learning plan. Technology based learning experiences would also ensure that all students in the SCHS gain the essential technology skills necessary for entering the workforce or college. The blending of digital learning and face-to-face, hands on experiences would sustain the differentiation needed for many at-risk learners to successfully turn their future story into a reality.

#### Project Based Learning

In order for students to develop 21<sup>st</sup> century competencies, instruction utilizing project based learning (PBL) will facilitate an extended period of time to investigate and respond to a complex question, problem, or challenge. PBL requires students to problem solve, think critically, collaborate, and communicate clearly. In culmination students present their work to others, outside of the walls of school and their teacher and classmates.

#### Seminars

As "soft skills" play an integral role in the success of students in a work place or college, seminars will provide the basis for many students, especially those of poverty, to learn the often unspoken or hidden rules of success. Topics will include time management, employability skills, résumé building, role of social media in the workplace, personal finance, and ethical/professional codes of behavior. Seminar experiences would also examine the "Seven Habits of Highly Effective People" and other texts often alluded to in the world of work and business.

#### Business and Industry Partners

Southside School District has cultivated long-standing partnerships with the business and industry community of Independence County. These partners will have multiple windows to interact with students and staff at the proposed charter school throughout a student's academic career in grades 8-12. Perspective employers can observe the skills and the work ethic of students, hand-pick interns, and network with students about post-graduate employment.

#### Technical Course Work

Partnerships of resources and intellectual capabilities will provide an expansion in the quantity and quality of technical course work. For example, local industry demands a large number of skilled welders. These respective entities are partnering with the community college to provide this skill set. In collaboration with UACCB, students in the SSD would be afforded a chance to learn that precise skill set before high school graduation and be readily employable in a job paying well above minimum wage.

### Concurrent Credit Courses

Currently traditional high school students can earn the first semester or 15 hours of concurrent credit courses at SHS, with the expansion of the partnership with the local community college and utilizing online learning with other institutions of higher learning, students could complete additional college course work while still in high school or pursue coursework to advance their technical certification. Our initial offering will be in, the only specialized concurrent technical credit course work offered focuses on health related careers. Areas that could be immediately expanded include criminal justice, emergency medical technician, and child development. Partnerships with local law enforcement agencies, ambulatory service providers, and child care facilities would provide opportunities for students to gain

### Future Story Portfolio

Starting with Freshmen Keystone Course, students will maintain a portfolio of their work and steps to achieve their future story. Portfolios contents will include their personalized learning plans, highlights of respective course of study, major accomplishments, photographs depicting related field experiences, course work samples, examples of collaboration with others, evidence of community service/involvement, and a résumé. Students will be expected to present their authentic learning to internship interviews, potential employers, college recruiters and to their individual families during student led conferences and/or CAP conferences.

### Internships

Seniors will the opportunity to spend up to 120 hours in an internship with a local business or industry partner. Flexible scheduling will allow this to be during the summer, morning, evenings, or a time that best fits both the student and the potential employer.

### Value-Added Diploma

Based upon a student's future story, he or she will select one of two exit options. In addition to the high school diploma granted under ADE regulations, he or she may choose a technical certification that allows them immediate entry into the workforce or they may choose concurrent credit which will provide a jump start to a two-year or a four-degree.

### Viability

Southside School District is a fiscally sound district. School Choice provides annual growth in the student population. Recent construction of new facilities has provided outstanding facilities that allow for continued growth in the future. Long standing partnerships and support from business and industry within the community, provide opportunities for the sustainability of the Southside Freshmen Academy and the Southside Charter High School.

### Length of School Day and Year

Southside Charter High School will begin class each day at 7:55 and end at 3:15. The length of the school year will be coordinated with start and end dates, as well as holiday breaks, equivalent to the other schools within the Southside School District and in accordance with state law.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

**Applicant Response:**

In Jim Collins' book *Good to Great*, he writes "Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice." Student performance data for Southside High School has remained largely at 80% of more of students scoring proficient or advanced over the last 4 years. Satisfaction with good would require no changes, but dissatisfaction by leadership at the inability to meet the other 20% of student academic needs leads to the necessity of revamping interventions and enrichment layers to ensure all students are successful-to restructure in a manner that is great for all. Students that are not performing at expected achievement levels continuously weighs on the decisions made and how to restructure the educational landscape to promote success in high school and after high school.

From the graduating class of 2007 to the 2013 class, there have been 629 students who graduated from Southside High School registered at UACCB. Of those, 154 have earned a credential. The staggering data shows that only 1 out of 4 students entering the local community college complete a course of study. The lag in economic growth in Independence County also adds to the frustration many graduates face after high school. Each of the last two winters has set record high unemployment rates with one out of every ten workers in Independence County without a job. The charter would allow SSD the flexibility to fluidly respond to the needs of the individual students, their future stories, the families of Southside, the community, and the economic needs of the Independence County Area. With charter status and strong partnerships, SSD will focus on more opportunities for students to exit high school with skills and technical certifications necessary for a sustaining work experience or an accelerated path to a two-year or four year degree.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

**Applicant Response:**

**A) Employing personnel;**

As needed, the leadership of the charter school will have the ability to select new employees, both certified and classified. The district will also seek a waiver in the charter application to allow the employment of High Qualified Teachers that are not licensed teachers. For example, hiring industry credentialed welding instructors that may not be licensed as a teacher.

**B) Developing and controlling the charter school budget;**

Following the recommendations of the SCHS's school improvement committee and building level leadership, budget priorities for the school will be established. SSD is a fiscally sound district and will work collaboratively with building leadership to maintain the fiscal strength of the district.

**C) Managing day-to-day charter school operations;**

Building level leadership will have the autonomy to determine the day-to-day routines and management needed for student success at SCHS. District administration will hire strong leadership and allow them to carry forward the vision and mission of the charter application. With the personalized learning plan as a foundation for educational services, building administrators will have autonomy to design and implement such critical pieces as master schedules, staff assignments, and individualized education experiences to allow for time to be dedicated to internships, self-directed online learning classes, and/or concurrent credit courses.

**D) Developing and controlling the school calendar; and**

SCHS school improvement team will have input in conjunction with the District PLC to establish a school calendar that best meets the needs of student learning and success.

**E) Other areas of autonomy to be afforded to the charter.**

Building leadership will have the autonomy to make short term and long term decisions based upon student needs. By embedding courses in grades 7-10, students will be better afforded time for real life learning through job-shadowing experiences, internships, industry technical training, or college level courses for career certification.

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

**Applicant Response:**

Students, parents of students, and licensed employees will continue their respective roles in the school improvement plan (ACSIP). Goals for the plan of SCHS will be aligned with the broader goals of the local ACSIP plan as well as state, and national goals that include: literacy, mathematics, English Language Learners, health and wellness, and the cycle of continuous improvement planning (CIP). Each fall, the plan will be filed with the Arkansas Department of Education for review. It will also be posted on the district's website for review by parents and community members.

With subcommittees needed to develop and implement the broader goals, students, parents, and certified staff will have multiple opportunities to be involved. Before the October 1 ACSIP deadline, the goals, performance criteria and achievement will be evaluated to determine the effectiveness of the plan and identify changes needed to ensure student success. The process for establishing performance criteria will be founded not only on the goals for the charter, but also on AMOs for math literacy and ELL, BMI results for Health and Wellness, and the assessment of the CIP Team.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

**Applicant Response:**

Major strengths of the district include professional learning communities (PLCs), use of data for decision making, and the belief that learning should be viewed student by student and skill by skill. SSD seeks to find the pathway for all students to learn and turn their future story into a reality. The current plan and all future school improvement plans will address the needs of at-risk learners and their future story.

As part of SCHS's school improvement plan, initiatives will include project based learning and digital learning to promote the skills necessary for entering the 21<sup>st</sup> century workforce. With the alignment to the Common Cores State Standards, both initiatives will promote student learning and meet the state education goals.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

**Applicant Response:**

With full implementation of the Common Core State Standards across grades K-12 in Arkansas, the alignment of curriculum at SSD falls within the boundaries of Professional Learning Communities.

A team of lead teachers, instructional facilitator and principal provide a regular schedule, structure, protocols for the work of the PLCs, and monitor the task of charged to the PLCs. With dedicated time, resources, and 34 professional development hours, the work of PLCs is supported by lead teachers, building level instructional leaders, district personnel, and instructional facilitators. The instructional facilitators meet bi-monthly to ensure vertical conversation on alignment, instructional methods, and materials. Instructional facilitators assist as needed across the district with the implementation and alignment of instruction.

Southside High School (SHS) began the process of implementing Common Core State Standards during the 2012-13 school year. With PLC work, the process continued with the refinement of instruction in the 2013-14 school year. The next year (2014-2015), the district made the transition to NWEA's MAP assessments in mathematics and literacy. Other PLCs are developing common assessments for grades 7-12. Vocational PLCs examine End of Course data related to their courses and meet on a regular basis with the instructional facilitator to embed the CCSS reading and writing standards.

Charter status would widen PLC work to include staff members of UACCB courses and as applicable, local business/industry leaders. The focus of the collaborative effort to embed CCSS literacy standards for history, science, and technical subjects and the CCSS mathematics needed for career -readiness. With 21<sup>st</sup> Century workforce skills such as problem-solving, reasoning, critiquing, attending to precision, and communication with others on the forefront of the project based learning professional development experiences of both institutions.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

**Applicant Response:**

Currently one full time counselor and paraprofessional serve students in grades 10-12, while students in the ninth grade are served by an additional counselor for grades 7-9. All counselors in the district participate in a professional learning community to ensure alignment of the guidance program. If enrollment cap for the proposed charter is approached or met, the hiring of additional counselor would become necessary. As a liaison between the guidance programs, local institutions of higher learning and business/industry, the employment of a career and college coach would assist students in steps toward completion of their future story. SCHS students would continue to be eligible for all guidance programs and school based mental health services.

B) Health services;

**Applicant Response:**

Students will continue to have access to health services at the SSD. A nurse is shared between the high school and adjacent junior high. In addition, a school based health clinic is located on the campus. As needed, district transportation will be provided for students to access the health clinic.

C) Media center;

**Applicant Response:**

Students of SCHS will continue to have access to the media center at the current Southside High School as well as access to the media center at UACCB. The media center at the SCHS will respond to the needs of 21<sup>st</sup> century learners through both physical and virtual learning spaces. A certified media specialist will be available to assist students. Students and teachers will have the capacity to reserve the use of media center space for individual and collaborative work.

D) Special education;

**Applicant Response:**

All students with Individual Education Plans (IEP) will be provided special education services. Certified teachers will work with students individually, in small groups and indirectly as stated in their IEPs. Teachers will also continue to assist with the development and educational fulfillment of a student's future story. Current services that are in compliance with all state and federal requirements will continue with the charter status.

E) Transportation;

**Applicant Response:**

Transportation will be provided by the Southside School District and overseen by the transportation director. The SSD and SCHS will comply with all transportation regulations. Students attending UACCB will be transported using a district bus and driver.

F) Alternative education, including Alternative Learning Environments;

**Applicant Response:**

The Southern Academy currently provides ALE services for at-risk students at SHS. If they choose a pathway and meet entrance requirements, students enrolled in ALE will have the opportunity to earn a value added diploma. It is the desire that the relevant, real world learning of the value added diplomas will entice many at-risk learners to re-engage with school.

## G) English Language Learner (ELL) instruction

### **Applicant Response:**

Employing current resources and programs of study, SCHS will continue to provide instruction that prepares English Language Learners (ELLs) to function both academically and socially. Instruction will be individualized to assist students in the fulfillment of their future stories.

## H) Gifted and Talented Program.

### **Applicant Response:**

Differentiated instruction will be provided through project based learning, personalized learning plans, and self-directed on-line learning. Additional differentiation or gifted education services needed will be served by the Southside School District's Gifted and Talented program. Utilizing students personalized learning plans, Jerri Henley, gifted and talented teacher, will coordinate appropriate services for gifted and talented students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

**Applicant Response:**

Early in each fall semester, data related to the goals will be collected, analyzed, and shared in a public, transparent manner with a live presentation of progress, separate from the annual report to the public. The progress report will be publicized, presented, and video recorded. The recorded formal presentation and data analyses will then be placed on the school web page and made available for parents, community, charter panel, and any other interested party to view.

Data collected will include 1) high school credits earned, 2) college credits earned, 3) high school graduation rate, 4) student achievement data on the PARCC and ACT exams, 5) senior survey data, 6) number of graduates attending technical training/college, 7) number of graduates completing a program of study, and 8) hours of related professional development earned by teachers. As applicable, the data will be disaggregated to include subpopulations including gender, students with disabilities, and economically disadvantaged. The resulting summaries and narratives of these analyses will be published on the district's website, released to local media, given to parents and submitted to the Arkansas Department of Education.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

**Applicant Response:**

Southside Charter High School and Southside Freshmen Academy will remain the only sources of instruction for students in grades nine, ten, eleven, and twelve. Therefore, the school will be required to educate every eligible student who seeks admission, including students who enroll by legal transfer or school choice. Utilizing historic data of both enrollment and community growth, the enrollment cap of 600 should provide ample room for all students seeking admission. However, if future growth nears the enrollment cap, the SSD would petition the state board for an increase in the enrollment cap due to the legal responsibility of educating all eligible students. If the petition is unsuccessful, the SSD would use the Random Number Generator, a computerized lottery system, to determine a simple random sampling. Siblings of currently enrolled students would be given priority. Students enrolling under school choice and legal transfer would be accepted in accordance with the statutory provisions which govern those areas. SSD will continue to recruit through newspaper advertisements, radio spots, and online media sources.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

**Applicant Response:**

At the time of application, no members of district personnel or leaders of the proposed charter school have prior involvement in the operation of a charter school.

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**Applicant Response:**

**Administration Responsibilities (One Principal and One Assistant Principal)**

- Facilitate the partnership between SCHS and local business/industry leaders
- Supervise and evaluate instructional staff and programs to ensure increased student achievement
- Recruit students for enrollment in the charter school
- Analyze student achievement data and collaborate with instructional staff to make adjustments to curriculum and instruction to promote increased student achievement
- Communicate with community through various types of media and/or meetings
- Utilize technology to boost and support instructional practices to align with 21st Century workforce standards
- Participate in and provide effective professional development
- Maintain a culture of high standards and expectations for all students
- Conduct bi-annual meetings to review progress towards goals
- Evaluate SCHS's performance and the attainment of goals
- Implement SSD's and SCHS's mission and vision

**Qualifications:** Master's degree in Education Leadership or equivalent; Valid building administrator's license for high school grade levels.

**Counselor Responsibilities (One Counselor for grades 10-12 and one counselor for grades 7-9)**

- Guide students through developing and implementing their future story and personalized learning plan
- Implement high school guidance curriculum in the charter school
- Present or facilitate opportunities for parent education
- Facilitate student led Career Action Planning (CAP) Conferences
- Coordinate the administration of state assessments, PLAN, and the ACT Voluntary Exam
- Provide counseling session tailored to the goals of individual and small groups of students
- Refer students to school based mental health or other specialists as needed
- Assist families with college admission and financial aid applications
- Serve as an advocate for the student

**Qualifications:** Master's degree in Educational Counseling or equivalent; Valid school counseling license for high

school grade levels.

**Instructional Facilitator Responsibilities (One Instructional Facilitator)**

- Model instructional strategies aligned to CCSS
- Provide resources and support for PLCs; facilitate data meetings in PLCs as needed
- Collaborate with lead teachers to plan both vertical and horizontal curriculum alignment
- Communicate and share with other instructional facilitators in the district
- Assist administration with data disaggregation and compiling of reports
- Serve as an advocate for student learning
- Facilitate the intervention team
- Support PLCs in setting and implementing goals related to student achievement
- Assist vocational and technical PLCs in the development of common assessments
- Participate in and provide effective professional development
- Utilize technology to boost and support instructional practices to align with 21st Century workforce standards

**Qualifications:** Master's degree or higher in related educational field; Valid teaching license for the high school grade levels.

**Teacher Responsibilities (number based on enrollment)**

- Collaborate with PLC to align curriculum, instruction, and assessment with Common Core State Standards and the Arkansas Frameworks
- Analyze student data to ensure student learning at the mastery level
- Serve as an advocate for student learning
- Participate in professional development
- Incorporate Project Based learning into unit planning and instruction
- Facilitate student led Career Action Planning (CAP) Conferences
- Assist with facilitating internships and collaborations with business/industry partners

**Qualifications:** Bachelor's degree or higher in related educational field; Valid teaching license for the high school grade levels.

**Career and College Coach (One Coach)**

- Assist with facilitating internships with business partners
- Serve as an advocate for the student
- Conduct and provide Seminars that help students obtain "soft skills" needed for success

- Serve as a liaison between SSD and higher education institutions
- Assist administration with recruiting industry leaders as mentors for students
- Collaborate with counselor to conduct or provide parent opportunities
- Assist with implementation of student's personalized learning plan

Qualifications: Bachelor's degree or higher in related educational field; Valid teaching license for the high school grade levels.

See Appendix C14 for salary scales

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

**Applicant Response:**

The current facility is only one year old and is still under construction. This current phase will be completed by November 1, 2014. The complete construction will yield 24 classrooms, media center, and art classrooms. For the past three years, the high school was housed in what is now called the Jr. High, grades 7-9. The high school for grades 10-12 are now under one roof and the function of the facility fully supports our academic goals. Each regular classroom is 850 square feet. Each science room and the one business room have 1440 square feet. The science labs are completely equipped with stations that have both water and gas for experiments. The science labs also have proper ventilation and hoods. The labs share a prep station and a chemical storage room. The classrooms have doors that open inward and thus, helping with intruder issues. The hallways are unobstructed which do not provide an intruder with places to hide. The library is state of the art. It is a space that invites learning to occur. The students are welcomed each day to the Citizens Bank Quad. It is furnished with couches, chairs and a collaborative work area with the atmosphere built to mimic a college campus. The entire facility was built with the "college feel" in mind. Students will not be intimidated when they arrive at their college and its new, fancy surrounding. They will have already experienced that at SHS.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

**Applicant Response:**

The facility does meet the requirements. SSD is located in a rural, unincorporated area of Independence County. No local zoning authority exists. Independence County is a "dry" county. No alcohol sales are within 1,000 feet of the facility.

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**Applicant Response:**

Southside Charter High School will continue to operate under the same provisions of the federal National School Lunch Program as Southside High School. Currently students are offered breakfast before school, second chance breakfast, and lunch. Grab and Go breakfast is utilized as needed for students to receive tutoring and other extra support services. Master schedules for SCHS will be built around campus meal service with Grab and Go Breakfast filling in any gap of morning nutritional needs of charter students. With over half of the student population qualifying for free/reduced lunch program, SCHS will continue to ensure all students, especially students from homes of poverty, have access to the nutrition programs on campus.

18. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

Parents or guardians will continue to be a key component of a student's future story. SCHS will involve parents into their child's future story and selection of a value added diploma through College and Career Showcase Nights, annual Career Action Planning Conferences (CAP), bi-annual parent/teacher/student conferences, future story portfolio presentations, and Project College Bound Activities. SCHS will use the school web site, Alert Now, Remind 101 and social media to invite/inform parents of critical events at SCHS. Academic Progress will be updated with progress reports at week 3, 5, and 7 of every academic quarter. Parents will also have access to student academic work through HAC (Home Access Center) links on the school web page. Parents will also be invited to attend culminating experiences such as Vocational Completer's Banquet and Academic Signing Day to celebrate their child's success at SCHS.

Other roles that parents, guardians, and community members will continue to play include Parent Involvement meetings and events, Closing the Achievement Gap meetings, ACSIP committee, handbook committee, and other parent roles that are integral to school operation.

The new roles for community members, parents or guardians will involve opportunities to serve as industry/business mentors, present in college or career seminars about "soft skills" for employment success, serve as a source to connect the classrooms to real-world learning, provide mock interview sessions, and provide opportunities for student internships in the local workforce. The review of charter school's progress and development of school improvement plan will also involve parents and community members. Parents and community members will play a large role in project based learning. As students reach the evaluation stage of the project, a real-world audience will be recruited for presentations. Strong relationships with parents and community partners will be vital to the success of the charter school's education programs.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

**Applicant Response:**

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code),

**State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the rationale for each waiver requested.**

a.) Section 10.01.4 (concerning planned instructional day) of the ADE Rules Governing the Standards for Accreditation:

With a personalized learning plan for a student to earn a value added diploma, SSD is requesting a waiver of the Planned Instructional Day Requirements. The individualized offering of the SCHS, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

b.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:

By providing relevant and meaningful instruction in value added diploma pathways, the teaching of simultaneous and/or embedded courses within SCHS structure, and to allow the integration of graduation credit courses with other courses as necessary, the Applicant requests the waiver of seat time requirement. SSD assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. SSD, by this waiver request, is not seeking to waive any graduation requirements.

c.) Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning teacher licensure)

With proximity of two institutions of higher learning, Southside School seeks flexibility to use instructors and staff from Lyon College and University of Arkansas Community College to provide instruction that would not otherwise be afforded to students, especially students of poverty. All instructors from higher education institutes would be required to pass background checks. In addition, during parent night and CAP Conference, members of local colleges would be available to share and help all families, especially families of poverty, to understand the importance of academic behaviors and achievement in grades 10-12 and how they impact college and/or career readiness.

SSD is requesting a waiver from the above listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided at SCHS, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks, and meeting the requirements for Highly Qualified Teacher status (other than licensure) if they teach core academic subject areas. SCHS sees this as an enhancement to the relationships it seeks to develop with the business/industry partners as a result of the inception of the conversion charter school.

d.) Ark. Code Ann. §§ 6-25-103 and 6-25-104, and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (all concerning licensed library media specialist):

With charter status, SSD would utilize the media center to create a learning environment that supports learning at students own pace and on their own time before, during, and after the full hours 30 hours of instruction provided in a week. SCHS seeks flexibility to utilize the media specialist to meet the individual needs of students. As students pursue their own future story, resources of space and personnel must shift from managing and directing what occurs in the learning act to empowering the student to direct, coordinate and focus their own learning. The media center will becomes a learning environment where flexible, anytime/everywhere learning becomes the norm. With flexibility in time, duties, and role of the media specialist, he or she will be better able to support student success on their personalized learning plans. The media specialist would receive the same number of minutes for planning/prep as a core classroom teacher.

e.) Section 10.02.5 of the ADE Rules Governing the Standards for Accreditation (concerning class size and teaching load):

For a decade, Southside Schools have experienced a 3-5% growth each year. Combine the historical growth with flexibility to meet the needs of students who may change their value added diploma pathway during an instructional year, forced hiring mid-year could be a barrier for the charter school. With excellent teachers being the most valuable resource in the classroom, hiring in the midst of an instructional year does not ensure that a high quality teacher can be selected for Southside students. It only ensures compliance. Leadership in the building and district recognizes that hiring teachers is the most important role they play in the direct instruction of the classroom; forced hiring due to growth does not always afford the instructional leaders that necessity. Flexibility from this rule would ensure quality teachers are employed for all students at SCHS. During core instruction in grades 10-12, a teacher will not be assigned more than 180 students; a core academic class will not exceed more than 30 students.

f.) Section 9.03.4.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:

The Southside School District is required to teach Oral Communication as a separate class to its students in grades 9-12.

To prepare students for their value added diploma experience, the SSD is asking for a waiver of the requirement to teach Oral Communication as a separate class in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks, and all other applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

g.) Section 9.03.3.9 ("Career and Technical Education") of the ADE Rules Governing the Standards for Accreditation

Southside School District (SSD) is required to teach the Career and Technical Education curriculum as separate classes to its seventh (7<sup>th</sup>) and eighth (8<sup>th</sup>) grade students.

To prepare students for a value added diploma experience, the Applicant is asking for a waiver of the requirement to teach the Career and Technical Education curriculum requirements as separate classes to its

seventh (7<sup>th</sup>) and eighth (8<sup>th</sup>) grade students in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

SSD ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework, or by presenting the courses as listed below. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Junior High Curriculum; introduce the Family and Consumer Science course at the eighth (8<sup>th</sup>) grade level, and introduce the Survey of Ag Science course at the eighth grade level.

h.) Section 9.03.4.9 ("Health and Safety Education") of the ADE Rules Governing the Standards for Accreditation:

Southside School District (SSD) is required to provide a one-half unit Health and Safety Education course to meet the requirements of this Standard.

The Applicant is asking for a waiver of the requirement in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

SSD ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the course content from the Health and Safety class within all of its Allied Health and Industrial Technology courses.

20. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

The Southside School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in a manner so as to maintain a desegregated school district, and not impede any district's ability to maintain a desegregated school district. The Southside School District is not under any court orders concerning the desegregation of schools.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

**Applicant Response:**

Prior to the application, founders of the charter had entered conversations with a group of business/industry leaders. With their support and continued conversations, the need for foundation development has been established to ensure success for years to come. In addition, other business/industry leaders have heard or read information and publicity on the proposal and are seeking to be a part of developing the success of the students of the proposed charter school. The need for a skilled workforce and the commitment of business/industry has been the overarching theme of the ongoing dialogue and will lay the groundwork for future work to ensure success.

