

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: Miller-McCoy Academy for Mathematics and Business

Grade Level(s) for the School: 5th-12th Student Enrollment cap: 400

Name of Sponsoring Entity: Miller-McCoy Network

The applicant is an "eligible entity" under the following category (check one):

- A public institution of higher education;
- A private nonsectarian institution of higher education;
- A government entity; or

An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax-exempt status under 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Dr. Tiffany Hardrick
Address (no P.O. Box please): 8436 Patricia Street Chalmette, LA 70043

Daytime Phone Number: (504) 460-8830 FAX: 504 240 3257

Email: thardrick@millermccoy.org

Charter Site Address: _____ City: Forrest City, AR ZIP: 72335

Date of Proposed Opening: July 1, 2011

Chief Operating Officer
Of Proposed Charter: TBD from leaders identified in currently Miller-McCoy leadership development program Title: School Leader
Address: TBD

ZIP Code: TBD Daytime Telephone Number: TBD
The proposed charter will be located in the Forrest City School District.

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CHARTER SCHOOL OFFICE

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name:	Position	Profession	State of Residence:
Dr. Tiffany Hardrick	Co-Founder & COO	Educator	Louisiana
Mr. Keith Sanders	Co-Founder & CEO	Educator	Louisiana
Dr. Terrence Brown	Network Board Member Secretary	Associate Superintendent	Tennessee
Ms. Lisa Daggs	Network Board President	Independent Charter Consultant	California
Mr. Dion Wilson	Network Board Treasurer	Attorney	Arkansas
Mr. Ron Walker	Network Board Vice President	Executive Director of Coalition of Schools Educating Boys of Color	Maryland

List the current K-12 student enrollment of the district where the proposed public charter school will be located. 3270 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary)

Forrest City School District
Lee County School District

Palestine-Wheatly School District
Wynne School District

B. GENERAL DESCRIPTION

Miller-McCoy Academy for Mathematics and Business is a 5-12 learning community under the umbrella of the Miller-McCoy Network designed to educate urban male students. The Network exist to systematically change the lives of young males by providing high-performing schools that prepare students for college success. The flagship campus in New Orleans, Louisiana achieved milestones as identified in charter. Many of these accomplishments can be read in nationally recognized media such as *New York Times* and *Education Week* and can be viewed in upcoming documentary by Academy award winning Director Davis Guggenheim (See Attachment J). The effectiveness of our network of schools will ultimately be measured through the graduation rates from high school and college.

Miller-McCoy Academy for Mathematics and Business-Forrest City campus will open August 2011 with grades 5-9 with all the benefits of a support system from the Network. Each year thereafter, we will add one grade at the high school level. Urban schools have become a place of isolation for many boys not able to succeed socially and academically. For these male students, school has become a place where academics are preached but male students are not adequately supported in the learning process. Our personal answer to this educational challenge is the formation of Miller-McCoy Academy for Mathematics and Business. This school will be a progressive student-centered learning environment that prepares students to succeed in school, college, and life beyond the classroom. The Academy will be designed to meet the needs and interests of urban male students. In our extensive work with urban males, we have again and again seen a strong interest in mathematics, business, and entrepreneurship. Yet, according to *Educational Achievement and Black White Inequality*, the black-white mathematics gap begins to widen during middle school. As such, Miller-McCoy will devote extensive time to math interventions in order to close this achievement gap and prepare urban males with the skills needed to pursue their professional interests.

Mathematics and Business Emphasis

Miller-McCoy students must have access to a rigorous and challenging math curriculum beginning in the fifth grade that addresses basic level skills and accelerates students through a demanding curriculum in preparation for advanced math through out high school and college.

Miller-McCoy's vision for mathematics will align with that of the 2000 National Council of Teachers and Mathematics (NCTM) six major principles, which include:

1. Equity in mathematics. Maintaining high expectations and support for all students.
2. Curriculum. Articulating coherent mathematics across the grades.
3. Teaching. Challenging and supporting students with building new knowledge.

4. **Learning.** Helping students build an understanding of mathematics by actively creating meaning by connecting new knowledge with prior knowledge.
5. **Assessment.** Support the learning of mathematics through formative and summative assessment of what students actually understand.
6. **Technology.** Expanding the mathematics that can be taught and enhancing student learning.

These principles will be applied to the major content strands (number and operations, algebra, geometry, measurement, data analysis/probability) and process strands (problem solving, reasoning/proof, communication, connections, representation) for mathematics.

The business curriculum will provide students with the skills needed to be successful entrepreneurs, investors, and positive contributors to society. The Business and Entrepreneurship curriculum will prepare independent and self-sufficient students to thrive in the fast-changing economy while positively contributing to the New Orleans economy. Through a rigorous interdisciplinary core curriculum based on the disciplines of business and entrepreneurship, students will develop the knowledge and skills required to create, perform and appreciate effective business practices and applications. Through study of business related areas such as Entrepreneurship, Economics, Finance, Business Math, Marketing, and Business Technology, all students will engage in inquiry-based learning activities. The rigorous core curriculum is designed to equip them with the financial literacy, leadership and management skills necessary to sustain a small business.

The business courses will provide students with the skills needed to be successful entrepreneurs, investors, and positive contributors to society. The Business and Entrepreneurship curriculum will prepare independent and self-sufficient students to thrive in the fast-changing economy. Through a rigorous interdisciplinary core curriculum based on the disciplines of business and entrepreneurship, students develop the knowledge and skills required to create, perform and appreciate effective business practices and applications. Through study of business related areas such as entrepreneurship and marketing, students will engage in inquiry-based learning activities. The electives are designed to equip them with the financial literacy, leadership and management skills necessary to sustain a small business.

D. REQUIRED INFORMATION

1. Results of the Public Hearing

A public hearing was held July 31, 2010 at the local community center to discuss the establishment of Miller McCoy Academy for Mathematics and Business, Forrest City Campus. Approximately 57 community members were present (See Attachment G, Sign-In Sheet). In addition, more than 370 citizens signed a public support paper petition. These petitions are available upon request.

2. Documentation of Notification and Publication Requirements

Per statute, notices were published in the Times Herald. Notices were sent certified mail to Superintendent of Forrest City School District as well as contiguous districts (See Attachment A). In addition, copies of Charter application were sent to Forrest City School District and contiguous districts.

3. Governing Structure

Board Composition

Miller McCoy Network seeks to recruit and retain individuals who share a commitment to the Miller-McCoy Academy for Mathematics and Business' mission to prepare students to graduate fully prepared to attend and thrive in the best colleges in the nation. The members of the National network board (See Attachment D) will appoint members (3-5) to the founding local board.

Board Selection and Composition

Board members are selected primarily because of their alignment with and deep commitment to the mission and vision of the school. The board will be composed of at least one attorney, an accountant, and an educator. The Board will form a Governance Committee, as outlined in the by-laws, to initialize and maintain an effective process for developing the Board.

Qualifications of prospective board candidates will include:

- a. Belief in the college preparatory mission of the school
- b. Belief that all children can achieve the highest levels of academic excellence, regardless of the circumstances into which they are born
- c. Availability to participate meaningfully in the founding process and/or ongoing meetings and oversight
- d. Expertise in education, law, real estate, financial management, Governance, marketing, fundraising, community organizing / outreach, or strategic planning
- e. Personal experience with entrepreneurship and working in diverse teams
- f. Willingness to leverage personal and professional networks on behalf of the school
- g. A deep commitment to improving the quality of education for the children of Forrest City.

- h. Develop a strategic plan to meet and talk with those individuals by a pre-determined due date. During these initial conversations Board members will share our mission and vision and allow potential candidates to express their own ideas about education in Forrest City.
- i. If there is mission alignment, the Committee members will begin a more formal recruitment of the potential candidate.
- j. The more formal recruitment will consist of conversations with other Board members, meetings with the School Leaders, sharing current work and asking for feedback, and visits to high performing schools and/or attendance at Board or committee meetings.
- k. If the Nominating Committee decides to make a nomination, a majority vote by the Board of Trustees will confirm the potential candidate. Finally, in order to become full Board members, each candidate will be required to sign a Conflict of Interest Policy, complete a Board of Trustees Orientation, consent to a background check, complete a SBESE-issued Board Affidavit and Assurance form, and sign Performance Expectations outlining their full Board responsibilities.

Board Responsibilities

The duties of the Governance Committee shall be to:

- a. Study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b. Present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. Recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. Provide ongoing orientation to Trustees

In order to successfully complete their first charge, to study the qualification of the candidates and present a slate of the best-qualified nominees for the vacant Trustee positions on the Board, the Nominating Committee will take the following steps:

- a. Survey the backgrounds, skill sets, and expertise currently represented on the Board.
- b. Determine where the Board could be further strengthened. This approach will allow us to focus our attention on individuals that will bring great value to our team instead of duplicating talents and skills that are already thoroughly represented. It also will require the Board to be reflective and proactive about its growth.
- c. Brainstorm personal and professional connections to individuals who may be able to direct us to those we seek or individuals who are potential Board candidates.

Miller McCoy Academy will implement a school based management team that will consist of administrators, faculty, parents, students and community stakeholders. The purpose of the school based management team is to be responsive to community expectations and ensure that there is a collaborative approach to reaching the school's mission.

4. Mission Statement

The Mission of Miller-McCoy Academy for Mathematics and Business is to prepare urban male students for college and beyond.

The mission is rooted in the educational philosophy of the school founders, both of whom have extensive experiences working with at-risk African-American males. The mission is and will continue to be the guiding principal for decisions affecting the educational program, instructional methodology, and school culture.

Miller-McCoy's Vision

We envision and believe that urban male students can and will become critical thinkers, responsible citizens, and positive leaders in the community. They will learn to work effectively with their peers, stay committed to hard work and honorable values, and develop a deep sense of personal responsibility for their actions and their community. We believe these young men will leave Miller-McCoy Academy prepared to succeed in school, college, and life beyond the classroom.

Miller-McCoy's Core Values

Scholarship... We love to learn.
Innovation... We create new realities.
Vision... We invest today for our futures.
Heart... We will not quit!
Results... We reach our goals.

5. Educational Need

National Statistics

There is much literature around the hard fact that black males are not performing at levels of other male students or black female students in school. One such print, *The Odds are Against Them: The Black Male Education Debacle*, mentions the facts below – all of which speaks to the urgency of educating black male students:

- **Only 41% of Black men graduate from high school in the United States.** *Schott Foundation for Public Education*
- **Just 22 % of Black males who began at a four-year college graduated within six years.** *National Student Clearinghouse/Study by Consortium on Chicago School Research at U of Chicago*
- **More young Black men in the US have done time than have served in the military or earned a college degree, according to a new study**
- **Blacks account for only 12% of the U.S. population but 44% of all prisoners in the United States are Black.** *Human Rights Watch*
- **69% of Black children in America cannot read at grade level in the 4th grade, compared with 29% among White children.** *National Association of Educational Progress*
- **For every 3 Black men in college, four are in prison.** Department of Justice, Bureau of Justice Statistics

Local Statistics

The student achievement results in Forrest City, Arkansas are no different from the national norm and thus the need for an institution, such as Miller-McCoy Academy, to address the needs of male students is apparent. Currently the Forrest City School District is losing approximately 100 students per year to surrounding districts. Miller-McCoy Academy will support the district in its efforts to return students to Forrest City, Arkansas for their educational experience. The following speaks to the current state of education in Forrest City, which is a direct correlation to parents withdrawing students from the district:

- 39% and 43% of students were proficient in Literacy and Mathematics respectively in Forrest City in 2009 in the middle grades.
- The achievement gap between boys and girls on the 2010 Benchmark in Literacy and Mathematics average 25 percentage points.
- The percentages of males that receive disciplinary action more than double that of girls in the district.

Miller-McCoy Academy's presence in Forrest City will support the current academic program and work collaboratively to increase student achievement, literacy levels, numeracy analysis, and character development for male students in the Delta. Academic achievement of this demographic of student is directly connected to the future of economic development for the city.

6. Educational Program

Miller-McCoy Academy for Mathematics and Business is a 5-12 learning community designed to educate urban male students. Kelly Miller was the first black mathematics graduate student. From Howard University, he received a Master of Arts (M.A.) in Mathematics (1901). He was later appointed professor of mathematics at Howard University. Elijah McCoy was a prominent inventor and businessman. He obtained as many as 57 patents mostly related to lubrication, but also included a folding ironing board and a lawn sprinkler. In 1920 he formed the Elijah McCoy Manufacturing Company.

Educational Philosophy

All Students Can Attend College

The founders of Miller-McCoy firmly believe that all children can attend college if given a sound educational opportunity. This belief will be translated into a culture of extremely high expectations for students. All staff will be aligned in this belief, and all programs and instructional programs will be designed to equip students with the skill they need to attend college. Low expectations will not be tolerated.

A Culture that Serves Urban Males

Urban schools have become a place of isolation for many boys not able to succeed socially and academically. For these male students, school has become a place where academics are preached but male students are not adequately supported in the learning process. Our personal answer to this educational challenge is the formation of Miller-McCoy Academy for Mathematics and Business. This school will be a progressive

student-centered learning environment that prepares students to succeed in school, college, and life beyond the classroom. We will cultivate in our young men the character, skills, and knowledge required to succeed in the world as responsible and courageous citizens.

Mathematics and Business Emphasis

The Academy will be designed to meet the needs and interests of urban male students. In our extensive work with urban males, we have again and again seen a strong interest in mathematics, business, and entrepreneurship. Yet, according to *Educational Achievement and Black White Inequality*, the black-white mathematics gap begins to widen during middle school. As such, Miller-McCoy will devote extensive time to math interventions in order to close this achievement gap and prepare urban males with the skills needed to pursue their professional interests.

The Mathematics core curriculum will be supported by seminars and special enrichment experiences both inside and outside of school. Students will engage in applying the content that they learn in core classes while gaining valuable and rare experience that will help them succeed in their post secondary studies and in life.

The business curriculum will provide students with the skills needed to be successful entrepreneurs, investors, and positive contributors to society. The Business and Entrepreneurship curriculum will prepare independent and self-sufficient students to thrive in the fast-changing economy while positively contributing to the Forrest City economy. Through a rigorous interdisciplinary core curriculum based on the disciplines of business and entrepreneurship, students will develop the knowledge and skills required to create, perform and appreciate effective business practices and applications. Through study of business related areas such as Entrepreneurship, Economics, Finance, Business Math, Marketing, and Business Technology, all students will engage in inquiry-based learning activities. The rigorous core curriculum is designed to equip them with the financial literacy, leadership and management skills necessary to sustain a small business.

Instructional Methods and Strategies that will Support the Educational Philosophy

In meeting our rigorous academic mission, Miller-McCoy will adopt a set of practices and beliefs that have proven to be critical in maximizing student achievement. Through the New Leaders for New Schools (NLNS) program, the school founders have extensively studied many of our nation's highest performing urban schools. NLNS is a nationally recognized training program that promotes high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools (NLNS website).

The NLNS program is designed to effectively prepare and support individuals who have an unyielding belief in the potential of all children to achieve academically, a record of success in leading adults, and demonstrated instructional expertise in a K-12 classroom setting. The strategies for developing successful schools include:

1. Recruit, retain, and enable outstanding teachers

2. Establish a safe, structured and orderly learning environment
3. Engage families and communities in support of student achievement
4. Promote teaching and learning through ongoing teacher observation and effective feedback
5. Teach with curricula and instructional models that have proven result
6. Assess and analyze data regularly to ensure each student achieves academically

Recruit, Retain, and Enable Outstanding Teachers

Numerous studies have demonstrated that teacher-effectiveness is the number one determinant of student achievement. Miller-McCoy Academy for Mathematics and Business will recruit highly qualified teachers that believe that all children can attend college. Miller-McCoy will provide all teachers with the necessary support to impact student achievement as well as student behavior. Teacher support will include extensive professional development in models of teaching, differentiated instruction, curriculum mapping, and classroom management.

