



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

**Arkansas Department of Education
District Conversion or Limited Public Charter Schools**

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| August 31 | Deadline for conversion or limited charter letters of intent to be filed with the ADE. |
| October 31 | Deadline for conversion or limited charter applications to be submitted with letter of support from the school board to the ADE. |
| January/February | Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.) |

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **District Conversion** or **Limited** Public School Charter

Applicants for district conversion or limited public charter schools are required to send a one (1) page **“Letter of Intent to Apply for a District Conversion or Limited Public School Charter”** to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31**, in order for the application to be considered by the State Board of Education at a later date:

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

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed charter school;
6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
7. Describe the location of the proposed district conversion or limited public charter school;
8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
10. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed district conversion or limited public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Osceola STEM Academy

Grade Level(s) for the School: 5-8 Student Enrollment cap: 450

Name of School District: Osceola School District

Name of Contact Person: Shantele Raper

Address (no P.O. Box please): 2750 West Semmes City: Osceola ZIP: 72370

Daytime Phone Number: (870) 563-2561 FAX: 870-563-1020

E-mail: sraper@osd1.org

Charter Site Address: 112 School Street

City: Osceola ZIP Code: 72370

Date of Proposed Opening: 08/14/2011

Name of Superintendent: Michael Cox

Address: 2750 West Semmes

City: Osceola Zip Code: 72370

Phone Number: 870-563-2561 FAX: 870-563-2181

E-mail: mcox@osd1.org

B. GENERAL DESCRIPTION

Osceola School District is proposing a conversion charter school, Osceola STEM Academy, as a means to successfully promote a science, technology, engineering, and mathematics curriculum. Osceola STEM Academy will service 5th-8th grade students. After much consideration a decision was made to modify the original 1-8th grade intent due to new construction, community interest and application of curriculum. The academy will be located on the current Osceola Academic Center campus. There will be approximately 250 students.

The Osceola STEM Academy will have an educational focus on science, technology, engineering, and mathematics with an emphasis on project-based learning, problem-based learning, authentic assignments, and authentic assessments. Research shows us that 16 of the 20 occupations with the largest projected growth in the next decade are STEM related, but only 4 of them require an advanced degree. Given these unmet needs for a STEM-capable workforce, the nation's economic future depends on preparing more K-12 students to enter these fields.

An essential objective of the Osceola STEM Academy will be to inspire joy at the prospect of discovery in a student-centered learning climate. This atmosphere will promote exploration and innovation. The school will be equipped with a central discovery center that will serve much like a museum. The Discovery Zone will be set up with individual work-stations with themes such as; Planetarium Play-Time, Techno Art I-Pad Station, Current Events, We Learn With Wii's, Body Basics, etc. The Discovery Zone will be monitored and facilitated by a collaborative team of certified teachers and paraprofessionals. The Discovery Zone time will serve as pull-outs, enrichment, and also as an intervention strategy. Students will be scheduled to rotate through the Discovery Zone at least once a week and the Discovery Zone will be open for teachers to utilize as an extension of their classroom. There will also be a Connections Classroom (math/science/literacy lab) which will provide non-consumable type equipment, such as: math manipulatives, science equipment, and hands-on materials. We will utilize the 21st

century learning environment research as part of the implementation in the set-up of the classrooms, discovery areas and overall atmosphere.

In order to prepare our students as 21st century learners, we must nurture their inquisitive nature by promoting a strong love for math and science. We are certain that the fostering of innovation will transfer to their high school years and ultimately as productive citizens. The Osceola Stem Academy curriculum will strive to include the Four C's; Critical Thinking, Collaboration, Communication, and Creativity. In addition to the Discovery Center, students will be involved in on-going integrated classroom projects which simulate real-world learning. Teachers will be expected to work in collaborative teams to create rigorous and relevant lesson plans (Appendix 21). Foreign Language in correlation with Arkansas Department of Education K-8 Foreign Language Acquisition Curriculum Framework will be provided with an emphasis on languages which promote understanding of math and science concepts.