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### Message Details Step 1

Message Name: Charter Application Meeting

Category: General ▼

Sample Scripts: Voice Scripts ▼

Content/Script (Optional)

### Select Voice Recording Step 2

Selected Recording:  
**AudioFile.wav**  
Received: 8/27/2014 7:37:26 PM

[Click to Change](#)

### Select Recipients Step 3

Select Contacts  Send to Everyone (All Contacts)

 Your message will be sent to ALL VALID ENGLISH CONTACTS.

### Schedule Step 4

Send Now (Immediate)  
 Send Later (Schedule)

Blackout Hours: 10PM - 5AM 

< August 2014 >

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

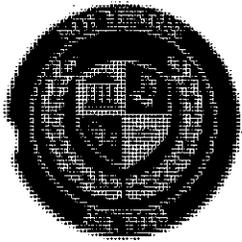
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### Emergency Message Step 5

This is an Emergency Message (ONLY check this box if this is an Emergency Broadcast)

Help me decide

Continue Cancel



# Southerner Minute

Week Of: Aug 25-29<sup>th</sup> 2014

Tuesday:

Thursday: 1st show of 2014-15 School year

- Off to a great start to the school year - Enrollment up app. 75 students - 1,688 K-12 172 PK students on campus
- Football Scrimmage vs. Westside + Greene Co. Tech @ 6:30 pm
- VB @ Pulaski Robinson in Little Rock @ 4:30 pm
- Golf @ Heber Springs - 3:30 pm
- Public Meeting tonight concerning Conversion Chart Application for Grades 9-12. Meeting will be taking place on HS campus @ 6 pm.
- Thanks to Parents, Students, Staff + Community for all their support of the Southside Dist.
- Proud to be a Southerner

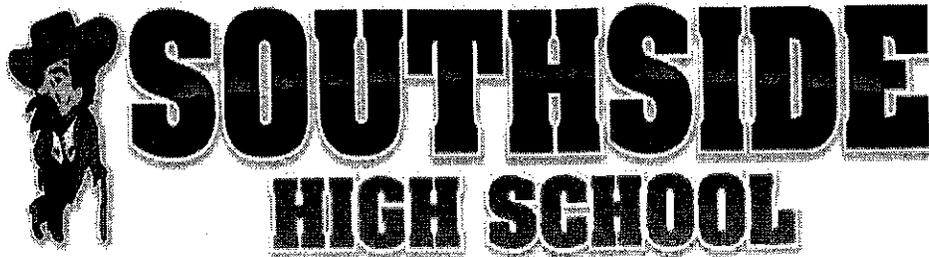


# District Calendar

Southside School District

## August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Golf @ Eagle Mtn. (Citizens Bank Tournament)-10:00	6	7 Golf @ Red Apple Inn- 9:00	8	9
10	11 FB Parents meeting (7- 12), 7:00, high school cafeteria Golf @ Cooper's Hawk, 9:00	12	13	14 Open House	15 FB Media Day, 9:00 Golf @ Batesville Municipal, 9:00 (White River Water Carnival Tournament)	16
17	18 First Day of School	19 FB 2nd Annual Kickoff Dinner- Josie's Golf @ Cherokee Village, 4:00	20	21 VB Benefit Scrimmage @ Cave City (JR)	22 FB MEET THE SOUTHERNERS, 5:00	23 VB Benefit Scrimmage @ Cave City (SR)
24	25 Golf @ Cooper's Hawk, 3:30 VB vs. Cave City (7th, JR), 4:30	26 FB JR vs Jonesboro Westside scrimmage, 7:00 Golf @ Turkey Mountain, 3:30	27 PLC meetings	28 FB SR vs Jonesboro Westside and Greene County Tech scrimmage, 6:30 Golf @ Red Apple Inn, 3:30 VB @ Robinson (JV, Varsity), 4:30 Public Meeting for Southside High School's Proposed Conversion Charter Application 6:00 pm	29	30
31						66



## ANNOUNCEMENTS

August 26, 2014

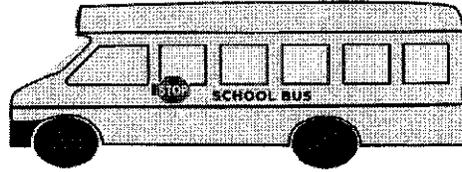
### Faculty:

- Morning duty Wednesday, Aug. 27: Mr. Hilton (main entrance-high school), Ms. Kimmer (cafeteria side entrance-high school), Mr. Gearhart (hallway-high school), Ms. Dickie (mini quad)
- Advisory duty this week:: Quad: Mr. Bennett, Mr. Edwards, Mini-Quad: Ms. Kimmer, Ms. Qualls, Cafeteria: Coach Weaver, Coach Simpson, Outside: Coach Johnston

### Students:

Thought for the Day: Those who bring sunshine to the lives of others cannot keep it from themselves. *Sir James Barrie*

1. In order to increase the security measures at SHS, the faculty, staff and students will be required to wear an ID badge on a lanyard. The ID badges are being donated by Centennial Bank and the lanyards are being donated by Sonic. This extra security measure will help the Jr. High and Sr. High faculty and staff as well as students in identifying people who are not authorized to step on either campus. Your safety is a number one concern of ours. In addition to the ID badges helping with safety, they will help with the efficient running of the library and cafeteria. All students will need to present their ID badge when receiving a tray at the lunchroom. All students will also need to present their ID badge when checking out library material such as books and electronic devices. Each student will be given 2 ID badges at no cost because Centennial Bank and Sonic have covered that charge for you. Thank those two businesses as you have the opportunity. If you come to school without your ID badge, you will be sent to the library for another ID badge. That 3rd and following badge(s) will cost \$5 each. If a student does not have \$5 at that time, they will still be issued an ID badge and they will be charged the \$5. Pictures will be taken on Thursday, August 28 beginning period 1 with seniors and progressing through the grades alphabetically. Students will be called through the intercom for pictures. Be prepared for your photo. It is basically a head shot. If you are not pleased with the photo, you can sign up for a retake at a cost of \$1. Retakes will be done at another date. I realize that this is not a popular decision. However, I am relying on your Southerner Spirit to see the value to increasing our security measures at SHS.
2. Please check out the sheet on the window outside of the LMC and write down the books you would like to have in our library.
3. The golf teams will need to be dismissed today at 1:30 for a match at Horseshoe Bend. Bus will leave at 1:45..
4. FBLA meeting tomorrow for anyone who would like to be involved with FBLA in Ms. J. Davis' room in the jr. high building during lunch.
- ★ 5. All Southside students and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma
6. **HWY 167 SHOWDOWN FOOD DRIVE: SOUTHSIDE VS. CAVE CITY** The school that collects the most canned food or non perishable food items September 5th at the football showdown will be awarded \$250 to the winning school's athletic department. The losing school will receive a pie in the face to a school administrator at the game. All food items will go to



## Announcements Tuesday August 26, 2014

### Lunch

**Pig in a blanket, French fries, Corn salad, Fruit cocktail, and milk**

**Teachers Do Not send students to the Nurse 10:25-11:05 that will be her lunch.**

***On Tuesday 8/26/14 Jr High will scrimmage Westside, here at 7pm***

***On Thursday 8/28/14, Sr. High will scrimmage Greene County Tech and Westside at 6:30pm.***

***This weeks POWER Tool is Pride in the Cafeteria- Remember to clean up after yourself, and get all things you need the first time in line.***

***Today starts the day students begin earning letters for the tailgating party. The Tailgating party will be in September. Students be sure to work hard to earn the letters so you don't miss out on all the fun!!***



***All Southside students and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.***



Novella Humphrey <novella.humphrey@southsideschools.org>

## Announcements

1 message

**Patsy Cummings** <patsy.cummings@southsideschools.org>

Tue, Aug 26, 2014 at 8:44 AM

To: District Faculty <districtfaculty@southsideschools.org>, JH Faculty <jh\_faculty@southsideschools.org>, JH Staff <jh\_staff@southsideschools.org>, District Staff <district\_staff@southsideschools.org>

# SOUTHSIDE

## JUNIOR HIGH ANNOUNCEMENTS

**AUGUST 26, 2014**

Thought for the day: "The only way to have a friend is to be one" –Ralph Waldo Emerson

All Southside students and families are invited to attend a public meeting on Thursday, August 28<sup>th</sup> at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.

Okay, Southside Junior High, we challenge you to help raise money for a family in Batesville whose father has ALS. Here's what you can do: Make a donation in Mrs. Cuzzort's room. There will be 6 containers for you to place your donations. One for Mr. Sitkowski, Mrs. Shetron, Mrs. Painter, Mrs. Keller, Mrs. Cuzzort, and Mrs. Sweat. The amount of money donated for each person will determine the size of the bucket of ice water that gets dumped on them. The more money, the bigger the bucket of ice water. For each \$1 donation, you will get a chance to be the bucket dumper. Let's Make a Difference for this family!!!

1. Golf Schedule for this week: @ Horseshoe Bend on Tuesday, August 26<sup>th</sup>. Golf Team will be dismissed at 1:30. Team Members are Sydney Sweat, Ciara Roberson, Jon Marc Branscum, and Dalton Freeman.

2. Southside t-shirts are for sale. You can pick up order forms in the office and turn in the order form with money to Mrs. Lorch in the library by Friday, September 5<sup>th</sup>.



[Kavella Humphrey <kavella.humphrey@southsideschools.org>](mailto:Kavella.Humphrey@southsideschools.org)

**(no subject)**

1 message

**Roger Rich** <[roger.rich@southsideschools.org](mailto:roger.rich@southsideschools.org)>

Wed, Aug 27, 2014 at 6:11 PM

To: District Faculty <[districtfaculty@southsideschools.org](mailto:districtfaculty@southsideschools.org)>, District Staff <[district\\_staff@southsideschools.org](mailto:district_staff@southsideschools.org)>

All Southside students, staff and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.

Listed below is some information for you concerning this process and to help provide you with talking points should you be asked questions.

Let me know if you have any questions or concerns.

Thanks.

R.Rich

—  
Roger Rich, Superintendent  
Southside School District  
70 Scott Drive  
Batesville, AR 72501  
870-251-2341 Phone  
870-251-3316 Fax

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 **Talking Points.docx**  
64K

**SOUTHSIDE HIGH SCHOOL  
PUBLIC HEARING**

For discussion of a proposed  
Conversion Charter School Application

August 28  
Southside High School  
Citizens Bank Quad  
8:00 a.m.

# Southside seeks charter

## *Public meeting scheduled for Aug. 28*

**SOUTHSIDE** — Administrators at Southside School District want to give their students choices and are hoping to be approved for a charter that they say would allow more flexibility for what it can legally offer.

The district submitted a letter of intent on July 17 to the Arkansas Department of Education asking for a "district conversion" charter and will hold a meeting at 6 p.m. Aug. 28 at the high school quad to discuss

the proposed application. Staff, parents and students are encouraged to attend the meeting to provide their input.

The proposed conversion would affect ninth through 12th grades and "better increase the career and college readiness" of students, if approved.

The "school within a school" conversion model for freshmen would allow students to receive technol-

ogy-driven instruction and provide alternative course offerings in addition to what the district already has, Superintendent Roger Rich said. "It would also give us an opportunity to establish innovative and authentic paths toward jobs and economic prosperity for our high school students as well as the Independence County region through such skill sets, training, certificates and degrees, all

SEE **SOUTHSIDE**, PAGE 3

### **SOUTHSIDE** (CONTINUED FROM PAGE 1)

while still being a high school student at Southside."

Career orientation classes would be a capstone for seventh- and eighth-graders entering "Southside Freshman Academy." By partnering with the University of Arkansas Community College at Batesville and offering concurrent classes, Rich said ninth through 12th grades would allow the district's "secondary and career and technology centers" to share infrastructure and resources.

If a student wants to take a college course rather than an elective they've already taken, for example, he or she could have the opportunity to attend UACCB and take a course that better fits their needs and wants because of the charter. "It just allows us a little more flexibility," Rich explained, noting the district wants to hear from the public including any opposition to the proposal.

Of the near 1,150 school districts in the state, Arkansas has 22 district conversion public charter schools, according to Kimberly Friedman, spokeswoman for the ADE. Six districts have applied for a conversion this year. The deadline to apply is Sept. 9. The state's charter authorizing panel will review applications in November and make its decisions in December.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing public school district. An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have. Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed members and are limited in number.

Although a school that is granted a conversion charter will be granted waivers from education law and rules, additional reporting requirements will be required; however, several hundred thousand dollars is up for grabs. If a district is approved for a conversion charter, it will be eligible to apply for the 2015 Planning and Implementation Grant. In 2013 this included up to \$483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, Friedman said.

# THE BATESVILLE DAILY Guard

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BATESVILLE, ARKANSAS



## Scrimmage walloping

Pioneerslobber Patriots 45-6

SEE PAGE 16

PRICE 75 CENTS

# Southside school discusses charter

By LACY MITCHELL  
Guard Staff Writer

SOUTHSIDE — When Roger Ried heard that the Southside School District was considering becoming a charter school, he wasn't sold on the idea.

Thinking "that's like a private upply thing," the high school principal said he soon learned "that's not what it is at all. It's enhanced opportunities."

With the new Common Core State Standards requiring more rigor from students in their work to see that they are college- and career-ready by the time they graduate high school, Southside is hoping that a district conversion charter status through a partnership with the University of Arkansas Community College at Batesville will provide students

SEE SOUTHSIDE, PAGE 3



PHOTO COURTESY OF SOUTHSIDE SCHOOL DISTRICT  
NOVELLA HUMPHREY, federal programs and curriculum coordinator at Southside School District, discusses courses, teaching methods and other details concerning a charter proposal the school is considering.

**SOUTHSIDE (CONTINUED FROM PAGE 1)**

with more than just a high school diploma, but a college one as well if they so choose.

About two dozen parents, Southside and UACCB staff turned out for a public hearing Thursday night to discuss and gain input about the Southside Freshman Academy and Southside Charter High School proposal, with Superintendent Roger Rich assuring those attending that the proposal is not to "change the district, but add to it." He also encouraged parents to express their concerns, if any.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing district. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have.

**'More flexibility'**

Being approved for a charter status will give the district "more flexibility and enhanced opportunities," Rich said, and administrators said they think that a partnership with the two-year college will aid in helping students become what the Arkansas Department of Education is already requiring of districts because of the new state standards. They hope a charter status will provide students with technical certificate options, receive concurrent college credits and graduate with "value-added" high school diplomas.

High school diplomas are needed to be successful, Rich said, "but if we can add to that, if they can leave here with 15-30 hours of college credit, they're going to have a leg up. ... We don't want you to leave here with a high school diploma; we want you to leave here with more value added to that."

A technical certificate in welding, for instance, would allow the student who wants to graduate and enter the workforce, not just those who know



**PARENTS OF Southside students listen as Deborah Frazier, chancellor at the University of Arkansas Community College at Batesville (standing, right), discusses a partnership between the college and the school if a charter proposal is approved while Dr. Brian Shonk, UACCB vice chancellor of academics (standing, left), looks on.**

gation of 16 career clusters, tours of UACCB and technical centers on the campus, advisory groups and guest speakers from local businesses and industries.

By ninth grade, students would have their own personalized learning plans, job shadow and learn "soft skills" from business leaders, such as the need for being on time, deadlines, etc. "Unfortunately students don't learn that till after graduation," Humphrey said, noting feedback the school receives from former students and hearing it from employers has more of an impact than from Mom or Dad.

In their sophomore year, students would continue to build their portfolios with embedded coursework to accelerate high school graduation requirements and the second semester, begin concurrent credits or technical certification at UACCB. As a senior, students continue their technology instruction and can begin an internship as part of their career readiness.

"We want to start small and

sooner they can get students thinking about their future, the better the retention rates when it comes to completing college. And, by starting out early, Ried added, "they will be that much more ahead of the game," with junior high principal George Sitkowski adding it will allow students to also know "what they do want to do, and what they don't want to do" instead of finding out later in college after taking a number of courses.

Dr. Brian Shonk, UACCB vice chancellor of academics who was present along with UACCB Chancellor Deborah Frazier, said such data is not unusual or isolated just to Southside, but is the case everywhere. UACCB also has been looking at ways to retain students and this is innovative way. With students leaving high school with the potential for technical certification or even an associate degree, their "earning power is much better," Shonk added.

When asked about cost and how it would affect low-income

**Deadline nears**

The district must have its application in by Sept. 9 which will be reviewed in November. If approved, implementation at Southside would begin fall 2015. Staff hope parents and students would be able to see available concurrent courses in January or February.

Of the near 1,150 school districts in the state, Arkansas has 22 district conversion public charter schools, Friedman said. Six districts have applied for a conversion this year.

Rich said the hope is to allow students to "take as many college courses they can while they're here" in order to take away some of the difficulty that comes with a student's freshman year at college. Ried added by saying he would prefer students "struggle under my roof" (in high school) as opposed to their first year away at college.

Added Rich, "The support system is a lot stronger here."

Rich encouraged attendees

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A technical certificate in welding, for instance, would allow the student who wants to graduate and enter the workforce, not just those who know they want to enter college.

The district looked to Mid-South Community College at West Memphis to base its model.

Southside's curriculum coordinator Novella Humphrey said at first she thought its model did not fit the needs of Southside as Southside students score at a much higher level, according to data, but the economic demographics of the areas were much the same "and that's where Southside could benefit," she said.

### College courses, internships before graduation

The proposed charter would affect ninth through 12th grades, if approved, by introducing career orientation classes in eighth grade to help students determine their "future story," or what they want to be. This includes investi-

gation of 16 career clusters, tours of UACCB and technical centers on the campus, advisory groups and guest speakers from local businesses and industries.

By ninth grade, students would have their own personalized learning plans, job shadow and learn "soft skills" from business leaders, such as the need for being on time, deadlines, etc. "Unfortunately students don't learn that till after graduation," Humphrey said, noting feedback the school receives from former students and hearing it from employers has more of an impact than from Mom or Dad.

In their sophomore year, students would continue to build their portfolios with embedded coursework to accelerate high school graduation requirements and the second semester, begin concurrent credits or technical certification at UACCB. As a senior, students continue their technology instruction and can begin an internship as part of their career readiness.

"We want to start small and continue to grow," Rich said of the plan, adding it's his hope to one day walk into the school's media center and see "kids working on different devices and taking college courses." This might mean they are on campus, or at UACCB most of the day and only at Southside to take extra-curricular courses they need.

### Retention decline

Rich said as he and others researched college-success rates, it was disturbing to find data showing that many students didn't complete college even when the college application process was part of their high school graduation requirements. "We found a lot starting, but a lot that didn't finish" for whatever reason. "We didn't have those (students) following through and achieving what we had hoped."

Administrators hope the

sooner they can get students thinking about their future, the better the retention rates when it comes to completing college. And, by starting out early, Ried added, "they will be that much more ahead of the game," with junior high principal George Sitkowski adding it will allow students to also know "what they do want to do, and what they don't want to do" instead of finding out later in college after taking a number of courses.

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When asked about cost and how it would affect low-income families, Rich said the state education department provides startup and implementation funding, which in years past has ranged anywhere from \$350,000-\$650,000. He said he would hope the grant would cover costs for a long time followed by business partners he's been in contact with who could help continue it after funding ran out, meaning parents won't have to pay.

According to Kimberly Friedman, spokeswoman for the Arkansas Department of Education, if a district is approved for a conversion charter, it will be eligible to apply for the 2015 Planning and Implementation Grant. In 2013 the grant included up to \$483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, Friedman said.

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Added Rich, "The support system is a lot stronger here."

Rich encouraged attendees to express their thoughts and concerns, saying, "We can be excited all day long, but we got to know how others feel too."

... We have nothing to gain from this — but our students have an enormous amount to gain ... to become extremely successful."

For questions or concerns, Rich can be contacted at the school at (870) 251-2341 or by visiting the administration office on campus.

Parent Gina Garrett, who has a sixth-grader, eighth-grader and senior attending Southside, said she is supportive of the implementation.

Colin Patterson, who has a child in the eighth grade and one in the 10th, agreed, noting the importance of doing all one can to enhance a student's potential beyond high school. "It's really good to get the kids as ready as you can."



## Southside School District to apply for charter school

Posted: Sep 05, 2014 7:41 PM CDT

Updated: Sep 05, 2014 7:44 PM CDT

Posted by Jessi Turnure - bio | email

BATESVILLE, AR (KAIT) - The Southside School District plans to submit a charter school application.

If the district's application is approved, Southside would partner with UACCB to offer college classes to high school students.

Southside High School Principal Roger Ried said this partnership would allow students to take courses in a classroom or online that correspond with their college major.

"This just opens up the possibilities for them," Ried said. "They could have that IT certification, that welding certification."

Student's current teachers would not change. Principal Ried said additional, UACCB instructors would teach the additional classes.

"They're going to be teaching those specific classes that our teachers might not even be certified to teach," he said.

Depending on the classes students enroll in, they would go to UACCB or a UACCB instructor would come to them.

"We want to do what's easiest, not have any barriers for them," Ried said.

The students would then earn enough college hours to start college at the sophomore level. Seniors would also have the opportunity to graduate with a high school diploma and an associate's degree.

"And with our agreement with UACCB, the price is fantastic," Ried said. "They work with us to discount classes and some materials, like books," Ried said.

He said college would also be more of an option for students. The district currently sends about 75 percent of students to college. A UACCB administrator said becoming a charter school could mean this percentage also finishes college.

"We've learned that if we can catch a student very early on in their educational career before they get to us, we can help them be more successful," said Brian Shonk, UACCB's Vice Chancellor for Academic Affairs.

Shonk and Ried's thought is if students can graduate from college earlier, they can also start their professional careers earlier.

"Employers are demanding more now," Shonk said. "There are a lot of skills students learn in high school, but they will learn more job skills through UACCB that are important that will help them be good workers from the very beginning."

He said the college and Southside will receive grant funds to offset some instruction costs, but the institutions also plan to solicit funds from local businesses.

"The goal is to engage business because this is about putting students in the workforce, setting them up for a good career and a good life," Shonk said. "We hope that we can engage businesses and they'll provide scholarship opportunities to help students attend college credit classes."

Shonk said he is targeting companies in the health care, manufacturing, social services and education industries. He said several companies in these fields have already partnered with UACCB, so he hopes that partnership would carry over if Southside becomes a charter school.

The Southside School District will find out if its request is approved in November.

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### WE RECOMMEND

- [JFD investigating arson](#)
- [Court affirms conviction of Region 8 man found guilty of raping, marrying daughter](#)
- [Elderly Region 8 couple found shot to death](#)
- [Auto mechanic allegedly leaves child porn in customer's car](#)
- [Gun company cuts ties with reality TV star](#)

### FROM AROUND THE WEB

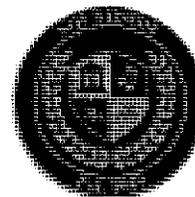
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**Southside Freshmen Academy  
and Southside Charter High School**

The mission is to equip each student to meet the individual challenges of his or her future story.

**Why?**

Train and provide students with skills for the 21<sup>st</sup> Century workforce.



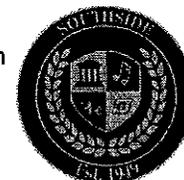
**Objectives**

Southside Charter High School strives to achieve:

- Improved student achievement through career-centered learning
- Increase student opportunities through a variety of technical offerings
- Provide students with expanded choices and concurrent credit courses
- Realign educational focus to meet career and college readiness
- Provide a Value-Added High School Diploma

**Student's Commitment**

- Personalized learning plan
- Multi-year commitment to program of study
- Value-Added High School Diploma
- Increased rigor of academic and career-ready curriculum



**Educational Need**

Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

**What are the next steps?**

- Conversion Charter Application
- School Board Approval
- Arkansas Department of Education Approval
- Develop Master Schedule and Pathways of Technical Certification and College Prep
- Student Placement
- Academy Model Fall 2015



**Proposed Progression**  
**Southside Freshmen Academy and Southside Charter High School**

**Mission:** The mission of the Southside Freshmen Academy and the Southside Charter High School is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Grade	Progression to future story
8	<b>Career Orientation Class</b> <ul style="list-style-type: none"> <li>• Investigation of the 16 career clusters</li> <li>• Tours of UACCB and technical centers on the campus</li> <li>• Guest speakers from local business and industry</li> <li>• Advisory groups to examine EXPLORE data</li> <li>• 9<sup>th</sup> grade CAP Conference with parents to examine EXPLORE data</li> <li>• Select 2-3 pathways for exploration in Keystone Experience (9<sup>th</sup> grade)</li> </ul>
9	<b>Keystone Course</b> <ul style="list-style-type: none"> <li>• Job Shadowing</li> <li>• Industry Tours</li> <li>• Local business and industry leaders teach “soft skills” for success</li> <li>• Begin Future Story Portfolio</li> </ul> 1:1 Technology Instruction First experience with self-directed, online learning (health and safety class) CAP Conference: select pathway to value added diploma
10	1:1 Technology Instruction continues Embedded Coursework to accelerate high school graduation requirements College/Career Readiness Seminar related to Future Story 2 <sup>nd</sup> Semester: begin technical certification and/or concurrent credit pathways at UACCB Continue to Build Future Story Portfolio
11-12	Flexible scheduling for course work dedicated to value-added diploma 1:1 Technology Instruction continues Digital Learning Options as needed for the challenges of Future Story College/Career Readiness Seminar related to Future Story Continue to Build Future Story Portfolio 12 <sup>th</sup> grade students can choose an internship experience as part of career readiness

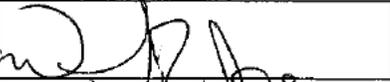
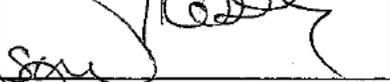


Southside Conversion Charter Public Meeting  
August 28, 2014

Printed Name	Signature	Email Address
Norella Humphrey	N Humphrey	
Natalie Humphrey	Natalie Humphrey	
Stephanie Miller	Stephanie Miller	
Brandon Dayberry	Brandon Dayberry	
Jacy Mitchell	Jacy Mitchell	
Brian Stark	B Stark	
Deborah Frazier	Deborah J Frazier	
Lynette Bray	Lynette Bray	
Miles Bray	Miles Bray	
Amanda Brazdon	Amanda Brazdon	
Gina Garrett	Gina Garrett	
Tim Stewart	Tim Stewart	
Brian McCord	Brian McCord	



Southside Conversion Charter Public Meeting  
August 28, 2014

Printed Name	Signature	Email Address
Tammy Roberson		
Charles Roberson		
Roger Rich		
Lisa Rich	Lisa Rich	





STATE OF ARKANSAS

# House of Representatives

REPRESENTATIVE

James McLean  
P. O. Box 2001  
Batesville, Arkansas 72503-2001

870-613-0617 Cell  
870-698-1399 Residence  
vote.james.mclean@gmail.com

DISTRICT 63

Counties:  
Part Independence

COMMITTEES:

Chairperson,  
Education

City, County and Local Affairs  
Local Government Personnel  
Subcommittee

Rules

Joint Budget

September 2, 2014

Roger Rich, Superintendent  
Southside Schools  
70 Scott Drive  
Batesville, AR 72501

Dear Mr. Rich:

I am pleased to support the Southside School District's application for the Conversion Charter School. I believe that the charter will provide the district the opportunity to equip students with the knowledge and skills necessary for today's workforce.