Miller-McCoy's main focus will always be on cultivating outstanding teaching; in order to achieve this goal; we will ensure that:

1. All teachers will attend two - week professional development training prior to the start of school to analyze data, align curriculum and lesson plan.
2. Teachers will be subjected to announced and unannounced observations to ensure that they use a variety of effective teaching strategies, manage classrooms and student behavior effectively, engage every student in the class, and teach courses that are challenging, well-planned, and aligned with learning standards.
3. Teachers will be required to attend professional development sessions outside the school at National or Local conferences hosted by nationally recognized organizations such as the National Middle School Association.
4. Miller-McCoy will implement a comprehensive process to ensure teachers and staff are sincerely interested in increasing student achievement, are eager to be apart of a professional learning community, are reflective about teaching practice, and are willing to collaborate and work with a team of professionals. Miller-McCoy will utilize the relationships established with New Leaders for New Schools, and Teach For America to assist in the recruiting process. The recruitment process will begin early fall, immediately follow approval of charter. School principals will attend teaching recruitment fairs at local and out-of-state- universities.

Establish a Safe, Structured and Orderly Learning Environment

In order to successfully educate urban males it is absolutely critical to establish a learning environment that is safe, structured, and orderly. Taking the time to perfect the school's culture will allow for great increases in time devoted to instruction. Yet, outstanding school cultures do not just happen – they must be established through hard work and explicit planning.

Miller-McCoy will operate under the Effective-Effort belief system – as opposed to an Ability-Based belief system. Jeff Howard and the Efficacy Institute developed this Effort system. The Effort Based system is one that de-emphasizes ability and focuses on hard work. If students put in effort they will achieve. Once students achieve a goal they gain confidence. If a student is confident, their ability to perform increases and thus on the next assignment students will put in more effort.

To further support this behavioral system, Miller-McCoy will train all teachers in the following parameters of teaching to ensure a safe, structured, and orderly learning environment:

- **Classroom Management** – Attention, Momentum, Space, Time, Routines, Discipline
- **Instruction-** Clarity, Principles of Learning, Models of Teaching
- **Motivation-** Expectations, Personal Relationship building, Classroom Climate
- **Curriculum-** Objectives, Learning Experiences, Assessment, Curriculum Design, Teacher Beliefs

In order for this cultural system to be effective, Miller-McCoy will also develop student character, leadership capacity, and community responsibility. To meet this goal, Miller-McCoy will offer an advisor-advisee program under which the character education curriculum will be implemented. Extensive research will occur during the planning year to create the best advisory program and character education curriculum for male students. The advisory program will address: intrapersonal and interpersonal relationships, life skills and conflict resolution. It will also highlight the importance of goal setting and the consequences of both undeveloped character and troubled relationships. The character education curriculum will replicate the curriculum used at the previous school, Miller McCoy Academy for Mathematics and Business (New Orleans Campus), with appropriate modifications.

Engage Families and Communities in Support of Student Achievement

Continuity of relationships, surroundings, and environmental influence are essential for a child's healthy development (Goldstein, Freud, & Solnit, 1973, p.31). As students develop in the context of the relationship with their primary caretakers, supporting this relationship is essential to the success of Miller-McCoy Academy for Mathematics and Business. Miller-McCoy will provide a resource lab for parents to assist them in areas such as assisting their child, seeking employment, and continuing education. Miller-McCoy will use the following communication strategies:

- Parent/Staff/Student Conferences
- Open Door Policy
- Parent Involvement Committee
- Family Accountability Contract

Promote Teaching and Learning through Ongoing Teacher Observation and Effective Feedback

Teachers will be observed regularly and provided with effective feedback. Teachers and administrators will use Jeff Howard's Self Directed Improvement System to monitor progress and effectiveness.

Miller-McCoy will adopt the curricular and instructional methods that are outlined in Jon Saphier's *The Skillful Teacher*. School founders Tiffany Hardrick and Keith Sanders were both trained by Jon Saphier during both their five-week foundation course and during their residency year with New Leaders for New Schools. Both principals experienced success in increasing student achievement on state assessment and with teacher retention by successfully implementing the above models of teaching. Teachers will be trained in, but not limited to, the following models of teaching:

1. The Inductive Thinking Model
2. Advanced Organizer Model
3. Concept Attainment
4. Inquiry Thinking
5. Awareness Training
6. Synectics Model
7. Nondirective Teaching
8. Group Investigation
9. Direct Instruction

The following instructional strategies will also be implemented by Miller-McCoy teachers. These strategies are supported by Zemelman, Daniels, and Hyde's work, *Best Practice: Today's Standards for Teaching & Learning in America's Schools*.

Best Practices	Practice Details
<i>Small-Group Activities</i>	Students work together in pairs, threes, and long-term teams without constant teacher supervision. Structures for collaborative learning include partner/buddy reading, peer response and editing, study teams, group investigations, and centers.
<i>Classroom Centers</i>	Male students learn best when they are actively engaged. Centers promote independence, helps students become responsible, allow students to learn through self discovery, and provide teachers with time to pull students one-on-one or in small groups to target specific academic skills.

<p><i>Authentic Experiences</i></p>	<p>Students will be involved in genuine, authentic, real-world materials and experiences.</p> <p>Inside School: Follow news and current events, connecting with curriculum; Assign real, whole books, rather than synthetic basal texts created by publishers; Invite speakers, experts, and interview subjects from community, etc. (See social studies curriculum)</p> <p>Outside School: Give homework assignments that require interactions with family and community; Plan regular field trips that support the curriculum; Visit, study and investigate local government and businesses. etc.</p>
<p><i>Integrative Units</i></p>	<p>Teachers will build extended units across content areas. These extended lessons or themes are multidisciplinary in nature.</p> <p>If needed, two teachers can provide integration across more than one period of the day.</p>

Assess and Analyze Data Regularly to Ensure each Student Achieves Academically

It is impossible to meet the academic needs of students if you do not know what their needs are. Miller-McCoy will use diagnostic, interim, and end of the year tests to monitor student learning. Inquiry fuels school reform. Our use of these tests will not be passive; rather we use all data to constantly re-evaluate curriculum and re-teach objectives that have not been mastered. School Leaders will hold data meetings with their respective teachers – at these meetings teachers will be assisted in analyzing data and creating re-teaching plans. Additionally, all after-school tutorials will be directly connected to each student’s results on the assessments. Finally, once the end of the year data is received, the founders will use the summer to re-structure the curriculum so as to correct for any deficiencies.

Miller-McCoy will use data as a foundation for examination of school-wide performance. The key roles for data within the Miller-McCoy community are as follows:

1. To uncover problems that might otherwise remain invisible.
2. To confirm or discredit assumptions about students and instructional practices.

3. To get to the root cause of problems, pinpoint areas where change is most needed, and guide resources.
4. To prevent one-size-fits all solutions within the classroom.
5. To build a culture of inquiry and continuous improvement.

The system for analyzing data will integrate an electronic database that allows the sharing of data; will allow disaggregation of all measures of achievement and participation by all students; will produce reliable, credible data that will be updated in a timely manner and available at key decision points throughout the school year; will allow for reports to be produced in a timely fashion to help school personnel answer questions regarding student achievement; will link data to policies and standards set by the state, district, and school, so progress towards attaining standards can be measured.

Extend Learning Time to Ensure Student Mastery

Miller-McCoy will operate on an extended school day schedule from 7:30 a.m. to 5:00 p.m., as well as a Saturday academy from 8:00 a.m. to 12:00 p.m. twice a month. Having previously taught and led in urban schools, the founders are acutely aware that the vast majority of their students will begin school numerous grade levels behind. In order to meet student needs, Miller-McCoy will offer after-school tutorials to bring their students up to grade level.

Students who demonstrate low academic performance in literacy and mathematics will be required to attend mandatory tutoring sessions at least twice a week. Teachers will hold office hours during various times (before school, after school, during scheduled periods, etc.) to support tutoring initiatives. Older students will mentor younger students and will volunteer or be paid for homework help and/or tutoring. We also intend to utilize a variety of academic intervention tools to ensure that struggling students are making academic progress. These interventions listed below will be required school wide or assigned based on an individual student's needs. They are as follows:

1. Homework Hall- all uncompleted assignments will be finished on Friday afternoons
2. Saturday School at least twice a month
3. Academic After School Programs (advanced or remediation)
4. Peer Tutoring
5. Summer Institute

Evidence that this Educational Philosophy and/or Approach is Effective and will result in High Academic Achievement for the Anticipated Student Population.

Founders Experience in Raising Student Achievement

All of the educational philosophies and instructional approaches have previously been implemented by the school founders, both of whom who have achieved demonstrated results in raising student achievement with at-risk populations:

Reading Data (New Orleans Campus)

Grade	Initial Benchmark Percentages (August 2009)			Unit 2 Benchmark Percentages (October 2009)			Unit 3 Benchmark Percentages (December 2009)			Unit 4 Benchmark Percentages (March 2010)		
	Above Grade Level	At Grade Level	Below Grade Level	Above Grade Level	At Grade Level	Below Grade Level	Above Grade Level	At Grade Level	Below Grade Level	Above Grade Level	At Grade Level	Below Grade Level
6 th	11%	25%	66%	30%	15%	55%	35%	17%	49%	55%	22%	23%
7 th	30%	28%	41%	53%	12%	35%	61%	10%	28%	61%	13%	25%
8.5	18%	0%	82%	18%	1%	81%	36%	9%	55%	40%	0%	60%
9 th	16%	19%	65%	15%	22%	63%	28%	20%	51%	39%	25%	36%
10 th	28%	24%	48%	29%	27%	44%	44%	15%	40%	47%	18%	35%

Adopting the Practices of the Nation’s Leading Schools and Educational Organizations

The Miller-McCoy school model and instructional philosophy are based on lessons learned from site visits and research on the following high-performing urban charter schools: Amistad Academy (New Haven, CT), the KIPP schools (NYC and NOLA), North Star Academy (Newark, NJ), Boston Collegiate Charter School (Boston, MA), and Boston Prep (Boston, MA). Along with successful strategies proven to work at the flagship campus in New Orleans, Louisiana. All of these schools have outperformed their district and comparable public school benchmarks. Moreover, all the schools are considered to be “no excuses” schools in that their school culture and instructional practices are all designed to promote high levels of academic success regardless of the socio-economic background of their student populations.

Additionally, the founders will apply all the leadership and instructional strategies that are taught during the New Leaders for New Schools training program. As a result of the program’s success in applying proven strategies to raise student achievement in urban areas, the New Leaders program has been named one of the “Top 20 Groups that are Changing the World,” by Fast Company Magazine; it was selected as one of six best practice case studies by the US Department of Education; and it has been supported by both Hillary Clinton and Bill Frist on the Senate floor.

Adopting the Practices of Outlined in Leading Academic Research

The founders will be assimilating into their school many of the best practices of the leading academic research on improving student achievement. As detailed in the previous section, the founders will use the following texts and articles to inform their school model:

Zemelman, Daniels, and Hyde, *Best Practice: Today's Standards for Teaching & Learning in America's Schools*.
Jon Saphier, *The Skillful Teacher*.
Jeff Howard, "The Efficacy Model" *Schools That Work: The Research Advantage*.
Paul Bambrick-Santoyo, *Driven by Data*. Dr. Hardrick and Mr. Sanders are featured on pages 122-124 of this book (See Attachment B).

7. Measurable Goals

Miller-McCoy Academy will participate in state mandated assessments and internally developed assessments for college readiness purposes as outlined.

State Mandated Assessment

Miller-McCoy Academy will participate in the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAA). All students will be required to participate in grade-appropriate state mandated assessments.

The school will set AYP goals for Reading, Reading Comprehension, Mathematics, and Mathematics Reasoning after collecting last state performance data on individual students after their enrollment. Each student will be expected to advance one level by the end of the school year. This goal will be adjusted each year to ensure school is in compliance with NCLB rules and state targets of proficiency and above. The goals will clearly reflect 100% of students in NCLB defined subgroups will perform at the proficient or Advanced Levels on criterion referenced assessments by the 2013-2014 school year. To ensure academic achievement is on target to reach goals, other assessments will be administered.

Other Assessments

In addition to the state testing programs, Miller McCoy Academy for Mathematics and Business will administer a diagnostic exam the beginning and end of each school year in order to establish a baseline of performance and monitor growth in achievement longitudinally from year to year, both at the student level and grade cohort level. Miller McCoy Academy for Mathematics and Business will use the data from these tests to evaluate teacher effectiveness in improving student achievement over the school year, and to compare student performance to local, state, and national benchmarks. The diagnostic exam will serve as an important comparative and value-added assessment within our overall assessment schedule and accountability plan.

Internally Developed Assessments

Miller McCoy Academy for Mathematics and Business will employ three types of school-developed assessments: Classroom Assessments, interim assessments, and comprehensive assessments. Classroom assessments, drawn from the ACC, published textbooks or developed by teachers, will be administered by teachers on a weekly basis in order to gauge student mastery of material recently covered. Assessments take only a small part of a class period and enable teachers to efficiently and promptly understand which students have mastered which aspects of material taught in the previous few

classes. These assessments are aligned with state standards, and serve as a reliable, ongoing way to ensure that students are making progress to overall mastery of the standards.

Comprehensive Assessments

The Network will provide Miller-McCoy Academy with “Comps” for each grade level in English / Language Arts, Math, Business, Science, and Social Studies. Comps will be administered twice per school year, at the end of each semester, and will be designed to measure mastery of standards and additional Miller McCoy Academy for Mathematics and Business learning standards incorporated into the annual Curriculum Alignment Templates (CATs). Many college courses at selective universities base student grades heavily on the results of one or two comprehensive tests, and consequently Miller McCoy Academy for Mathematics and Business believe it is important to begin modeling these expectations for students in high school to ensure students develop appropriate study habits to succeed in courses with high stakes comprehensive exams.

Interim Assessments

Every six weeks, Miller McCoy Academy for Mathematics and Business will administer interim assessments in core academic subject areas with ACTAA-like questions that assess student mastery of the standards covered cumulatively in the ACC from the beginning of the school year to the time of administering the test. Assessments will be provided by Network. They will measure how fully the students have mastered the standards and objectives for the given interval. By the Network designing the assessments during the summer curriculum-development period it ensures alignment with the standards, frees teachers from having to develop ad hoc tests, and provides consistency for the school and Network as a whole.

Assessment Tool	Administration Date	Subject Areas	Purpose
ACTAA	Spring	English Language Arts / Math / Science / Social Studies	Mandatory criterion referenced tests that measure student mastery of state standards.
Comprehensive Assessments (internally developed)	Twice per year – end of each semester	English Language Arts / Math / Science / Social Studies/Business	Internal mid-term and final exams covering assessing cumulative grade/subject level mastery of standards.
Interim Assessments (internally developed)	Every 6 Weeks	English Language Arts / Math / Science / Social Studies/Business	Internal criterion referenced assessments that will allow teachers to monitor individual student growth on a timely basis and adjust instruction based on this data.

Classroom Assessments (internally developed)	Weekly	English Language Arts / Math / Science / Social Studies	Internal teacher created assessments of weekly lesson content
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8. Arkansas Curriculum Frameworks.

The curriculum at Miller-McCoy is an assimilation of proven curricula programs widely used at high performing schools across the country, including Miller McCoy Academy (New Orleans). Most educators will be familiar with our curriculum choices: Core Knowledge, Direct Instruction, Saxon Math, Delta Science, and the Arkansas Comprehensive Curriculum. In the instance teachers are not familiar with curriculum, professional development and support will be provided. We have chosen these packages because of their proven effectiveness with the at-risk student population we have educated through the years.

The Arkansas Comprehensive Curriculum (ACC) will be utilized at Miller-McCoy to ensure the academic program is closely aligned with state learning standards, as defined by the Grade-Level Expectations (GLEs). The GLEs are aligned with the mission to promote high levels of academic achievement. The ACC provides a blue print for learning and curriculum guide that will aide teachers in creating lesson plans, properly pacing lessons, and creating effective interim assessments. The ACC will also allow for a Miller-McCoy graduate to have mastered all of the Arkansas GLEs, in addition to Business Education career majors as outlined by the Arkansas State Board of Education.

9. Geographical Service Area

Miller-McCoy Academy for Mathematics and Business will be located in Forrest City, Arkansas. Forrest City is located on Crowley's Ridge, which rises above the Mississippi Delta terrain, in northeast Arkansas and has a total area of 16.3 square miles (42.2 km²), of which, 16.3 square miles (42.1 km²) of it is land and 0.1 square miles (0.2 km²) of it (0.37%) is water.