C. GENERAL INSTRUCTIONS

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant's attachments (if any) supporting narrative responses
4. A copy of the school's calendar and daily schedule (required)
5. Proposed two-year budget using worksheet provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word or Adobe Acrobat PDF file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

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

D. REQUIRED INFORMATION

Application Standards:

STANDARD 1: Public Hearing

A public hearing was held on October 11, 2011 at 5:30-6:30 pm in the cafeteria at 112 School Street, Osceola, AR. Public notice of the meeting took place through, 3 consecutive weeks of advertisement in the Osceola Times newspaper (Appendix 1, 2 & 3), a letter from the superintendent sent with our schools communication procedure on two different occasions (Appendix 4 & 5) and a display on the school marquee. The outcome for the school meeting was average with twenty-nine participants signing in (Appendix 6). We should note that other community activities, such as extracurricular activities and pee-wee football and soccer prevented more participants from attending. Superintendent Michael Cox and Instructional Technology Facilitator, Shantele Raper provided the presentation. All attendees were given note cards to write down questions as they thought of them. Mr. Cox welcomed the participants and discussed the location and grade levels for the Osceola STEM Academy. He shared the school board's approval for his recommendation for a 5-8 focus (Appendix 7). He shared the 5-8 grade levels would allow more room for students who wanted to attend the charter school. Next, Mrs. Raper asked Charter Advisory Board to stand in order to be recognized. Charter Advisory Board (Appendix 18 & 19) members in attendance were, Stefanie Smithy, Osceola Academic Center Principal, Joe Guy, Department of Human Services, Terry Cole, President of the School Board and American Greetings, Frank Richardson, American Greetings, Sherry Bennett, Arkansas Northeastern College, Dickie Kennemore, Mayor of Osceola, Rev. Archie Thomas, Community Liaison, Maci Tate, Paraprofessional. Mrs. Raper began a presentation that outlined the remaining agenda (Appendix 8). The points covered were, Why a Charter School?, Why STEM?, What is different about Osceola STEM Academy?, What can you do to be involved? We then opened the meeting to questions. Questions from the community were: Can we make changes to charter at a later date? Can we expand grade levels? Are we going to continue to provide emphasis at the 1-4 grade level? How do Gifted and Talented and Special Education fit into our plans? Have the teachers been involved in this process?

There was an overwhelming outpour of positive support for the STEM Academy

from parents and the local community (Appendix 9-17). For example, our local community college president encouraged the focus on problem based learning through a letter of support. One parent commented that she applauded the efforts of the committee as her son would benefit from this type of learning atmosphere. Overall, the school has support of the community to pursue the charter application.

STANDARD 2: Mission Statement

The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

STANDARD 3: Educational Need

The educational need in our district includes:

1. Osceola School District has a 6% dropout rate.

Osceola School District recognizes a need to increase our graduation rate, as well as our attendance rate. Although our graduation rate has increased tremendously, there is still room for improvement.

	<u>2007/2008</u>	<u>2008/2009</u>	<u>2009/2010</u>
Attendance Rate	93.7%	91.7%	92.9%
Graduation Rate	68.7%	66.5%	80.6%
Dropout Rate	14.3%	8%	6%

Statewide, dropouts from the class of 2008 will cost Arkansas almost \$2.7 billion. African-Americans have a 64% drop-out rate nation-wide which makes the low graduation rates for poor and minority students a particular concern with Osceola School District. Nationally 47% of students say they dropped out because they were not interested in school and 45% felt they were not prepared academically for the challenges of high school.

We feel these statistics mirror our school culture. We know that when students are

engaged in meaningful and relevant learning activities, they “buy-in” to their learning process. Through student survey’s high schools students tell us they learn better through projects that exhibit authentic learning activities. We want learning to be fun and engaging while meeting learning expectations with rigor and relevance that will prepare them for high school.

2. A need for comprehension through multiple learning styles.

The Osceola School District is pursuing the charter school status in order to provide alternate facets for students who choose to actively participate in a discovery style learning atmosphere that focuses on math and science with the inclusion of technology. Our goal is to move our high performing students beyond their current plateau and provide a catapult for our low-performing students to demonstrate their strengths through a kinesthetic learning environment. Teachers will be trained in differentiating the learning process to create lessons that embrace a variety of learning styles.

3. A deficiency in math and science

Cohort data for the 2012-2013 5th-8th grade benchmark results for 2011 were:

	<u>Math</u>	<u>Literacy</u>	<u>Science</u>
3rd grade	64%	68%	
4th grade	54%	76%	
5th grade	53%	63%	20%
6th grade	67%	62%	

In analysis of this data, we see adequate scores; however a declining trend seems to take place beginning with junior high and early high school years. For example, less than 10% scored proficient or advanced on EOC Biology. At this point in 11th Grade it is almost too late to lay a foundation for science. Furthermore, the average ACT score shows a decrease from 18.4 to 16.8 (composite) over the past 5 years, with only 21% of our ACT tested students ready for college level Biology and 33% ready for College Algebra. Our goal is to solidify science fluency through intense exposure to the scientific method and theories that will serve as a strong background throughout high school, college and the workforce.