The residents of the Southside area and Independence County are committed to providing students with quality academic programs. The charter would allow learning pathways to be established for individual students. It would open the avenue of going straight to work after graduation with a technical certification for some students. For others, it would provide the jumps start needed to successfully complete a two-or four year college program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will help the Southside School District in improving the achievement of students, and will help to improve the economic health of the Southside area and Independence County.

Sincerely,

James McLean  
State Representative  
District 63



August 29, 2014

Mr. Roger Rich  
Superintendent, Southside School District  
70 Scott Drive  
Batesville, AR 72501

Dear Mr. Rich:

The University of Arkansas Community College at Batesville (UACCB) is proud to support Southside School District's progressive, innovative request to seek charter school status. The request exemplifies the district's continued desire to seek methods that promote educational goal obtainment for all learners.

UACCB supports the value-added high school diploma that anchors this request. Students earning this diploma will have options to earn industrial certifications or college credit hours. The collaboration will develop well prepared students that possess skills necessary for success in the workplace, a technical school or a college or university. In today's economy, the opportunity to leverage resources is a much needed outcome for families, the school district and the college.

A partnership between the Southside School District and UACCB can facilitate the development of a student's "future story," as well as, provide access to the education that allows the story to become a reality. Goals will be achieved through an environment that promotes understanding of the importance and value of achieving the student's story.

Again, it is my pleasure to offer this letter of support on behalf of Southside School District's request to seek charter school status. I will be glad to address any questions regarding this opportunity. I can be reached at 870-612-2001 or [debbie.frazier@uaccb.edu](mailto:debbie.frazier@uaccb.edu).

Sincerely,

Deborah J. Frazier  
Chancellor

University of Arkansas Community College at Batesville



TOLL-FREE (866) 622-3269  
www.badboymowers.com

(870) 698-0090  
102 Industrial Drive

FAX (870) 698-2123  
Batesville, Arkansas 72501

September 4, 2014

Mr. Roger Rich, Superintendent  
Southside Schools  
70 Scott Drive  
Batesville, AR 72501

Mr. Rich:

Upon hearing of Southside School District's application with UACCB for the Conversion Charter School, I wanted to show my support for this project. I truly believe that the charter will provide students with a base knowledge and set of skills all employers in today's workforce are requiring.

Although Southside and Independence County's demographics are constantly changing, the area has consistently proven that it is committed to producing students with quality academic backgrounds. It appears to me that the Conversion Charter School would give each student the opportunity to learn on an individual basis. Adding the charter would open opportunities for students that would not get that opportunity otherwise. For instance, a student could graduate high school with a technical certification, and be able to go straight to work to support their family. We already hire many graduates from Southside School District, however having this specialization would be advantageous for both the employee and us.

I believe the charter will not only help to improve students' accomplishments, but will also help with the growth of the Southside area and Independence County in its entirety. I support the conversion approach and believe it will be a benefit to Southside School District and Independence County.

Best Regards,

David Brogdon, Chief Financial Officer  
Bad Boy Mowers  
102 Industrial Drive  
Batesville, AR 72501



# FIRST COMMUNITY BANK

Member FDIC

*Where community comes first.*

1325 Harrison Street  
P.O. Box 4327  
Batesville, AR 72503  
(870) 612-3400  
(870) 612-3412 FAX

September 3, 2014

Roger Rich, Superintendent  
Southside Schools  
70 Scott Drive  
Batesville, AR 72501

Dear Mr. Rich,

One of the challenges facing every community is having a well-developed work force. Education is at the heart of building a work force that will draw businesses to our area and keep them here. At First Community Bank, we are excited that the Southside School District is seeking conversion to a charter school and fully support the application.

The Southside School District has always had the reputation for providing excellent educational opportunities for students. The program you have outlined as a charter school will enhance the academic foundation of your students by meeting their diverse needs and preparing them for a smooth transition from high school, to immediate employment, targeted study at a two or four year college or training in a technical trade.

As a charter school, you will not only be providing new opportunities for young adults, Southside Schools will be strengthening the Southside area and all of Independence County. We anticipate that as a charter school, you will empower the young people of this community to attain jobs that will support families, schools and will boost the local economy. You can depend on First Community Bank to support the Southside School District in this endeavor.

Sincerely,

Dale Cole  
Chairman and CEO  
First Community Bank

Additional Letters of Support Available for Review:

State Senator David Wyatt, District 19

Ted Hall, Executive Director of the White River Area Agency on Aging

Karen Ryan, CEO of Vital Link EMS Service

T.W. Halford, President of TWH Enterprises

Dr. Steven Collier, CEO of ARcare

Phil Ballwin, CEO and President of Citizens Bank

Mincie Thomas, Administrator Mountain Meadows Health and Rehabilitation

# High School Bell Schedule

7:50	Warning Bell (Pulse)	
7:55	Tardy Bell	Period One
8:45	Class Ends Bell	
8:49	Warning Bell (Pulse)	
8:50	Tardy Bell	Period Two
9:45	Class Ends Bell	
9:49	Warning Bell (Pulse)	
9:50	Tardy Bell	
10:05	Class Ends Bell	
10:09	Warning Bell (Pulse)	
10:10	Tardy Bell	Period Three
11:05	Class Ends Bell	
11:09	Warning Bell (Pulse)	
11:10	Tardy Bell	Period Four
12:00	Class Ends Bell	
12:25	Class Ends Bell	
12:34	Warning Bell (Pulse)	
12:35	Tardy Bell	Period Five
1:25	Class Ends Bell	
1:29	Warning Bell (Pulse)	
1:30	Tardy Bell	Period Six
2:20	Class Ends Bell	
2:24	Warning Bell (Pulse)	
2:25	Tardy Bell	Period Seven
3:15	Class Ends Bell	

# Southside School District 2015-2016 School Calendar

July 15						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	26
26	27	28	29	30	31	

August 15						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 15						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24			28	
29	30					

December 15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Pre-School: (870) 251-2297  
 Elementary: (870) 251-2661  
 Middle School: (870) 251-2332  
 Jr High: (870) 251-4003  
 High School: (870) 251-2662  
 HIPPY (870) 251-4024

August 12-13 Staff Development  
 August 13 Open House  
 August 17 Classes Begin  
 September 7 Labor Day Holiday (No School)  
 October 16 End of 1st Quarter (44 Student Days)  
 October 20 Parent Teacher Conference K-12 (3:30-7:00 pm)  
 October 21 Staff Development (No School)  
 November 25-27 Thanksgiving Holiday (No School)  
 December 18 End of 2nd Quarter (42 Student Days)  
 End of 1st Semester (86 Student Days)  
 Dec. 21 -Jan. 1 Christmas Break  
 January 4 Classes Resume  
 February 15 Presidents' Day  
 March 11 End of 3rd Quarter (50 Student Days)  
 March 17 Parent Teacher Conference K-12 (3:30-7:00 p.m.)  
 March 21-25 Spring Break (with Good Friday)  
 May 24 End of 4th Quarter (42 Student Days)  
 End of 2nd Semester (92 Student Days)  
 End of School Year (178 Student Days)

First Inclement Weather Day:  
 Second Inclement Weather Day:  
 Third Inclement Weather Day:  
 Fourth Inclement Weather Day:  
 Fifth Inclement Weather Day:  
 Sixth Inclement Weather Day:  
 Seventh Inclement Weather Day:  
 Other Inclement Weather Day: All other days added to the end

	Significant Calendar Events
X	Non Student Day or No School
	Inclement Weather Day

School Board Adopted

January 16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 16						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 16						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24		
27	28	29	30	31		

April 16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 16						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

<http://southsideschools.org>  
 70 Scott Drive  
 Batesville, AR 72501  
 Administration: (870) 251-2341



SOUTHSIDE SCHOOL DISTRICT  
70 SCOTT DRIVE  
BATESVILLE, AR 72501

2014-2015 CERTIFIED SALARY SCHEDULE

Experience	B	B + 15	M	M with=>45
0	31,235.00	31,735.00	35,360.00	35,860.00
1	31,835.00	32,335.00	35,960.00	36,460.00
2	32,435.00	32,935.00	36,560.00	37,060.00
3	33,035.00	33,535.00	37,160.00	37,660.00
4	33,635.00	34,135.00	37,760.00	38,260.00
5	34,235.00	34,735.00	38,360.00	38,860.00
6	34,835.00	35,335.00	38,960.00	39,460.00
7	35,435.00	35,935.00	39,560.00	40,060.00
8	36,035.00	36,535.00	40,160.00	40,660.00
9	36,635.00	37,135.00	40,760.00	41,260.00
10	37,235.00	37,735.00	41,360.00	41,860.00
11	37,835.00	38,335.00	41,960.00	42,460.00
12	38,435.00	38,935.00	42,560.00	43,060.00
13	39,035.00	39,535.00	43,160.00	43,660.00
14	39,635.00	40,135.00	43,760.00	44,260.00
15	40,235.00	40,735.00	44,360.00	44,860.00
16	40,835.00	41,335.00	44,960.00	45,460.00
17	41,435.00	41,935.00	45,560.00	46,060.00
18	42,035.00	42,535.00	46,160.00	46,660.00
19	42,635.00	43,135.00	46,760.00	47,260.00

**ADMINISTRATIVE SALARIES**

Administrative Salaries are indexed at highest point on salary schedule

Position	Index	Salary
Superintendent	2.08357	\$98,470.00
Asst. Superintendent	1.58966	\$75,127.00
Principal	1.45832	\$68,920.00
Asst. Principal	1.20452	\$56,926.00
Fed. Prog/PD Coordi	1.58966	\$75,127.00
Instruct.Fac/Academ	1.1721	\$55,429.00

**EXTENDED CONTRACTS**

5 additional days	102.63%
10 additional days	105.26%
20 additional days	110.53%
30 additional days	115.79%
40 additional days	121.05%
55 additional days	128.95%

Approved by board on June 23, 2014

Vonda Crowl, Board President

Fringe benefits, which are not included in the above salary schedule, that are paid for all contracted certified personnel working a minimum of 20 hrs/week include:

Dental Insurance - \$270.96 per year

Long Term Disability Insurance - \$0.29 per \$100.00 of salary

Health Insurance - Southside School District contributes \$181.00 (\$151.00 state man-dated plus up to an additional \$30.00) monthly for each person who participates in the health insurance provided through Employee

Benefits Division (EBD).

**2014 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

  
\_\_\_\_\_  
Signature of Superintendent of School District

9/8/14  
\_\_\_\_\_  
Date

Roger Rich  
\_\_\_\_\_  
Printed Name

2014-2015 Application Cycle

# **2013 ESEA Information**

Southside Charter High School

Southside School District

District: **SOUTHSIDE SCH DIST(INDEPENDENC** Superintendent: **ROGER RICH**  
 School: **SOUTHSIDE SCH DIST(INDEPENDENC** Principal:  
 LEA: **3209000** Grades: **K-12**  
 Address: **70 Scott Drive** Enrollment: **1622**  
 Batesville, AR **72501** Attendance (3 QTR AVG): **96.55**  
 Phone: **870-251-2341** Poverty Rate: **55.61**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	810	811	99.88	916	922	99.35
Targeted Achievement Gap Group	470	471	99.79	546	552	98.91
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic	37	37	100.00	40	40	100.00
White	752	753	99.87	856	862	99.30
Economically Disadvantaged	437	438	99.77	512	516	99.22
English Language Learners	26	26	100.00	29	29	100.00
Students with Disabilities	84	84	100.00	92	94	97.87

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	622	769	80.88	81.38	91.00	420	539	77.92	82.53	93.00
Targeted Achievement Gap Group	338	449	75.28	76.31	91.00	224	307	72.96	78.87	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1867	2315	80.65	81.38	91.00	1303	1598	81.54	82.53	93.00
Targeted Achievement Gap Group	1085	1451	74.78	76.31	91.00	758	982	77.19	78.87	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23					72.23	
Hispanic	23	30	76.67	81.48		12	18	66.67	92.43	
White	583	721	80.86	81.36		398	509	78.19	82.20	
Economically Disadvantaged	330	420	78.57	78.01		218	292	74.66	79.48	
English Language Learners	14	20	70.00	80.77		7	11	63.64	100.00	
Students with Disabilities	32	81	39.51	39.72		20	40	50.00	37.94	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	684	869	78.71	87.58	92.00	312	539	57.88	79.87	81.00
Targeted Achievement Gap Group	388	523	74.19	84.77	92.00	151	307	49.19	76.19	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2150	2596	82.82	87.58	92.00	1091	1598	68.27	79.87	81.00
Targeted Achievement Gap Group	1300	1640	79.27	84.77	92.00	616	982	62.73	76.19	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23					44.44	
Hispanic	22	33	66.67	92.43		8	18	44.44	100.00	
White	623	790	78.86	87.43		299	509	58.74	79.78	
Economically Disadvantaged	371	493	75.25	85.27		147	292	50.34	76.70	
English Language Learners	16	23	69.57	94.79		4	11	36.36	90.74	
Students with Disabilities	51	89	57.30	67.54		12	40	30.00	57.45	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	100	109	91.74	83.48	94.00
Targeted Achievement Gap Group	56	60	93.33	82.14	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	281	325	86.46	83.48	94.00
Targeted Achievement Gap Group	152	183	83.06	82.14	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				16.67	
Hispanic					
White	91	99	91.92	85.25	
Economically Disadvantaged	50	53	94.34	82.53	
English Language Learners					
Students with Disabilities	17	18	94.44	78.26	

District: **SOUTHSIDE SCH DIST(INDEPENDENC** Superintendent: **ROGER RICH**  
 School: **SOUTHSIDE HIGH SCHOOL** Principal: **ROGER RIED**  
 LEA: **3209039** Grades: **09-12**  
 Address: **70 Scott Drive** Enrollment: **485**  
 Batesville, AR 72501 Attendance (3 QTR AVG): **95.02**  
 Phone: **870-251-2662** Poverty Rate: **50.93**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	102	102	100.00	208	213	97.65
Targeted Achievement Gap Group	56	56	100.00	132	137	96.35
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White	95	95	100.00	199	204	97.55
Economically Disadvantaged	49	49	100.00	124	127	97.64
English Language Learners						
Students with Disabilities	14	14	100.00	22	24	91.67

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	79	98	80.61	74.06	91.00
Targeted Achievement Gap Group	42	52	80.77	64.65	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	235	309	76.05	74.06	91.00
Targeted Achievement Gap Group	120	178	67.42	64.65	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23	
Hispanic				100.00	
White	74	91	81.32	73.07	
Economically Disadvantaged	41	47	87.23	69.44	
English Language Learners				80.77	
Students with Disabilities	7	12	58.33	33.33	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	176	199	88.44	90.80	92.00
Targeted Achievement Gap Group	111	127	87.40	88.78	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	472	530	89.06	90.80	92.00
Targeted Achievement Gap Group	303	345	87.83	88.78	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23	
Hispanic				76.19	
White	170	191	89.01	91.20	
Economically Disadvantaged	105	120	87.50	89.13	
English Language Learners				72.23	
Students with Disabilities	19	21	90.48	91.67	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	100	109	91.74	83.48	94.00
Targeted Achievement Gap Group	56	60	93.33	82.14	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	281	325	86.46	83.48	94.00
Targeted Achievement Gap Group	152	183	83.06	82.14	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				16.67	
Hispanic					
White	91	99	91.92	85.25	
Economically Disadvantaged	50	53	94.34	82.53	
English Language Learners					
Students with Disabilities	17	18	94.44	78.26	

2014-2015 Application Cycle

# **Warren High School Summary**

Warren High School  
Warren School District

# Warren High School

**School District:** Warren School District  
**Grade Levels:** 9-12  
**Student Enrollment Cap:** 600  
**Address of Proposed Charter:** 803 N. Walnut, Warren, 71671

## Mission Statement

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential as measured by on-pace, behind-pace, and accelerated learners.

## Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

Arkansas Code Annotated §6-23-201 states “The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.” The public meeting for Warren High School was held on August 7, 2014. Newspaper notices were run on July 23rd, July 30th and August 6<sup>th</sup>, which does not meet the requirements as outline in §6-23-201. ADE is working with the applicant to correct the deficiency and the applicant may bring documentation of the correction to the charter authorizing panel hearing.

## Documentation Provided in Support of the Charter

### Letters of Support Included in Application

Jeff Wardlaw State Representative, District 8  
Jerry Daniels President, Warren School Board

### Additional Letters of Support (Available for Review)

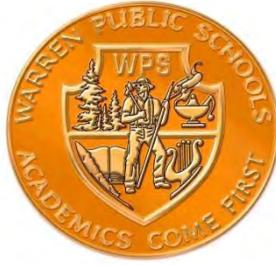
Eddie Cheatham State Senator, District 26

2014-2015 Application Cycle

**Additional Materials  
Submitted by the  
Applicant for the Hearing**

Warren High School

Warren School District



# **WARREN SCHOOL DISTRICT**

“We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society.”

## **STRATEGIC DESIGN**

### **CLOSING THE ACHIEVEMENT GAP (CTAG)**

WSD defines “Mission” as: our purpose; why we exist.

#### **WSD Mission Statement:**

***“We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society.”***

Adopted: 8.31.09

Revisited: 5.25.10

Revisited: 1.24.13

**WSD defines “Core Values” as: principles that guide our behavior and govern how we will work together as we carry out the mission and vision of our school district.**

## **WSD Core Values:**

**Accountability:** *taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes.*

**Alignment:** *purposeful, direct matching of decisions, resources, and organizational structures with our mission and vision.*

**Communication:** *two-way process of reaching mutual understanding and transparency in exchanging information, news, and ideas, as well as developing rapport through open relationships with all stakeholders.*

**Courage:** *mental or moral strength to venture, persevere, take initiative, take risks breaking the mold, and withstand fear or difficulty.*

**Data Driven:** *ensuring new undertakings are supported by data; research based.*

**Efficiency:** *doing more with less; “getting the biggest bang for the buck”, wise use of resources*

**Excellence:** *desire for, commitment to, and pursuit of the highest quality in any undertaking, process, product, result or attitude in an on-going effort for continuous improvement.*

**Integrity:** *embodiment of honesty, fairness, trustworthiness, honor, mutual respect, and consistent adherence to high-level moral principles.*

**Teamwork:** *Working collaboratively and cooperatively toward achieving a common recognized end.*

**WSD defines Core Beliefs/Guiding Principles as: statements that are grounded in research; proven rules that guide our work; what we know to be true.**

## **WSD Shared Core Beliefs/Guiding Principles**

### ***WSD beliefs about Students and Student Learning:***

All students can learn.

Students learn in different ways and in different timeframes.

Students learn best in a safe, respectful, threat-free environment.

Active engagement (minds-on) is essential for optimal student learning.

Student learning is enhanced when it is goal-oriented; relevant; purposeful; and applicable to real-world.

Student learning is fostered by frequent, specific feedback.

Students can and should take ownership and responsibility in their learning and have a voice in how to demonstrate their learning.

### ***WSD beliefs about Teachers and Teaching:***

Teachers have a greater impact on student learning when they are knowledgeable about instruction, content, and their students.

Teachers have a stronger impact on student learning when they are role models of lifelong learning, collaboration, and continuous improvement.

Teachers have a greater impact on student learning when they are patient, passionate, learning facilitators who genuinely care about students and their learning.

Teachers set the conditions for motivation and for a safe, respectful, threat-free, joyful learning environment.

Teachers can impact learning when they demonstrate the appropriate use of humor in the classroom.

As the single most important factor in students' learning, teachers are confident and instill confidence in their students.

Teachers have a more profound impact on student learning when supported by parents/guardians involvement.

### ***WSD beliefs about Adult Learning and Professional Learning Communities:***

All stakeholders in the community are partners in educating the students in WSD.

Adult learning is purposeful and specific, designed to improve content knowledge and skills.

Professional Learning Communities (PLCs) function effectively when all members are committed to collaboration and sharing of ideas to promote student learning.

PLCs provide involvement opportunities for all staff and encourage innovation.

PLCs function effectively when a clear purpose and direction are established.

PLCs function effectively when they align practices to support our guiding principles that students learn in different ways and different time-frames.

PLCs function effectively when all members encourage learning through research and investigation and are future-focused.

PLCs embrace cultural diversity.

PLCs function effectively when all members welcome accountability.

PLCs function effectively when all members are committed to the mission and vision with willingness to embrace change.

**WSD defines vision as: a photograph in words of how we see our future**

## **WSD Vision for Learning**

### *What learning is like for our students:*

WSD students know what their learning goals are, they are challenged, they are successful, they are actively engaged, and they want to meet their learning goals because learning experiences are matched to their developmental learning levels, learning styles, and interests.

Students advance through learning levels as they demonstrate proficiency. Students have voice, and choice in how to demonstrate proficiency and feel ownership of the learning process.

Students are grouped and regrouped based on their learning levels and learning needs. Time is the variable; learning is the constant.

## **WSD Vision for Instruction**

### *How we will help our students learn:*

WSD utilizes customized instruction to meet the unique learning needs of each student to prepare them for a global society. Grade levels have been eliminated resulting in a shift from “what grade is he in” to “what is he learning now”.

Student learning and motivation will be enhanced through technology integration.

Explicit instruction will be based on student learning goals.

Learning and demonstrating learning through real-world problem solving and projects are the norm.

Teachers serve as facilitators of learning.

## **WSD Vision for Curriculum**

### *What we want our learners to learn:*

A guaranteed and viable (doable) curriculum for each level of learning and each content area is based on required state standards and is written in a format that makes it clear what students must know and be able to do to be proficient.

The curriculum is designed to include student voice and choice in demonstrating proficiency and its design allows for learning opportunities 24/7.

The curriculum is relevant to preparing students for life which means the curriculum will be updated when new and relevant content/skills emerge.

## **WSD Vision for Assessment/Evidence of Learning**

### *How we will know what students have learned:*

Assessments measure the learning goals of our guaranteed, viable, and rigorous curriculum. Our definition of assessment extends to include any collection of evidence demonstrating what a student knows and can do in relation to the learning goals.

Because students must demonstrate learning at a 3 or try again, achievement gaps are eliminated resulting in higher achievement scores (state mandated tests, ACT, etc.) and resulting in more colleges and employers seeking Warren graduates.

## **WSD Vision for Technology**

### *How we will use technology to increase access to learning opportunities:*

All students will have the same access to technology at home and school giving them 24 hour access to learning through technology and giving parents 24 hour access to student learning records, to the curriculum, and to resources to use with their child.

Teachers use technology as one means of accelerating student learning when appropriate to challenge and motivate.

Technology acquisition is based upon what is most impactful for student learning.

## **WSD Vision for Personnel**

### *Who will be our teachers, leaders, and support staff and how will we ensure quality personnel?*

All personnel decisions are made with the best interests of students in mind.

Teachers, administrators, and support staff are highly qualified professionals who genuinely care about students and are committed to our mission and vision through the use of research-based practices. All staff members demonstrate high expectations for student learning and adult learning and they understand the importance of reflection and collaboration.

## **WSD Vision for Stakeholder Partnerships**

### *How the community will support student learning:*

The responsibility for educating our students is shared by family, school, and community.

Members of the community are familiar with and in support of WSD vision for student learning.