According to the last census, there were 14,774 people, 4,581 households, and 3,165 families residing in the city. The population density was 908.7 people per square mile (350.8/km²). There were 5,164 housing units at an average density of 317.6/sq mi (122.6/km²). The racial makeup of the city is approximately 35.52% White, 60.93% Black or African American, 0.19% Native American, 0.74% Asian, 0.30% from other races, and 2.31% from two or more races. 8.26% of the population is Hispanic or Latino of any race.

In the city the population was spread out with 27.5% under the age of 18, 10.5% from 18 to 24, 32.3% from 25 to 44, 18.5% from 45 to 64, and 11.1% who were 65 years of age or older. The median age was 32 years. For every 100 females there were 116.1 males. For every 100 females age 18 and over, there were 121.6 males

The median income for a household in the city was \$23,111, and the median income for a family was \$27,432. Males had a median income of \$29,313 versus \$21,295 for females. The per capita income for the city was \$11,716. About 29.0% of families and 33.4% of the population were below the poverty line, including 45.9% of those under age 18 and 22.3% of those age 65 or over.

Miller-McCoy Academy expects 95% of its students will come from the city of Forrest City. Forrest City School District has an enrollment of 3270 serving students in two elementary schools, one middle school, one junior high school, and one high school. Approximately 50% of student population is male students. The racial makeup of the schools within the district is approximately 80% Black or African American, 19% White, and 1% Asian, Hispanic or other races.

5% of student population may come from a combination of the surrounding districts such as Palestine-Wheatley in Palestine, Arkansas, Wynne Public School District in Wynne, Arkansas, and Lee County Schools in Marianna, Arkansas.

Forrest City School district is currently losing approximately 100 students per year to surrounding districts. The presence of Miller-McCoy Academy will benefit the city financially in its efforts to draw students back into the city.

10. Annual Reporting

Miller-McCoy Academy will publish a comprehensive Annual Report in the summer following *every school year* – not just years 1, 3 and 5 - to inform families, the community, private funders, ADE, and State Board of Education of the effectiveness of its educational program in driving high student achievement for every student. The Annual Report will include a “scorecard” report of actual performance vs. the targets. We will also utilize a diverse base of reporting mechanisms, including our website, mailings, brochures, etc. to make up-to-date performance results and general information available to the community.

As written in ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rule), Section 7.04.2 , Miller-McCoy Academy shall review each curriculum area annually to ensure alignment with state standards. The Board of Trustees will review the results of all school-wide assessments. These reviews will enable the Board to carefully monitor management’s progress towards the agreed-upon student achievement goals. In addition, the Board’s Committee on Academic Accountability will work closely with the School Principals to facilitate these formal reviews and stay up to date on state assessment results as they become available.

Miller-McCoy will establish a school-wide professional culture that is self-critical, self-reflective, and performance-driven through the use of our comprehensive data and accountability systems such as SDIS. We will report performance data to all stakeholders transparently and at regular intervals, inviting complete accountability to accomplish our mission.

11. Enrollment and Admission Criteria

Miller-McCoy Academy for Mathematics and Business will not discriminate on the basis of race, color, national origin, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor will Miller-McCoy Academy for Mathematics and Business set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

In the event more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated 6-23-306(14)©, a random, anonymous student selection method will be utilized.

Student applications will be accepted as soon as the charter is approved. The deadline for submitting an application will be published in multiple venues with reasonable public notice of at least 30 days before the deadline (official dates will be established post-charter approval). The methods of "reasonable public notice" for all enrollment deadlines and dates will include:

1. E-mail and postal mail notifications to local non-profits advertising the school and its enrollment process;
2. Postings in various locations across the city;
3. Well-publicized informational meetings for students and families to learn about the school and its enrollment process, and Advertisements in the city's major commercial and community newspapers.

Miller-McCoy Academy for Mathematics and Business will have the following enrollment requirements for its entering sixth and ninth grade class each year:

- Written enrollment form that includes basic and general information about the prospective student (i.e. name, address, birth date, last grade completed, prior school attended)
 - Proof of residency (this requirement will not be made of homeless students).
 - Student has successfully completed the current grade
 - Parents will be encouraged (not required) to attend at least one of several information sessions regarding the Miller-McCoy Academy for Mathematics and Business mission, culture, parent/student expectations and educational program.
- All recruitment materials and communications will be designed to inform families about the school – *never* to discourage certain types of students from attending the school. The mission and fundamental goal of the Miller-McCoy Academy for Mathematics and Business is to serve disadvantaged and at risk children who will

benefit from our rigorous academic program and extended learning time. Miller-McCoy Academy for Mathematics and Business will make it as easy as possible for students and families to complete the enrollment application. Toward that end, we will translate the application in languages spoken by the prospective population and make the application available in multiple locations (including the school building, neighboring non-profit organizations, our website, local merchants, etc.). Miller-McCoy Academy for Mathematics and Business will make a strong and concerted effort to reach out to students and families throughout the community, and to administer our enrollment process in a way that is open, inclusive and fair. Miller-McCoy Academy for Mathematics and Business will enroll students with disabilities in compliance with all applicable law.

Lottery, Waitlist, & Re-enrollment Procedures

At the conclusion of Miller-McCoy Academy for Mathematics and Business's application period, following the admission of students entitled to a preference, if there are spaces available and the number of applications exceeds the spaces available, we will conduct a lottery to fill slots. In the second year of operation and thereafter, Miller-McCoy Academy for Mathematics and Business will modify the enrollment procedures in order to give preference to students previously enrolled in the school and their siblings. Tentatively, the lottery will be held between June 15 and June 30, 2011 with reasonable public notice given at least one week prior to the lottery (an official date for the lottery will be established post-charter approval). Tentatively, the final date for students to accept enrollment will be (TBA) and the actual date of enrollment will be (TBA) (official dates will be established post-charter approval). Miller-McCoy Academy for Mathematics and Business will conduct the lottery in public, with a disinterested party (not affiliated with the school) drawing the names. Even after all spaces in the school are filled through the lottery, we will continue to draw the names of all students who apply and place the names of students not selected for an available space on a waiting list in the order the names were drawn. Miller-McCoy Academy for Mathematics and Business will keep and make public the waiting list and explicitly specify rules for the waiting list clearly and in writing as part of our enrollment policies. Once the lottery is complete, Miller-McCoy Academy for Mathematics and Business will send notification to each student that submitted an application the status of their application. Students that were chosen in the lottery will be given explicit instructions on how they accept admission to the school and pertinent information regarding the start of the school year. Miller-McCoy Academy for Mathematics and Business will require a parent or guardian to accept admission to the school by notifying the school (via multiple ways and ample time to do so) of his or her intent to attend. If the principal enrollment process fails to fill all the available slots, and all names on the waiting list have been given an opportunity to enroll, Miller-McCoy Academy for Mathematics and Business may repeat the process of accepting applications for enrollment. This process will be well documented by specified dates and clear to all prospective families and students. As spaces become available during the school year, Miller-McCoy Academy for Mathematics and Business may repeat the application process to fill these openings, provided that all students on a

current waiting list have first been selected. Should Miller-McCoy Academy for Mathematics and Business have admitted students that do not show up on the first day of school, we will hold a slot for at least one week. Thus, if an admitted student does not attend school for one week, that slot may be released and given to a student on the waitlist. In such cases, Miller-McCoy Academy for Mathematics and Business will:

- Notify the parent/guardian after five days of missing school to discuss their intent to send their child to the school
- State that in order for the slot to be held, the student must attend school within the next five days.
- If the student does not attend within those five days, Miller-McCoy Academy for Mathematics and Business will release that particular slot and may fill it with a child from the waitlist (if no waitlist exist, we may receive applications for that slot.)

12. Job Description of School Director and other Key Personnel

Miller-McCoy Academy will employ 2 principals (co-leadership model), 1 operations manager, 1 Director of Finance and Operations, 1 Special Services teacher (coordinator), 1 Counselor, 1 Behavior Specialist, and 1 Data Processor/Administrative Assistant. The growth model of staff will be based on the needs assessment of the school at the end of each school year.

Principal

General Summary:

The principal serves as the chief administrative officer of the school and is responsible for the management, supervision and operation of the school; provides educational leadership for the students and staff members consistent with the educational goals, values and mission of the school.

Principal Duties and Responsibilities:

Plan, organize, guide, evaluate and direct the implementation of all school activities including instruction, building administration, communication, staffing and pupil services:

Instruction

- Make recommendations concerning the school's instructional program.
- Budget school time and resources to provide for the efficient conduct of school instruction in order to increase student achievement.
- Lead in the development, determination of appropriateness, and monitoring of the instructional program by understanding the individual needs of students in the program and assessing the programs designed to meet those needs.
- Provides proactive, comprehensive and facilitative leadership for the school in the planning and implementation of a challenging curriculum.
- Works collaboratively with all staff to strengthen the instructional program.

- Maintain high standards of student conduct through a guidance and development program, which focuses on prevention, communication with parents and high expectations for behavior.
 - Hold high expectations for all students and link expectations to instruction.
 - Assume responsibility for all official correspondence and news releases.
 - Acts as a liaison between the school and the community.
 - Manage financial resources to the budget
 - Monitor expenditures of all funds along with the Business Manager.
 - Hire and fire all school building personnel.
 - Evaluate performance and counsel all staff members regarding their individual and group performance.
 - Facilitate the professional development of all staff through collaborative staff development planning and implementation.
- Provide for the safety and well being of all students.

Qualifications

- Must have motivational skills to inspire staff, facilitate teamwork, support innovation and serve as a role model.
- Must have a demonstrated ability to provide effective leadership by including vision, goals, purpose, cultures and values to promote learning.
- Must be committed to high academic standards for all students.
- Demonstrated ability to communicate effectively orally and in writing.
- Demonstrated ability to utilize a variety of process skills for planning, implementation and problem solving in an effective efficient manner.
- Demonstrated ability to lead and support school staff as they collect, analyze and evaluate data as well as implement curriculum, curriculum design and effective instructional methods.
- Must be able to work and communicate successfully with the entire school community and to develop parental and community involvement for a diverse community.
- Ability to develop and maintain a positive leaning environment in which positive, appropriate behavior is encouraged and discipline problems are minimized.

Teacher

Position Summary

Miller-McCoy Academy seeks teachers in the following areas: Reading, Writing, Math, Science, History, Business Electives, and Physical Education.

Job Expectations

Miller-McCoy's environment welcomes teachers who are relentless in their aim to see male student growth and who want to hone their skills as effective teachers in the classroom.

Responsibilities and expectations include:

- Teach at least four classes each day
- Teach an advisory period
- Tutor at least two days after school
- Teach at least one enrichment class each day
- Document all syllabi, lesson plans, assignments, and other curricular materials
- Work closely with the Principal, Behavior Specialist and Counselor to develop and implement strategies for all students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of student performance to inform effective instructional practices
- Assist in student arrival and departure, transitions between class periods, and lunch periods
- Complete other tasks as assigned by the Principal

Qualifications

- Firm belief in the ability of *all* students to achieve at high levels, and high expectations for low-income children to become college ready and attend selective universities.
 - Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success
 - Experienced classroom teacher with demonstrated quantifiable and objective student performance gains
 - Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
 - Proven ability in educating urban male students.
 - Demonstrated ability to work well in a team, especially with parents and community members
 - Self-reflective and analytical problem solver
 - Basic understanding of data analysis
 - Minimum three years of urban teaching preferred
 - Certification in the subject area to be taught preferred
 - Degree in education or content area preferred
-

Director of Finance and Operations (DFO)

Position Summary

The Business Manager will be primarily responsible for the administration of Miller-McCoy's business transactions. The Principal will directly supervise the DFO.

Job Expectations

The Business Manager will ensure that all of the financial operations are aligned with the school's mission and corresponding regulations. The Business Manager will assist in the development of financial systems and structures to meet the school's expectations.

Responsibilities include:

- Embody and advocate the mission, vision, and strategic direction of Miller-McCoy
- Oversee compliance with all federal and state financial reporting requirements
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll
- Prepare for annual audit
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.
- Ensure compliance with all employment and records management law
- Report all pertinent data to administrative team and Board of Trustees
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty
- Manage the bidding and contracting process for facility development, as necessary.
- Coordinate the purchase of goods and services for the school
- Provide the bookkeeping services for the school
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
- Complete other projects as assigned by the Principal.

Qualifications

- Commitment to Miller-McCoy's mission and organizational success
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
- Bachelor degree and five years of experience in operations, accounting, and/or finance preferred
- Experience in managing accounting systems in an educational setting preferred
- Advanced technological proficiency in financial management software and Microsoft Excel
- Ambition and desire to grow as a leader
- Entrepreneurial spirit
- Personal and professional integrity

Operations Manager

The Operations Manager is responsible for the daily operations of the front office, under the general supervision of the DFO.

Job Expectations

The role of a strong Operations Manager is imperative in the overall success of Miller-McCoy. This person will be in direct communication with all of the school's stakeholders and will maintain the infrastructure needed to support a school of systems, structures, and successes.

Responsibilities and expectations include:

- Believe in the school mission that all students should be prepared to access college and professional careers
- Exhibit strong reception skills, including answering phones, door, and mail correspondence
- Collect and enter data into administrative databases
- Serve as a general office manager by ordering, managing, and maintaining inventory of
- school supplies
- Independently, or in accordance with general instructions, compose correspondence
- concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Collect and enter student attendance and make follow-up calls with families
- Coordinate school mailings
- Coordinate daily homework hotline and detentions
- Help coordinate special events
- Maintain school calendar
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Create systems to file all important school documents
- May take notes in meetings and conferences and prepare accurate summaries
- Complete other responsibilities as the Principal or Business Manager may request

Qualifications

- College degree preferred
- Previous experience as an administrative assistant or office manager (Experience may offset degree)
- Proficiency in all Microsoft applications
- Proper English usage, grammar, spelling and punctuation
- Knowledge of modern office methods and equipment, including computer terminals, hardware, software, printers, copiers, and telecommunications (fax, phone, e-mail)
- Well developed organizational skills
- Effective oral and written communication skills

- Ability to compose correspondence independently
 - Ability to apply policies and procedures related to assigned duties and responsibilities
 - Prior experience in urban school preferred
 - Positive attitude and strong work ethic
-

Counselor

Job Expectations

Successful candidates will be able to demonstrate experience in the performance of the following services:

- Believe in the school mission that all students should be prepared to access college and professional careers.
- Counsel's students concerning emotional and psychological needs, including crisis counseling and intervention strategies for more appropriate interaction with other students.
- Counsels students concerning academic programming, personal growth and development.
- Maintains records pertinent to students' scholastic and personal development.
- Administers and interprets achievement tests.
- Refers students with special needs who require additional services to appropriate personnel within and outside the school.
- Consults and coordinates with agencies as appropriate, including arranging transportation of students and follow-up visits.
- Serves as non-authoritarian liaison among the students, faculty/staff, administrators and parents.
- Participate as a team member with counselor and dean of students in the identification of social/behavioral problems.
- Develop and conduct professional development activities regarding techniques for remediating behavioral, social or personal problems of students.
- Designs programs for students that are consistent with the total educational philosophy and goals of Miller-McCoy.
- Consults and coordinates with agencies as appropriate.
- Complete other responsibilities as the Principal or Business Manager may request.

Qualifications

- Appropriate Certification or evidence of eligibility to be appropriately certificated by the Arkansas Department of Education.

Behavior Specialist

This employee is responsible for generating and implementing programs to remediate behavioral and social problems for students; (s) he is also available for consultation to school personnel and parents of these students.

Job Expectations:

Duties of this position include but are not limited to:

- Believe in the school mission that all students should be prepared to access college and professional careers
- Track, maintain and report accurate database of student "Platinum, Gold and Silver" status
- Participate as a team member with counselor teachers in the identification of social/behavioral problems.
- Design, implement, and follow up on behavioral management
- Plan and confer with the classroom teacher of these students as requested concerning any behavioral, social, or personal problems affecting the students.
- Develop and conduct professional development activities regarding techniques for remediating behavioral, social or personal problems of students.
- Assist the teacher of these students with the development of crisis prevention plans.
- Coordinate and conduct individual parent education and counseling sessions with the parents.
- Create and oversee programs for students to remediate behavioral and social problems.
- Participate in the development of the individual educational programs for students.
- Designs programs for students that are consistent with the total educational philosophy and goals of Miller-McCoy.