4. A need for better presentation skills including oral communication.

Our competitive work environment requires students to be better communicators and collaborators. Currently our state only requires 1 semester of Oral Communication skills. According to our 2011 Explore Test results, 20% of our students expressed a need for help in public speaking skills. The presentation component in our project-based learning plan will require students to communicate their ideas through a production or presentation at least once a quarter with a goal of students having an opportunity to practice communication skills at least 50 times over their middle school years. This is a relatively low number, but an acquirable goal, in comparison to other schools visited by our Charter Steering Committee whose students present hundreds of times. Our committee recognized the strong communication skills that were evident and expressed the need for more exposure to communication opportunities for our students.

STANDARD 4: Educational Program

The Osceola STEM Academy proposes an educational program that encompasses a learning atmosphere that promotes a love for math and science, an emphasis on authentic learning through project/problem based learning in integrated classes and access to pull-out classes, such as math/science lab and the Discovery Zone.

Educational Philosophy:

As with any teaching method, Project Based Learning (PBL) can be used effectively or ineffectively. At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community.

Project Based Learning:

When utilizing the PBL model, the majority of the learning will take place through relevant projects that engage students. There is evidence that the instructional strategies and procedures that make up standard aligned Project Based Learning opportunities are effective in building deep content understanding, raising academic achievement and

encouraging student motivation to learn. We know that PBL can:

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.
- be more effective than traditional instruction for teaching mathematics and science.
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.
- be more effective than traditional instruction for preparing students to integrate and explain concepts.
- improve students' mastery of 21st-century skills (Collaboration, Communication, Critical Thinking and Creativity)
- be especially effective with lower-achieving students.

Based on what we know about the PBL model, Osceola STEM Academy will provide opportunities for students in areas such as: classroom projects and activities, Odyssey of the Mind, Industrial Engineering Challenge, Young Entrepreneurship Showcase (YES), Stock Market Game, First Lego League, and/or BESTRobotics.

Collaborative Teaching Environments:

As we looked at several teaching models, we feel the traditional team-teaching style will work better with our learners. Our approach simply pairs, math/science and language arts/social studies teachers to work together in designing the course and teaching the material by exchanging and presenting ideas and theories through discussion and hands-on activities. The benefits of team teaching are demonstrated through strengths and differences between instructors; integration of disciplines, pedagogies and philosophies. This collaborative teaching environment will provide a flexible scheduling option that will be beneficial to our students. Currently, obstacles in scheduling are not always in the best interest of the student. This block style scheduling with collaborative teaching will increase class sizes, but with positive results.

Learning Atmosphere:

We are adamant that pride in our learning atmosphere will be a strong component

of motivating students to want to learn. Through a whole school display that is linked to a STEM theme, students will be exposed to artwork, formulas, posters and other media that encourages creativity and critical thinking. The environment will be high challenge and low stress with rooms that are set-up for true hands on learning. The math/science labs will be equipped with resources that are appropriate, accessible and relevant to student needs. Presentation and displays of student work will be evident throughout the school. Student work will be displayed with rubrics, correlation to student learning expectation (SLE), task analysis and exemplar models. Staff will take on responsibilities for areas of the school such as bulletin boards, hallway displays and honors/award areas. The Osceola STEM Academy will provide the first school Recycling Center to further promote good citizenship. An outdoor learning environment will be built to provide opportunities for students to grow plants, flowers, and vegetation. An expansion of this idea would include an area for small animals, fish and insects. Service learning projects will be evident through displays of pictures of community projects.

Math/Science Lab & Discovery Zone:

An area of discovery, The Discovery Zone, will be provided for students as an extension of the classroom as well as a pull-out class. The Discovery Zone will be team taught with instructors such as, Instructional Media Specialist, Gifted and Talented teachers, para-professionals, music teachers and/or art teachers. The Discovery Zone will exhibit a museum like atmosphere with individual work-stations with interchangeable themes such as; Planetarium Play-Time, Techno Art I-Pad Station, Current Events, We Learn With Wii's, Body Basics, etc. The Discovery Zone pull-out time will serve as enrichment as well as an intervention strategy for struggling learners. Students will be scheduled to rotate through the Discovery Zone at least once a week and the area will be open for teachers to utilize as an extension of their classroom. We will utilize the 21st century learning environment research as part of the implementation in the set-up of the classrooms, discovery areas and overall atmosphere. In addition, a foreign language exploration class will be provided with a focus on Latin.

STANDARD 5: Goals

The Osceola STEM Academy will use data-driven analysis to direct and steer its academic achievement and goal setting for all students. Historical data (criterion and norm referenced) will be used to set goals as well as our remediation and intervention.

The valid and reliable assessment tools and goals for Reading, Reading Comprehension, Mathematics and Mathematic Reasoning are:

1. ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.

2. TLI (The Learning Institute)

All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

3. APSCN

Our attendance rate is currently at 98.5%, although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on student's tardies and early check-outs. Our current tardy rate is 2% and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease the amount of tardies by .5% each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.