It is common to see parents and members of the community involved in various ways including providing additional, real-life learning opportunities for students (i.e. mentoring, job shadowing, and apprenticeships). Students, staff, and community work together to grow Warren's economy.

WSD facilities are safe, clean, inviting and include state-of-the-art technologies and other needed resources to support student learning.

# ADE

# Evaluation and

# Applicant

# Responses

## Warren High School

### **PART A - GENERAL INFORMATION**

**School District:** Warren School District

**Grade Levels:** 9-12

**Enrollment Cap:** 600

**Address of Proposed School:** 803 N. Walnut, Warren, AR 71671

### **PRE-APPLICATION MATERIALS**

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

**Evaluation Criteria:**

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

### **PART B EXECUTIVE SUMMARY**

The Arkansas Department of Education requires all applicants to include an executive summary.

**Evaluation Criteria:**

A mission statement (with content to be evaluated for Prompt #2 of Part C)  
The key programmatic features of the proposed charter school

**Fully Responsive**

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC HEARING RESULTS

#### Evaluation Criteria:

- A thorough description of the results of the public hearing
- Evidence of public support exhibited at the hearing
- Documentation of required notice published to garner public attention to the hearing
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

#### Partially Responsive

##### Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 “The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting**” The Meeting was held on August 7, 2014. Newspaper notices were ran on July 23<sup>rd</sup>, July 30<sup>th</sup> and August 6<sup>th</sup>. Provide any additional documentation to show compliance with §6-23-201.

The notice was published 3 consecutive weeks in the Eagle Democrat prior to the public hearing, and in addition, it was published on Saline River Chronicle, our online newspaper, beginning Friday, July 18, 2014, and those ads remained visible through August 7. Saline River Chronicle has an average readership of 50,000 per week; the Eagle Democrat’s highest circulation per week is 3,649.

We realize now that we misinterpreted the requirement of 3 weeks in advance, and instead posted the ad in a newspaper having general circulation in the school district in which the school will be located **3 times** prior to the hearing in our local paper, Eagle Democrat, which is a **weekly publication**. So we actually went beyond requirements if the online paper is considered along with the 3 weeks of publication in the local paper. Also, as you can see from the attachments to the charter, it was advertized in a number of other ways as well.

This is our 4th public hearing on the SBE concept and we have continued various sessions for parents as well as many sessions at civic organizations through the years in order to inform parents and patrons of the standards-based design.

## C2: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### **Evaluation Criteria:**

- A mission statement that is clear and succinct

### **Fully Responsive**

#### **Concerns and Additional Questions**

## C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### **Evaluation Criteria:**

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

### **Partially Responsive-FULLY RESPONSE (BASED ON RESPONSE)**

#### **Concerns and Additional Questions**

The 2013 ESEA data entered for Warren School District and Warren High Schools does not match the current 2013 ESEA information found at <https://adedata.arkansas.gov/arc/>. Please review and provide the correct data.

The data has been reviewed and corrected charts are listed on the following page.

DISTRICT DATA			
District Name	Warren School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	70.68	68.01	92.38
Targeted Achievement Gap Group	62.93	62.73	93.51
African American	57.02	52.07	94.74
Hispanic	69.62	72.56	89.47
White/Caucasian	79.19	76.23	91.67
Economically Disadvantaged	63.40	63.19	93.06
English Language Learners/ Limited English Proficient	34.78	54.17	na
Students with Disabilities	15.07	20.00	100.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Warren School District		
Campus Name	Warren High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	63.54	71.74	92.38
Targeted Achievement Gap Group	53.62	73.17	93.51
African American	54.29	60.00	94.74
Hispanic	64.29	85.00	89.47
White/Caucasian	70.21	80.00	91.67
Economically Disadvantaged	52.94	72.84	93.06
English Language Learners/ Limited English Proficient	na	na	na
Students with Disabilities	na	na	100.00

## C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and

- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

### Fully Responsive

## C5: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

### Fully Responsive

#### Concerns and Additional Questions

Explain the grading conversion system including the following:

List what courses are considered “core courses” and what are considered “non-core courses” as referenced on attachment A34

We feel strongly that the core courses are the academic foundational cornerstones needed to prepare learners for life whether that is high school to work, high school to technical school, or high school to college. We believe in offering our learners the opportunity for a broad range of non-core courses as well including opportunities for technical courses so that they can have learning experiences that will help guide them in their career pathway. Core courses are English/Language Arts Courses, Math Courses, History/Social Studies Courses, and Science Courses.

Explain when the students’ grade will be converted, and how it will be converted, if the student transfers to another school during the middle of a semester or course

Learners’ grades will be converted **at the completion of the course** to be placed on the transcript, when a student transfers out of district, and at traditional semester time frames for Arkansas Athletic Association purposes. A conversion chart, which is in the attachments of the application, will be used to convert the grades.

On attachment A36 “Reporting Credit on Transcripts” explain how a “core course” grade will be entered if a student is below 3.0 at the end of 12<sup>th</sup> grade. Explain

how a “non-core course” will be listed for a student who is below a 2.5 at the end of 12<sup>th</sup> grade.

A learner classified as a senior, as with all learners regardless of classification, will not receive credit until the course is completed. Completion means that evidence of proficiency for all measurement topics has been demonstrated.

If the learner who is classified as a senior has **below a 3.0 in a core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *but is attempting to do so*, an IP (In Progress) will be recorded on the transcript until the course is completed successfully. The IP does not count for or against the GPA.

If the senior has **below a 3.0 in a core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *and is not attempting to do so*, an NP (No Progress) will be recorded on the transcript. The NP on the transcript will count against the GPA as an F in a traditional system does.

Learners classified as seniors with either of these scenarios will have “**extended high school**” opportunities to complete requirements.

If the learner who is classified as a senior has **below a 2.5 in a non-core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *but is attempting to do so*, an IP (In Progress) will be recorded on the transcript until the course is completed successfully. The IP does not count for or against the GPA.

If the senior has **below a 2.5 in a non-core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *and is not attempting to do so*, an NP (No Progress) will be recorded on the transcript. The NP on the transcript will count against the GPA as an F in a traditional system does.

Learners classified as seniors with either of these scenarios will have “extended high school” opportunities to complete requirements.

Explain why the conversion chart is different for “core courses” and “non-core courses”.

We feel strongly that the core courses are the academic foundational cornerstones needed to prepare learners for life whether that is high school to work, high school to technical school, or high school to college.

We believe in offering our learners the opportunity for a broad range of non-core courses as well including opportunities for technical courses so that they can have learning experiences that will help guide them in their career pathway. Because we will go in such depth with 3.0 requirement in core courses, we will allow a 2.5 in non-core **which is still above state requirement**.

Although a 3 is the target in core and 2.5 in non-core; students will have opportunities to pursue a 4. We have spent many months planning this model and have examined procedures, policy, and law in regards to building this model including meeting with the Arkansas Activities Association to ensure that they understood the model and how we will be not only meeting, but exceeding their current requirements.

## C6: CHARTER MODEL

### **Evaluation Criteria:**

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

**Concerns and Additional Questions**

## C7: AUTONOMY

### **Evaluation Criteria:**

A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar.

**Fully Responsive**

**Concerns and Additional Questions**

## C8: SCHOOL IMPROVEMENT PLAN

### **Evaluation Criteria:**

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## C9: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### **Evaluation Criteria:**

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

### **Fully Responsive**

## C10: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

### **Evaluation Criteria:**

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students
- 

### **Fully Responsive**

### **Concerns and Additional Questions**

**Confirm that the charter will comply with all state and federal requirements for special education.**

**Warren High School confirms that we will comply with all state and federal requirements for special education.**

## C11: ANNUAL PROGRESS REPORTS

### Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

### Fully Responsive

### Concerns and Additional Questions

## C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

### Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

### Fully Responsive

### Concerns and Additional Questions

Confirm the understanding that in the event of requesting an enrollment cap increase, the state board of education and the charter authorizing panel are both authorizers.

Warren High School confirms the understanding that in the event of requesting an enrollment cap increase, the state board of education and the charter authorizing panel are both authorizers. Our enrollment cap was set above our current enrollment to allow for growth.

## C13: PRIOR CHARTER INVOLVEMENT

### **Evaluation Criteria:**

- A complete Prior Charter Involvement Template for each individual connected with the propose charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

### **Fully Responsive**

## C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### **Evaluation Criteria:**

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

### **Fully Responsive**

### **Concerns and Additional Questions**

Explain if the professional qualification listed are minimum qualifications, or desired qualifications.

The professional qualifications listed are minimum qualifications. Warren High School does not wish to waive licensure standards.

## C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### **Evaluation Criteria:**

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## C16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

### **Evaluation Criteria:**

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## C17: FOOD SERVICES

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## C18: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

- A plan for involving parents and guardians in the school's education programs
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

**Fully Responsive**

## C19: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

### **Evaluation Criteria:**

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

**SEE LEGAL COMMENTS**

## C20: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**SEE LEGAL COMMENTS**

## C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### **Evaluation Criteria:**

- The plan to ensure the sustainability of the charter in the future.

**Fully Responsive**

### **Concerns and Additional Questions**

2014-2015 Application Cycle

# **Legal Review of Waivers Requested**

Warren High School  
Warren School District

**Warren High School  
Waivers Requested in Original Application  
2014 District Conversion Application**

**1. Teaching Load**

**Sections 10.02 of the Standards for Accreditation; specifically subsection and 10.02.5**

*In order to fully implement our unique curricular offerings, Warren High School requests a waiver of the Teaching Load requirements. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worth of a waiver under Subsection 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, only on an as needed basis.*

**Legal Comments:** None

**Remaining Issues:** None

**2. Class Size**

**Sections 10.02.5 of the Standards for Accreditation**

*Warren High School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the student-teacher ratio will not exceed thirty-five (35) students to accommodate movement of students. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worth of a waiver under Section 10.02.5 of the Standards Rules.*

**Legal Comments:** None

**Remaining Issues:** None

**3. Grading Scale**

**Ark. Code Ann. § 6-15-902 and the ADE Rules Governing the uniform Grading Scale**

*To the extent that a waiver is necessary from the above statutes and Rules, Warren High School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized b Warren Middle School will be*

*more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard). There will be a conversion chart used so that WHS can put a letter grade on a student's transcript. WHS will use the State's electronic transcript.*

**Legal Comments:** None

**Remaining Issues:** None

#### **4. APSCN Grade Coding**

**Ark. Code Ann. § 6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation, and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN)**

*The applicant requests a waiver of the above referenced statute and rules, if necessary, and/or technical assistance from the Department of Education for the following purposes:*

- a) We will manually input the converted letter grade into the system transcripts if we have to, but we would like to request the Department of Education's technical assistance to assure a bridge from our electronic grading system (Educate) to APSCN/eSchool.*
- b) Grades will be put on the transcript at the completion of the course (we refer to courses as seminars), not at semester.*
- c) The last day of a traditional semester, we will use the conversion chart (attached to this application) to determine eligibility status for extracurricular activities. We will follow the same process in May-so we are abiding by Arkansas Activities Association rules.*

**Legal Comments:** None

**Remaining Issues:** None

#### **5. ACTAAP**

**Ark. Code Ann. § 6-15-401 et seq. and the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Programs and the Academic Distress Program**

*Because our learners will complete seminars at various points in time, we need a waiver to allow for testing (PARCC Performance Based Assessment (PBA) in the testing window after the learner has completed 75% of the Measurement of Topics in a seminary (and the End of the Year in the testing window following the PBA they have taken).*

**Legal Comments:** The authorizer lacks the authority to grant waivers of accountability provisions.

**Response:** *Warren High School is not asking a waiver from accountability; we are only asking for flexibility in the testing window assigned for learners to complete the testing as described. All learners will complete each required assessment.*

**Remaining Issues:** The testing window is part of ADE's contractual agreement with its testing company and cannot be waived. If approved, the Applicant may be able to utilize the midyear testing window. ADE staff can offer assistance exploring this option.

## **6. Gifted and Talented**

### **Ark. Code Ann. § 6-20-2208(c)(6) Monitoring of Expenditures and 6-42-101 et seq. Section 18.0 of the Standards for Accreditation ADE Rules Governing Program Approval Standards**

*This waiver request is to allow for appropriate pre-Advanced Placement (AP) designation at the conclusion of the course/seminar. To earn Pre-AP designation, a student would be required to go beyond the target of 3 in 80% of the measurement topics of the seminar.*

*All components of the GT program and the effectiveness of educational opportunities provided for GT students are evaluated annually. WHS proposes to craft an evaluation instrument that provides accurate, timely, and relevant information to be used in creating goals.*

**Legal Comments:** Rather than a waiver of Ark. Code Ann. § 6-42-101 et seq., only § 6-42-109 is necessary.

**Response:** *The Applicant wishes to amend its waiver request for Ark. Code Ann. Sec. 6-42-101 et. seq. to only Ark. Code Ann. Sec. 6-42-109. The remainder of the waiver request remains the same.*

**Remaining Issues:** None

## **7. Clock Hours**

### **Section 14.03 of the ADE Rules Governing Standards for Accreditation (concerning required clock hours for units of credit)**

*The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of request, the applicant hereby affirms that it will*

*adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.*

**Legal Comments:** None

**Remaining Issues:** None

## **8. Career and Technical Education**

### **Section 9.03.4.10 of the ADE Standards Rules (concerning Career and Technical Education)**

*The applicant is in the process of transitioning from Computer Based Applications (CBA) to Technology Design Applications (TDA), and has received the appropriate waiver from Career and Technical Education (CTE) (Department of Workforce Education). In its approved CTE plan, this is the last year to teach CBA. We request a waiver for any student not passing CBA this year to be allowed to make up credit by taking TDA.*

**Legal Comments:** None

**Remaining Issues:** None

**DESEGREGATION ANALYSIS:** Fully responsive

2014-2015 Application Cycle

# Application

Warren High School  
Warren School District

**RECEIVED**

Arkansas Department of Education  
Charter and Home School Office  
September 9, 2014



# ARKANSAS DEPARTMENT OF EDUCATION

## **2014 Application District Conversion Public Charter School**

**Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.**  
**Applications will not be accepted after this time.**



### **Name of Proposed Charter School:**

Warren High School - District Conversion Charter

**Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.**

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall Little Rock,  
AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2014 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Warren High School - District Conversion Charter

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 600

Name of School District: Warren School District

Name of Contact Person: Marilyn Johnson

Address: 408 Cherry St. P.O. Box 1210 City: Warren

ZIP: 71671 Daytime Phone Number: ( 870 ) 226-8500 FAX: ( 870 ) 226-8531

Email: marilyn.johnson@warrensd.org

Charter Site Address: 803 N Walnut

City: Warren

ZIP: 71671 Date of Proposed Opening: August 17, 2015

Name of Superintendent: Marilyn Johnson

Address: 408 Cherry St. City: Warren

ZIP: 71671 Daytime Phone Number: ( 870 ) 226-8500

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

### **Applicant Response:**

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential *as measured by on-pace, behind-pace, and accelerated learners.*

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

### **Applicant Response:**

Warren High School proposes transforming to a **Standards-Based Education (SBE) System** where *learner outcomes, based upon Common Core/State Frameworks and written in scoring scale format*, are aligned with the district's and school's mission and vision. Measurement Topics will be identified for all content areas providing for a *transparent, viable, and guaranteed curriculum*. Each learner's progress toward the learning goals will be tracked both by the teacher and by the student on a digital platform that answers **two important questions 1) What does the learner know/can do now? 2) What is next in their learning path?** SBE is an innovative school structure that makes it possible to *meet the individual needs of learners*. In a standards-based system, learners *work at their performance level and advance through the curriculum when they have demonstrated proficiency* of the required knowledge or skills. The **focus is on learning and not on seat time**, so some learners will work their way through learning paths more quickly than others and all learners must show what they know or can do on each learning goal. Learners work at teacher pace or faster. Technology is integrated as a learning tool to inquire, analyze, create, and collaborate. *Grading is based on mastering individual standards* within integrated units. *Grading does not include zeros or averaging*. Non-Academic standards are scored and tracked separately from academic. WHS will use *interim assessments* such as NWEA MAP in determining a learner's performance level and learning path. Compass Odyssey and Khan Academy (which are linked to NWEA assessments) will be used as means to customize learning and to provide a blended learning environment as well as other digital courses. Learners will be empowered to be the driver of their own learning and learners will be counseled in designing a learning path that supports their pathway to post secondary education or career.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

### **Applicant Response:**

WHS public hearing was held Thursday, August 7, 2014, in the Warren Cultural Center. It was advertised in the Eagle Democrat and Shopper's Guide, a weekly publication that is distributed to all residents of the county, as well as on Saline River Chronicle, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and parents and learners were reminded of the event during the orientations held through-out the day on the 7<sup>th</sup>, and it was announced at BCEDC and Rotary. 44 people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

Gary Jackson, WHS Principal, gave the welcome. Asst. Supt. Carla Wardlaw presented the district background and history with SBE and the 3 types of charters. Supt. Johnson shared basic information on a standards-based system. The administrators then served on a panel to answer questions that were generated from the audience. Evaluation forms were completed by attendees.

The evaluation survey included questions that were left open-ended to prompt more than a one word answer: **"The information presented this evening was sufficient to help me understand the changes that will occur at WHS if this charter is approved."**

All responses were "yes" with the exception of one response that indicated "mostly".

**"I believe that the proposed changes will help my child."**

All responses were "yes" and an additional comment of "mostly yes, but in many ways unknown".

**"I support the concept of Standards-Based Education."**

All responses were "yes" with the exception of one response that indicated "mostly".

Based upon the responses from the survey and Q & A, and those who came up afterwards to discuss their thoughts, it is apparent that we have stakeholder support. This is including a learner who is a senior this year who said "I feel like I'm going to be at a disadvantage for not having an opportunity to go through this system."

In addition to this public hearing, three previous public hearings have been held for the three previous charter applications. Principals and district administration have met with parent groups and civic groups over the last 4 years. We have provided parent training on the use of Educate, the electronic reporting and recording system. A large group of stakeholders including parents, patrons, teachers, admins, board members met in January 2013 to work through a process to create the district's Strategic Design CtAG (Closing the Achievement Gap) Plan which outlines core values, core beliefs, mission, and vision statements. Just prior to the August 7 public hearing, all administrators presented a program to Rotary on SBE. We will continue educating our parents and patrons. We've found that once they understand what it is we are trying to do and why, an overwhelming majority support our efforts. [See attachment pages A7-A11 for documentation of requirements and parent/community support.]

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
  
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

**Applicant Response:**

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential *as measured by on-pace, behind-pace, and accelerated learners.*

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Warren School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	68.12	66.38	92.38
Targeted Achievement Gap Group	60.46	60.58	93.51
African American	54.69	50.00	94.74
Hispanic	68.15	70.17	89.47
White/Caucasian	76.23	75.00	91.67
Economically Disadvantaged	60.89	61.07	93.06
English Language Learners/ Limited English Proficient	31.58	50.00	80.00
Students with Disabilities	15.07	14.08	100.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Warren School District		
Campus Name	Warren High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	65.54	67.39	92.38
Targeted Achievement Gap Group	53.62	68.29	93.51
African American	54.29	57.78	94.74
Hispanic	64.29	85.00	91.67
White/Caucasian	70.21	72.00	91.67
Economically Disadvantaged	52.94	69.14	93.08
English Language Learners/ Limited English Proficient	0.00	50.00	80.00
Students with Disabilities	28.57	20.00	100.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Hermitage School District		
Campus Name	Hermitage High School		
Grade Levels	7-12		
Campus Status	Focus		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	49.44	59.50	88.64
Targeted Achievement Gap Group	38.89	53.33	83.87
African American	20.00	26.67	n/a
Hispanic	38.46	60.63	90.00
White/Caucasian	64.58	66.18	90.00
Economically Disadvantaged	38.57	54.65	83.33
English Language Learners/ Limited English Proficient	34.78	54.84	n/a
Students with Disabilities	8.33	0.00	n/a

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Warren School District		
Campus Name	Warren Middle School		
Grade Levels	6-8		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	69.69	70.25	
Targeted Achievement Gap Group	61.65	65.79	
African American	53.10	53.10	
Hispanic	67.16	85.07	
White/Caucasian	81.40	75.58	
Economically Disadvantaged	62.36	66.54	
English Language Learners/ Limited English Proficient	*	*	
Students with Disabilities	9.68	9.68	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

On the 2013 ESEA Accountability Report, WHS is listed as a "Needs Improvement School" overall, although in percent tested WHS met the AMO for all learners and TAGG with 100% testing. The literacy status for WHS is "Needs Improvement" with AMO met for literacy performance for all learners, but not for TAGG. The 3 year trend for literacy shows AMO not met for all learners or TAGG. ESEA sub-groups meeting AMO performance in literacy were African American, Hispanics, and White. Those ESEA sub-groups not meeting include Economically Disadvantaged, Learners with Disabilities and ELL. Particular weaknesses in literacy are in the areas of content, literary, and style writing domains and open responses in all areas revealing that our learners are not able to read and extrapolate information from text to include in their writing.

The math status for WHS is "Achieving" with AMO being met for All Learners and TAGG. All ESEA groups with the exception of white and learners with disabilities met AMO. Particular weaknesses in Algebra I are Nonlinear Functions and Solving Equations and Inequalities. Weaknesses in Geometry are in Relationships Between Two and Three Dimensions. In particular, we are concerned that our learners are not performing well on open response items revealing the need for learners to have opportunities in real world problem solving situations and to be able to communicate their understanding of the real world situations through written responses.

Our scores have been increasing in the traditional setting, but there are students we are not reaching; students who are handed a diploma without a strong base of knowledge and skill to be employable or ready for post-secondary settings. We are proposing a charter to change the system so that it is standards-based with a focus on learning; not on time, and a focus on individual student progress- every day and in every seminar with students knowing their learning path and owning it. We do not deny the importance of data from state mandated assessments, but an important driving force in our proposed charter will be our learning facilitators and learners tracking the progress on goals from day to day.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

Regional data for Southeast Arkansas, as reported by OEP:

Total % of students proficient or advanced in math: 64%

Math GPA 2.76

Total % of students proficient or advanced in literacy: 72%

Literacy GPA 2.96

The performance of students in the surrounding region is similar to our results, supporting the need for a charter as outlined previously in standard 3.

Describe the innovations that will distinguish the charter from other schools.

**Applicant Response:**

Through Standards Based Education (SBE) in a charter setting at Warren High School, we will have the opportunity to continue to create and extend implementation of the SBE system that we began implementing 2 years ago at Eastside New Vision Charter School, last year in Brunson New Vision Charter School, and this year in Warren Middle School. Our vision is a truly learner-centered setting in which expectations are clear and consistent through-out the school. A real need is the ability for teachers, families, and learners to know what knowledge and skills have been mastered and what still needs to be learned. The traditional system of grading does not address this need: a grade of A, B, etc., does not define what a learner knows or can do. However, in a standards-based system, learning goals and levels of achievement are evident to all parties involved--learner, teacher, and parents.

In Warren High School, our vision includes establishing an SBE system in which learners and learning facilitators reflect on progress, build ownership and independence; and become true problem solvers. We see a need for learners to become more independent and take control of their own learning, know and meet their learning goals, and follow their own learning path to success while having the opportunity to make choices and demonstrate proficiency. Because of this need, we have embraced the US Department of Education's recommendation "Teach learners to examine their own data and set learning goals" in order to create the kind of learning environment that is conducive to establishing the foundation for our learners to become college and career ready. We further see a need to establish a learning environment that provides opportunities for learners to apply their knowledge to real-world,

unpredictable situations with unknown outcomes built around trust, cooperation, responsibility, and evidence of progress. We want to create a district which takes learners where they are and progressively builds upon their knowledge and skills to prepare them for life. Warren School District is pursuing the Charter Conversion Status for Warren High School because we truly believe that extending the SBE concept as the learners move through the system is what's best for the learners. The innovative components of SBE are more fully described throughout this application and are based upon the following research:

Re-inventing Schools Coalition- *Delivering on the Promise*: Richard A Delorenzo, Battino, Rick Schreiber and B. Carrio;

Marzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading, The Art and Science of Teaching.*

*Inevitable Mass Customized Learning*: Bea McGarvey and Chuck Schwahn

Carol Dweck: *Mind-Set*

John Hattie: *Visible Learning*

International Center for Leadership in Education: [www.LeaderEd.com](http://www.LeaderEd.com)

Bena Kalick: *Habits of Mind*

Rick Wormeli: *Day 1 and Beyond*

Carnegie Corporation: *Turning Points*

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
WHS will increase the number of students taking the ACT exam	ACT	2%	Annually
WHS will meet or exceed the state average in Math on the PARCC assessment	PARCC	Meet or exceed state average	Annually
WHS will meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or exceed state average	Annually
WHS will increase the number of students participating in internships	Internship Data	2%	Annually
WHS will increase # of students earning college hours or industry certifications	Transcript Data	2% increase in value added diplomas	Annually
WHS will increase the number of learners on pace for graduation	Educate Data	2%	Annual targets based upon growth from baseline year: 2016

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

**Applicant Response:**

Attainment of these goals will ensure that each student is ready for life, whether that is high school graduation to work, graduation to college, or graduation to technical school or other training because they have been required to demonstrate proficiency on their learning goals and have had opportunity to expand their learning opportunities through a variety of college/college prep/technical courses, by exposure to different career possibilities and the learning paths to help them prepare for those possibilities, and by having the opportunity to go deeper in their learning; beyond the target knowledge. They will have tracked their own learning and will know their learning path, so they will “own” their learning and will have been coached to see the connection between their high school learning path and their “life path”.