Qualifications:

- College degree preferred
- Previous experience in an educational setting. (Experience may offset degree)
- Proficiency in all Microsoft applications
- Proper English usage, grammar, spelling and punctuation
- Well developed organizational skills
- Ability to compose correspondence independently
- Ability to apply policies and procedures related to assigned duties and responsibilities
- Prior experience in urban school preferred
- Positive attitude and strong work ethic

Teacher Assistant

This position works under the supervision of the Principal and the classroom's certified teacher and assists in the educational process as directed.

Job Expectations:

Duties of this position include but are not limited to:

- Assist with the maintenance of student records as instructed by the supervising teacher.
- Help students master instructional materials assigned by the teacher.
- Assist in the loading and unloading of students from buses.

- Assist with cafeteria duties.
- Assist with the supervision of students during emergency drills, assemblies, and field trips.
- Assist in preparing materials and supplies for the learning environment.
- Perform other duties as assigned.

Qualifications:

- Two years of college (minimum of 48 semester hours), or Associate’s degree, or passing ParaPro Assessment Test scores required.
- One (1) year experience working with children in an urban setting preferred.

13. School Business Office

Miller-McCoy Academy will adopt the same accounting, finance, and operations system as the flagship school of the Miller-McCoy Network. The school business office will be required to operate in compliance with the Network’s finance manual which includes, but is not limited to, the accounting cycle, procedures for management of cash, processing cash disbursements, processing purchases and payments, processing revenue and cash receipts, budgets and financial reporting, payroll and management of property and equipment. The manual describes the policies and procedures for handling financial transaction of Miller McCoy Academy. The policies are designed to safeguard the assets of the school, facilitate compliance with applicable law, and produce timely and accurate financial information.

Internal Controls

Organizational Conflict of Interest or Self-Dealing

Miller McCoy Academy will follow all applicable federal and state laws regarding conflict of interest and disclosure. Additionally, it may not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to Miller McCoy Academy or members of its management, unless the private benefit is considered merely incidental.

The DFO will maintain supporting records in sufficient detail to prepare Miller McCoy Academy’s financial reports including:

Annually

- Financial statements for audit
- Annual budget

Monthly

- Budget vs. actual financial statements by fund and by program
- Billing invoices to funding sources
- Updated cash flow projection

Monthly reporting will be provided to the local campus finance committee as well as the Executive Director of Finance and Operations for the Network.

Authorization to Enter into Financial Commitments

The School leader is authorized to enter into the financial commitments and sign all contracts up to and including \$25,000.

Only an authorized member of the Board, in conjunction with the School Leader is authorized to enter into financial commitments and contracts in the amount over \$25,000.

Key Personnel

Director of Finance and Operations (DFO)

Position Summary

The DFO will be primarily responsible for the administration of Miller-McCoy's business transactions. The Principal will directly supervise the DFO.

Job Expectations

The Director of Finance and Operations (DFO) will ensure that all of the financial operations are aligned with the school's mission and corresponding regulations. The Business Manager will assist in the development of financial systems and structures to meet the school's expectations.

Responsibilities include:

- Embody and advocate the mission, vision, and strategic direction of Miller-McCoy
- Oversee compliance with all federal and state financial reporting requirements
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll
- Prepare for annual audit
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.
- Ensure compliance with all employment and records management law
- Report all pertinent data to administrative team and Board of Trustees
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty
- Manage the bidding and contracting process for facility development, as necessary.
- Coordinate the purchase of goods and services for the school
- Provide the bookkeeping services for the school

- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
- Complete other projects as assigned by the Principal.

Qualifications

- Commitment to Miller-McCoy's mission and organizational success
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
- Bachelor degree and five years of experience in operations, accounting, and/or finance
- Experience in managing accounting systems in an educational setting preferred
- Advanced technological proficiency in financial management software (Quickbooks preferred) and Microsoft Excel
- Ambition and desire to grow as a leader
- Entrepreneurial spirit
- Personal and professional integrity

The Executive Director of Finance and Operations for the Network through quarterly professional development and monthly finance meeting conference calls will support the DFO. In addition, a Certified Public Accountant will be made available by the Network on a consultation basis during the planning and implementation phases to answer any questions or provide advice on how to ensure Miller-McCoy Academy has the capacity to operate positively and to ensure Miller-McCoy Academy meets all of its financial reporting requirements.

Annual Budget Adoption Process

The DFO, in consultation with the School Leader will prepare an annual operating budget of revenues and expenses for each school. This budget and projection are reviewed and approved annually, first by the School Leader, then by the Finance Committee of the Board and finally by the School's Board of Trustees and modified as necessary with approval.

Budgets are created per program annually and updated semi-annually based on actual expenditures and programmatic changes through the year. This process consists of preparing an annual budget, monthly cash flow projections and multi-year financial plan.

The budgeting process involves key stakeholders from the School Leader to operations and finance staff. The Board approves the budget before the start of the new fiscal year and then it is entered into the accounting software (Quickbooks). This budget is then used to run monthly Budget-to-Actual Expense Reports that are shared with the School Leader. At the end of the year, key financial statements are produced: Balance Sheet; Income Statement; Statement of Cash Flows; and Statement of Functional Expenses.

As part of the budget process, Miller McCoy Academy will review and approve the organization's employees' annual compensation. Employees will not be involved with the review and approval of his/her own compensation. The annual compensation will be compared to similarly qualified persons in functionally comparable positions at similarly situated organizations. The review and approval of compensation will be documented.

Committees

Finance Committee

The finance committee coordinates the board's financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation. The finance committee also provides board oversight of the organization's financial audit. The committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the board; reviews the annual budget and recommends it to the full board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full board understand the organization's finances. The committee also recommends the auditor for full board approval and reviews the audit. The board treasurer chairs this committee.

Audit Committee

The audit committee coordinates the board's financial oversight responsibilities by overseeing all responsibilities directly related to the school audit. This committee works closely with the finance committee but is separate for check and balance purposes. This committee will identify and nominate independent auditor, review the responsibilities of the auditor, and ensure duties are fulfilled during engagement period. Based on audit results, this committee will recommend plan of action to Board of Directors.

14. Annual Audit of Operations

Annual Financial Audit

An independent audit firm that is knowledgeable of Charter School Regulations will audit Miller McCoy Academy's financial statements annually. The audit committee will research and identify an independent auditor, identify job expectations during engagement period and make recommendation to the Board.

Annual Programmatic Operations Audit

Miller-McCoy Academy will conduct an on-going audit of the academic program and daily operations. The educational program is based on a data driven culture. Data is collected on student performance via weekly and interim assessments aligned to state standards. Interim assessment raw data is provided to the Network with a 48-hour window of analysis. Data is analyzed and reported to local Board and Network every six weeks to measure student achievement data.

The Network school review team (ED of Finance/Operations, Chief Operating Officer, Executive Assistant, and a principal of a Network school) will conduct two reviews of the school program with emphasis in school leadership, school culture, and instruction . The initial review will occur in October and the school leadership team will be provided a growth plan. A second review will be conducted in March to determine program growth. Rubric is provided in Attachment A.

15. Statement That School will participate in APSCN

The school will participate in the Arkansas Public School Computer Network for reporting educational data, as required by the state statute or by State Board of Education rule. Staff to be employed will be, or will become fully certified in all aspects of data entry, record keeping, and reporting requirements of the system. Staff will have ongoing training in order to stay fully competent in APSCN.

16. Facilities

Boys and Girls Club of St. Francis County own the property to be leased by Miller-McCoy Academy for the 2011-2012 and 2012-2013 school years with likely extension beyond year 2. There is no relationship with members of the local board of the public school district where the school will be located. Nor is there a relationship with the employees of the public school district, the eligible entity sponsoring the school nor employees/directors/administrators of the proposed open-enrollment public charter school.

The facility is located at 2505 Sycamore Drive in Forrest City, Arkansas and has been occupied by the Boys and Girls Club of St. Francis County on for the past three years. Prior to purchase of property by the Boys and Girls Club of St. Francis County from the Forrest City School District, the facility served as Forrest Hills Elementary School. Given the facility served as a fully functioning elementary school, it is ideal as a middle/high school site.

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.

17. Student Services

Guidance Program- Miller McCoy Academy for Mathematics and Business will provide services that include counseling services, management of student progress, and a college liaison. In situations where professional psychological or psychiatric care is needed, the school will work cooperatively with the local mental health center, or other existing community resources.

Health Services- The school will use existing community resources to meet the health service needs of students. Miller McCoy Academy for Mathematics and Business will provide a school nurse three days a week. Designated staff members will be trained on the administration of medication and basic first aid, and all staff will have CPR training.

Media Center- Purpose of our classroom media centers will be to teach students to identify and access media content. The Literacy Center will contain over 1000 books, which will consist of various reading levels based on the reading levels of students upon entry to Miller McCoy Academy. Students will have access to a mobile computer lab.

Transportation- The school will encourage families to be environmentally responsible by carpooling when possible. Although there is no requirement for charter schools to provide transportation, Miller- McCoy Academy for Mathematics and Business will provide transportation for any student that lives within the city limits of Forrest City, but more than a mile from the school.

Special Education- At Miller McCoy, we intend to work hard to eliminate the stigma and low expectations associated with special education classifications that typically surround students. We believe students thrive in the least restrictive environment, where they are expected to rise to the expectations of their classmates, with the support of school staff. Our goal is provide a place called *The Learning Center* where we can provide small group instruction for students with learning disabilities, students in need of severe skill intervention, and low performing students who require support with study and organizational skills. *The Learning Center* will also coordinate special education services including new classifications and evaluations, individual pullout instruction, and in-class modifications. The Special Education teacher is responsible for the daily running of the Learning Center.

Assessing, Reviewing, Revising and Implement the IEP

Assessing

When family's register at Miller McCoy, school staff will administer a student needs survey, where parents will indicate:

- 1) If their child has ever received special education services and if they have a copy of an existing IEP or
- 2) If they know of an area where students may need individual attention or help.

Miller McCoy's special educator will also work to obtain records from previously attended schools to ascertain whether students have an existing IEP or have ever received special education services.

We will hold a formal training for all teachers and staff at the beginning of each school year to review specific tips and guidelines for the determination of student eligibility for

special educational services. Grade level meetings will be dedicated to identifying students struggling in one or more subjects, with particular attention to reading and math.

A certified diagnostician, either via staff or a contracted licensed provider, will screen students who are referred for evaluation or re-evaluation. The evaluation will include:

1. A review of the results of sensory screening and of the student's educational and health history
2. A review of the student's academic and social performance, language and communication skills, performance on applicable statewide and district-wide assessment tests, and classroom performance on daily, weekly and interim assessments.
3. A meeting with the student's teachers and parents or legal guardians concerning the student's specific academic or behavioral problem or exceptionality.

Following the initial screening activities, the Special Education teacher will establish and coordinate a Student Support Team (SST), consisting of the student's parents or legal guardians, school staff, and outside experts/specialists as necessary.

The evaluation team will be led by the Special Education teacher and include examiners certified by the Arkansas Department of Education who are qualified in two or more disciplines. Evaluations must consist of a variety of assessments aimed to determine a student's strengths as well as his or her weaknesses and will include an observation of the student in his or her regular classroom by a teacher other than the referring teacher. A written evaluation report will be given to the legal guardian within three days of the evaluation and will include the following:

- A determination of whether the student has a disability
- The basis for this determination
- Notes on the student's behavior from observations
- The team's conclusion about whether the gap between the child's ability and achievement is correctable without special education
- The team's determination about the effects of the child's environment, culture, or economic disadvantage, if any.

Review and Revise

The SST will collectively review and analyze all behavioral and academic data, including intervention results, to continually determine the most beneficial option for the student. The SST's options include, but are not limited to one of the following actions:

1. Conduct no further action at this time;
2. Conduct additional interventions;
3. Refer the student to an evaluation to determine Section 504 eligibility;
4. Refer the student to pupil appraisal personnel for support services;

5. Refer the student to pupil appraisal personnel for an individual evaluation.

The school will provide a summary report to the child's parents on the status of the referral intervention at least once every quarter until a decision has been reached. If the parent(s) disagrees with the SST's decision, the parent(s) will be provided a copy of his or her rights, which include a right to a due process hearing.

The SST may choose to refer the student to the Special Education teacher or other qualified examiners for an individual evaluation that determines a student's eligibility for special education services. This referral will include detailed documentation of all screening activities. An immediate referral may be made for an individual evaluation of any student suspected of a severe or low-incidence impairment; or based on documentation by personnel, of any student suspected of being likely to injure him/herself or others. Screening activities will be completed as part of the evaluation for these students.

Implement

All students with disabilities that qualify under IDEA will have an individualized education program (IEP) consistent with state and federal law, managed and coordinated by the special education teacher. Each student's IEP will be developed on the basis of the evaluation and parent input and will include the following:

Overview of Instructional Needs

1. Description of the student's strengths and support needs;
2. Documented concerns of the parents for enhancing the education of their child;
3. Results of the initial evaluation and/or most recent re-evaluation of the student, as described in the preceding section;
4. Results of the student's performance on state standardized exams and internal school assessments
5. Student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in the classroom;

Consideration of Special Factors (as appropriate):

1. Behaviors which impede a student's learning or that of others and positive behavioral intervention strategies and supports to that behavior;
2. The language needs of a student with limited English proficiency
3. Instruction in Braille and the use of Braille for a student who is blind or visually impaired, if appropriate.
4. Language and communication needs of the student; and in the case of a student who is deaf or hard-of-hearing, opportunities for direct communications and instruction in the student's language and communication mode, academic level, and full range of needs.

5. Whether the student requires assistive technology devices and services based on assessment/evaluation results
6. Health needs to be met during the school day, including such medical conditions as asthma; diabetes; seizures; or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs.

Accountability

1. A statement of measurable individualized annual goals, including benchmarks or short-term objectives that, once achieved, will ensure a student's educational needs resulting from a disability are met.
2. A statement of how the student's progress toward the annual goals will be measured and how parents will be informed on a regular basis of a student's progress towards those goals.

Alternative Education- As schools of choice, charter schools will provide an alternative learning environment that is appropriate for those students and parents who value the school's mission and purpose.

Gifted and Talented Program- Our instructional program is advanced and rigorous, and we do not designate students specifically by ability level.

18. Food Services

Miller McCoy Academy for Mathematics and Business will participate in the Federal Child Nutrition Program. The food service plan will serve all eligible students. Miller McCoy Academy for Mathematics and Business will contract with a catering service, and we will ensure that the service provider will be a Federal Child Nutrition Program approved catering service. Students will of course be allowed to bring their lunch to school, although no carbonated beverages may be brought to school. The school will abide by all regulations prohibiting the sale of carbonated beverages and other prohibited foods. For safety and efficiency during the lunch period, the school will not have microwave ovens available for student use; neither will refrigeration be available for lunches brought from home. Parents will be advised of these rules before school begins.

19. Parental Involvement

Miller-McCoy Academy for Mathematics and Business firmly believes in a strong and collaborative partnership between the school leaders, teachers, students, and parents. Parent involvement is not only welcome, but also absolutely necessary for the success of the school. Miller-McCoy Academy for Mathematics and Business will implement a diverse set of strategies to involve the parent community.

Parent-Staff Conferences

Before each school year begins, Miller-McCoy Academy for Mathematics and Business staff will visit every home of newly enrolled students to initiate longstanding relationships and share information regarding the Miller-McCoy Academy for Mathematics and Business culture and expectations. At the start of the year for each of their child's classes, parents will receive course descriptions and syllabi that outline academic objectives as well as teachers' school contact information. Miller-McCoy Academy for Mathematics and Business will require families to pick up report cards in person four times per year at the end of each quarter. On each of those four days, and throughout the year as needed, parents and faculty have formal opportunities to conference about the students' academic and behavioral progress.

Open Door Policy

Miller-McCoy Academy for Mathematics and Business will have an open-door policy. After checking in at the office, parents can visit the school to see their children's classes in action at any time. In addition, parents of students who are struggling will be explicitly invited to sit in on their child's classes and assist school staff with developing positive and pro-active strategies that involve both the school and the home in improving student performance.