4. 8th grade Explore

We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.

5. By 2016 by we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator.

STANDARD 6: Process

- Common Core standards will serve as a foundation for all instruction.
- Teachers will participate in cross-curricular review of frameworks in order to create an integrated learning environment.
- Instructional leaders and teachers will ensure that Arkansas' student learning Expectations are the foundation for all instruction.
- Formative assessments such as TLI will be used to monitor instruction.
- Projects that are developed will address appropriate SLE's with all skills being addressed prior to standardized assessment. A project overview plan which is adapted from Buck Institute for Education will be a component of the lesson plan

STANDARD 7: Enrollment criteria and student selection process

The Osceola STEM Academy will publicize its status on the school website, the school marquee, the local newspaper, Parent Communication Forms and a district marketing plan. Parents will apply through the local office located at 112 School Street, Osceola, AR 72370.

The Osceola STEM Academy will be in accordance to applicable law in that it will not discriminate on the basis of sex, national, origin, race, ethnicity, religion, disability, academic or athletic eligibility.

Students will be admitted exclusively through a first come-first serve basis with a total school enrollment being 450 students. Current students and their siblings have the opportunity to apply at the end of their current school year.

STANDARD 8: Job descriptions

Administrator (Building Principal) Responsibilities:

- Acts as chief operating officer of the school and effectively carries out the campus and district missions
- Regularly monitors student achievement and data
- Interviews, hires, and recommends termination of staff members
- Carries out staff evaluation and appraisals
- Ensures building safety
- Oversees the completion of the curriculum/lesson plans
- Effectively communicates expectations to teachers, students, and parents
- Establishes and maintains a positive relationship between the school and the Community

Qualifications: An administrator must have a strong background in education as well as an advanced certification in education

Assistant Principal/Dean of Students Responsibilities:

- Effectively carries out the campus and district missions
- Regularly monitors student behavior
- Assists with interviews and new hires
- Assists with staff evaluation and walk-throughs
- Ensures building safety
- Effectively communicates expectations to teachers, students, and parents
- Establishes and maintains a positive relationship between the school and the Community

Lead Teacher Responsibilities:

- Assists in the development of the curriculum
- Assists in aligning and developing resources for the curriculum
- Assists in the coordination of the program
- Participate and provide professional development activities and disseminate information to their colleagues
- Coordinates communication and planning among their learning community
- Supports and assists in implementing the district vision
- Serves on the campus leadership team

Qualifications: Lead teachers will be highly qualified in their core subject area in accordance to the No Child Left Behind Act. Teachers with graduate degrees and/or National Board of Professional Teachers certification will have first consideration.

Curriculum Coaches Responsibilities:

- Instrumental in designing and implementing curriculum
- Assist with curriculum decisions
- Models effective teaching strategies
- Disseminates data and maintains data walls
- Participate and provide professional development activities and disseminate information to their colleagues
- Supports and assists in implementing the district vision
- Serves on campus and district leadership team

Qualifications: Curriculum coaches will be highly qualified in their core subject area in accordance to the No Child Left Behind Act. Teachers with graduate degrees and/or National Board of Professional Teachers certification will have first consideration.

Teacher Responsibilities:

- Conducts effective classroom instruction to students
- Works collaboratively with peers
- Maintains excellent classroom management skills
- Effectively demonstrates differentiated learning
- Continually makes necessary modifications for individual students

Qualifications: Teachers will be highly qualified in their core subject area in accordance to the No Child Left Behind Act.

Counselor Responsibilities:

- Meets individual needs of students
- Test coordination
- Assists in coordinating assemblies/programs for students
- Makes resources available to students/staff/parents
- Sets up/maintains contact with students by classroom meetings to instill good character

Qualifications: School counselors must have a minimum of a master's degree in accordance to state law. Preference will be given to those with a background in education.

Media Specialist Responsibilities:

- Provides students with resources both inside and outside of the school
- Provides assistance to students with identifying, interpreting, and locating information with the library
- Utilizes new technology to provide enriched learning opportunities
- Facilitates learning activities in the Discovery Zone

Qualifications: Media Specialists must have a minimum of a master's degree in accordance to state law. Preference will be given to those with a background in education.

Paraprofessional Responsibilities:

- Individual/small group intervention with students
- Monitoring classrooms
- Assists teachers in proctoring exams
- Cafeteria/recess monitoring
- Duplicates material

Qualifications: A paraprofessional must have successfully passed the ETS Parapro Assessment or have completed 60 college credit hours.