5. Describe the educational program to be offered by the charter school.

**Applicant Response:**

Warren High School proposes an educational model with several district components. WHS will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies, including personalized instruction and learner-centered practices. The instructional day will continue to begin at 8:00 a. m. to 3:15 p. m., 6 hours of instruction plus opportunity for 24/7 learning. The instructional year will include: 178 interaction days, 2 parent-teacher conference days, 10 professional development days provided by the District, for a total of 190 contract days. To facilitate success in this system and expand educational opportunities, several changes are proposed in described below:

**A. Educational Foundations**

Standards-based education is a comprehensive, learner-centered approach to learning in which the entire educational system is organized around engaging learners in developing 21st-century skills as they work at their own performance level and advance through the learning pathway only when they demonstrate proficiency of the required knowledge or skills. At the core of this approach is this deep commitment to learners: **Every child can and will learn; every child can meet high standards, and every child can succeed in life.** This learner-center approach, driven by a moral purpose and a system that unleashes every learner's potential, gives every child the opportunity for success.

***Some of the accompanying changes include the following:***

\*Students, whom we refer to as “Learners” become owners of their learning process, assisting in setting learning goals.

\*Teachers, whom we refer to as “Learning Facilitators” become facilitators and partners in learning

\*Getting by with very low-level knowledge and skills is not acceptable. Learners demonstrate a much higher

level of mastery of both declarative and procedural knowledge.

\*The learning pathway for each course (which we refer to as “seminar”) is transparent to everyone.

\*In a traditional system time is the constant; and learning is the variable. In a SBE approach, the reverse is true: **Learning is the constant, and time is the variable.** Learners learn at their own pace, an approach which honors natural developmental differences. Learning Facilitators, however, monitor closely the pacing and intervene as needed to redirect the pacing.

We will implement a modified version of the Reinventing Schools Coalition (RISC) Approach to Schooling, Mass Customized Learning components, and researched-based practices from Robert Marzano and Associates. The philosophy of the RISC approach is based on four interrelated elements.

**1) Shared Vision:** *the education community speaking in one voice; collaborating to put in words what learning will look like in the future.*

**2) Standards Based Design:** *a future focused approach to teaching and learning.* Standards Based Design: guaranteed curriculum, opportunities for learners to show what they know/can do in various ways, assessing and providing feedback.

There are key aspects:

- \* *Transparent curriculum.* The knowledge and skills learners for which learners must demonstrate proficiency as they progress through courses, which we refer to as seminars, are open and clear to everyone through Educate, a digital platform that serves as a means to record learner progress, listing the learning goals on which they have shown proficiency, the learning goals they are currently working on, and those to come next
- \* *Flexibility.* Learners will move through seminars as they demonstrate proficiency, and will have voice and choice in how they demonstrate proficiency.
- \* *Learner ownership.* Learners own, lead, and partner with their teachers in every phase of learning.
- \* *High standards.* Learners demonstrate a level of proficiency based upon the proficiency scales which have been developed to define the measurement topics (and learning goals within) for each seminar
- \* *Goal Setting and Tracking of Progress by learners and teachers.*
- \* *Meaningful Feedback.* John Hattie’s review of 7,827 studies on learning and instruction found that the most powerful single innovation that enhances achievement is feedback; providing learners with specific information about their standing in terms of particular objectives increased their achievement significantly.

The following contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Warren High School is proposing a standards-based model.**

#### **Standards-based - The Model Proposed by WHS**

Learners work at their performance level in all content areas.

Learners own their learning- they are a part of the goal setting process.

Grouping is based on performance rather than age; learners move in and out as needed.

Individual needs are met through learners’ interests, goals, and unique learning styles.

Instruction is balanced; learners must understand the information and also be able to apply it in real life situations. (Declarative and Procedural Knowledge)

Progression is based on proficiency.

Learners, parents, teachers, admins, support staff, and community members know the expectations.

#### **Standards-referenced**

Learners work at grade level across content areas.

Teachers control learning.

Grouped by age - learner progress in a time-bound system.

Group needs met through grade level standards.  
Instruction is driven by prescribed programs and textbook assessments.  
Progression is based on seat time.  
Teachers know the expectations

### **Tracking**

#### **(Ability Grouping)**

Grouping is based on a few assessments.  
Teacher is the decision maker.  
Groups have limited movement  
Focus is on the system rather than the learning.  
Instruction moves forward only when all learners are ready.  
Progression is based on group readiness.  
Teachers control the expectations

**3) Leadership** -- the deliberate focus on developing strong leaders at every level.

**4) Continuous Improvement** -- the systemic processes at every level that ensure that improvement is never ending.

\* Learners monitor their progress for continuous improvement through the use of the Educate's Empower "electronic learning GPS" and if preferred, a goal sheet. Teachers facilitate the setting of individual, group, and seminar goals around components, such as shared vision, code of conduct, and learning goals. The results of the learning goals are made transparent by posting in Educate.

\* Teachers monitor the achievement of the shared vision, code of conduct, learner and classroom goals.

Teachers make the results of goals transparent to all stakeholders by posting the shared vision, code of conduct and classroom goals. Learner goals will be available for viewing 24/7 through the Educate program.

\* Key leaders will monitor performance indicators of success for staff and learners. Principals will model Plan - Do - Check - Adjust (PDCA) to monitor progress toward goals.

\* Data, such as, PARCC, ACT, Educate Reports, Reinventing Schools Coalition (RISC) criteria, learner achievement reports from Educate, Compass Odyssey, NWEA MAP, along with state test data, will be used to assess the overall success of the program and to show whether or not primary goals of the program have been met.

<http://www.reinventionschools.org/resources/self-assessment-tool/>

This future-focused approach is supported by research that shows two most important factors about learning are: **"learners learn in different ways and learners learn in different time frames."**

### **B. Non-Graded Levels**

A major component of this standards-based approach is "non-graded" classrooms. Learners will move through learning levels at teacher pace or faster based upon proven proficiency. These levels include focus areas of literacy (including disciplinary literacy standards for science and social studies) and mathematics based on Common Core State Standards, and science, social studies, and all other seminars based upon Arkansas Curriculum Frameworks (transitioning to NGSS with state roll-out). Curriculum proficiency scales will be completed for all content area seminars at WHS. The learning goals at each level are developmentally appropriate and are a cumulative learning progression of declarative and procedural knowledge which are embedded with College and Career Readiness anchor standards. Teams of teachers representing each campus, under the guidance of a national consultant, have written curriculum documents which detail the learning progressions within each measurement topic, the scale which defines the level of learning, and sample assessment items for each learning goal within the scale. This work has begun at the HS level as well and is further explained in this application.

### **C. Comprehensive Assessment System**

WHS will continue to utilize a comprehensive assessment system to guide instructional decision-making, engage learners in goal-setting, and evaluate the effectiveness of instructional practices. This comprehensive system incorporates multiple types of assessments.

The following is a summary of our assessment model.

- **Pre-assessments** will continue to be given to determine a learner's readiness level at the beginning of the year or at the beginning of a seminar or new measurement topic. Beginning of the school year pre-assessments will include, but not be limited to, MAP (Measures of Academic Progress), teacher made assessments, learning styles, and interest inventories.
- **Ongoing formative assessments** will continue to be given to guide instruction, set learning goals, and determine interventions for learners as needed. These actions will be in various forms such as teacher observation, learner performance tasks, and assessment results. The learner will have choice and voice in performance tasks. Assessments will be given at various times depending on learner readiness. Learner readiness is determined by the teacher, based on a preponderance of evidence collected for each learning goal. Sample assessment items will be created for each scale level of each learning goal. All scale work will be loaded into the Educate's Empower system. Through Educate, assessments can be built and access given to a bank of assessment items created by schools across the nation. This will be on Educate as soon as this option is available which will be prior to the opening of the charter school.
- **Interim assessments** will continue to be given during the year to monitor learner growth. Assessments to be given at the beginning, middle, and end of the year (such as NWEA MAP).
- **Summative Assessments** will continue to be given to evaluate proficiency in learner performance. WHS will continue to administer the state mandated test as required. A final assessment will be given to learners at the end of each measurement topic to determine proficiency using assessments such as NWEA/MAP, Compass, teacher-made assessments, and measurement topic assessments in Educate. WHS will also use career based assessments to address career content goals such as WIN. (A final decision has not yet been made on the exact career based assessment used.)

#### ***Recording and Reporting learner progress:***

- **EDUCATE:** The Educate electronic learning GPS will provide a digital backpack accessible at any time to each learner/parent/teacher, allowing them to access learning goals already completed, those working on currently with scale score indicated, and those next to come in the learning progression. Educate will also provide digital learning resources.
- **Parent Conferences:** A minimum of two parent teacher conferences will be held each school year to report learner progress with options for additional conferences and on-going digital or phone communication.
- **Progress Report:** Each quarter a progress report will be sent home to keep parents informed about their learner's progress although progress can be monitored at any time on Educate and Compass.
- **Goal Sheet:** A goal sheet is a custom-designed document written and used by learners, teachers, and to meet the educational needs of the individual learner (a variety of forms can be used). The goal sheets are written in learner-friendly language.
- **Standards Based Report Card:** A standards based report card is a customized report communicating 1)) the learner's performance score for each measurement topic worked on during the quarter for each seminar. 2) measurement topics worked on previously, and what's next in the learning path along with whether or not the learner is on track with their rate of progression through the measurement topics.

#### **Earning Credit:**

**Learners at WHS will complete a seminar and receive credit for that seminar only when proficiency has been demonstrated on all required measurement topics of the seminar.** At the end of each term, therefore, a seminar can still be considered as "in progress". All seminars are listed on the transcript with an indication of completion by conversion to a letter grade. [See attachment pages A34-A36 for charts depicting conversion for GPA for scholarship applications and eligibility.]

In **core subjects**, seminars still in progress are listed on the transcript with a designation of **IP** (In Progress) or **NP** (No Progress). *In progress (IP)* for core subjects is defined as the learner having an overall score less than 3.0 or the learner has not yet completed all measurement topics but is still attempting to do so. *No Progress (NP)* is defined as the learner having an overall score below 3.0 and the learner has not completed all measurement topics and is not attempting to do so.

In **non-core subjects**, seminars still in progress are listed on the transcript with a designation of **IP** (In Progress) or **NP** (No Progress). *In progress* for non-core is defined as the learner having an overall score less than 2.5, or the learner has not yet completed all measurement topics but is still attempting to do so. *No Progress (NP)* for non-core subjects is defined as the learner having an overall score below 2.5 and the learner has not completed all measurement topics and is not attempting to do so. [See attachment page A36 for conversion chart.]

**The grading system at WHS is a four-level scoring system.** This scoring system is used in reference to demonstration of proficiency on the learning goals (standards) within each measurement topic.

- 4 Indicates in addition to meeting the required learning goals (standards) in the topic, the student is able to make in-depth inferences and applications that go beyond what was taught
- 3 Indicates student has proven proficiency in all of the required learning goals (standards) in the topic
- 2 Indicates no major errors or omissions regarding the simpler details and processes required for that topic, but proficiency on the major learning goals (standards) in the topic has not been reached.
- 1 Indicates the learner must have help with all aspects of the learning goal

Scores can also fall in between levels listed above and would be shown as 1.5, 2.5 and 3.5.

**GPA:** Only for purposes of: Scholarships, NCAA/AAA eligibility, and for students transitioning out of WHS, a **conversion scale** will be used to convert the score for each course/seminar to a letter grade which then can be entered in the state's digital system in the traditional manner for GPA. [This conversion scale as well as the **GPA Conversion Scale for AP & College Courses** can be found in the attachments pg A34-A36.].

#### **D. Professional Development**

WHS will continue to provide job-embedded professional development to all staff members. Just as the learning path for learners will be based upon their needs, our vision for PD is to customize the PD learning opportunities for teachers. That vision has already begun to be put into place by surveying the teachers to determine their level of knowledge and expertise, level of implementation, the need for additional professional development, and support on the various components of SBE. District staff who are considered "experts" in the various components will facilitate PD as well consultants previously used and staff from the Co-op and APSRC.

#### **E. Learner-Centered**

Standards-based classrooms are built on several foundational components that create the culture of a learner-centered environment. These components drive learner ownership, create a community of learners, and provide the necessary tools for the teachers to become a facilitator of learning and learners to be the navigators of their own learning.

**Shared Vision & Code of Conduct:** Learners will be involved in the process of creating the vision & code of conduct. Learners will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress.

**Learner-Centered Instruction:** Learners will have voice and choice in how they demonstrate their learning. Learners will be engaged in attaining their learning goals in whole groups, collaborative small groups, pairs, or individual. TESS as the framework for the instructional model along with Marzano's Art & Science of Teaching.

#### **F. Interventions**

The standards-based system is ideal for a struggling learner, the average learner, or the learner who is excelling. Learning is continuously monitored through various formative assessments, allowing for quick adjustments. WHS will continue to provide RTI (Response to Intervention) for learners who need support in their learning. [See chart on page A37 of the attachments.]

#### **G. Technology**

Information literacy and technology are inherent components of and for learner learning.

"The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy. 21st Century Literacy includes strong academic skills, thinking, reasoning, teamwork skills and proficiency in using technology." (21st Century Workforce). WHS will continue to integrate technology in the curriculum as an instructional tool and for learners' use as a tool to learn and to produce learning evidence

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

**Applicant Response:**

Traditionally, learners spend nine months at a certain grade and at high school for most courses, the learners spend a semester or two semesters per course, and the amount of learning varies from learner to learner. Most of them move on at the end of the year, some with barely passing grades. Learners move on regardless whether or not they have mastered all the skills for the previous level/course, thus creating an achievement gap. Others may spend time "waiting on the teacher" because they already have the knowledge and skill sets for which the teacher is spending instructional time. In a standards-based model, learners advance as they prove they have met learning goals within a level. They may need more time in some areas but can advance more quickly in others. If a child leaves school at the end of May still needing to master skills within a course, he or she will be given the gift of time upon returning to school in August to show evidence of learning for all learning goals within the course. Learners who show evidence of proficiency for all learning goals with a course/seminar prior to the end of the semester/year, will have the option of going deeper on some learning goals (working at level 4), spending more time on learning goals for another seminar/course, or move on to another seminar/course. Learners must demonstrate what they understand and are able to do by engaging in a series of evidence based formative assignments, assessments, or other evidence of learning. Those who need more time to reach the 3 will have that time. This will be accomplished through small group and individual reteaching/practice, blended learning situation with technology, RTI as needed, and additional time provided in the schedule.

An analogy to illustrate our vision is this: A child playing a video game must master one level before he is allowed to move to the next level. The learner is highly motivated to succeed and in charge of his own progress, repeating a level until he is able to move to the next.

So in the classroom, **for example**, when a learner masters all learning goals within a measurement topic in Algebra I, he moves to the next measurement topic in Algebra I. When he has demonstrated evidence of proficiency for all Measurement Topics in Algebra I, he may move on to Geometry, go deeper into some Algebra goals, or spend some extra time on some Biology measurement topics in which he is behind pace. When the learning facilitator determines, by preponderance of evidence, that the learner is demonstrating proficiency of a measurement topic, the learner will take a summative assessment to validate the evidence collected.

Once the learner demonstrates proficiency in all measurement topics within a course/seminar the teacher will make recommendation for the SIT (Student Intervention Team) to review the body of evidence and validate the learner's completion of that course/seminar. The student will be involved in the decision making of next steps as in whether to go deeper on some of the measurement topics, devote more time to another course/seminar, or begin another seminar. This could possibly be accommodated within the same classroom, or if determined in the learner's best interest, a different classroom. Time and space become secondary when learning is at the forefront.

Our vision also includes the opportunity for a learner to provide evidence of proficiency *across courses*. For example, the learner in Power Equipment Technology, who has built a go-cart might show evidence of a learning goal on angles to his geometry teacher, evidence of a writing goal from his paper on the project to both his PET and ELA teacher, and use a video of his speech about the project to his drama teacher. With empowering learners and learning facilitators to see the curriculum AND LIFE connections, this will become reality.

This design will allow Warren High School to be able to better meet learner academic needs than a traditional district school.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

**Applicant Response:**

**A) Employing Personnel:**

With approval for the charter for Warren High School, *all of the schools within our district will be district conversion charter schools*. Our process for employing personnel includes a rubric to screen applications, a rubric for the interview with a set of interview questions defined for each position, and including 2 parts, oral interview and written interview which can include tasks. We go to these lengths in order to determine the best fit for the position. We also have an extensive process for posting positions because in our area, we do not have an abundance of applications.

**B) Developing and Controlling the Charter School Budget**

The Building Leadership Team at each of our district conversion charter schools determine academic and social/emotional priorities and there is opportunity for learner voice with YO-YO (Your Opinion - You Own it). With state categorical funding, the district office does not begin by giving each school a certain amount of funding. Instead, the schools determine priorities based on data including academic data, YO-YO data, etc. and then builds the budget requests in order of priority. Quarterly ACSIP reviews, including a review of the budget, are scheduled as a means of staying on track with goals and with the budget.

**C) Managing Day-to-Day Charter School Operations**

A key component of SBE is building leaders at every level, and while the principal is the "lead learner" at the building, a building leadership team has been established and meets frequently to review the school's priorities and alignment with our district's Strategic Design. Principals make it a priority to be in classrooms and each administrator in the district is a facilitator for TESS training which we do in a face-to-face setting because we see value in the conversation that occurs after watching the teacher videos. PLCs have been established with rotating leadership roles. While there are "management" activities that must occur at the building level, the expectation for prioritizing time for monitoring to ensure learner engagement and growth is communicated through-out all of our district-conversion charter schools. [See attachment page A38 for a visual of the SBE system as foundational with 4 domains of TESS as pillars of the system.]

**D) Developing and controlling the school calendar**

Learning Facilitators from each of our district-conversion charter schools build the school calendar which meets state mandates, however, our learning calendar extends beyond the school day and beyond the school walls because each learner knows their learning path and can work on their learning goals at any time.

**E) Other Areas of Autonomy to be Afforded to the Charter**

A vision for WHS charter is to allow for learner flexibility in their daily schedule, allowing the learner to be able to extend the time in a classroom or move from one content area to another based upon their need (i.e. extending time in a content area in which the learner is behind pace).

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

**Applicant Response:**

We will continue the school improvement development and evaluation process that is currently in place. Each year, in late spring, the school improvement plan, including Title I programming for the buildings that are classified as Title I are evaluated. Parents and patrons along with the building leadership teams are involved in this meeting which serves as an evaluation of the current year programming and needs assessment for the following year's programming. We have developed a tool to use in reviewing the school improvement plan. The parent involvement plan is evaluated in a separate session in which a diverse group of parents from each building and the building leadership team review the current year's parent involvement activities and make any changes or additions in the plan for the following year. This meeting is held in mid-May each year. Early each fall semester, a meeting is held at each campus in which data is reviewed along with suggested programs, activities and strategies to address any deficiencies. Parents are given an opportunity in this meeting for input. The school improvement plan is then reviewed in late fall and in early spring through an established process of reviewing each intervention's actions and noting the extent to which the actions have been implemented, the extent of success and what evidence is there to support success or lack thereof, and next steps listed.

Performance criteria are established for each standard in our curriculum scale work that has been done and has been previously described in this application. The scale work is posted in Educate and is totally transparent to parents, students, and teachers. This curriculum proficiency scale work is a living document and as evidenced with our previous work at Eastside and Brunson New Vision Charter Schools and Warren Middle School, is revisited and tweaked as it is used. We regularly talk with parents and survey them for feedback. This will continue at WHS.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

**Applicant Response:**

**GUARANTEED AND VIABLE CURRICULUM:**

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WHS has been involved in unpacking the standards and formatting them into a curriculum proficiency scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing:**

- **INTENDED curriculum**- the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level/level of learning.
- **IMPLEMENTED curriculum**- the content actually delivered by the teacher.
- **ATTAINED curriculum**- the content actually learned by the students.

**STANDARDS BASED STRUCTURE:**

*CURRICULUM:* unpacking the standards; curriculum in scoring scale format

*ASSESSMENT:* designing assessment items for levels 4, 3, and 2 in the scoring scale

*GRADING:* giving feedback to students using a formative approach; no zeros; attain a "3" or try again

(See Standard 5 *Recording and Reporting learner progress* for additional information on grading)

*INSTRUCTION:* having a common language and consistent practice of best practice; designing units of study with the rigor as intended by the standards.

**CONTINUOUS IMPROVEMENT:**

We will continue to get better at getting better; developing leaders at all levels and *building capacity at all levels* through personalizing learning opportunities for students and staff. A part of this continuous improvement is

continuing to work with nationally recognized consultants, networking with schools across the nation who are building customized, standards-based learning environments, attending Customized Learning Summit each summer, and participating in professional learning communities across the district with the purpose of sharing best practice, collaborating on units of study, viewing and scoring student work, using student data to group and regroup students as they move through their learning paths. etc.

**LEVERAGING TECHNOLOGY:**

Technology will be utilized for instruction, remediation, and enrichment learning opportunities for students in an integrated manner. Technology is also key in assessing students using an adaptive assessment system which has a bridge to a web-based instructional program so that students are assigned lessons at the appropriate level of difficulty and in areas of need. An electronic platform accessible to all stakeholders and to include:

- \* monitoring of learning progress by teachers and students
- \* monitoring progress and supporting student learning by parents
- \* designing instruction based on individual student needs
- \* navigating the learning pathway by students

*Prior to technology, customizing student learning was a dream; but by leveraging technology, it is becoming a viable reality.*

**ESTABLISHING A CULTURE OF COMMITMENT AND MORAL PURPOSE:**

By having a wide variety of stakeholders create our **district-wide strategic design**, we set the stage for this type of learning system to be a part of our fabric; a sustainable, viable approach to teaching and learning that can and will thrive even when the current administration is no longer in place. For this to be taken to scale district-wide, we are taking steps to make sure all are "all knowing" and understand the rationale behind this systems work. Warren High School will revisit the mission statement this fall as a part of this effort, and will also develop a school wide shared vision which will be in alignment with the district vision statements in the strategic design. Each classroom will develop a Code of Conduct and Shared Vision and will put into place Standard Operating Procedures (SOPs) as preliminary steps to full implementation of a standards-based system.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

**Applicant Response:**

To begin this work, teams from Eastside and Brunson New Vision Charter beginning in January 2012 worked under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. WMS teams joined the process January 2013, and WHS staff, being proactive, began their scale work during the 13/14 school year and have moved to writing some assessments currently. Our goal as a district is to define, in a language all can understand, the expectations for each learning level with Common Core State Standards as the foundation for literacy and math, and currently, Arkansas Frameworks as the foundation for other subjects until CCSS/Next Generation for those subjects are available. Additionally, the work is important because we are implementing based upon the research of what works in schools, and to become truly standards-based, the work is a necessity.

**This work is about:**

WHAT is the essential knowledge/skills? WHAT is the scope or progression of the knowledge/skills?  
WHAT are the proficiency levels for that knowledge/skill? WHAT are the various ways students could demonstrate the knowledge/skill?

**This work is not about:**

WHO is going to teach it? WHEN is it going to be taught?  
WHERE is it going to be taught? HOW is it going to be taught?

According to Marzano's Research Laboratory, setting specific goals for student achievement and then tracking progress regarding those goals are two of the most powerful actions a teacher, school, or district can take. This curriculum, instruction, and assessment design will allow for this to happen.

**STANDARDS BASED STRUCTURE:**

CURRICULUM: unpacking the standards; curriculum in scoring scale format

ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale

GRADING: giving feedback to students using a formative approach, no zeros; attain a "3" or try again

INSTRUCTION: having a common language and consistent practice of best practice; designing units of study with the rigor as intended by the standards

For K-8, we have proficiency scales written for all core subjects and are almost complete with scales for classes beyond the core. WHS has written scales for each course/seminar and those are being vetted by one of our consultants. WHS is currently working on sample assessment items for each learning goal. For each measurement topic, scales were written. The scale is written with performance levels one through four with level 3 being the proficiency target (the standard itself)

4 (Advanced) Applying beyond level 3; beyond what's been taught

3 (Proficient) *Complex Targeted Knowledge*

Declarative Knowledge: concepts, principles

Procedural Knowledge: skills & processes

2 (Developing) *Simpler Foundational Knowledge*

1 (Emerging) With Help, has some foundational knowledge

**EDUCATE & NETWORKING:**

We are currently networking with Lindsay, CA, a standards-based/performance mastery district who is a recent Race-to-the-Top winner and with Scott Bacon, of Educate/Empower, to write measurement topic assessments, and to locate free source technology resources aligned with common core for instruction as well as those for practice for each standard within a measurement topic to load into Educate for use by students. We attend and present at the annual MCL (Mass Customized Learning) Summit each summer, and have presented at other state and national conferences including a Marzano conference. Our administrators and learning facilitators frequently network with educators we have met through these opportunities. We have also provided professional development on The Art and Science of Teaching by Marzano with plans to revisit this work in district provided PD sessions and/or PLCs.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

**Applicant Response:**

WHS counselor in collaboration with SEACBEC counselor, SEACBEC Assistant to the Counselor/Recruiter, and Career Coach, will address academic development, career development, and personal/social development of students in providing developmental, preventative, remedial and responsive services, responding to student. The major function of WHS counselor's job is the guiding mission that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life.