Parent Involvement Committee

Parents are encouraged to participate in the Parent Involvement Committee that meets with the school's Executive Director and/or his/her designee each month. The Parent Involvement Committee will: connect parents to volunteer opportunities at the school; develop programs for parents to manage student transitions from middle school to high school; sponsor events for the entire school community, such as holiday celebrations and potluck dinners; develop initiatives to support positive student social development; and work with the Director of Instruction to examine students' academic and social progress and consider possible initiatives to improve student outcomes.

Family Accountability Contract

When admitted to the school, parents and students are asked to sign a Family Accountability Contract and commit to important mutual responsibilities. Parents pledge to be involved in their children's educational experience in a variety of ways.

20. Waiver Requests

The following waivers are requested by Miller-McCoy Academy in order to meet the goals of the school:

- A.C.A. §6-10-106. Uniform dates for beginning and end of school year.
- A.C.A. §6-11-129. Posting of information on district's website.
- A.C.A. §6-13-616a. Qualifications of Directors
- A.C.A. §6-15-902. Grading Scale
- ADE Rules Governing Uniform Grading Scales

The school will adopt a grading scale more rigorous than providing under this rule.

ADE Rules Regulating Common Core System
ADE Rules Regulating Visual Arts and Music Instruction
Standards for Accreditation-IV. Curriculum

See curriculum as described in charter.

ADE Rules Regulating Section 16.0 of the Standards Rules
ADE Rules Regulating Section 10.05

Extra Curricular Activities

ADE Rules Regulating Section 10.06
Requirements for Participation in Extracurricular activities

ADE Rules Regarding Nutrition and Physical Activity Standards
Standards for Accreditation-XI. Support Services.

Services may be contracted through outside or community agencies.

A.C.A. §6-42-101 et seq. Gifted and Talented Education.

ADE Rules Regulating Section 16.02.2

Process for acquisition of instructional materials

A.C.A. §6-16-102. School Day Hours

We will have an extended school day to allow for more instructional time.

A.C.A. §6-15-1004. Qualified teachers in every public school classroom

A.C.A. §6-17-111. Duty-free lunch period.

A.C.A. §6-17-201. Personnel Policy Requirement.

A.C.A. §6-17-203. Personnel Policy Committees.

A.C.A. §6-17-301. Employment of Certified personnel.

A.C.A. §6-17-302. Public school principals-Qualifications and Responsibilities.

A.C.A. §6-17-309. Certification-Waiver.

A.C.A. §6-17-401. Et seq. Teacher's license requirements.

A.C.A. §6-17-418. Teacher certification-Arkansas History requirement.

A.C.A. §6-17-807. Additional days

A.C.A. §6-17-902. Definition of a Teacher.

A.C.A. §6-17-919. Warrants void without valid certificate and contract.

A.C.A. §6-17-920. Examination of teachers' contracts.

A.C.A. §6-17-1501. et seq. Teacher Fair Dismissal Act of 1983.

A.C.A. §6-17-1702. Et. Seq. Public School Employee Fair Hearing Act.

The school reserves the right to dismiss employees timely if teachers are hindering student achievement.

A.C.A. §6-17-1302.

ADE Rules Governing "Highly Qualified Teachers"

ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher.

A non certified teacher may be allowed to teach a class until a teacher identified as fully qualified by school standards has been identified.

Standards for Accreditation. Personnel

NCLB regulatory guidance allows charter schools to hire highly qualified teachers, administrators, and support staff regardless of license status.

A.C.A. §6-17-2403. Minimum teacher compensation schedule

ADE Rules-Certified Staff Salary Schedule

The school may opt to participate in Alternative Pay Programs as outlined in Act 847 of 2007. The school may provide a compensation that is competitive to local schools.

A.C.A. §6-18-508. Alternative learning environment.

The doors of the school will be open to all students and parents interested in the curriculum and discipline provided by Miller-McCoy Academy.

A.C.A. §6-25-101. Et seq Public School Library Media and Technology Act.

21. Desegregation Assurances

There is no potential impact of the proposed Miller-McCoy Academy on the public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The district and Miller-McCoy Academy will work to be in compliance with all laws and regulations.

Miller-McCoy Academy will in no way operate to serve as a competitor to the Forrest City School District. Miller-McCoy Academy will work in collaboration with the district to increase district retention and enrollment, as well as increase student achievement for the students of Forrest City.

7002 0510 0004 5644 7991

U.S. Postal Service
CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

Postage	\$ 40.44	0735	Postmark Here
Certified Fee	\$2.80	05	
Return Receipt Fee (Endorsement Required)	\$2.30		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 45.54		

07/11/2010

Send To: *Wynne Public School*
 Street App. No. *800 East Jackson*
 or PO Box No. *Wynne, NE 68792*

City/State/Zip+4 *Wynne, NE 68792*

PS Form 3811, January 2004 See Reverse for Instructions

7002 0510 0004 5644 7991

U.S. Postal Service
CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

Postage	\$ 40.44	0735	Postmark Here
Certified Fee	\$2.80	05	
Return Receipt Fee (Endorsement Required)	\$2.30		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 45.54		

07/13/2010

Send To: *Deo Quality School Dist*
 Street App. No. *188 West Cheyenne*
 or PO Box No. *Wynne, NE 68792*

City/State/Zip+4 *Wynne, NE 68792*

PS Form 3811, January 2004 See Reverse for Instructions

2. Article Number: *7002 0510 0004 5644 7991*
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt

1. Article Addressed to:
Wynne Public School
Attn: Benjamin Perry
800 East Jackson
Wynne, NE 68792

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressed
Wynne Public School

B. Received by (Printed Name) Date of Delivery

C. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below.

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail G.O.D.

4. Restricted Delivery? (Extra Fee) Yes

**U.S. Postal Service
CERTIFIED MAIL RECEIPT**
(Domestic Mail Only. No Insurance Coverage Provided)

PROHIBITED FOR MAIL USE

Postage	\$ 40.44	0735	Postmark Here
Certified Fee	\$2.80	05	
Return Receipt Fee (Endorsement Required)	\$2.30		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 45.54	07/11/2010	

Send To: *Domestic City School Dist*
 Street Apt No. or PO Box No.: *845 North Robson Street*
 City, State, ZIP+4: *Domestic City, AR 72335*

**U.S. Postal Service
CERTIFIED MAIL RECEIPT**
(Domestic Mail Only. No Insurance Coverage Provided)

PROHIBITED FOR MAIL USE

Postage	\$ 40.44	0735	Postmark Here
Certified Fee	\$2.80	05	
Return Receipt Fee (Endorsement Required)	\$2.30		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 45.54	07/11/2010	

Send To: *Domestic City School Dist*
 Street Apt No. or PO Box No.: *845 North Robson Street*
 City, State, ZIP+4: *Domestic City, AR 72335*

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Domestic City School Dist
Attn: D. Jeffrey Woods
845 North Robson Street
Domestic City, AR 72335

2. Article Number: **7002 0510 0004 5644 7984**
 (Transfer from serial)

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Domestic City School Dist
Attn: D. Jeffrey Woods
845 North Robson Street
Domestic City, AR 72335

COMPLETE THIS SECTION ON DELIVERY

4. Signature: *Robert Roberts*
 Name of Agent: *Robert Roberts*
 Date of Delivery: *7/11/10*

3. Service Type:
 Certified Mail
 Registered
 Insured Mail
 Express Mail
 Return Receipt for Merchandise
 G.O.D.
 4. Restricted Delivery? (Extra Fee) Yes

COMPLETE THIS SECTION ON DELIVERY

A. Signature: *Dobbie Bowen*
 Name of Agent: *Dobbie Bowen*
 Date of Delivery: *7/11/10*

3. Service Type:
 Certified Mail
 Registered
 Insured Mail
 Express Mail
 Return Receipt for Merchandise
 G.O.D.
 4. Restricted Delivery? (Extra Fee) Yes

2. Article Number: **7002 0510 0004 5644 8011**
 (Transfer from service label)
 PS Form 3811, February 2004 Domestic Return Receipt

7002 0510 0004 5644 8011
 7002 0510 0004 5644 8011

7002 0510 0004 5644 7984

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF ST. FRANCIS

I, Walter M. Lewis do solemnly swear that I am publisher of the FORREST CITY TIMES-HERALD, a daily newspaper printed in said county, and that I was such publisher on the dates of publication hereinafter stated, and that said newspaper had a bonafide circulation in said county and in Forrest City on said dates, and had been regularly published in said county for the period of twelve months next before the date of the first publication of the advertisement hereto annexed, and that said advertisement was published in said newspaper 3 times for 3 weeks consecutively, the first insertion therein having been made on the

7 day of July, 2010
2nd insertion 14 day of July, 2010
3rd insertion 21 day of July, 2010
4th insertion _____ day of _____, 20____;
5th insertion _____ day of _____, 20____;
6th insertion _____ day of _____, 20____

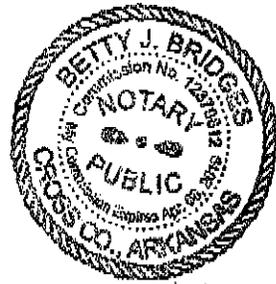
SIGNED: Walter M. Lewis

Sworn to and subscribed before me this 7 day of July, 2010
Betty J. Bridges Notary Public

My Commission Expires: Apr. 6, 2019

Cost of Proof \$ _____
Fee for printing \$ 279.36
TOTAL \$ _____
Rec'd. payment \$ 20

NOTICE
PUBLIC HEARING
MILLER MCCOY ACADEMY
BOYS CHARTER SCHOOL
 College Prep (5th - 12th grade)
 "Learn More About Us"
 Dr. Tiffany Hardrick
 Saturday, July 31, 2010 • 10:00 a.m.
 Madison Community Center
 504-303-2084
 thardrick@millerccooy.org



1 From *Please print and press hard.*
 Date **8/30/10** Sender's FedEx Account Number **4675 5486 2**
 Sender's Name **Dr. Tiffany Hardrick** Phone **504.373-6215**
 Company **MILLER MCCOY ACADEMY**
 Address **7301 DWYER RD**
 City **NEW ORLEANS** State **LA** ZIP **70126-4215**

2 Your Internal Billing Reference
 First 24 characters will appear on invoice. **OPTIONAL**

3 To
 Recipient's Name **Dr. J. Woods** Phone ()
 Company **Forrest City School District**
 Address **845 N. Rosser Street**
 We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room
 Address Use this line for the HOLD location address or for continuation of your shipping address.
 City **Forrest City** State **AR** ZIP **72335**

HOLD Weekday
 FedEx location address
REQUIRED NOT available for
 FedEx First Overnight

HOLD Saturday
 FedEx location address
REQUIRED Available ONLY for
 FedEx Priority Overnight and
 FedEx 2Day to select locations.

0419561091

4a Express Package Service *To most locations. **Packages up to 150 lbs.**

FedEx Priority Overnight
 Next business morning. * Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Standard Overnight
 Next business afternoon. * Saturday Delivery NOT available.

FedEx First Overnight
 Earliest next business morning delivery to select locations.*

FedEx 2Day
 Second business day. * Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Express Saver
 Next business afternoon. * Saturday Delivery NOT available.

EXP SAVER

4b Express Freight Service **To most locations. **Packages over 150 lbs.**

FedEx 1Day Freight
 Next business day. ** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected. **CALL 1.800.832.8837**
 FedEx 1Day Freight Booking No.

FedEx 2Day Freight
 Second business day. ** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 3Day Freight
 Third business day. ** Saturday Delivery NOT available.

5 Packaging *Declared value limit \$500.

FedEx Envelope* **FedEx Pak*** **FedEx Box** **FedEx Tube** **Other**

*Includes FedEx Small Pak and FedEx Large Pak.

6 Special Handling and Delivery Signature Options

SATURDAY Delivery
 NOT available for FedEx Standard Overnight, FedEx Express Saver, or FedEx 3Day Freight.

No Signature Required
 Package may be left without obtaining a signature for delivery.

Direct Signature
 Someone at recipient's address may sign for delivery. *Fee applies.*

Indirect Signature
 If no one is available at recipient's address, someone at a neighboring address may sign for delivery. For residential deliveries only. *Fee applies.*

Does this shipment contain dangerous goods?
 One box must be checked.

No **Yes** **Yes** **Dry Ice**
 As per attached Shipper's Declaration. Shipper's Declaration not required. Dry Ice, UN 1845 x kg

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging or placed in a FedEx Express Drop Box. **Cargo Aircraft Only**

7 Payment Bill to: Enter FedEx Acct. No. or Credit Card No. below.

Sender **Recipient** **Third Party** **Credit Card** **Cash/Check**

Sender Acct. No. in Section 1 will be billed. FedEx Acct. No. Credit Card No. Exp. Date.

Total Packages **Total Weight** **Total Declared Value***

15 **2** **\$.00**

lbs. \$.00

*Our liability is limited to \$100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

605

 **Try FedEx® QuickShip at fedex.com**
 Access the shipping tools you need directly from Microsoft® Office Outlook

1 From Please print and press hard.

Date 4/30/10 Sender's FedEx Account Number 4675-5486-2 SENDER'S FEDEX ACCOUNT NUMBER ONLY
 Sender's Name Dr. Tiffany Hardrick Phone 504 393 6215 ext 21519
 Company MILLER MCCOY ACCADEMY
 Address 7301 DWYER RD Dept./Floor/Suite/Room _____
 City NEW ORLEANS State LA ZIP 70126-4215

2 Your Internal Billing Reference

First 24 characters will appear on invoice. OPTIONAL

3 To

Recipient's Name Mr. Purtle Phone () _____
 Company Palestine-Wheatley Schod District
 Address 7590 Hwy 70 West HOLD Weekday
 We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room _____
 Address _____ HOLD Saturday
 Use this line for the HOLD location address or for continuation of your shipping address. REQUIRED. Available ONLY for
 City Palestine State AR ZIP 72372 FedEx Priority Overnight and
 FedEx 2Day to select locations.

0419561091

4a Express Package Service * To most locations.

FedEx Priority Overnight Next business morning. * Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected. **FedEx Standard Overnight** Next business afternoon. * Saturday Delivery NOT available. **FedEx First Overnight** Earliest next business morning delivery to select locations. *
 FedEx 2Day Second business day. ** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected. **FedEx Express Saver** Next business afternoon. * Saturday Delivery NOT available.

4b Express Freight Service ** To most locations.

FedEx 1Day Freight Next business day. ** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected. FedEx 1Day Freight Booking No. CALL 1.800.332.9807
 FedEx 2Day Freight Second business day. ** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected. **FedEx 3Day Freight** Third business day. ** Saturday Delivery NOT available.

5 Packaging * Declared value limit \$500.

FedEx Envelope* **FedEx Pak*** Includes FedEx Small Pak and FedEx Large Pak. **FedEx Box** **FedEx Tube** **Other**

6 Special Handling and Delivery Signature Options

SATURDAY Delivery NOT available for: FedEx Standard Overnight, FedEx Express Saver, or FedEx 3Day Freight.
 No Signature Required Package may be left without obtaining a signature for delivery. **Direct Signature** Someone at recipient's address may sign for delivery. For appropriate. **Indirect Signature** If no one is available at recipient's address, someone at a neighboring address may sign for delivery. For residential deliveries only. For appropriate.
Does this shipment contain dangerous goods? *Use box must be checked.*
 No **Yes** As per attached Shipper's Declaration. **Yes** Shipper's Declaration not required. **Dry Ice** Dry Ice, 9 UN 1845 _____ x _____ kg
 Dangerous goods (including dry ice) cannot be shipped in FedEx packaging or placed in a FedEx Express Drop Box. **Cargo Aircraft Only**

7 Payment Bill to:

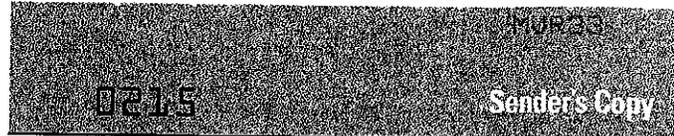
Sender Enter FedEx Acct. No. or Credit Card No. below. **Recipient** **Third Party** **Credit Card** **Cash/Check**
 FedEx Acct. No. _____ Exp. Date _____
 Credit Card No. _____
 Total Packages _____ Total Weight _____ Total Declared Value[†] _____

_____ lbs. \$ _____ 00

[†]Our liability is limited to \$100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

 **Ship and track packages at fedex.com**
Simplify your shipping. Manage your account. Access all the tools you need.

605



1 From *Please print and press hard.*

Date 8/30/10 Sender's FedEx Account Number SENDER'S FED 4675-5456-2

Sender's Name Dr. Tiffany Hardrick Phone 504 373 6215
ext. 21519

Company MILLER MCCOY ACCADEMY

Address 7301 DWYER RD

City NEW ORLEANS State LA ZIP 70126-4215

2 Your Internal Billing Reference
First 24 characters will appear on invoice. OPTIONAL

3 To

Recipient's Name Dr. Benjamin Perry Phone ()

Company Wynne Public Schools

Address 800 East Jackson **HOLD Weekday**
FedEx location address REQUIRED. NOT available for FedEx First Overnight.