STANDARD 9: Student Services

- A. Guidance Program**
- B. Health Services**
- C. Media Center**
- D. Transportation**
- E. Food Services**
- F. Special Education**
- G. Alternative Education**
- H. Gifted and Talented Program**

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

A) Guidance: The counselor will be a K-12 certified counselor. The counselor will rotate through classes at least 40 minutes a month based on state requirements. The guidance component will include programs such as, Connect with Character and/or Kuder Galaxy.

The guidance counselor coordinates activities such as Red Ribbon Week, School Bus Safety Week, Fire Safety & Prevention, Bullying, CyberSecurity, and community service projects. With the help of the counselor, the students will develop an electronic portfolio (4 Year Plan, Inventories, resume, etc) through Arkansas Works in 8th grade.

B) Health Services: The school district will have a full-time nurse available during the school day.

C) Media Center: The library will serve as the school's base media center. The library will house an array of technology available to staff and students. This will serve as an extension of their classrooms which will in essence be smaller media centers. Each classroom is equipped with a SmartBoard, computers, and the school has a portable MacLab and iPod station. The library will have a full-time Media Specialist who will be available to staff and students to assist with in media center and making valuable resources available.

D) Transportation: Osceola STEM Academy will provide transportation to its eligible students using the Osceola School District's transportation system. The school will comply with all transportation regulations.

E) Food Services: Osceola STEM Academy will comply with Food Services regulations. All students have access to a free lunch.

F) Special Education: Special Education teachers will work congruently with classroom teachers in a "push-in" approach. Working in this manner will allow the Special Education teacher to assist in differentiated instruction and small group intervention with those students needing added academic support.

G) Alternative Education: Osceola STEM Academy will employ an outside resource for alternative education and to supervise the ISS room.

H) Gifted & Talented Program: Gifted & Talented students will work together in small

groups and exercise project based learning at a greater depth. The Gifted & Talented Program will be stationed in the Media Center to allow GT students immediate access to paramount resources. Osceola STEM Academy also offers pre-AP classes which will benefit all students, including those in the Gifted & Talented Program.

STANDARD 10: Reporting educational and financial data

Osceola STEM Academy will participate fully in reporting education data in the Arkansas Public School Computer Network in accordance with the State Board of Education.

STANDARD 11: Facilities

Osceola Academic Center campus is located at 112 School Street in the town of Osceola. This campus consists of 6 buildings totaling 63,506 sq. ft. with an average classroom size of 970 sq. ft., constructed at various dates with the newest being 2009. All buildings are connected by covered walkways sheltering students from the elements. The campus has housed grades 1 through 8 as part of an academic program over the last 3 years.

This facility has complied and continued to comply with IDEA and ADA under Title II provisions following key concepts of (1) program access (2) in an integrated setting. Auxiliary aids have also been in place on this campus to service those children currently enrolled. The Osceola School District works closely with the Arkansas Department of Facilities and Transportation through its computerized maintenance program establishing a sound preventative maintenance plan allowing for minimum disruption to the learning environment. Recent renovations to the facilities on this campus have focused on the principles of safe, warm and dry while, completing major upgrades to technology infrastructure and equipment. Commitment to facility enhancements is evident in the Osceola School Districts submitted 10 year Master Plan through the states Partnership Program. This location isn't subject to any local zoning authority and there are no alcohol sales within 1000 feet of this facility.

STANDARD 12: Waivers

9.03.3.6 Fine Arts-Fine arts will be integrated in the curriculum instead of in isolated classes in order to provide relevance for fine arts through core classes and project based learning. Fine Arts faculty will have an integral part of project planning and classroom instruction. Therefore, Osceola STEM Academy is asking for a waiver from required Fine Arts.

9.03.3.7 Health and Safety-Health standards will be addressed within the Math and Science curriculum in order to promote a healthy lifestyle while increasing the relevance for the coursework. Therefore, Osceola STEM Academy is asking for a waiver from required Health Science.

9.03.3.8-Tools for Learning-The Tools for Learning frameworks provide excellent research skills which will be embedded in the Discovery Zone and computer lab time. Therefore, Osceola STEM Academy is asking for a waiver from required Tools for Learning.

9.03.3.9-Career and Technical Education-As keyboarding skills are needed sooner in the education process, so Osceola STEM Academy, will integrate keyboarding into the computer labs as well as common core . Therefore, Osceola STEM Academy, is asking for a waiver from required Keyboarding.

15.03-Licensure and Renewal- Osceola STEM Academy, will strive to hire the best teachers, however, we request a waivers in order to hire qualified teachers regardless of licensure status. These teachers may include teachers with qualifications such as: career experience, industry certifications, extensive education in content matter or 7-12th grade certification. Therefore, Osceola STEM Academy, is asking for a waiver from standard licensures.