WHS Counselor responsibilities include:

- Use data to develop comprehensive programs that meet student needs.
- Provide leadership and collaborate with other educators in the school-wide implementation of Standards Based Education System
- Implement developmentally appropriate and prevention oriented group activities to meet student needs and school goals.
- Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- Accurately and appropriately interpret and utilize student data.
- Collaborate with parents/guardians and educators to assist students with educational, career, and life planning.
- Provide individual and group counseling to students with identified concerns and needs.
- Consult and collaborate effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- Implement an effective referral and follow-up process as needed.
- Assist teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.

The Career Coach program is designed to significantly increase the number of underrepresented students who enter post-secondary education, exposing students to apprenticeships/internship opportunities and exposure to all forms of post-secondary career training and certification opportunities. This includes aiding students with college entrance exam preparation and testing, along with financial aid assistance. The Career Coach Program specifically targets grades 8-12 who are most in need of college and career planning services, but services are available to all. The Career Coach, in collaboration with WHS Counselor and SEACBEC Counselor and staff, along with the assistance of the school administration and faculty, identify students for services and encourage them to aspire to a career that will afford economic self-sufficiency.

B) Health services;

**Applicant Response:**

The School District's full time registered nurse will be available to provide needed health services for all students. The district has 2 nurses on staff to provide health services. One is assigned full-time to Eastside New Vision Charter School, and the other provides services for 3 campuses including WHS.

C) Media center;

**Applicant Response:**

The purpose of the school's library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. The goal of our library media center is to develop lifelong learners who are effective users of ideas and information. To accomplish this the media center staff will provide access to learning resources in a variety of formats, styles, and genres. The media specialist will provide instruction in research skills and information technology as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The media staff will encourage students to build college and career readiness by:

- Providing access to learning resources in a variety of formats,
- Teaching skills necessary to locate, evaluate, and use these resources,
- Teaching students their roles and responsibilities in a digital society,
- Collaborating with other educators to design learning strategies that support the state curriculum and CCSS.
- Utilizing 30 imac computers, 1 Chromebook mobile cart, 3 ipad mobile carts, 5 individual ipads for student checkout, and a wide variety of text complexities and lexile leveled reading materials

#### D) Special education;

##### **Applicant Response:**

Warren High School anticipates a Special Education program operating with two classrooms as well as a Life-skills classroom for students with severe disabilities should that setting be determined to meet the needs of any student. Two classes will operate as resource rooms where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP with the vision of moving toward a co-teaching situation with the resource teacher providing push-ins to provide general support in the regular classroom. The Life-skills class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students. All aspects of IDEA will apply.

##### **Continuum of Special Education Services:**

##### **1. Support Prior to Student Intervention Team or Special Education Referral:**

- Targeted instruction in the regular classroom (i.e. individual, small group, whole group, digital, classroom teacher, Literacy/Math Lab pull out or push-in)
- Consultation with Specialized Staff: special education, speech, ELL, OT, PT, Nurse, Instructional Facilitator, administrators
- Consultation/Collaboration with Parents (AIP/IRI, behavior plan, etc.)

##### **2. Student Intervention Team (SIT) Convened**

- The SIT is comprised of admins, classroom teacher, counselor, nurse, resource teacher, ELL teacher, instructional facilitator, etc. and as needed. Parent input is also requested.
- Data is reviewed
- Remediation plan established (behavior and/or academic).
- The plan is put into place and if acceptable progress is not made in 6-9 weeks, a special education referral is made.

##### **3. Special Education Referral & Due Process as required by state and federal law**

##### **4. Special Education Services Options:**

- \* Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
- \* Push in by resource teacher
- \* Combination of both
- \* Indirect Services
- \* Self-Contained Services
- \* Homebound services (based on student need and committee decision)

#### E) Transportation;

##### **Applicant Response:**

Warren School District will provide transportation services to all students who reside in the attendance area of the district and will comply with all transportation regulations.

#### F) Alternative education, including Alternative Learning Environments;

##### **Applicant Response:**

WHS students have the opportunity to enroll in courses at our district's technical school- Southeast Arkansas Community Based Education Center (SEACBEC) which is connected to WHS by a covered sidewalk and shares

WHS's LEA number. This gives many options for students to become completers in several areas. The Medical Program and Welding Program currently have concurrent credit options available and we are articulating courses with UAM McGehee and UAM Crossett and discussing other possible concurrent credit opportunities. SEACBEC, *while not an "Alternative Learning Environment", certainly gives our learners alternate opportunities to specialize in various career focus areas.*

WHS has an **Alternative Learning Environment Program** which is housed at Warren High School. The ALE program is a non-punitive program. ALE placement criteria include data on attendance, interpersonal skills, personal or family problems, transition to/from residential programs, serious discipline issues, pregnancy or single parenthood. When a student is recommended for placement in ALE, a conference is schedule with a committee to review data and prior plans. If ALE is determined to be the best placement for the child, a plan is developed to meet the student's academic, social, and emotional needs. Students work toward success on their individual learning plan (ILP). When the student is deemed ready to return to the regular classroom setting, a conference will be scheduled again and a transition/exit plan will be written. **Another alternate learning environment** that is shorter term is the in-school suspension program which is also located on the WHS campus. The focus of that program is to instruct students in making better behavior choices while continuing their learning. The short term assignment can be made as a punitive means and is preferable when policy allows out of school suspension because the student's learning continues and is monitored. Our vision is to redefine "Alternative Learning" to include options like a virtual classroom/digital lab in which students may choose to select from a wide selection of courses meeting their needs as determined by the career pathway they have chosen.

#### G) English Language Learner (ELL) instruction

##### **Applicant Response:**

Learners are selected for assessment for ELL based upon a home language survey that is part of the enrollment packet. Qualifying students based upon the LPAC assessment receive services from a highly qualified ELL instructor in a pull-out setting. The ELL coordinator provides professional development and assistance to learning facilitators on strategies designed to meet the needs of ELL learners in the regular classroom. These strategies are also beneficial for any struggling learner.

#### H) Gifted and Talented Program.

##### **Applicant Response:**

The Gifted and Talented Coordinator will be responsible for coordinating the WSD GT Program and consulting the gifted specialist available at the Southeast Arkansas Educational Cooperative and the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.

We are requesting a waiver which will allow PreAP designation at the end of a seminar (course) for which PreAp credit is an option. All learners working beyond the target of "3" for 80% of the seminar, will receive PreAP credit for the seminar. This will expose all learners to the level of rigor required to go beyond the target learning, and the expectation is that many more will work toward that level when they get the opportunity to do so. We will ensure that all learning facilitators involved hold PreAp certification and will ensure that units of study include opportunities for students to extend their learning beyond the target of level "3" learning.

WHS will continue to offer AP and concurrent credit courses with plans to broaden the offerings through digital as well as on-site options.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren High School proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

**Applicant Response:**

As described previously in this application, the district has a process in place in late spring to complete an evaluation of the current year's programs, activities, and strategies as implemented and detailed in the ACSIP and at the same time, allowing for input from parents and other stake holders in assessing needs for the next year's program. Early in the fall, at each campus, a meeting is held in which parents and other stake holders are invited in which the needs assessment results are shared along with tentative plans for programs, activities, and strategies for each intervention in ACSIP to be reviewed, and again, stake holder input is requested. Data from the assessment instruments listed with the goals will be shared during these processes in determining if goals have been met as well as posted to the school website.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

**Applicant Response:**

As the only school in the district providing instruction to 9<sup>th</sup>-12<sup>th</sup> grade age students, Warren High School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 600, it is unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the enrollment cap due to our legal responsibility to enroll all eligible students. If our petition is turned down, we will use the Random Number Generator computerized lottery method (<http://stattrek.com/Tables/Random.aspx>) to determine a simple random sampling. Priority will be given to siblings. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas. We will continue to recruit by placing ads in the newspapers and online news sites in the surrounding areas.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

**Applicant Response:**

Marilyn Johnson, *Superintendent*

Carla Wardlaw, *Asst. Superintendent*

Gary Jackson, *WHS Principal*

Bryan Cornish, *WHS Asst. Principal*

Jonalyn Reep, *SEACBEC Director*

Glenetta Burks, *WMS- District Conversion Charter Principal*

Tommy Arnold, *WMS- District Conversion Charter Asst. Principal*

Regina Scroggins, *Brunson New Vision Charter Principal*

Sara Weaver, *Eastside New Vision Charter Principal*

Kathy Cornish, *Eastside New Vision Charter Asst. Principal/District Coordinator for NWEA, Educate, and District SBE Focus Team*

Rhonda Daniel, *District LEA Supervisor*

Rhonda Williams, *District GT Coordinator*

Vickie Newton, *District Technology Coordinator*

Matt Valentine, *District Transportation Director*

Amanda West, *District Child Nutrition Director*

All of these individuals (except the District GT Coordinator who also teaches), make up the District A Team (Administrative Team). The A Team has a collaborative meeting each month. [See attachment page A39 for a sample A Team agenda.]

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**Applicant Response:**

**Administrators Responsibilities:** (3 Administrators- WHS Principal & Assistant Principal +1 Director-and 1 Dean at SEACBEC (South East Arkansas Community Based Education Center- connected to WHS by a sidewalk and shares WHS LEA Number; provides services for WHS learners and learners from 3 surrounding districts)

- Act as chief executive operating officer of the school and carry out the School and District missions
- Select, recommend for hire, and terminate faculty and staff
- Assist teachers in developing the professional growth plans; approve the plans
- Plan for professional development to meet the needs of adult learners in order to have the greatest impact on student learners
- Carry out the annual performance-based evaluation as required in the Teacher Excellence Support System (TESS)
- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum and monitor student academic achievement regularly

**Qualifications:** A proven leader who has: strong, effective instructional leadership skills, including proven knowledge of curriculum, instruction, and assessment; strong organizational, fiscal management and technological skills; excellent written and oral communication skills with ability to listen to and address staff concerns; honesty, integrity and strength of character that supports an atmosphere of expected excellence; respect for diversity with the ability to make unifying decisions and to foster an atmosphere of trust; appropriate Arkansas licensure required; experience as principal preferred

**Salary Ranges:** Principal - \$61,769-\$83,931; Asst. Principal - \$54,357-\$73,860; SEACBEC Director - \$60,197-\$81,795

**Learning Facilitator (Teacher) Responsibilities:** 26.5 classroom teachers at WHS and 12 at SEACBEC)

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues to plan and coordinate student learning
- Utilize data to plan learning to address different levels and kinds of learners
- Communicate with parents on student progress and student need
- Develop professional growth plans aligned with needs
- Collect artifacts to demonstrate growth on PGP areas in alignment with Domains and Components of TESS
- Stay current with best practices through professional development, professional organizations, and professional literature
- Facilitate learning goals, assess, monitor and adjust for each student
- Meet regularly with grade level teachers, vertical teams, and content PLCs when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

**Qualifications:** Energetic, positive, goal-oriented, educators who have: passion for teaching and learning, ability to inspire students and instruct, and commitment to excellence. The school will make every effort to recruit highly qualified and certified teachers in all content areas. The School District will be empowered to hire the best teachers regardless of licensure status.

**Salary Ranges:** \$31,010-\$44,923

**Counselor Responsibilities:** (1.0 WHS counselor; .80 WHS Career Coach; 1.0 counselor at SEACBEC 1.0 Assistant to the Counselor/Recruiter at SEACBEC)

- Individual and group counseling and guidance lessons
- Developing positive concept while improving understanding of self and others

- Developing more effective communication skills, improving problem-solving and decision-making skills
- Expanding social skills including cooperation, sharing, and responding appropriately to conflict
- Handling divorce, death, or birth of a new sibling
- Testing coordinator, disseminate data and serve as Parental Involvement Coordinator
- Assisting with scheduling

**Qualifications:** Current Arkansas license with counseling endorsement

**Salary Range:** \$31,010-\$44,923

**Instructional Facilitators Responsibilities:** (.67 FTE)

- Supporting staff through coaching, modeling, and feedback from observations
- Coordinating peer observations with reflection
- Data analysis and assist in assessment administration
- Assist with creating assessments in Educate
- Assist with creating/revising the scale work
- Facilitating team meetings, providing interventions, assisting with professional development plan, planning and locating resources
- Support to long term substitutes on lesson plans
- Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator

**Qualifications:** Energetic, positive, goal-oriented educators who have appropriate Arkansas licensure, a passion for teaching and learning, ability to inspire and instruct, commitment to excellence.

**Salary Range:** \$31,010-\$44,923

**WHS Staffing Plan:**

2 admins 3 clerical asst. 2 instructional facilitators (.58 FTE) 1 counselor (1 FTE ) 2 counseling clerical assistants; teachers - 26.5

Career Counselor/Coach (1.0)

1 media specialist 1.0 Media Aide 1.0 SpEd teachers 3.0

SpEd aide 1.0 teachers 1 Licensed Tech 1

G/T Coordinator .25 .25 school social worker 1 ELL teacher (.25)

1 ALE teacher .75 1 School Nurse (.23) Custodians 3.0

Classified Support (1)

Cafeteria Manager .60 Cafeteria Workers 3.0 PE .625

Music/Band 1.25 FTE Vocational 2.625 Art 1.0

**SEACBEC Staffing Plan:**

1 Director; 4 clerical; 1 Dean of Students; 1 counselor; 1 assistant to the counselor/recruiter; 2.0 custodians; 6 teachers with standard licenses and 5 teachers licensed by technical permits

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

Please note: Waiver requested on this component.

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

**Applicant Response:**

Warren High School Charter will be located at the current site of the school which is located at 803 N Walnut Street. The school site includes 30 classrooms including band, music, ALE, SpEd & LifeSkills, , and media center along with an indoor gym and 2 additional portable classrooms. Media center contains 30 computer stations, cafeteria, suites of offices for the counselor, student affairs, and administration, a

small indoor PE gym and has 3 small buildings to the north which houses the in-school suspension and JROTC classes. The HVAC system was replaced this summer along with ceilings and roof with additional insulation being added to the roof. New technology wiring and switches were added. Hallways were painted, and exit doors are in the process of being replaced. Although the building was constructed in the 70's, it has been well-maintained and with the upgrades this summer, it's a nice facility. An additional facilities project has been approved to completely rework the electrical in the future. Connected to WHS by a sidewalk is South East Arkansas Community Based Education Center (SEACBEC) which shares WHS LEA # and serves students from WHS and surrounding districts for technical education opportunities. SEACBEC has 31 classrooms including labs for welding, construction, power equipment technology, and med pro as well as 3 computer labs for business courses and computer diagnostics courses. As a sound plan for continued operation, maintenance, and repair of the facility, the school will continue to use School Dude as recommended by the Arkansas Department of Education Facilities and Transportation Division. We will continue providing clean, safe facilities and safe, efficient transportation. The District understands there will be facilities costs and plans to fund these costs out of its operating budget.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

**Applicant Response:**

WHS complies with all the accessibility regulations in accordance with the ADA and IDEA.

There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.



17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**Applicant Response:**

Breakfast and lunch will be served at WHS. All students may make application for free or reduced meals. WHS will comply with Food Services regulations through the approved child nutrition program. We have made application for additional food services programming at some of our other campuses such as Breakfast in the Classroom and Fresh Fruit and Vegetable Program and we will likely apply for this type of food service programming at WHS as we are eligible to apply.

18. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

*While we invite and encourage parents to be involved during the school day and in the school building, we believe that a parent can be very involved in their child's education and not walk through our doors and it is our responsibility to educate parents and guardians on opportunities to do so.* Because the learning path and their learner's progress will be transparent on the Educate System, a parent has the ability to monitor and support the learner and our learning facilitators have a period each day in which they are available for conferences, phone calls and/or to respond to digital communication.

Parents will continue to be invited and encouraged to attend orientation sessions in order to learn about programming to be able to guide their child in making course selections.

Parents and community members will be involved in developing, implementing, and evaluating the school improvement plan through several opportunities Closing the Achievement Gap (CtAG) meetings, ACSIP Peer Review and Evaluation sessions, parent/teacher/student conferences to review progress through goal sheets and on Educate, and handbook committee.

To keep parents and guardians notified of school events and student progress, the following will be among those used: School and District web-site which includes a google calendar in which all pertinent school events, deadlines and notices are posted, goal/progression sheets, progress reports, Blackboard Connect parental notification system, "District Data" Newsletter, as well as, teacher availability during planning times to meet with parents as needed.

Opportunities for parents, guardians and community members to be involved include: Parent Involvement Evaluation/Planning, Volunteer recruitment during orientation, parents encouraged to attend orientation, FAFSA Nights, Internship Opportunities in Community.

The district parent center is open to parents and students daily with evening hours available as well as day time hours, and provides free of charge materials students may need for completion of projects and computers, printers, etc for research, study, projects, papers, etc.

Community members and parents will be invited to be involved in performance-based learning activities. Their engagement may be manifested in presentation evaluation, as a source for real-world projects and to help students make connections to real-world application of knowledge and the importance of learning.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

**Applicant Response:**

**1. Section 10.02 (“Teaching Load”) of the ADE Rules Governing the Standards for Accreditation (Standards Rules) and specifically Subsection 10.02.5:**

In order to fully implement our unique curricular offerings, Warren High School requests a waiver of the Teaching Load requirements. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worthy of a waiver under Subsection 10.02.5 of the Standards Rules. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, only on as needed basis.

**2. Section 10.02.5. Standards Rules, concerning class size:**

Warren High School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the individual class size will not exceed thirty-five (35) students to accommodate movement of students. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards Rules.

**3. Ark. Code Ann. §6-15-902 and the ADE Rules Governing the Uniform Grading Scale:**

To the extent that a waiver is necessary from the above statute and Rules, Warren High School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized by Warren High School will be more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard) on a scale of one (1) through four (4). There will be a conversion chart used so that WHS can put a letter grade on a student’s transcript. WHS will still use the State’s electronic transcript.

**4. Ark. Code Ann. §6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Network.**

**The applicant requests a waiver of the above referenced statute and rules, if necessary, and/or technical assistance from the Department of Education for the following purposes:**

- a.) We will manually input the converted letter grade into the system for transcripts if we have to, but we would like to request the Department of Education’s technical assistance to assure a bridge from our electronic grading system (Educate) to APSCN/eSchool.
- b.) Grades will be put on the transcript at the completion of the course (we refer to courses as seminars), not at semester.
- c.) The last day of a traditional semester, we will use the conversion chart (attached to this application) to determine eligibility status for extracurricular activities. We will follow the same process in May-so we are abiding by Arkansas Activities Association rules.

**5. Ark. Code Ann. §6-15-401 et seq. and the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Programs and the Academic Distress Program.**

Because our learners will complete seminars at various points in time, we need a waiver to allow for testing (PARCC Performance Based Assessment (PBA)) in the testing window after the learner has completed 75% of the Measurement Topics in a seminar (and the End of Year in the testing window following the PBA they have taken).

**6. Ark. Code Ann. §§6-42-101 et seq. and 6-20-2208(c)(6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation ; ADE Rules Governing Gifted and Talented Program Approval Standards (All**

**concerning Gifted and Talented Students):**

This waiver request is to allow for appropriate pre-Advanced Placement (AP) designation at the conclusion of the course/seminar. To earn Pre-AP designation, a student would be required to go beyond the target of 3 in 80% of the measurement topics of the seminar.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. WHS proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

**7. Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit):**

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

**8. Section 9.03.4.10 of the ADE Standards Rules (concerning Career and Technical Education):**

The applicant is in the process of transitioning from Computer Business Applications (CBA) to Technology Design Applications (TDA), and has received the appropriate waiver from Career and Technical Education (CTE) (Department of Workforce Education)). In its approved CTE plan, this is the last year to teach CBA. We request a waiver for any student not passing CBA this year to be allowed to make up credit by taking TDA.

20. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

Warren School District and Warren High School will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Warren School District is not under any court orders concerning the desegregation of its schools.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

**Applicant Response:**

Major components of a Standards-Based System is **creating leaders at all levels, being transparent** in all matters pertaining to the system, and **promoting continuous improvement**. All administrators, learning facilitators, support staff, and learners are empowered to provide leadership in this system. We are being transparent with our successes and our hiccups as we build this system- this builds trust and where there is trust and opportunity, there is ownership. **People naturally support what they help build**. We are truly in this together and are continually considering how we can better communicate and involve all stakeholders.

By promoting continuous improvement, we are in the business of getting better at getting better, and while that is important, we also have to give our administrators and learning facilitators permission to fail, because in building this system, **we are having to break away from a system that was established in 1892**. So we are creating an environment where we are not just about doing things better, but we are building better things- a structure that is better suited to providing for the needs of today's learners. Additionally, we are looking at not just a one year school improvement plan, but challenging the leadership teams at each building to look at **planning for the future** by outlining 5 year plans. WHS has been working on a 5 year plan for implementation with the understanding that items can be added, moved forward, or or moved back depending upon the readiness level of the building. [See attachment A40.]

Proof of Publication

A1

STATE OF ARKANSAS, }  
County of Bradley } ss

I, Heather McGlaughlin do solemnly swear that I am the  
bookkeeper of THE EAGLE DEMOCRAT, that said EAGLE  
DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of Ark-  
ansas; that I was so related to this publication at and during the publication of the annexed  
legal advertisement in the case of Warren High School  
Public Hearing

pending in the \_\_\_\_\_ Court, in said County, and at the dates  
of the several publications of said advertisement hereinafter stated, and that during said  
periods and at said dates, said newspaper was printed and published and had a bona fide  
circulation in said County, that said newspaper had been regularly printed and published in  
said County, and had had a bona fide circulation therein for the period of one month before  
the date of the first publication of said advertisements: and that said advertisement was

published in the regularly weekly issues of said newspaper for three  
consecutive times, was made as follows:

July 23, 2014, July 30, 2014,  
August 6, 2014

Fees for Printing, \$ 93.75  
Cost of Proof, --- \$ 0  
Total \$ 93.75

Subscribed and sworn to before me this  
25 day of August, 2014

12380083  
BRADLEY COUNTY  
ARKANSAS  
W. [Signature]

3-73-500 E-22503

Documentation of Public Hearing Requirements

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A2

Five generations of the picture recently. Show to swim in the beach, she kicked the time ago. We other countries which have had long-standing conflicts or just Somalia (which still has incidents of piracy off its coast) or wouldn't recommend going to Mexico due to the drug cartel exist throughout much of the Middle East and Ukraine. I Your final destination should also be carefully chosen. War 2000 should be avoided at all costs.

# After-school grant funds are awarded

Hermitage Elementary School was awarded a five-year 21<sup>st</sup> Century Community After-school Grant for all students in kindergarten through sixth grades. The program will begin on Oct. 6. The before school segment of the program will be open from 7-7:30 a.m. Monday-Friday. The after-school segment of the program will be open from 3:15-6 p.m. Monday-Thursday.

Health-Bradley County Health Unit (R. Alicia Outlaw), Arkansas Forestry Commission (James Walls), Arkansas Game and Fish (Laura Rogers), Arkansas State Police Troop 100 (Alma Harrod), Hermitage Police Department (Faron Johnson), Eagle Democrat (Danny Cook), First State Bank (Hermitage), Hermitage Baptist Church (Daniel Haig), Hermitage Helping Hands Food

**Page 5**  
*The Eagle Democrat*  
**WARREN, ARKANSAS**  
Wednesday, Aug. 6, 2014

**Buildings —**  
Continued from Page 1  
Simon. It was in use as a post office until 1998, when a new facility was constructed. Other buildings down the block on Main Street were built around 1905 and have been recently occupied by Busy Bee's, Pastime Pizza Parlor and Words On A Shirt. The former Colvin's General Store building had a new wall put in by the city and a tomato-themed mural was painted on it. Johnny and Jennifer Bradford are continuing to work on both sides of the Hankins Building, built around 1905 or earlier.