We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room

Address **HOLD Saturday**
FedEx location address REQUIRED. Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Use this line for the HOLD location address or for continuation of your shipping address.

City Wynne State AR ZIP 72396

0419561091

4a Express Package Service * To most locations. Packages up to 150 lbs.

FedEx Priority Overnight Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Standard Overnight Next business afternoon.* Saturday Delivery NOT available.

FedEx First Overnight Earliest next business morning delivery to select locations.*

FedEx 2Day Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Express Saver Next business afternoon.* Saturday Delivery NOT available.

EXP SAVER

4b Express Freight Service ** To most locations. Packages over 150 lbs.

FedEx 1Day Freight Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected. CALL 1.800.332.0937

FedEx 2Day Freight Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 3Day Freight Third business day.** Saturday Delivery NOT available.

5 Packaging * Declared value limit \$500.

FedEx Envelope* **FedEx Pak*** Includes FedEx Small Pak and FedEx Large Pak. **FedEx Box** **FedEx Tube** **Other**

6 Special Handling and Delivery Signature Options

SATURDAY Delivery NOT available to: FedEx Standard Overnight, FedEx Express Saver, or FedEx 3Day Freight.

No Signature Required Package may be left without obtaining a signature for delivery.

Direct Signature Someone at recipient's address may sign for delivery. Not applicable.

Indirect Signature If no one is available at recipient's address, someone at a neighboring address may sign for delivery. For residential deliveries only. Not applicable.

Does this shipment contain dangerous goods? One box must be checked.

No **Yes** As per attached Shipper's Declaration. **Yes** Shipper's Declaration not required. **Dry Ice** Dry ice, 8, UN 1845 _____ x _____ kg

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging or placed in a FedEx Express Drop Box. **Cargo Aircraft Only**

7 Payment Bill to:

Sender Acct. No. in Section 1 will be billed. **Recipient** **Third Party** **Credit Card** **Cash/Check**

FedEx Acct. No. Credit Card No. Exp. Date

Total Packages _____ Total Weight 15⁰² lbs. Total Declared Value[†] \$ _____



ATTACHMENT B

Evidence of Miller McCoy Network Vision

Miller-McCoy Academy continues to inspire not only staff and students but also the community at large. Expanding the advocate base is a matter of continued academic success and branding. Several high-profile periodicals have identified Miller-McCoy Academy for the contributions it's making to reform education for male students.

The community of New Orleans was inspired by Miller-McCoy Academy's values and its results. In its first year, Miller-McCoy Academy was 1 of 6 non-selective open enrollment middle/high schools in the Greater New Orleans area exceeding state standards. The media has been less than quiet about Miller's success.

- In a *New York Times Magazine* article, "A Teachable Moment" by Paul Tough, Tiffany was asked her rationale behind doing the work in New Orleans. Her response is evidence of Miller-McCoy Academy's vision. "We will transform education for the nation, for urban schools everywhere. We have an opportunity here to create a model that works, so we can say to other schools, other districts and other cities and states: This is what we should be doing. This is how we give all students a quality education."
- In *Education Week*, Leslie A. Maxwell wrote about Miller-McCoy Academy in an article titled, "Opening a School Draws on All of Founders' Skills." Greg Richmond, the president and CEO of the Chicago-based National Association of Charter School Authorizers stated, "These types of school leaders really have a no-nonsense, bedrock belief that all children, regardless of income or background, can learn and achieve at higher levels than the rest of us in society tend to believe. Every kid coming into those schools quickly finds out that the leaders and the teachers really expect things from them and hold them to it, day after day after day".
- Channel 1 News, an NBC affiliate, which is shown in over 600 countries, featured Miller-McCoy Academy in August 2008 in their Katrina Anniversary broadcast. In this interview Channel 1 spoke with students about their lives both pre and post Katrina and the impact that Miller-McCoy Academy has on their lives.
- In a Public Education Documentary, *Waiting for Superman* by Davis Guggenheim, Miller-McCoy Academy is featured. The world premier of this documentary was in January 2010 at the Sundance Film Festival as 1 of 16 films out of 862 submissions to compete for the Sundance Film Festival's top honor. The documentary is scheduled to be in movie theatres September 24, 2010. *Waiting for Superman* examines the crisis of public education in the United States through multiple interlocking stories—from a handful of students and their families whose futures hang in the balance, to the educators and reformers trying to find real and lasting solutions within a dysfunctional system.

- In *Driven by Data: A Practical Guide to Improve Instruction*, Paul Bambrick-Santoyo provides a practical framework for effective data-driven instruction followed by the professional development activities needed to build the framework. Paul provides case studies of school leaders effectively using data driven instruction to increase student achievement. Beginning on page 122, Paul highlights the work of Keith Sanders and Tiffany Hardrick under the heading "*Data Driven Success Story*".

Data-Driven Success Story

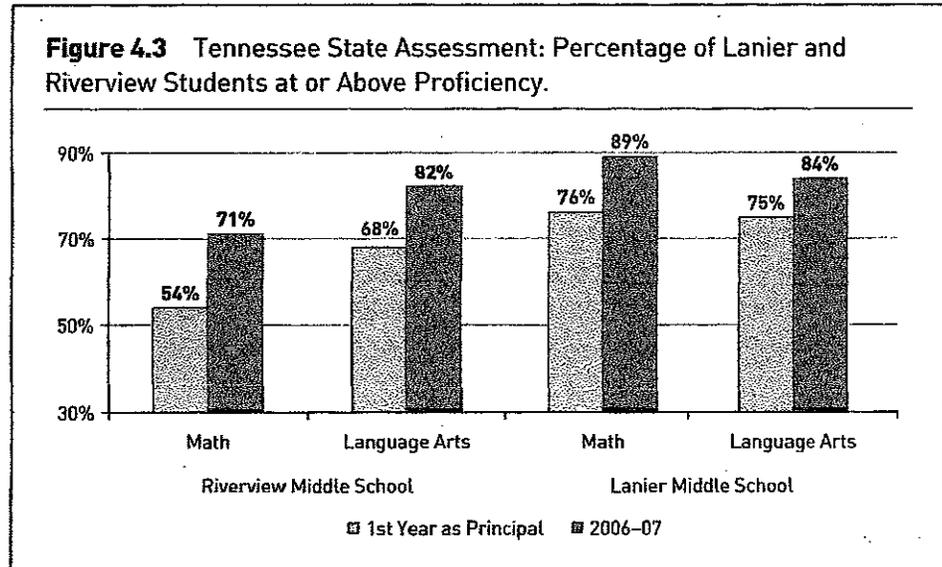
Lanier and Riverview Middle Schools: Building by Borrowing Together

The Results

Tennessee State Assessment — Percentage of Students at or Above Proficiency

	Riverview Middle School		Lanier Middle School	
	1st Year as Principal	2006-07	1st Year as Principal	2006-07
First year as principal	54%	68%	76%	75%
2006-07	71%	82%	89%	84%
Gains	+17	+14	+13	+9

Figure 4.3 Tennessee State Assessment: Percentage of Lanier and Riverview Students at or Above Proficiency.



The Story

When Tiffany Hardrick began her principalship at Lanier Middle School in Tennessee (99 percent African American students with 90 percent free and reduced lunch), she walked into a school that already had the beginnings of a data-driven culture. The previous principal had looked at data, but the analysis had been on a global scale. Hardrick

immediately led the teachers to look at student-level and question-level analysis. She launched an opening professional development session using the data-driven workshop materials provided in this book. The teachers analyzed student data from the preceding year, looking at individual student performance and determining the key first steps for that school year. They created small groups within each classroom based on student needs and their Tennessee Value Added Scores (TVAS). When each round of Renaissance interim assessments took place, the teachers dove into the data and created detailed re-teach plans according to the results.

In this process, Hardrick reached out to fellow principal Keith Sanders of Riverview Middle School, who was a graduate of the same principal training program at New Leaders for New Schools (NLNS). They both had attended the Data-Driven Instruction Comprehensive Leadership Workshop (Chapter Twelve) and were eager to put those steps into action. The two of them connected with Mark Murphy, the head of assessment for NLNS. They shared data across their schools, identifying best practices and areas in need of improvement. Hardrick brought her instructional experience in math and science, and Sanders provided leadership in English and language arts, as well as social studies. By relying on each other's expertise, they were able to provide better feedback and support to their teachers. They even brought their teachers together for data analysis work!

One of the most important steps for them was to have the teachers all predict the performance of their own students on each question a few days prior to the actual interim assessment. They then compared predicted performance with actual performance, which allowed teachers to see the disconnect between their perception of student understanding and the reality. When building re-teaching plans, they led teachers to design mini-lessons: ten minutes at the start of every class that would hit one standard with some small check for understanding. Each week, the teachers would assess whether they needed to revisit the same standard or could move on to another one. Each conversation was personalized by focusing on the specific students who were still struggling.

Not only did both schools go on to make gains in 2006–07, but Sanders and Hardrick took those lessons with them as they responded to the call to launch a school in New Orleans in the aftermath of Hurricane Katrina. Miller McCoy Academy will surely benefit from their leadership.

Key Drivers from Implementation Rubric

- *Build by borrowing:* There is no better example of this driver than two principals collaborating across their schools to drive achievement and share best practices.
- *Introductory professional development:* Hardrick and Sanders started each school year with a thorough, engaging introduction to data-driven instruction and the skills of data analysis.

- *Use the Data-Driven Implementation Rubric:* In the Appendix is a rubric you can use to evaluate your overall progress in implementing data-driven instruction. After the first cycle of interim assessments and then midyear, evaluate your school using this rubric. Identify the areas of weakness in your data-driven approach and develop a corresponding action plan for the leadership team. This is a great exercise for schools to do even after implementing data-driven instruction for many years: it keeps you fresh and focused on areas of improvement.

Level 3— District-Level or Multicampus Leaders

If districts have established effective interim assessments and analysis structures, you have done the most important things to set up principals to lead the core elements of action effectively. Your ongoing work here is to block and tackle: keep everything else away from school leaders so they can focus on these elements. Here are some of the most important ways to do that:

- *Professional development for leaders:* It is imperative to train every principal and school leader in each of your schools. Depending on the size of your district and organization, you can train all principals and then have them train their second-tier leaders (coaches, assistant principals, and so on), or you can set up districtwide training for all school leaders. Plan for a leadership retreat, or gather a few afternoons over the summer. Use the professional development activities listed in Part Two, with a particular focus on analysis and action. *If a principal is not fully trained in data-driven instruction, the initiative is likely to fail at that school.*
- *Make a districtwide calendar that prioritizes interim assessments first, everything else second:* Just as the big rocks analogy suggests, make sure the interim assessment cycle drives the rest of the district calendar and meets the criteria established in each chapter. Keep all other events and requests away from leaders during those critical times.
- *Use the Data-Driven Implementation Rubric:* As mentioned for Level 2, in the Appendix is a rubric you can use to evaluate each school's overall progress in implementing data-driven instruction. After the first cycle of interim assessments and then midyear, have school leaders evaluate their

school using this rubric and develop a corresponding action plan for the leadership team. Collect the evaluations from all the schools and look for common trends across your district as well as differences from school to school. Are your assessments not seen as aligned by your principals (despite all your best efforts to do so at the district level)? Are schools struggling to lead analysis meetings? This evaluation can give you insight into additional professional development school leaders need and help you create a road map for districtwide improvement.

The New York Times

TimesPeople

August 17, 2008



Brady Fontenot

It's a whole new school year for Tony Petite, age 12, who enrolled this month in Miller-McCoy Academy, one of the new breed of New Orleans charter schools. Miller-McCoy, now housed in portable buildings, is also new for his principals, Tiffany Hardrick (left) and Keith Sanders.

 Close Window

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Management Networks Strive To Grow Like-Minded Schools

By Ed M. Reardon

A new approach to the leadership and management of public schools has taken hold in the past decade: the growth of management networks of charter schools that start and operate networks of charter schools.

Aspen Public Schools, one of the largest of these networks, operates 12 schools in Colorado. Its network of schools has seen its enrollment grow from 21 schools serving some 7,000 students, making it larger than many school districts. And it has grown from one to five states.

Charters have emerged in part to provide an alternative to the creation of stand-alone charter schools in quality. The basic system is, it starts with a high-performing team of experienced school operators.

Calif. Association Offers Charters Strong Backing

Legislators and behind the scenes

The association's growth has been rapid. In 1997, it had 100 members. Now it has 1,000. The association's growth has been rapid. In 1997, it had 100 members. Now it has 1,000.

Critics say CMOs are a far cry from the original idea of charter schools

Management networks have worked closely with and provided financial support for many cities. The starting point was the idea of quality and equity.

The direct outcome of this is probably the growth of management networks. Some analysts say they may have had first success in the late 1980s.

Charters have emerged in part to provide an alternative to the creation of stand-alone charter schools in quality. The basic system is, it starts with a high-performing team of experienced school operators.

Charters have emerged in part to provide an alternative to the creation of stand-alone charter schools in quality. The basic system is, it starts with a high-performing team of experienced school operators.

Legal Defenders Find

Some 2000, when the

Some 2000, when the California legislature passed a law that gave charter schools more autonomy.

Staking Out Neutral Ground

Breaking through the dense

Breaking through the dense layers of charter school promoters was not easy. Last spring, dozens of different education had

Breaking through the dense layers of charter school promoters was not easy. Last spring, dozens of different education had

Collaborative Not Threat

Terrance A. Brown, a regional

Terrance A. Brown, a regional superintendent in Michigan who

Terrance A. Brown, a regional superintendent in Michigan who



Above: Handfield and Sanders observe a class on Aug. 13. Below: Sanders and Handfield observe a class on Aug. 13. Below: Sanders and Handfield observe a class on Aug. 13.

original idea of charter schools

SAMPLE RUBRIC

Miller-McCoy Network will provide support to schools through school observations with focus on school culture, school leadership and instruction. Attached is the rubric for School Culture. Other rubrics are available upon request. *Courtesy of New Schools for New Orleans*

		School Culture			
		Advanced	Well-Developed	Emerging	Needs Addressing
1. Parent & Community Involvement	1a Strategy The school has frequent, meaningful, and well-attended ways for families to be involved in their child's learning and the school community.	1a Strategy The school has frequent and well-attended ways for families to be involved in their child's learning and the school community and all parents feel welcome in the school and their feedback is solicited for school improvement.	1a Strategy The school has a strategy to involve parents, but the school only has occasional and moderately-attended ways for families to be involved in the school. Some parents feel welcome in the school.	1a Strategy There is no clear strategy to involve parents and/or parents do not feel welcome in the school.	
	1b Investment Parents are invested in the education of their children through good communication, regular academic progress reporting, and partnering in reinforcement of expectations towards school priorities and goals.	1b Investment Parents are involved in the education of their children through good communication and regular academic progress reporting and most parents would recommend the school to other parents.	1b Investment Parents are somewhat involved in the education of their children through communication and academic progress reporting and/or only some parents would recommend the school to other parents.	1b Investment Regular communication and progress reporting is not evident and/or parents would not recommend the school to other parents.	
		1c Community The relationship between the school and local businesses and community partners promotes high expectations	1c Community The relationship between the school and local businesses and community partners mostly promotes high expectations. Resources are mostly used to support student learning.	1c Community The relationship between the school and local businesses and community partners somewhat promotes high expectations. Resources are occasionally used to support student learning	1c Community The relationship between the school and local businesses and community partners does not promote high expectations. Resources are infrequently used to support student learning.
Evidence: Please consider data from teacher, parent, and school leader interviews and from the teacher survey.					