16.02.3-Media Services-The role of the library media center will take on a more integral part of the core curriculum as it becomes the hub for the Discovery Zone. The media specialists will teach the Tools for Learning standards. Therefore, Osceola STEM Academy, is asking for a waiver from required library and media services.

9.03.3.3-Physical Education-Organized athletics can serve as physical education for students who participate and their coach creates lesson plans that reflect the physical education standards. Therefore, Osceola STEM Academy, is asking for a waiver from required physical education for students who attend organized athletics.

18.0-Gifted and Talented-All teachers will be trained in differentiation. In addition, pre-AP will be provided for grades 5-8. The gifted and talented teacher will team teach all students with the library media specialist in the Discovery Zone. Therefore, Osceola STEM Academy, is asking for a waiver from required Gifted and Talented.

10.02.4 & 10.02.5- Class Size and Teaching Load-Teachers will be teaching collaboratively which increases the number of students shared by two teachers. Although the teacher ratio of 25 students per teacher in 5-6th grade and 30 students per teacher in 7-8th grade. Therefore, Osceola STEM Academy, is asking for a waiver from required class size and teaching load.

Statute 6.17.111 Duty Free Lunch- Osceola STEM Academy requests flexibility for teachers to complete their 60 minutes of duty during lunch if needed.

STANDARD 13: Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Osceola STEM Academy will comply with all applicable federal and state statutory and regulatory requirements in the maintenance of a desegregated public school.

STANDARD 14: Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Parental Involvement and community participation will serve as a cornerstone for the Osceola STEM Academy.

A Commitment to Distinction agreement will serve as the guidelines for parental, student, teacher, and principal participation. Parents will be expected to participate in 95-100% of parental activities, including Parent Teachers conferences, service learning projects, math/literacy/science nights and Parent Advisory Committee meetings. Parents will help us to ensure students meet the Commitment of Distinction Agreement (Appendix 20).

Parents will be notified of student progress as well as concerns through email, School Messenger, and phone calls. All parents will have access to GradeSpeed or other grade management systems to view grades and attendance.

Parents will be utilized in the school improvement process (ACSIP).

Parent Advisory Committee will be formed and will meet once a month.

OAC-STEM Charter 2012-2013 Tentative Calendar

August 6, 7, 8, 9, 10, 13	Professional Development (6 days)
August 14	First Day of School
September 3	Labor Day Holiday (no classes)
October 12	End of 1st Quarter
October 18	Parent/Teacher Conference (3:00-7:30)
October 19	Professional Development (no classes)
November 21-23	Thanksgiving Holiday (no classes)
December 14	End of 2nd Quarter
December 19	Christmas Holiday Begins
January 2	Professional Development (no classes)
January 3	Beginning of Second Semester
January 21	Dr. Martin Luther King, Jr. Holiday (no classes)
February 18	Presidents' Day Holiday (no classes)
March 8	End of 3rd Quarter
March 14	Parent/Teacher Conferences (3:00-7:30)
March 15	Professional Development (no classes)
March 18-22	Spring Break
March 29	Good Friday Holiday (no classes)
May 23	End of 4 th Quarter
	End of 2nd Semester
May 24	Professional Development (no classes)

	7:45-8:00	8:00-9:30	9:30-11:00	11:00-11:30	11:30-12:00	12:00-12:45	12:45-1:45	1:45-3:15		
	Homeroom	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
LA Teacher	LA/SS									
SST Teacher	LA/SS									
Math Teacher	Math/Science									
Science Teacher	Math/Science									
Math/Lit/Science Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab
Character Education	12:00-12:45									
P. E.	12:00-12:45									
Fine Arts	12:00-12:45									
P. E.	12:00-12:45									
Project Based Learning	12:00-12:45									
Discovery Zone	12:45-1:45									
Jedi	12:45-1:45									
Discovery Zone	12:45-1:45									
Learning Lab	12:45-1:45									
Discovery Zone	12:45-1:45									
Band ?										