**WARREN HIGH SCHOOL PUBLIC HEARING**  
For discussion of a proposed Conversion Charter School Application  
**August 7**  
**Warren Cultural Center**  
**6:00 p.m.**

**Installations, Service & Repair**  
*(all brands)*  
**226-5532 or 226-5831**  
**Danny Cook, Owner**  
*Over 33 Years Experience*  
*Standard*  


*Documentation of Public Hearing Requirements*

# Warren School District

Home of the Fightin' Lumberjacks



Home | District Info | State-Required Info | Employment | For Parents | For Staff | For Students | Our Schools | Press Release

Warren School District Calendar

Today August 2014

Print Week Month Agenda

Sun Mon Tue Wed Thu Fri Sat

7:30am CAMP DIS 7:30am CAMP DIS

Sales Tax Holiday

6 Thursday, August 7

- 10th Grade Orientation-12:15-1:30
- 11th Grade Orientation-9:30-10:45
- 12th Grade Orientation-8:00 am-9:15
- 9th Grade Orientation-1:45-3:00
- WMS Student Orientation
- 5pm Eastside Block Party
- 5pm WHS Charter Public Hearing

3 Sales Tax Holiday

4

5 Physicals SR GI

6

7

8

9

10 Professional Development

11 All Staff @ IBC 11am Lunch at IB

12 Licensed Staff R -3 more

13

14

15

16

17 First Day of Sch 5pm After School 7pm Lumberjack

18

19

20

21

22

23

24

25 JR FB @McGehee

26 FB Vs McGehee After School Re +2 more

27

28

29

30

31

Sep 1 Labor Day - Sch

2 FB VS FS South Warren vs. Fort

3

4

5

6

7th FB @Drew C 11:30am Grandpa

JR FB @Drew C 3:30pm ASBS Hor

School Pictures

Events shown in time zone: Central Time

Google Calendar

## News

- [Bus Routes](#)
  - [WHS Public Hearing](#)
  - [Summer Feeding Programs](#)
  - [Important Notice to Parent/Guardians: New Immunization Requirements for 14-15](#)
  - [Public Notice - Internet Safety](#)
- More News...

## Contents

- ▶ [Arkansas Common Core](#)
- ▶ [District Slide Show](#)
- ▶ [Form for Naming Facilities](#)
- ▶ [General Information](#)
- ▶ [Menu](#)
- ▶ [Policy for Naming Facilities](#)
- ▶ [SBE at Brunson](#)
- ▶ [SBE at Eastside](#)
- ▶ [Technology Services](#)
- ▶ [Warren School District Calendars](#)
- ▶ [WSD Activity Calendar](#)

Documentation of Public Hearing Requirements

at least 23 years of age.  
 e to pass a D.O.T. Medical Exam  
 a company approved physician.  
 e to pass a pre-employment drug  
 WI  
 or be able to obtain TWIC card  
 tbed driving experience within  
 years.  
 ormation or to apply, please email  
 oasistradingllc.com

recently. Funds from the grant will be used for work to preserve the museum which is located on Ash Street and was the home of Dr. John Wilson Martin in the 1800's.

**WARREN High School Public HEARING**  
**For discussion of a proposed**  
**Conversion Charter School Application**  
**6:00 p.m.**  
**August 7, 2014**  
**Warren Cultural Center**

at 10:41 PM 0 comments

M [social icons] +1 Recommend this on Google

### Mayor Martin Hires New Street Foreman



Warren Mayor Bryan Martin has announced the hiring of Ricky Joe Davis as Street Foreman for the

Documentation of Public Hearing Requirements

**DUCE**  
**TOMATOES**  
 RIETY OF VEGETABLES  
 West Central  
**6-2508**



BU

A4



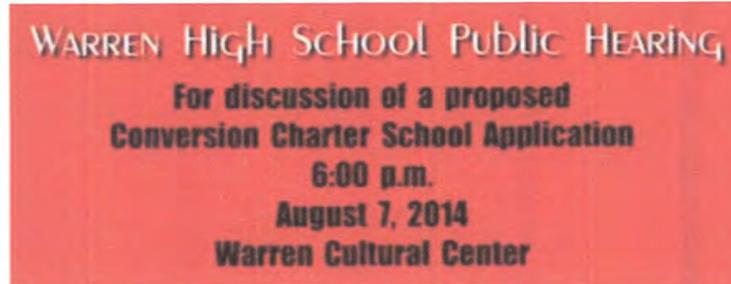
Documentation of Public Hearing Requirements

MONTICELLO, Ark. — Thirteen businesses in the McGehee area will offer as much as 10 percent discounts to students of the University of Arkansas at Monticello as part of the Weevil Perks Program, according to Heather Groleske, director of students services at the UAM College of Technology-McGehee.

To receive the discounts, students must present a valid UAM ID at the time of purchase.

The businesses include Blingtique, Fuzzy Tail Grooming, JJ's Café of McGehee and Lake Village, Jaliscos Mexican Restaurant, Kelley Drug & Selections, Lisa's Floors & More, the McGehee/Dermott Times-News, McGehee Lumber & Hardware, Pizza Inn Restaurant, Shear Connection, Shirt Shack & More, and Stitches by Design.

For more information, contact Groleske of (870) 460-2128 or Tara Snider, instructor of communications, at(870) 460-2132.



at 7:11 AM 0 comments M Facebook 8+1 Recommend this on Google

## Hunter Education Class to be Held at Warren Branch Library

Hunter's Education Class will be held at the Warren Branch Library, 118 West Cypress Street, September 29, 30, & October 2, 6-9:30. Registration is required. Please call 870-226-2536 to register. Limited Seating available

Warren, AR 71671  
 870-226-2633  
 www.frazerfuneralhome.com  
 Email: frazerfuneralhome@sbcglobal.net

# Public Hearing Discusses SBE at Warren High School

A public hearing was held Thursday night, August 7, at 6:00 p.m. to discuss Warren High Schools plans for District Conversion Charter.

Principal Gary Jackson welcomed the parents who attended the hearing. Assistant Superintendent Carla Wardlaw reviewed the types of charters and Warren School District's history with standards-based education.

Superintendent Marilyn Johnson spent time explaining the Standards-based System.

Mr. Jackson addressed the attendees describing SBE at Warren High School.

Those in attendance participated in a question and answer session following the presentation.

Currently grades K-8 have been approved as Conversion Charter Schools. Warren High School's application to become a charter school is scheduled for September of this year. The school's plan is to have SBE in place by 2015-16 school term.

at 10:27 PM 0 comments Recommend this on Google

# Register for Y Afterschool Program



Documentation of Public Hearing Requirements

A6

## WHS PUBLIC HEARING

### ADVERTIZING:

The Public Hearing was advertised in the Eagle Democrat and Shopper's Guide, a weekly publication that is distributed to all residents of the county, as well as on Saline River Chronicle, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and parents and learners were reminded of the event during the orientations held through-out the day on the 7<sup>th</sup> and it was announced at BCEDC and Rotary.

### TIME & PLACE:

WHS public hearing was held Thursday, August 7, 2014, in the Warren Cultural Center.

### RESULTS:

44 people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

The agenda, see next page, allowed for discussion time as well as an opportunity for those in attendance to write their questions down in case they didn't feel comfortable coming to the microphone during the discussion time. All questions were answered.

The evaluation survey included questions that were left open-ended to prompt more than a one word answer:

**"The information presented this evening was sufficient to help me understand the changes that will occur at WHS if this charter is approved."**

All responses were "yes" with the exception of one response that indicated "mostly".

**"I believe that the proposed changes will help my child."**

All responses were "yes" and an additional comment of "mostly yes, but in many ways unknown".

**"I support the concept of Standards-Based Education."**

All responses were "yes" with the exception of one response that indicated "mostly".

Based upon the responses from the survey and Q & A, and those who came up afterwards to discuss their thoughts, it is apparent that we have stakeholder support. This is including a learner who is a senior this year who said "I feel like I'm going to be at a disadvantage for not having an opportunity to go through this system."



In addition to this public hearing, three previous public hearings have been held for the three previous charter applications. Principals and district administration have met with parent groups and civic groups over the last 4 years. We have provided parent training on the use of Educate, the electronic reporting and recording system. A large group of stakeholders including parents, patrons, teachers, admins, board members met in January 2013 to work through a process to create the district's Strategic Design CtAG (Closing the Achievement Gap) Plan which outlines core values, core beliefs, mission, and vision statements. Just prior to the August 7 public hearing, all administrators presented a program to Rotary on SBE. We will continue educating our parents and patrons. We've found that once they understand what it is we are trying to do and why, an overwhelming majority support our efforts.

Evidence of Parent and Community Support  
page 1

**WARREN HIGH SCHOOL**  
**PUBLIC HEARING - DISTRICT CONVERSION CHARTER**  
*August 7, 2014*

**AGENDA:**

Welcome - Gary Jackson, WHS Principal

Types of Charters & District History with Standards-Based System      Carla Wardlaw, Asst. Superintendent

Standards-Based System Described - Marilyn Johnson, Superintendent

SBE at WHS - Gary Jackson, WHS Principal

Questions/Answers - WSD Administrative Team

Evaluation - Audience

Adjourn

**Standards-Based Education (SBE) System**

SBE is an innovative school structure that makes it possible to meet the individual needs of learners. In a standards-based system, learners work at their performance level and advance through the curriculum when they have demonstrated proficiency of the required knowledge or skills.

The focus is on learning and not on seat time, so some students will work their way through learning paths more quickly than others and all students must show what they know or can do on each learning goal and their progress is tracked. Students work at teacher pace or faster.

*Evidence of Parent/Community Support  
Page 2*

WARREN SCHOOL DISTRICT - Wa  
 Location: Warren Cultural Center,  
 Facilitator: Marilyn Johnson, Super  
 Date(s): August 7, 2014

WARREN SCHOOL DISTRICT -  
 Location: Warren Cultural Ce  
 Facilitator: Marilyn Johnson, S  
 Date(s): August 7, 2014

WARREN SCHOOL DISTRICT - Warren High Scho  
 Location: Warren Cultural Center, Warren, AR 7167  
 Facilitator: Marilyn Johnson, Superintendent; Carla V  
 Date(s): August 7, 2014

Sign In (Full Name)

Sign In (Full Name)

Sign In (Full Name) Pd

Evidence of Parent/Community Support Page 3

*[Handwritten signatures]*  
 Lopi Harrison  
 Marilyn Johnson  
 Lisa Weaver  
 Jaida Lassiter  
 Cindy May  
 Dennis R. Blakes  
 Tina McKinney  
 Carla Wardlaw  
 Regina Scroggin  
 Devin McDiarmid HS, tec  
 Amy Cortright  
 Amy Wynne  
 Cathy Thomas

*[Handwritten signatures]*  
 Katrina E. Shepherd  
 Khondy HARTON  
 Kasey Kellum  
 Tim Boston  
 Robin HARSTON  
 Sabrina Smith  
 David C. Williams  
 x Beverly Rye  
 Alexis Pacheco  
 Johana McMurray  
 Jan Garner  
 Tommy C  
 JG  
 Drandy Riley  
 John Spencer (South  
 Whitney Simon  
 Sandra Valley

*[Handwritten signatures]*  
 Emily Lassiter  
 Leiby Stracner  
 Peyton Sisson  
 Amanda Green  
 Clark Harris  
 DeMarquis Hall  
 Patrick Smith  
 HARRY CORNICK  
 Sandra McKittrick



# Warren School District

*Office of the Superintendent*

408 Cherry St. • P.O. Box 1210 • Warren, Arkansas 71671

Phone: (870) 226-8500 • Fax: (870) 226-8531

August 8, 2014

Arkansas Department of Education  
Division of Learning Centers  
Four Capitol Mall, Mail Slot #3  
Little Rock, AR 72201

To Whom It May Concern:

The Warren School Board has been involved with the Standards-Based Initiative since its inception. We are regularly kept informed of progress and have board attendance at the public hearings and exploratory trips to other districts involved in this initiative.

During the August 2014 board meeting, the board voted to support Warren High School District Conversion Charter application.

Sincerely,

Jerry Daniels, Warren School Board President

*Evidence of Parent/Community Support  
Page 4*

*Academics Come First*



STATE OF ARKANSAS

# House of Representatives

September 8, 2014

Ms. Sky Bledsoe, Charter School Program Advisor  
Arkansas Department of Education  
Division of Learning Services  
Charter and Home School Office  
Four Capitol Mall, Mail Slot 3  
Little Rock, AR 72201

Dear Ms. Bledsoe:

This letter confirms my strong support of the Warren School District's Charter Conversion application.

As State Representative for District 8 and as a parent, I support their planning and approach to produce a learning environment that will provide the district's learners with outstanding academic preparation and character development. I strongly believe that learners who are struggling in the traditional public school system will have a chance to flourish and learn in the environment that best meets their needs in a charter setting at Warren High School.

In closing, I wholeheartedly endorse the Warren School District's application. I applaud their vision and leadership of offering opportunities for students' growth and success through the opening of this charter school setting with innovative components of Standards Based Education. Should you have any further questions, please do not hesitate to contact me. Thank you for your time.

Sincerely,

Jeff Wardlaw  
State Representative  
District 8

JW/mlj

REPRESENTATIVE  
Jeff Wardlaw  
801 East Church Street  
Warren, Arkansas 71671-3454

870-226-9501 Business  
870-460-2814 Residence  
870-226-9500 FAX  
jeff@jeffwardlaw.com

### DISTRICT 8

#### Counties:

- Bradley
- Part Ashley
- Part Calhoun
- Part Cleveland
- Part Dallas
- Part Drew

### COMMITTEES:

Public Health, Welfare and Labor  
Labor and Environment Subcommittee

Insurance and Commerce  
Vice Chairperson,  
Financial Institutions Subcommittee

Joint Committee on Energy

Legislative Council

DRAFT

2015-2016 Warren School District Calendar

Aug. 12-16	Staff Development	5 days	
Aug. 17	First Day of School		
Sept. 7	Labor Day		
Oct. 15	End of First Quarter	Thursday	43days
Oct. 26	Parent-Teacher Conferences	Monday 3-7	WMS,WHS,SEACBEC
Oct. 27	Parent-Teacher Conferences	Tuesday 3-7	ES & BR
Nov. 23-24	Professional Development	Monday & Tuesday	8-3
Nov. 25-27	Thanksgiving Break		
Dec. 18	End of 2 <sup>nd</sup> Quarter	Friday	41 days
Dec. 19-Jan. 3	Christmas Break for teachers & Students	84 days/semester	
Jan. 4	Professional Development	Monday	8-3
Jan. 5	Students Return	Tuesday	8-3
Jan. 18	MLK Day	Monday	
Feb. 8	Parent-Teacher Conference	Monday 3-7	WMS, WHS, SEACBEC
Feb. 9	Parent-Teacher Conferences	Tuesday 3-7	ES & BR
Feb. 12	Professional Development	Friday	8-3
Feb. 15	President's Day Holiday	Monday	(make up day if needed)
March 11	End of Third Quarter	Friday	46 days
March 21-25	Spring Break	Monday-Friday	
April 1	Good Friday Holiday	Friday	(make up day if needed)
April 4	Professional Development	Monday	8-3
May 19	Graduation		
May 27	Last Day of School	Tuesday	48 days
May 31, June 1, 2,	Make-up days (if needed)		

Total student Teacher Interaction Days 178      5 make-up days are included in the calendar  
 Total Parent-Teacher Conference days 2      60 hours = equivalent of 10 days of PD by district  
 Total Staff Development (60 hours) 10  
 Total Contract Days 190      \*Nothing except emergency sick leave is granted for Staff development days

# Master Schedule 2015-2016

## Social Studies

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Ellis	Pre-Ap Civics/Pre-Ap Econ.	Civics / Economics	Civics / Economics	Pre-Ap Civics/Pre-Ap Econ.	Civics / Economics	Lunch
Quoss	World History	World History	Psychology / World Geography	Pre-Ap World History	Lunch	Pre-Ap World History
Reep, B	American History	AP American History	AP American History	Prep	American History	Lunch

## English

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Dalley	English 10	Pre-Ap English 10	English 10	Prep	Lunch	English 10
Halley	Freshman Comp I & II	AP Lit I & II	Literacy Lab	Prep		
McDiarmid	English 9	English 9	Pre-AP English 9	Prep	Literacy Lab	Lunch
Standridge	English 12	Literacy Lab	English 12	Prep	ANNUAL	Lunch
Thornton	Literacy Lab	English 11	English 11	Prep	Lunch	Pre-Ap English 11

## Math

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Coffell	Algebra I - R	Methods	Bridge	Methods	Methods	Lunch
Foster	Algebra II	Algebra II	Pre-AP Algebra II	Pre-AP Pre-Cal/Trig	Algebra II	Lunch
Panicola	Algebra I	Pre-Algebra I	Algebra I	Algebra I	Algebra I	Lunch
Rogers	Geometry	Pre-AP Geometry	Geometry	Geometry	Geometry	Lunch

## Science

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Cabaniss	Environmental Sci.	Chemistry	Environmental Sci.	Chemistry	AP Chemistry	Lunch
Green	Pre-Ap Biology	PREP	Biology	Biology	Physical Science	Lunch
Mann	Physical Science	PREP	Physical Science	Pre AP Phy Science	Lunch	Physics 5B

## Resource Classes

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
St. John	Language Arts	Social Studies	Language Arts	Language Arts	Language Arts	Lunch
Young	Math	Math	Science	Prep	Math	Lunch

Period 6	Period 7	Period 8
Civics / Economics	Prep	Athletics/ Boys Track
World History	World History	Prep
American History	American History	American History

Period 6	Period 7	Period 8
Literacy Lab	Pre-AP English 10	English 10
Pre-AP English 9	English 9	English 9
English 12	English 12	English 12
English 11	Pre-AP English 11	English 11

Period 6	Period 7	Period 8
Methods	Prep	Methods
Algebra II	Prep	Algebra II
Pre-AP Algebra I	Prep	AIP
AP Calculus	Prep	Geometry

Period 6	Period 7	Period 8
Chemistry	PREP	Chemistry
Pre-AP Biology	Biology	AIP
Physical Science	Pre AP Phy Science	Physical Science

Period 6	Period 7	Period 8
Prep Science	Social Studies	Language Arts
Science	Math	Math



Period 6	Period 7	Period 8
Prep	ISS	ISS
Spanish II	Spanish II	Spanish I
ROTC I-II	ROTC I-II	Prep
Prep	Shielded Metal Arc	Gas Tungs Arc
Plumbing	Carpentry	Conrtuction Fund
Power Sports II	Prep	Power Sports I
Prep	Accounting I	DCI (Page Design) / DCII Graphic Imaging
Prep	Human A & P	Medical Procedures / Medical Procedures Exp
Prep	EAST	EAST
Middle School	Prep	Athletics
		Athletics
Foods & Nutrition / Nutrition & Wellness	Foods & Nutrition / Nutrition & Wellness	Family and Consumer Science
P.E. Girls / P.E. Boys	Prep	Athletics
2D Art / 3D Art	Art I	Art I
Advanced Choir	Vocal Music I	Music Theory
Office Wkr	Office Wkr	Office Wkr
Drama / Oral Comm	Drama / Oral Comm	Drama / Oral Comm
Survey of Agriculture	Leadership & Communic. / Aquaculture	Animal Science I / Animal Science II
ALE	PREP	ALE
		/ Girls Track
Human Behavior & Disorder / Medical Terms Blended	Human Behavior & Disorder / Medical Terms Blended	Human Behavior & Disorder / Medical Terms Blended
CBA	CBA	CBA
Enterprise MGMT I / II	Office MGMT	Computer Aps I / II
ALE	Prep	Athletics
Health Boy / Health Girls	Prep	Athletics
		9th Grade Football
ISS	Prep	Jazz Band
Diagnosticos Blended	Operations Blended	Operations Blended
	Internship 7th	Internship 8th
	College Algebra	Athletics
Medical   Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended

**2014 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

- 8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
- 9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
- 10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
- 11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Marilyn Johnson  
 Signature of Superintendent of School District

9-2-14  
 Date

Marilyn Johnson  
 Printed Name

Name of Individual with Prior Charter Experience Marilyn Johnson

Position with Proposed Charter Superintendent of Schools

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Warren Middle School Charter	Superintendent	Operating	408 N. Bradley Rd	arkansased.org.
Brunson New Vision Charter	Superintendent	Operating	212 Scobey Dr.	arkansased.org.
Eastside New Vision Charter	Superintendent	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Carla Wardlaw

Position with Proposed Charter Assistant Superintendent

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Warren Middle School Charter	Assistant Suptintendent	Operating	210 Scobey Dr.	arkansased.org.
Brunson New Vision Charter	Assistant Superintendent	Operating	212 Scobey Dr.	arkansased.org.
Eastside New Vision Charter	Assistant Superintendent	Operating	408 N. Bradley Rd.	arkansased.org.

Name of Individual with Prior Charter Experience Gary Jackson

Position with Proposed Charter Principal of the Warren High School and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Brian Cornish

Position with Proposed Charter Assistant Principal of the Warren High School and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A <i>"</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A <i>"</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Glenetta Burks

Position with Proposed Charter Principal of a Charter School in the same district and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Principal	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Tommy Arnold

Position with Proposed Charter Assistant Principal of a Charter school in the district and a member of the planning committee for the Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A <i>in</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Assistant Principal <i>4</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Regina Scroggins

Position with Proposed Charter Principal of a Charter School in the same district and a member of the planning committee for the H.S. Charter.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Principal <i>rr</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A <i>rr</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Sara Weaver

Position with Proposed Charter Principal of a Charter School in the same district and on the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Principal <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Kathy Cornish

Position with Proposed Charter Assistant Principal of a Charter School in the same district and on the planning committee for the H.S. application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Assistant Principal <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Rhonda Williams

Position with Proposed Charter District G/T Coordinator and a member of the planning committee for the H.S. Charter.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	G/T Coordinator/Instructor	Operating	408 North Bradley Rd.	arkansased.org.
Brunson New Vision Charter	G/T Coordinator/Instructor	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	G/T Coordinator/Instructor	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Rhonda Daniels

Position with Proposed Charter District LEA Supervisor and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	LEA Supervisor <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	LEA Supervisor <i>Tr.</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	LEA Supervisor <i>Tr.</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Vickie Newton

Position with Proposed Charter District Technology Coordinator and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Technology Coordinator <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Technology Coordinator	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Technology Coordinator	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Matt Valentine

Position with Proposed Charter District Transportation Supervisor and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Transportation Supervisor <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Transportation Supervisor	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Transportation Supervisor	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Amanda West

Position with Proposed Charter Nutrition Director and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Nutrition Director <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Nutrition Director "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School	Nutrition Director "	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Jonalyn Reep

Position with Proposed Charter Administrator of Career Technical Education and Secondary Adult Ed. and ABC, also on the planning committee.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

**CONVERSION CHART FOR GPA  
FOR PURPOSE OF SCHOLARSHIPS,  
NCAA/AAA ELIGIBILITY, & Students  
Transitioning in/out of District**

OMNIBUS SCORE FOR COURSE	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
2.25	C
2.0	C
1.75	D
1.50	D
1.25	D
1.0	D

Scoring of evidence for learning goals/targets within each measurement topic (MT) will be 1-4;

- 1- with help;
- 2- learner demonstrates only foundational knowledge skills toward target);
- 3- proficiency on target (goal/standard);
- 4- apply learning beyond the target).

The teacher will look at preponderance of evidence in determining the overall score for the MT. (no averaging of scores within a measurement topic)  
To get the Omnibus Score, the scores of the different measurement topics will be averaged

**CONVERSION CHART FOR CORE  
COURSES/SEMINARS**

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
Below 3.0, a student's transcript in CORE Courses is <b>IP</b> (In Progress) or <b>NP</b> (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.	
<b>IP</b> = student has either not successfully completed all MTs in the core course OR has an omnibus (overall) score of less than 3.0 <b>NP</b> =student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 3.0 and is not attempting.	