	Advanced	Well-Developed	Emerging	Needs Addressing
2. Student Culture	2a Investment The majority of students show initiative, take responsibility, and contribute to the community and all students are invested in their own learning and understand its importance as preparation for college.	2a Investment Many students show initiative, take responsibility, and contribute to the community and many students are invested in their own learning and understand its importance as preparation for college.	2a Investment Some students show initiative, take responsibility, and contribute to the community and some students are invested in their own learning and understand its importance as preparation for college.	2a Investment There is no evidence that students show initiative, take responsibility and contribute to the community and there is no evidence that students are invested in their own learning and understand its importance as preparation for college.
	2b Relationships Relationships between all teachers and students are characterized by respect and joy and promote student achievement.	2b Relationships Relationships between most teachers and students are characterized by respect and joy and promote student achievement.	2b Relationships Relationships between some teachers and students are characterized by respect and joy and promote student achievement.	2b Relationships There is little evidence that relationships between teachers and students are characterized by respect and joy and promote student achievement.
	2c Independence Students have increasing levels of independence and involvement in choice-based activities as they progress in years and are increasingly involved in decision-making at the school.	2c Independence Students have increasing levels of independence and involvement in choice-based activities as they progress in years.	2c Independence Students' levels of independence do not vary from year to year. There may be increasing involvement in choice-based activities as they progress in years.	2c Independence Students' levels of independence do not vary from year to year. Students are not involved in choice-based activities, and have no decision making in the school.
	2d Risk-Taking The learning community pushes all students to take risks in order to further their learning and emotional development.	2d Risk-Taking Most students feel emotionally and physically safe enough to take risks to further their development.	2d Risk-Taking Some students feel emotionally and physically safe enough to take risks to further their development.	2d Risk-Taking Students do not feel emotionally and/or physically safe at school.
Evidence: Please consider data from student and teacher interviews, observations, and the teacher survey.				

	Advanced	Well-Developed	Emerging	Needs Addressing
<p>3. School-Wide Rituals and Routines</p>	<p>3a Alignment School rituals and routines celebrate student achievement, cultivate student investment, and highlight the school's mission and values.</p> <p>3b Execution Rituals and routines promote a sense of belonging to a unique team, in which all students are invested and students have a part in planning or participating in student meetings.</p>	<p>3a Alignment School rituals and routines mostly celebrate student achievement, cultivate student investment, and highlight the school values.</p> <p>3b Execution Rituals and routines promote the sense of belonging to a team, in which most students are invested. Daily or weekly student meetings are mostly well run, reinforce values, set expectations, and focus the school on achievement.</p>	<p>3a Alignment School rituals and routines do not always celebrate student achievement, cultivate student investment, or highlight the school values.</p> <p>3b Execution Rituals and routines may not have a clear purpose or promote the sense of belonging to a team. Daily or weekly student meetings are inconsistently well run, reinforce values, set expectations, and focus the school on achievement.</p>	<p>3a Alignment There is little evidence that school rituals and routines celebrate student achievement, cultivate student investment, and highlight the school values.</p> <p>3b Execution Rituals and routines do not have a clear purpose or promote the sense of belonging to a team. Daily or weekly student meetings are not well run, reinforce values, set expectations, and focus the school on achievement.</p>
<p>Evidence: Please consider data from student and teacher interviews, observations, and the systems audit.</p>				

	Advanced	Well-Developed	Emerging	Needs Addressing
<p>4. School-Wide Discipline System</p>	<p>4a High Expectations Teachers demonstrate that they have high expectations and aspirations for students in every area of the school. Students know what is expected in the school and are a part of holding high expectations for each other.</p>	<p>4a High Expectations Teachers demonstrate that they have high expectations and aspirations for students in most areas of the school and students know what is expected in the school.</p>	<p>4a High Expectations Some teachers demonstrate that they have high expectations and aspirations for students and/or there is a lack of clarity on what is expected of students in the school.</p>	<p>4a High Expectations There is no evidence that teachers demonstrate that they have high expectations and aspirations for students and/or there is little evidence of expectations being set for students.</p>
	<p>4b Implementation A well-calibrated system of rewards and consequences for behavior and academics is clearly communicated, used consistently, and sets a standard for excellence. The school leader's time is minimally taken up by discipline and behavior issues because teachers use the system to hold students to high expectations and there are few disruptions.</p>	<p>4b Implementation A system of rewards and consequences for behavior and academics is clearly communicated, and sets a standard for excellence. The school leader's time is moderately taken up by discipline and behavior issues.</p>	<p>4b Implementation A system of rewards and consequences for behavior and academics is used, though it is not clearly communicated, used consistently, or promoting a standard for excellence. The school leader's time is frequently taken up by discipline and behavior issues.</p>	<p>4b Implementation There is no evidence of a school-wide system of rewards and consequences for behavior and academics. The school leader's time is mostly taken up by discipline and behavior issues.</p>
	<p>4c Interventions The school systematically problem-solves individual students' behavior in order to achieve excellence for every child. Appropriate and effective behavioral interventions are used for students for whom the school-wide systems are not working.</p>	<p>4c Interventions The school systematically problem-solves individual students' behavior in order to achieve compliance to school rules. Appropriate behavioral interventions are used for students for whom the school-wide systems are not working.</p>	<p>4c Interventions The school infrequently or haphazardly problem-solves individual students' behavior. Behavioral interventions are used for students for whom the school-wide systems are not working, but there is little evidence the interventions are effective.</p>	<p>4c Interventions The school does not problem-solve individual students' behavior and/or behavioral interventions are not used for students for whom the school-wide systems are not working.</p>
	<p>4d Extreme Behavior There are systems and structures in place so that extreme behavior is always dealt with consistently, calmly, and with appropriate consequences and parent follow-up.</p>	<p>4d Extreme Behavior There are systems and structures in place so that extreme behavior is almost always dealt with consistently, calmly, and with appropriate consequences and parent follow-up.</p>	<p>4d Extreme Behavior Though there are systems or structures in place, extreme behavior is dealt with inconsistently. Appropriate consequences and parent follow-up may be problematic.</p>	<p>4d Extreme Behavior There are no systems or structures in place to deal with extreme behaviors. The school lacks appropriate consequences.</p>
<p>Evidence: Please consider data from student, teachers, school leader, and parent interviews and from observations.</p>				

	Advanced	Well-Developed	Emerging	Needs Addressing
<p>5. Physical Environment</p>	<p>5a Alignment The environment reflects the school's mission and values. The environment enhances learning.</p>	<p>5a Alignment The school walls somewhat reflect the school's mission and values. The environment is warm, inviting, and conducive to learning.</p>	<p>5a Alignment The environment reflects the school's mission OR its values. The environment is conducive to learning.</p>	<p>5a Alignment The environment does not reflect the school's mission or values. The environment lacks warmth, and is not conducive to student learning.</p>
	<p>5b Student Work Student work is pervasive, purposeful, and representative of excellence. There are rubrics or guidelines posted to explain levels of student work.</p>	<p>5b Student Work Student work is evident and representative of excellence. There are rubrics or guidelines to explain levels of student work.</p>	<p>5b Student Work Student work is evident and may not always represent excellence.</p>	<p>5b Student Work Student work is not evident and does not represent of excellence.</p>
	<p>5c Health & Safety All stakeholders participate in ensuring that the school's physical environment is well-cared for, sanitary, and promotes health and safety.</p>	<p>5c Health & Safety The physical environment is well-cared for, sanitary, and promotes health and safety.</p>	<p>5c Health & Safety The physical environment promotes health and safety. The building follows established protocols for student drills and school emergencies.</p>	<p>5c Health & Safety The physical environment is unsanitary and/or unsafe.</p>
<p>Evidence: Please consider data from observation.</p>				

BOARD OF DIRECTORS

Founding Board Members

Terrence Brown Ed.D. currently serves as one of four Regional Superintendents with Memphis City Schools. He is assigned to the Southeast Region. His region is comprised of 53 schools that serve nearly 30,000 students. Dr. Brown has worked for Memphis City Schools since January 1990 beginning his tenure as a classroom teacher. Dr. Brown has a proven track record as an educational leader who specializes in reforming underperforming schools. He is noted for his work as Principal of Lanier Middle School and Kingsbury High School. His work at Kingsbury High School earned him special praise from the Tennessee Department of Education. Prior to Dr. Brown taking the helm at Kingsbury, the school had failed to make Adequate Yearly Progress (AYP) for six (6) years. Dr. Brown is committed to developing other educational leaders. He has served as mentor to several professional educators who have gone on to lead successful projects at other schools.

Lisa Daggs brings over sixteen years of experience in business and education. She was responsible for New School Development for New Schools for New Orleans. She led the design and implementation of the training program for the school leaders receiving New Schools for New Orleans incubation grants. Prior to moving to New Orleans, Ms. Daggs was the Director of Program Development for Stanford University's Educational Leadership Institute (SELI), where she led the redesign of their charter school leaders' training program. Prior to joining Stanford, Lisa served as the Chief of Staff at the KIPP Foundation for almost five years. She was a founding team member responsible for marketing, public affairs, fundraising, school information and all human resources functions. She was also responsible for providing support to the KIPP school leaders in California. During her tenure with the foundation the number of KIPP schools expanded from two to forty-six. Before joining KIPP, Lisa helped start the New Schools Venture Fund, where she led the evaluation and investment strategy for school based ventures, including charter schools. Prior to New Schools, Lisa was a Manager at Deloitte Consulting focused on reengineering and change leadership consulting in the health care industry. Ms. Daggs is a Teach for America alum. She taught elementary school in Oakland, CA. Lisa holds an MBA, a Masters in Education and a bachelor's degree from Stanford University.

Ron Walker, Executive Director and one of the founding members of the Coalition of Schools Educating Boys of Color (COSEBOC). Mr. Walker is the former Associate Director of ATLAS Communities, a comprehensive school reform organization with over 100 schools across the country in urban, suburban, and rural school districts. Mr. Walker is the recipient of the Black Educators Award for Professional Service in Education (1995) and the Liberating Vision Award presented by the National Council of Negro Women (1997). He was the recipient of a \$60,000 grant from the Mott Foundation to reconnect African American communities and their schools in Boston, Philadelphia, Oakland and Baltimore. Mr. Walker was recently the recipient of a Harvard University Gates Fellowship for senior level education change coaches. Mr. Walker also provides consulting services to principals of both charter schools and traditional public schools as founder and president of DWJ, Solutions LLC. He serves on numerous boards

that address community based and education issues. In addition, Mr. Walker has served on charter school review teams for several charter schools in Massachusetts.

Dion Wilson brings over fifteen years of legal experience. Mr. Wilson is an active member of the Forrest City, Arkansas community and has been an advocate for public education throughout his professional career. Mr. Wilson is a graduate of University of Arkansas School of Law and has spent countless hours ensuring equity in the distribution of funds throughout Arkansas public schools.

ATTACHMENT E

Miller-McCoy's educational program includes an extended school day and year, as we recognize that some of our students will come to us several grades below grade level and will require additional learning time to catch up and excel in our college preparatory program. Our extended school day and 10 additional instructional school days per year will help catch our students up and get them on track for college. Moreover, our commitment to the professional development of teachers leads us to set aside 8 additional full days per year and 10 days before school begins. We will also offer 1.5 hours of professional development activities once a week after school (during our faculty meetings) for our teachers.

Proposed School Calendar

<i>July 18-29, 2011</i>	Professional Development
<i>August 1-5</i>	Student Orientation
<i>August 8</i>	First Day of Regular School
<i>November 23-25</i>	Thanksgiving Break
<i>December 19-January 2</i>	Winter Break
<i>January 15, 2012</i>	MLK Holiday (NO SCHOOL)
<i>February 20</i>	President's Holiday (NO SCHOOL)
<i>March 19-23</i>	Spring Break (NO SCHOOL)
<i>March 26</i>	Memorial Day (NO SCHOOL)
<i>April 6</i>	Good Friday (NO SCHOOL)
<i>June 15</i>	Last Day of Regular School
<i>June 18-July 3</i>	Extended (Summer) School

Proposed Professional Development Calendar

<i>October</i>	½ Day PD, ½ Day for Students
<i>November</i>	Staff PD (No Students)
<i>December</i>	½ Day PD, ½ Day for Students
<i>January</i>	Staff PD (No Students)
<i>March</i>	Staff PD (No Students)
<i>April</i>	Staff PD (No Students)
<i>May</i>	Staff PD (No Students)

*PD Dates TBD upon charter approval. Note: Students will not have school once per 6 week grading period for teacher data analysis PD of interim assessment data.

	Miller-McCoy Anticipated Schedule 2011-2012
<i>First Day of School for Students</i>	August 1, 2011
<i>Last Day of School for Students</i>	June 15, 2012
<i>School Day End Time</i>	4:30 p.m.
<i>Hours in School Day</i>	9 hours
<i>Number of Instructional School Days Per Year</i>	190 days
<i>Number of Before School hours devoted to academics:</i>	.5 hours per day
<i>Number of After School hours devoted to academics:</i>	1 hour per day
<i>Number of days devoted to staff development during school year:</i>	8 days*
<i>Number of days devoted to staff development prior to school opening:</i>	10 days

Sample Student Schedules

	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>
7:30-8:00	Community Circle				
8:00-8:45	Reading Block				
8:50-9:55	ELA	Math6	Business Math	Algebra I	Economics/Computer Applications
10:00-11:05	Math Skills	ELA6	ELA7	ELA8	English I
11:05-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:55	Science	Social Studies	Physical Ed	Spanish	Algebra II
1:00-2:05	Physical Ed	Science	Social Studies	Intro to Business	Social Studies
2:10-3:25	Social Studies	Physical Ed	Science	Science	Science
3:25-4:30	Math5	MathSkills	Pre-Algebra	Social Studies	Math Support
4:30-5:30	After School Support				

*The tentative schedule above is a sample of one students schedule at each grade level.

*The above schedule is for year 1 (2011-2012 school year) only. Year 2 may be provided upon request but will be aligned with credit/course requirements for Arkansas Comprehensive Curriculum.

7:30 a.m. – 8:00 a.m. (Breakfast/Community Circle)

To build a school community of brotherhood with an emphasis on “One Man... One Family”, the young men and staff of Miller-McCoy Academy convene for breakfast and morning meeting in the form of Community Circle. It is during this time we celebrate accomplishments and address any community concerns. We finish the morning meeting and begin the day with call and response: Love...Miller Mccoy; One Man... One Family; Smart is not something you are, Smart is something you get; and Change Your Thinking... Change Your Life!

8:00 a.m. – 8:45 a.m. (Reading Block)

To address the growing concerns of low reading levels of students upon entering Miller McCoy Academy we have instituted a systematic approach to address the two primary reasons students struggle with reading: comprehension and reading fluency. We use diagnostic data and place students in one of three groups: a literacy circle for students reading on or above grade level, a reading group for students reading close to grade level but struggling with comprehension or a Phonics Boost or Blitz group which focused on phonics.

8:50 a.m. -4:30 p.m. (Core Subjects)

Students are engaged in the standard curriculum areas of reading, writing, math, science, business, and social studies. During this time all students will receive at least 90 minutes daily of instruction in reading/writing/language arts and 90 minutes of math on the schedule the math block is 2 hours. Students will be exposed to social studies four days a week, science three days a week, and art or music three days a week. The social studies class is four days as students will be taught literacy through the social studies curriculum. This schedule is reflective of our long term plan for the school. We acknowledge that in year 1 we will assess students as soon as they arrive and may need to allocate some or all of the elective time to core subjects. Once we have brought our students up to grade level we will integrate time into the schedule for electives while ensuring all students master the science and social studies standards at each grade level. For more information on this curriculum, refer to the *Educational Program* section (Question 6).

4:30 p.m. – 5:30 p.m. (After School Support)

Any student may stay after school to receive homework help and/or extra tutoring. We highly encourage our students to take advantage of this help and we expect at least 35% of students will voluntary choose this option because it is in line with our school culture. Students who did not complete homework for that day will be required to stay after school to finish the previous nights homework and ensure they complete the current day's assignments.