	7:45-8:00	8:00-9:30/8:00-8:45	8:45-9:30	9:30-11:00/9:30-10:15	10:15-11:00	11:00-11:30	11:30-1:00/11:30-12:15	12:15-1:00	1:00-2:30/1:00-1:45	1:45-2:30	2:30-3:15
							7th/8th				
LA Teacher	Homeroom	1st	2nd	3rd	4th	Lunch	5th	6th	7th	8th	9th
SS Teacher	Homeroom	LA/SS 7th (Group 3)		LA/SS 8th (Group 4)		Lunch	LA/SS 7th (Gr. 1)		LA/SS 8th (Gr. 2)		Prep
Math Teacher	Homeroom	LA/SS 7th (Group 3)		LA/SS 8th (Group 4)		Lunch	LA/SS 7th (Gr. 1)		LA/SS 8th (Gr. 2)		Prep
Science Teacher	Homeroom	Math/Science 8th (Group 3)		Math/Science 7th (Group 4)		Lunch	Math/Science 8th (Gr. 1)		Math/Science 7th (Gr. 2)		Prep
Foreign Lang	Homeroom	Math/Science 8th (Group 3)		Math/Science 7th (Group 4)		Lunch	Math/Science 8th (Gr. 1)		Math/Science 7th (Gr. 2)		Prep
Math Dev	Homeroom	Foreign Lang 7th (Gr. 1)	Foreign Lang 8th (Gr. 2)	Foreign Lang 7th (Gr. 2)	Foreign Lang 8th (Gr. 1)	Lunch	Foreign Lang 7th (Gr. 3)	Foreign Lang 8th (Gr. 4)	Foreign Lang 7th (Gr. 4)	Foreign Lang 8th (Gr. 3)	Prep
Explore Learning	Homeroom	Math Dev 8th (Gr. 1)	Math Dev 7th (Gr. 1)	Math Dev 8th (Gr. 2)	Math Dev 7th (Gr. 2)	Lunch	Math Dev 8th (Gr. 3)	Math Dev 7th (Gr. 3)	Math Dev 8th (Gr. 4)	Math Dev 7th (Gr. 4)	Prep
Arts Visual	Homeroom	Explore 7th (Gr. 2)	Explore 8th (Gr. 1)	Explore 7th (Gr. 1)	Explore 8th (Gr. 2)	Lunch	Explore 7th (Gr. 4)	Explore 8th (Gr. 3)	Explore 7th (Gr. 3)	Explore 8th (Gr. 4)	Prep
Band	Homeroom	Arts Visual 8th (Gr. 2)	Explore 7th (Gr. 2)	Arts Visual 8th (Gr. 1)	Arts Visual 7th (Gr. 1)	Lunch	Arts Visual 8th (Gr. 4)	Arts Visual 7th (Gr. 4)	Arts Visual 8th (Gr. 3)	Arts Visual 7th (Gr. 3)	Prep
Athletics											Athletics
CT	2:30-3:15										
Discovery Zone	2:30-3:15										
P.E.	2:30-3:15										
Discovery Zone	2:30-3:15										
Band											
Athletics											

	7:45-8:00	8:00-9:00	9:00-9:45	9:45-11:15		11:15-11:30	11:30-12:00	12:00-1:30	1:30-3:15	
LA Teacher	Homeroom	1st	2nd	3rd	4th	5th	Lunch	5th Grade LA/SS	7th LA/SS	8th LA/SS
S.S. Teacher	Homeroom	Lab Time	Prep	LA/SS	Advisory	Advisory	Lunch	LA/SS	LA/SS	9th LA/SS
Math Teacher	Homeroom	Lab Time	Prep	Math/Science	Advisory	Advisory	Lunch	Math/Science	Math/Science	Math/Science
Science Teacher	Homeroom	Lab Time	Prep	Math/Science	Advisory	Advisory	Lunch	Math/Science	Math/Science	Math/Science
Math/Lit/Science Lab	Homeroom			Lab				Lab	Lab	
Character Education	9:00-9:45									
P. E.	9:00-9:45									
Fine Arts	9:00-9:45									
P. E.	9:00-9:45									
Project Based Learning	9:00-9:45									
Discovery Zone	8:00-9:00									
left	8:00-9:00									
Discovery Zone	8:00-9:00									
Learning Lab	8:00-9:00									
Discovery Zone	8:00-9:00									

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>275</u>) x <u>\$6,267.00</u> State Foundation Funding		
3			\$1,723,425.00
4	<u>No. of Students (275) x \$42.38 Professional Development</u>		11,654.50
5	<u>No. of Students (275) x eligible rate* NSLA Funding</u>		284,075.00
6	Total State Charter School Aid		\$2,019,154.50
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$2,019,154.50
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i> <u>2</u>)	121,000.00	
21	Fringe Benefits	26,557.00	
22	Purchased Services	1000.00	
23	Supplies and Materials	3000.00	
24	Equipment		
25	Other (<i>Describe</i>)		\$151,557.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> <u>21</u>)	1,007,785.00	
29	Fringe Benefits	221,712.00	
30	Purchased Services	4000.00	
31	Supplies and Materials	39,000.00	
32	Equipment	8,000.00	
33	Other (<i>Describe</i>)		\$1,280,497.50