\*Grades entered on the transcript at the completion of the course

**CONVERSION CHART FOR NON-CORE  
COURSES/SEMINARS**

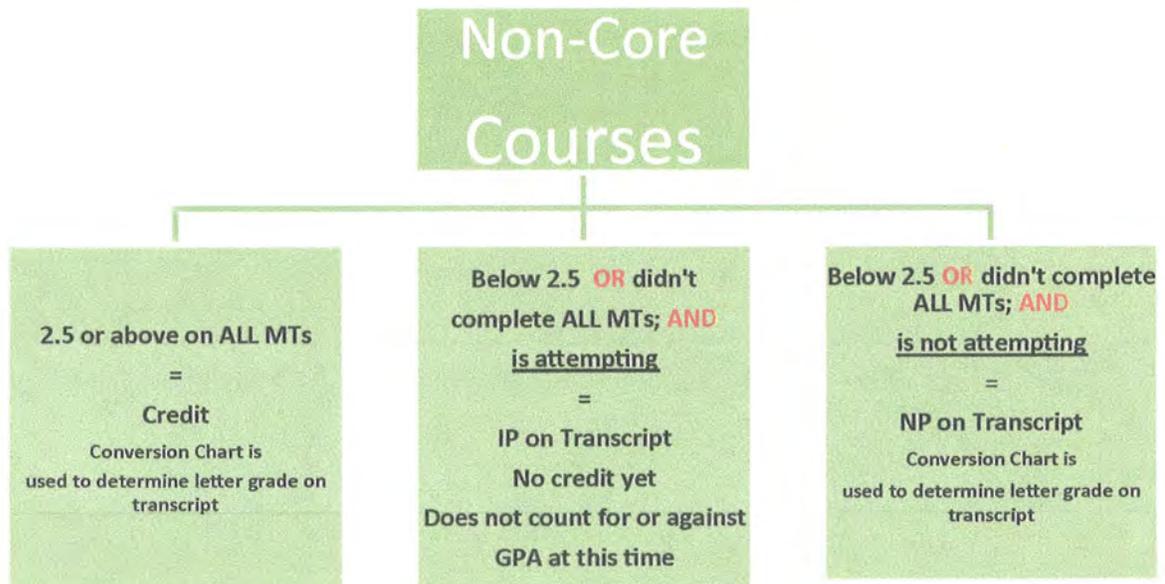
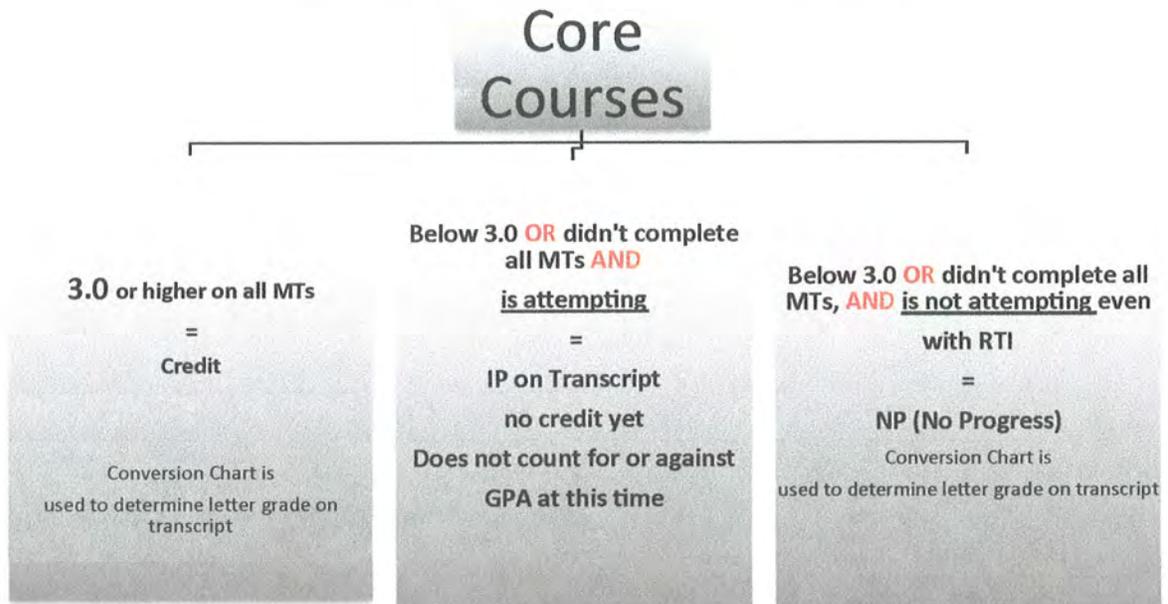
OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
Below 2.50, a student's transcript in Non-CORE Courses is <b>IP</b> (In Progress) or <b>NP</b> (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.	
<b>IP</b> = student has either not successfully completed all MTs in the non-core course OR has an omnibus (overall) score of less than 2.50 <b>NP</b> =student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 2.50 and is not attempting.	

\*Grades entered on the transcript at the completion of the course

**GPA Conversion Chart**  
for  
**AP & Colleges Courses**  
*Reporting with 1-4 Proficiency Scale*

<b>OMNIBUS CLASS SCORE</b>	<b>WEIGHTED GPA CONVERSION</b>
<b>4.0</b>	<b>5.0</b>
<b>3.5</b>	<b>5.0</b>
<b>3.0</b>	<b>4.0</b>
<b>2.5</b>	<b>3.5</b>
<b>2.0</b>	<b>3.0</b>

## REPORTING CREDIT ON TRANSCRIPTS

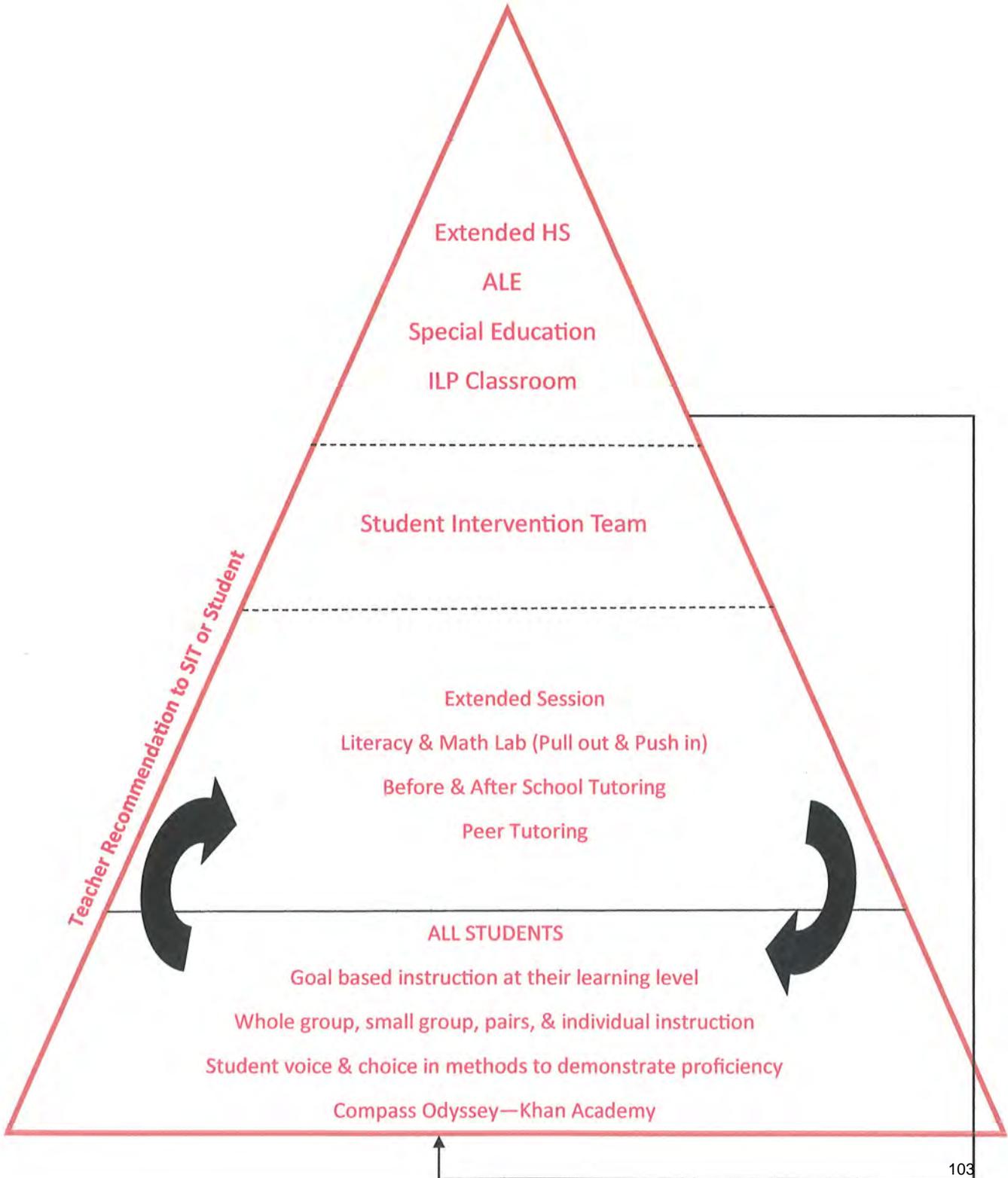


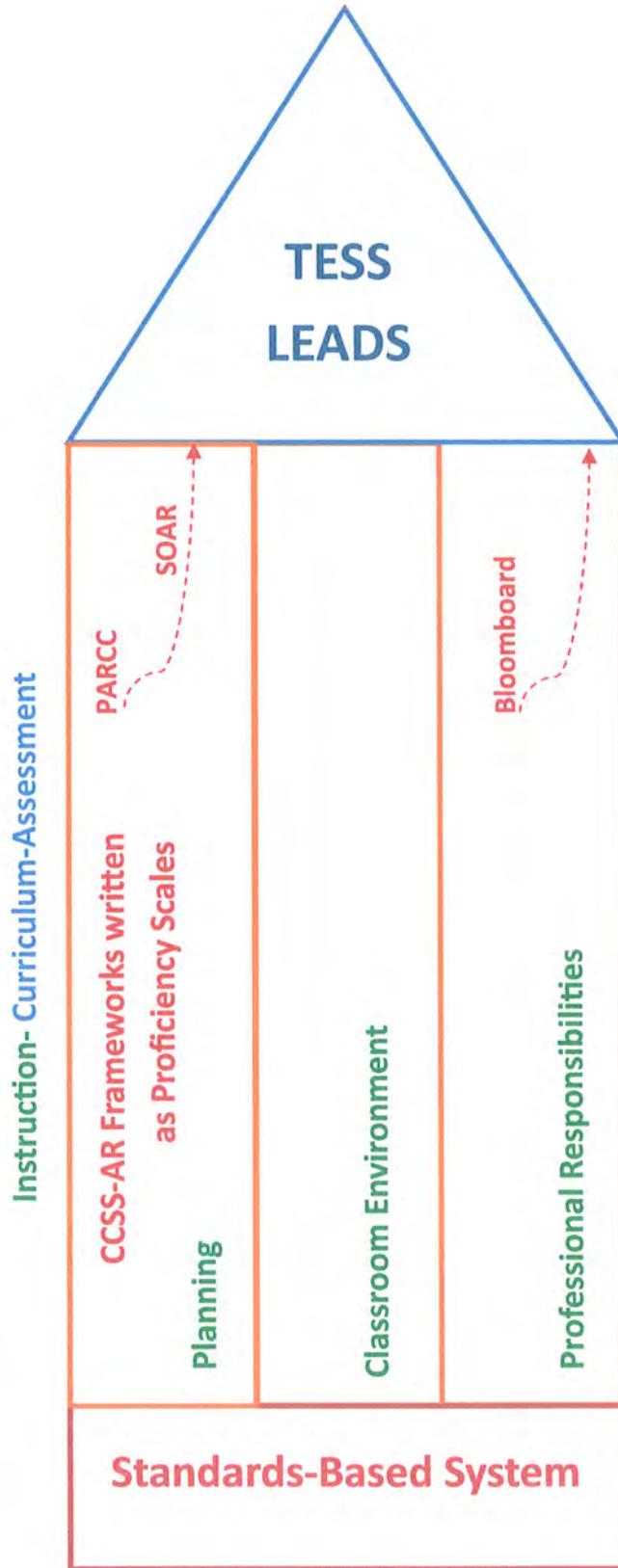
MT = Measurement Topics

IP = In Progress

NP = No Progress

# WHS RTI Model





**A Team Meeting**  
**Administration Building Conference Room**  
**August 27 , 2014**

IL: Instructional Leadership  
D: Data  
FM: Fiscal Management

## AGENDA

1. Call to Order
2. **IL:** WSD Core Values & 6 Cancers That Inhibit Greatness
3. **PPC Election** (Other committee assignments made after the PPC election)
4. Items for Discussion:
  - a1) **School Briefing** Assignments
  - a 2) **Reprimand Procedures**
  - b) Update from **Technology** (ID cards, etc), **Transportation**, **Food Service**
  - c) Update from **Paula Church - Immunizations**
  - d) **Bloomboard** -
    - \* check for all teachers (with you as observer)
    - \* I will schedule PGP meeting in Sept AFTER 9th.
    - \* Prior to meeting, self-evaluation and goals completed for your ppg
    - \* **Turn in updated Track Assignments to TP TODAY or TOMORROW**
  - e) **Update from Kathy C** - Educate, NWEA, etc.
  - f) **ERZ Offerings & Co-Op Events**(in drive)
  - g) **Homeschool** Student List - (in drive)
  - h) **IL FM D: ACSIP** - don't change actions with \$\$, data statements and any new programs added no later than September 10; think about PD that you know of such as RISC to add to actions; Principals check with IFs to be sure data statements are done by Sept. 10.
  - i) Review **Contingencies** - Waivers & ALPs
  - j) **D:** Plan for **AIP/IRI**
  - k) **Mental Health Providers** - sign in/out showing counseling time for students; complete permission form on students
  - l) **OSR/Standards Checklist** 14/15 - in drive
  - m) **Field Trip** Requests -10 days prior to date of trip; curriculum connection
  - n) **Constitutionally Protected Prayer** - handbout
  - o) **Changing A/C Filters**; discussion- how is this scheduled/monitored?
  - p) **A/C Thermostats**
  - q) **Supervision/Assignments at Football Games** - G Jackson
  - r) **Active Killer Response Training** - who goes - info in drive
  - s) **Dyslexia** - info in drive (dyslexia folder in Aug A Team folder)
  - t) Concerns from Board
5. **FM:** Copier Counts
6. Dates to Remember and **Calendar:**
  - a) **Student Enrollment Counts/Master Schedules/Student Numbers (Due Sept 3)**
  - b) **Self-Evaluation and Goals Prior to PGP meeting -Scheduled last 2 weeks in Sept.**
  - c) **Principal/Director portion of Annual Report to Public slide(s) by Sept 19**
  - d) **Share calendars**
7. **Miscellaneous/Weight Bearing Walls/Reflections**
8. **Celebrations & Appreciations**
9. **Adjourn**

WHS - Outline of 5 Year Implementation Plan (Fluid Sketch)

<p><b>Prep</b></p> <ul style="list-style-type: none"> <li>Establish Sliding Scale for (gpa, extra curriu, scholar)</li> <li>Blended Learning</li> <li>Explore Digital Classroom</li> <li>Explore Virtual Arkansas- for ALE &amp; Levels</li> <li>11-13(student choice)</li> <li>Provide Spring 15 pd for Empower , input scores</li> <li>Explore Intern assessment system such as NWEA</li> <li>Book Study</li> <li>Mindset all staff; Leadership Team</li> <li>Inevitable, Too</li> <li>Explore and plan how honor grad/PreAP align with SBE</li> <li>RTI - more systemized</li> <li>-Lit Lab, Before school and after school tutoring, peer tutoring, Compass</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Implement virtual lab for levels 11-13</li> <li>Implement Digital Class (11-13)</li> <li>Implement Educate/Empower as a reporting and recording tool</li> <li>Implement Interim Assessment System</li> <li>Implement 3 by 1( levels 10-12) SBE</li> <li>RTI (all years)</li> <li>Implement PreAp -need wording- Honor Grad requirements</li> <li>Plan Graduation</li> <li>Career Exit Plan (see notes below)</li> <li>Meet with BCEDC/community businesses to plan apprenticeship/internships</li> <li>Formalize collaboration with SEACBEC on career paths, etc/</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Expand system to level 13</li> <li>Explore Project Led the Way another STEM Initiatives- site visits</li> <li>Expand Educate for students to use "playlist", resources, and to take assessments</li> <li>Implement Graduation Career Exit Plan (personalized each student)-accelerated plan for Levels 12,13</li> <li>Implement internship/apprenticeship linked to career path</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Implement STEM program-provide pd</li> <li>Explore world wide digital classrooms career paths and vocational</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Explore options for out of state providers (nationally and internationally) for concurrent credit</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>SBE- Learner centered focused system to included the following: Seminars where learners move at their own pace, Career paths for each learner supported with vocational training with apprenticeship in internship and concurrent credit using Outside providers virtual chosen by learner choice</li> </ul>
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**CONVERSION CHART FOR GPA  
FOR PURPOSE OF SCHOLARSHIPS,  
NCAA/AAA ELIGIBILITY, & Students  
Transitioning in/out of District**

OMNIBUS SCORE FOR COURSE	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
2.25	C
2.0	C
1.75	D
1.50	D
1.25	D
1.0	D

Scoring of evidence for learning goals/targets within each measurement topic (MT) will be 1-4:

- 1- with help;
- 2- learner demonstrates only foundational knowledge skills toward target);
- 3- proficiency on target (goal/standard);
- 4- apply learning beyond the target).

The teacher will look at preponderance of evidence in determining the overall score for the MT. (no averaging of scores within a measurement topic)  
To get the Omnibus Score, the scores of the different measurement topics will be averaged

**CONVERSION CHART FOR CORE  
COURSES/SEMINARS**

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
Below 3.0, a student's transcript in CORE Courses is IP (In Progress) or NP (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.	
IP = student has either not successfully completed all MTs in the core course OR has an omnibus (overall) score of less than 3.0 NP=student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 3.0 and is not attempting.	

\*Grades entered on the transcript at the completion of the course

**CONVERSION CHART FOR NON-CORE  
COURSES/SEMINARS**

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
Below 2.50, a student's transcript in Non-CORE Courses is IP (In Progress) or NP (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.	
IP = student has either not successfully completed all MTs in the non-core course OR has an omnibus (overall) score of less than 2.50 NP=student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 2.50 and is not attempting.	

\*Grades entered on the transcript at the completion of the course

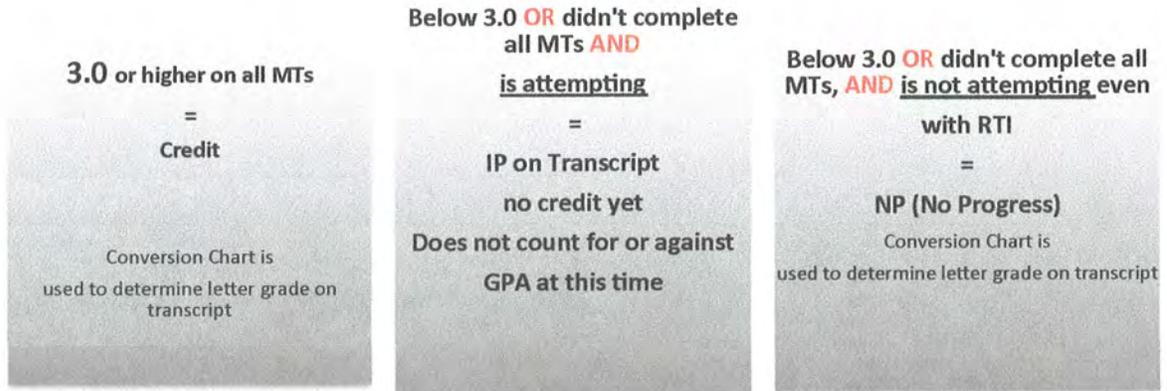
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**GPA Conversion Chart**  
for  
**AP & Colleges Courses**  
*Reporting with 1-4 Proficiency Scale*

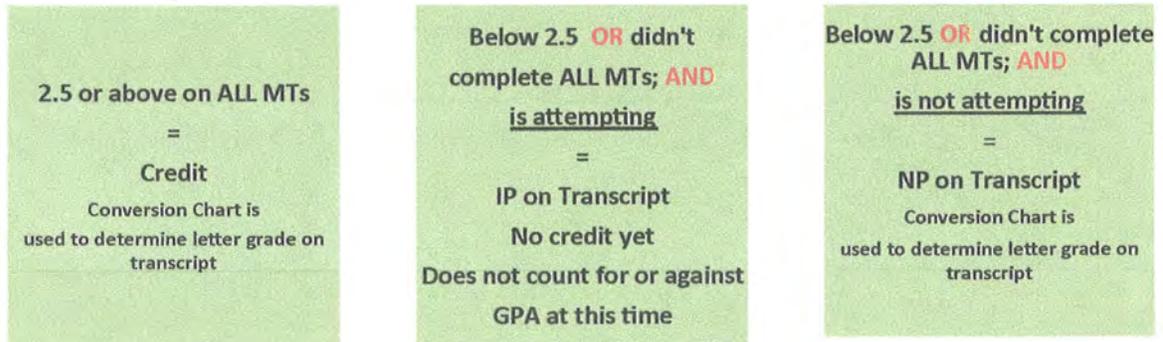
<b>OMNIBUS CLASS SCORE</b>	<b>WEIGHTED GPA CONVERSION</b>
<b>4.0</b>	<b>5.0</b>
<b>3.5</b>	<b>5.0</b>
<b>3.0</b>	<b>4.0</b>
<b>2.5</b>	<b>3.5</b>
<b>2.0</b>	<b>3.0</b>

# REPORTING CREDIT ON TRANSCRIPTS

## Core Courses



## Non-Core Courses



MT = Measurement Topics

IP = In Progress

NP = No Progress

2014-2015 Application Cycle

# **2013 ESEA Information**

Warren High School  
Warren School District

**District: WARREN SCHOOL DISTRICT**      **Superintendent: ANDREW TOLBERT**  
 School: WARREN SCHOOL DISTRICT      Principal:  
 LEA: 0602000      Grades: K-12  
 Address: P.O. BOX 1210      Enrollment: 1583  
 WARREN, AR 71671      Attendance (3 QTR AVG): 96.59  
 Phone: 870-226-6738      Poverty Rate: 75.62

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	826	827	99.88	824	825	99.88
Targeted Achievement Gap Group	614	615	99.84	629	630	99.84
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	250	251	99.60	261	262	99.62
Hispanic	159	159	100.00	165	165	100.00
White	405	405	100.00	384	384	100.00
Economically Disadvantaged	608	609	99.84	623	624	99.84
English Language Learners	23	23	100.00	24	24	100.00
Students with Disabilities	76	76	100.00	74	74	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	564	798	70.68	68.38	91.00	423	578	73.18	68.83	93.00
Targeted Achievement Gap Group	370	588	62.93	63.86	91.00	289	433	66.74	64.98	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1646	2394	68.76	68.38	91.00	1236	1714	72.11	68.83	93.00
Targeted Achievement Gap Group	1126	1796	62.69	63.86	91.00	873	1301	67.10	64.98	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	134	235	57.02	56.00		103	175	58.86	57.49	
Hispanic	110	158	69.62	68.94		87	117	74.36	70.76	
White	312	394	79.19	78.38		229	281	81.49	77.06	
Economically Disadvantaged	369	582	63.40	64.34		289	429	67.37	65.38	
English Language Learners	8	23	34.78	37.50		11	16	68.75	58.33	
Students with Disabilities	11	73	15.07	29.40		7	50	14.00	25.35	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	540	794	68.01	77.26	92.00	340	578	58.82	73.11	81.00
Targeted Achievement Gap Group	377	601	62.73	73.19	92.00	242	433	55.89	70.56	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1881	2604	72.24	77.26	92.00	1095	1714	63.89	73.11	81.00
Targeted Achievement Gap Group	1320	1971	66.97	73.19	92.00	789	1301	60.65	70.56	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	126	242	52.07	66.72		76	175	43.43	66.33	
Hispanic	119	164	72.56	81.98		80	117	68.38	78.80	
White	279	366	76.23	83.54		181	281	64.41	76.38	
Economically Disadvantaged	376	595	63.19	73.69		242	429	56.41	71.05	
English Language Learners	13	24	54.17	62.13		11	16	68.75	79.17	
Students with Disabilities	14	70	20.00	33.10		4	50	8.00	30.56	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	97	105	92.38	80.82	94.00
Targeted Achievement Gap Group	72	77	93.51	75.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	301	363	82.92	80.82	94.00
Targeted Achievement Gap Group	198	245	80.82	75.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	36	38	94.74	79.17	
Hispanic	17	19	89.47	72.23	
White	44	48	91.67	84.57	
Economically Disadvantaged	67	72	93.06	76.19	
English Language Learners				100.00	
Students with Disabilities	12	12	100.00	67.95	

**District: WARREN SCHOOL DISTRICT**    **Superintendent: ANDREW TOLBERT**  
 School: WARREN HIGH SCHOOL    Principal: GARY JACKSON  
 LEA: 0602014    Grades: 09-12  
 Address: 803 N. WALNUT    Enrollment: 436  
 WARREN, AR 71671    Attendance (3 QTR AVG): 97.10  
 Phone: 870-226-6736    Poverty Rate: 76.61

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS:	<b>ACHIEVING</b>					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	99	99	100.00	97	97	100.00
Targeted Achievement Gap Group	72	72	100.00	87	87	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	37	37	100.00	48	48	100.00
Hispanic	15	15	100.00	21	21	100.00
White	47	47	100.00	26	26	100.00
Economically Disadvantaged	71	71	100.00	86	86	100.00
English Language Learners						
Students with Disabilities						

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS:	<b>NEEDS IMPROVEMENT</b>				
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	61	96	63.54	57.89	91.00
Targeted Achievement Gap Group	37	69	53.62	55.13	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	157	288	54.51	57.89	91.00
Targeted Achievement Gap Group	102	208	49.04	55.13	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	19	35	54.29	45.24	
Hispanic	9	14	64.29	55.56	
White	33	47	70.21	69.70	
Economically Disadvantaged	36	68	52.94	55.73	
English Language Learners				16.67	
Students with Disabilities				44.44	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS:	<b>ACHIEVING</b>				
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	66	92	71.74	66.47	92.00
Targeted Achievement Gap Group	60	82	73.17	61.20	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	307	441	69.61	66.47	92.00
Targeted Achievement Gap Group	233	352	66.19	61.20	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	27	45	60.00	56.35	
Hispanic	17	20	85.00	71.43	
White	20	25	80.00	73.81	
Economically Disadvantaged	59	81	72.84	61.24	
English Language Learners				35.18	
Students with Disabilities				33.33	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS:	<b>ACHIEVING</b>				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	97	105	92.38	80.82	94.00
Targeted Achievement Gap Group	72	77	93.51	75.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	301	363	82.92	80.82	94.00
Targeted Achievement Gap Group	198	245	80.82	75.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	36	38	94.74	79.17	
Hispanic	17	19	89.47	72.23	
White	44	48	91.67	84.57	
Economically Disadvantaged	67	72	93.06	76.19	
English Language Learners				100.00	
Students with Disabilities	12	12	100.00	67.95	