ATTACHMENT F

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Clifton Collier

Lessor (Owner):

Boys & Girls Club of St. Francis County

Lessee (Tenant):

Miller McCoy Academy

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility and use for prior three (3) years:

Boys & Girls Club

Premises:

PO Box 149 Forrest City, AR 72336
address 2505 Sycamore Drive, Forrest City
39,000 Total
square footage

Terms of Lease:

2 years

Rental Amount:

\$4,000 per month

Contingency:

The terms of this agreement are contingent upon

Miller McCoy Network (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2009.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Miller McCoy Academy

By

Date

[Signature]
8-27-2010

Lessor:

Boys & Girls Club of St. Francis Co

By

Date

Clifton Collier
8-27-2010

ATTACHMENT G

Proposed Budget FY 2011-2012
 Miller-McCoy Academy for Mathematics and Business
 "Miller-McCoy Academy: Forrest City"

Income	Amount	Total
State Public Charter School Aid		
No of Students (200)x 6023.00 State Foundation Fun	\$1,204,600.00	
No of Students (200)x 41.33 Professional Developme	\$8,266.00	
No of Students (170)x\$992{170:85%} NSLA Funding	\$168,640.00	
Total State Charter School Aid	<u>\$1,381,506.00</u>	
 Other Sources of Revenue		
Private Donations or Gifts	\$220,000.00	
Federal Grants (List the amount)	\$150,000.00	
Special Grants (List the amount)		
Fundraising (College Trips)	\$50,000.00	
Food Services Reimbursements	\$164,400.00	
Title Funds (Est. \$350/student for 85% of populati	\$59,500.00	
Estimated \$1000/student for 10% of populati		
Special Education	\$20,000.00	
Total Other Sources of Revenue	<u>\$663,900.00</u>	
 TOTAL REVENUES		 <u>\$2,045,406.00</u>
 Expenditures		
<i>Administration</i>		
Salaries (No. of Positions 2 FTE)	\$150,000.00	
Benefits	\$37,500.00	
Purchased Services	\$8,000.00	
Supplies and Materials	\$4,000.00	
Equipment	\$5,000.00	
Other		
Professional Development	\$3,600.00	
Travel	\$1,000.00	
		\$209,100.00
 <i>Operations Manager</i>		
Salaries (No. of Positions 1 FTE)	\$40,000.00	
Benefits	\$7,500.00	
Purchased Services		
Supplies and Materials	\$2,500.00	
Equipment	\$4,000.00	
Other		
Professional Development	\$750.00	
		\$54,750.00

Regular Classroom Instruction

Salaries (No. of Positions 10 FTE)..avg salary 40,000	\$450,000.00	
Benefits	\$112,500.00	
Purchased Services	\$45,000.00	
Supplies and Materials	\$6,825.00	
Equipment	\$21,000.00	
Other		
Professional Development	\$5,250.00	
		\$640,575.00

Special Education:

Salaries (No. of Positions 1 FTE)	\$50,000.00	
Benefits	\$12,500.00	
Purchased Services	\$6,000.00	
Supplies and Materials	\$975.00	
Equipment	\$3,000.00	
Other		
Professional Development	\$750.00	
		\$73,225.00

Guidance Services (Counselor & Behavior Specialist)

Salaries (No. of Positions 2 FTE)	\$90,000.00	
Benefits	\$22,500.00	
Purchased Services	\$1,000.00	
Supplies and Materials	\$1,000.00	
Equipment	\$2,000.00	
Other		
Professional Development	\$500.00	
		\$117,000.00

Health Services

Salaries (No. of Positions)		
Benefits		
Purchased Services	\$10,000.00	
Supplies and Materials	\$1,000.00	
Equipment	\$2,000.00	
Other	\$500.00	
Professional Development		\$13,500.00

Media Services

Salaries (No. of Positions 2 FTE)		
Benefits		
Purchased Services	\$10,000.00	
Supplies and Materials	\$7,500.00	
Equipment	\$27,500.00	
Other		
Professional Development	\$500.00	
		\$45,500.00

Fiscal Services

Salaries (No. of Positions 1 FTE)	\$55,000.00	
Benefits	\$13,750.00	
Purchased Services	\$5,000.00	
Supplies and Materials	\$2,000.00	
Equipment	\$1,000.00	
Other		
Professional Development	\$500.00	\$76,750.00

Maintenance and Operation

Salaries (No. of Positions 2 FTE)	\$46,000.00	
Benefits	\$11,500.00	
Purchased Services		
Supplies and Materials	\$22,000.00	
Equipment	\$4,500.00	
Other	\$0.00	\$84,000.00

Pupil Transportation

Salaries (No. of Positions)	\$0.00	
Benefits	\$0.00	
Purchased Services	\$50,000.00	
Supplies and Materials	\$0.00	
Equipment	\$0.00	
Other	\$0.00	
		\$50,000.00

Food Services

Salaries (No. of Positions 2 FTE)		
Benefits		
Purchased Services	\$114,314.37	
Supplies and Materials		
Equipment		
Other		
		\$114,314.37

Data Processing: IT Admin

Salaries (No. of Positions 1 FTE)	\$40,000.00	
Benefits	\$10,000.00	
Purchased Services	\$22,000.00	
Supplies and Materials	\$1,000.00	
Equipment	\$2,000.00	
Other		
		\$75,000.00

Substitute Staff

Salaries: (No of Positions___)		
Fringe Benefits		
Purchased Services	\$840.00	
		\$840.00

Purchased Services	\$840.00	\$840.00
Facilities and Utilities		
Lease/Purchase (contract for one year including upgrades)		\$78,000.00
Please list upgrades: 1/2 cost of Roof, paint, general maintenance		
Utilities (contract for 1 yr) Note: 60% of total cost per month est. at 800/month		\$5,760.00
Insurance (contract for 1 total year)		
Property insurance		
Content insurance		\$41,000.00
Debt Expenditures		\$0.00
Other Expenditures		
Legal Services	\$5,000.00	
Student Incentive (Behavior program)	\$7,000.00	
Student Support Services	\$5,000.00	
Uniforms/School Supplies	\$3,000.00	
Field Trips	\$10,000.00	
Network Service Fee	\$125,000.00	
		\$155,000.00
Total Expenditures		\$1,834,314.37
<u>NET INCOME</u>		<u>\$211,091.63</u>

ATTACHMENT H

**Certified Employee Salary Schedule
2011-2012**

Years of Service	Bachelors	Masters	Specialist	PhD	Annual Level of Increase
0	\$40,515.20	\$45,353.00	\$49,481.30	\$52,037.70	\$600.00
1	\$41,115.20	\$45,953.00	\$50,081.30	\$52,637.70	
2	\$41,715.20	\$46,553.00	\$50,681.30	\$53,237.70	
3	\$42,315.20	\$47,153.00	\$51,281.30	\$53,837.70	
4	\$42,915.20	\$47,753.00	\$51,881.30	\$54,437.70	
5	\$43,515.20	\$48,353.00	\$52,481.30	\$55,037.70	
6	\$44,115.20	\$48,953.00	\$53,081.30	\$55,637.70	
7	\$44,715.20	\$49,553.00	\$53,681.30	\$56,237.70	
8	\$45,315.20	\$50,153.00	\$54,281.30	\$56,837.70	
9	\$45,915.20	\$50,753.00	\$54,881.30	\$57,437.70	
10	\$46,515.20	\$51,353.00	\$55,481.30	\$58,037.70	
11	\$47,115.20	\$51,953.00	\$56,081.30	\$58,637.70	
12	\$47,715.20	\$52,553.00	\$56,681.30	\$59,237.70	
13	\$48,315.20	\$53,153.00	\$57,281.30	\$59,837.70	
14	\$48,915.20	\$53,753.00	\$57,881.30	\$60,437.70	
15	\$49,515.20	\$55,096.83	\$58,481.30	\$61,948.64	
16	\$50,115.20	\$56,474.25	\$59,081.30	\$63,497.36	
17	\$50,715.20	\$57,886.10	\$59,681.30	\$65,084.79	
18	\$51,315.20	\$59,333.25	\$60,281.30	\$66,711.91	
19	\$51,915.20	\$60,816.59	\$60,881.30	\$68,379.71	
20	\$52,515.20	\$62,337.00	\$61,481.30	\$70,089.20	

Director of Finance and Operations

Minimum Salary	\$55,000.00
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School Leader

Minimum Salary	\$70,000.00
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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

ATTACHMENT I

DEPARTMENT OF THE TREASURY

Date: **JUL 21 2010**

MILLER-MCCOY NETWORK
C/O TIFFANY HARDRICK
8436 PATRICIA ST
CHALMETTE, LA 70043

Employer Identification Number:
27-1429760
DLN:
17053074309000
Contact Person:
DAVID V SCIAN ID# 31369
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
December 30, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

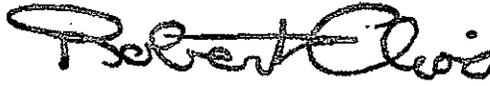
Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

MILLER-MCCOY NETWORK

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi". The signature is written in dark ink and is positioned above the typed name.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Miller McCoy Network Community Meeting

Sign-In

July 31, 2010

Name	Phone Number	Email
LLOYD HARDRICK	633-4605	
Sandy Cole	633-6314	
Josephine Ellis	494-4813	
GAIL GRAHAM	633-6660	
Christy Taylor	494-3530	
Ayla Pitts	633-4328	
Leodis Pitts	633-4328	
Rose Wulley	633-6874	
Booker Hobbes	260-5519	
Shirley D. Aykes	633-4695	
David Neal	teners-herald	
Laturon Whitby	270-0825	letjwh@cablelynx.com
Everette Whitby	270-0825	"
Raufield Walker	261-4345	pastor.bethsalome sbcs/obal.net
John Crumley	870-870-7650	j@crumley2004@yahoo.com
Dennis Lewis	(870) 633-2528	rdavis@genesisbroadband.com
Klossie Burgess	870-261-3389	
Debra Ann Graham	870-225-1310	debraanngraham@hotmail.com
Chris Graham	870-225-1320	graham06c.msn.com
Bonnie Wulley	870-317-5303	beckie.taylor75@yahoo.com
Gini Bailey	870-589-0245	
Leah Conder	870-633-2268	
Lela Conder	870-633-2268	
Dianna C. Allen	870-270-6908	
Isaac Wilburn	870-633-0222	
April Mathis	494-6262	April Mathis 57@yahoo.com
Carlos Mathis	494-6361	carlos mathis 57@yahoo.com
Martha Bond	870-494-3942	ladyreject@hotmail.com

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the 501 (c) (3) Board of Directors of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment 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, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment 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. The proposed open-enrollment 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 school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment 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 a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment 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.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment 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; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed 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.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school

including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions; and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Lisa Dagg
Signature of President of the 501 (c) (3) Board
of the Proposed Charter

Date: August 15, 2010

Lisa Dagg
Print or type name

LEASE AGREEMENT

This Agreement, made this 26th day of August, between the Boys and Girls Club of St. Francis County, whose address is P O Box 149; Forrest City, AR 72336 (the Lessor) and Miller-McCoy Academy, whose address is 7301 Dwyer Road; New Orleans, Louisiana 70126, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in St. Francis County, Arkansas:

A parcel of land located in the Southeast Quarter (SE1/4) of the Northwest Quarter (NW1/4) of Section Three (3), Township Four (4) North, Range Three (3) East, St. Francis County, Arkansas, and further described as follows: Commencing at the Southwest corner of the Northwest Quarter of Section Three, thence north 89 Degrees 04 minutes East 1312.2 feet along the centerline of Fletcher Road to a point which is twenty feet south of the southeast corner of Lot Twenty-four, Sherwood Terrace Addition to the City of Forrest City, Arkansas; thence continue north 89 Degrees 04 minutes East Sixty feet to the point of beginning; thence from the point of beginning continue north 89 degrees 04 minutes East Seven Hundred Forty feet along the south line of said Northwest Quarter of Section Three, thence North 1 degree 47 minutes East Seven Hundred Twenty-five feet to a corner; thence North 87 degrees 22 minutes West Three Hundred Ten feet to a corner; thence South 40 Degrees 38 minutes West One Hundred feet to a corner; thence South 53 degrees 49 Minutes West Four Hundred feet to a corner; thence South 29 degrees West One Hundred feet to a corner; thence South 0 degrees 07 minutes East Three Hundred Fifty-five feet to the point of beginning, containing 10.6 acres, more or less.

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on March 1, 2011, and shall extend for a term of two years, ending at midnight on February 28, 2013.

3. Payments. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$96,000, payable in 24 equal monthly installments of \$ 4,000 each for eight classrooms in the south hallway paid at \$500 per room. Rent will be paid in advance by the fifth day of March 2011, and on the fifth day of each and every month thereafter during the term of this lease.

3.A. Lessee will pay sixty percent of monthly utilities (gas, water and electric) while Lessor will forty percent of monthly utility bills. In the event that the forty percent of Lessors cost exceeds the average monthly 2010 utility payment, then Lessee will make up the difference. Lessee will also pay half the cost of grounds upkeep and half the cost of the security system and will be allotted it own alarm code/s.

3.B Lessee agrees to pay half the cost of roof repairs and flooring improvements/replacements (lessee's half to be approximately \$30,000) during the first six months of this agreement.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.
5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair as may be required to keep and maintain the same in a good and tenantable condition. Lessee is also responsible for its own janitorial requirements. If Lessee is deprived of the use of more than 50 percent of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.
6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.
7. Taxes. Lessor shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.
8. Use. Lessee agrees to use the leased premises for the purpose of operating a Charter School and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.
9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at 2505 Sycamore Drive; Forrest City, Arkansas. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, 7301 Dwyer Road; New Orleans, Louisiana 70126. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.
10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.
11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of thirty (30) days, or as to any other covenant herein provided for more than thirty (30) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if

any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event it will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking. In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken. All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.
17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on its property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.
18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than one million dollars per person, per accident and two millions dollars aggregate per per accident, and \$500,000 for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.
19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.
20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.
21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee.
22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.
23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.
24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be

stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

Boys and Girls Club of St. Francis County
P O Box 149
Forrest City, AR 72336

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 26th day of August.

Clifton Collier
Lessor Name

Executive Director
Lessor Title

[Signature]
Lessee Name

Executive Director
Lessee Title

ACKNOWLEDGMENT

State of Arkansas
County of St. Francis

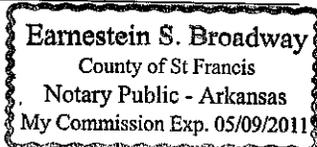
On this 26th day of August, 2010, appeared the undersigned to me well known or satisfactorily proven to me to be the persons that executed the above Agreement for the purpose therein contained.

Sworn to me this 26th day of August, 2010.

My Commission expires:

5/9/2011

Earnestein S. Broadway
Notary



ACKNOWLEDGMENT

THIS AGREEMENT made between The Boys and Girls Club of St. Francis County (the Lessor) and Miller-McCoy Academy (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of Forrest City, County of St. Francis, State of Arkansas:

A parcel of land located in the Southeast Quarter (SE1/4) of the Northwest Quarter (NW1/4) of Section Three (3), Township Four (4) North, Range Three (3) East, St. Francis County, Arkansas, and further described as follows: Commencing at the Southwest corner of the Northwest Quarter of Section Three, thence north 89 Degrees 04 minutes East 1312.2 feet along the centerline of Fletcher Road to a point which is twenty feet south of the southeast corner of Lot Twenty-four, Sherwood Terrace Addition to the City of Forrest City, Arkansas; thence continue north 89 Degrees 04 minutes East Sixty feet to the point of beginning; thence from the point of beginning continue north 89 degrees 04 minutes East Seven Hundred Forty feet along the south line of said Northwest Quarter of Section Three, thence North 1 degree 47 minutes East Seven Hundred Twenty-five feet to a corner; thence North 87 degrees 22 minutes West Three Hundred Ten feet to a corner; thence South 40 Degrees 38 minutes West One Hundred feet to a corner; thence South 53 degrees 49 Minutes West Four Hundred feet to a corner; thence South 29 degrees West One Hundred feet to a corner; thence South 0 degrees 07 minutes East Three Hundred Fifty-five feet to the point of beginning, containing 10.6 acres, more or less.