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

34			
			(Budget Continued)
35	Special Education:		
36	Salaries: (No. of Positions <u>1</u>)	<u>44,900.00</u>	
37	Fringe Benefits	<u>9,900.00</u>	
38	Purchased Services	<u> </u>	
39	Supplies and Materials	<u> </u>	
40	Equipment	<u> </u>	
41	Other (Describe)	<u> </u>	<u>\$54,800.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>1</u>)	<u>41,800.00</u>	
45	Fringe Benefits	<u>9,200.00</u>	
46	Purchased Services	<u> </u>	
47	Supplies and Materials	<u>4,000.00</u>	
48	Equipment	<u> </u>	
49	Other (Describe)	<u> </u>	<u>\$55,000.00</u>
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)	<u> </u>	
53	Fringe Benefits	<u> </u>	
54	Purchased Services	<u> </u>	
55	Supplies and Materials	<u> </u>	
56	Equipment	<u> </u>	
57	Other (Describe)	<u> </u>	<u>\$0.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	<u>41,000.00</u>	
61	Fringe Benefits	<u>10,900.00</u>	
62	Purchased Services	<u> </u>	
63	Supplies and Materials	<u>500.00</u>	
64	Equipment	<u> </u>	
65	Other (Describe)	<u> </u>	<u>\$52,400.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	<u>15,500.00</u>	
69	Fringe Benefits	<u>4,400.00</u>	
70	Purchased Services	<u> </u>	
71	Supplies and Materials	<u>1,000.00</u>	
72	Equipment	<u> </u>	
73	Other (Describe)	<u> </u>	<u>\$20,900.00</u>

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	<u>37,500.00</u>	
77	Fringe Benefits	<u>8,100.00</u>	
78	Purchased Services	<u> </u>	
79	Supplies and Materials	<u>700.00</u>	
80	Equipment	<u> </u>	
81	Other (Describe)	<u> </u>	<u>\$46,300.00</u>
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>1</u>)	<u>18,900.00</u>	
85	Fringe Benefits	<u>4,200.00</u>	
86	Purchased Services	<u> </u>	
87	Supplies and Materials	<u>8,000.00</u>	
88	Equipment	<u> </u>	
89	Other (Describe)	<u> </u>	<u>\$31,100.00</u>
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u> </u>)	<u> </u>	
93	Fringe Benefits	<u> </u>	
94	Purchased Services	<u> </u>	
95	(include utilities)	<u>\$126,600.00</u>	
96	Supplies and Materials	<u>\$111,500.00</u>	
97	Equipment	<u>\$5,000.00</u>	
98	Other (Describe)	<u> </u>	<u>\$243,100.00</u>
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)	<u>35,000.00</u>	
102	Fringe Benefits	<u>7,500.00</u>	
103	Purchased Services	<u> </u>	
104	Supplies and Materials	<u> </u>	
105	Equipment	<u> </u>	
106	Other (Describe)	<u> </u>	<u>\$42,500.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions <u> </u>)	<u>9,000.00</u>	
110	Fringe Benefits	<u>2,000.00</u>	
111	Purchased Services	<u> </u>	
112	Supplies and Materials	<u> </u>	
113	Equipment	<u> </u>	
114	Other (Describe)	<u> </u>	<u>\$11,000.00</u>

115					
					(Budget Continued)
116	Data Processing:				
117	Salaries: (No. of Positions____)				
118	Fringe Benefits				
119	Purchased Services				
120	Supplies and Materials				
121	Equipment				
122	Other (Describe)				\$0.00
123					
124	Substitute Personnel:				
125	Salaries: (No. of Positions____)		30,000.00		
126	Fringe Benefits				\$30,000.00
127					
128	If Applicable: Facilities				
	Lease/Purchase (contract for one total				
129	year including facility upgrades)				
130	<i>Please list upgrades:</i>				
131					
	If Applicable: Utilities (contract for one total				
132	year including facility upgrades)				
	If Applicable: Insurance (contract for one				
133	total year including facility upgrades):				
134	If Applicable: Property Insurance				
135	If Applicable: Content Insurance				\$0.00
136					
137	Debt Expenditures:				\$0.00
138	Other Expenditures:				
139	(Describe)				\$0.00
140					
141	TOTAL EXPENDITURES				\$2,019,154.50

Public Charter School Application
Estimated Budget Worksheet, Year Two (2013-2014)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>275</u>) x <u>\$6,267.00</u> State Foundation Funding		
3			\$1,723,425.00
4	<u>No. of Students (275) x \$42.38 Professional Development</u>		11,654.50
5	<u>No. of Students (275) x eligible rate* NSLA Funding</u>		284,075.00
6	Total State Charter School Aid		\$2,019,154.50
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$2,019,154.50
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i> <u>2</u>)	122,000.00	
21	Fringe Benefits	26,620.50	
22	Purchased Services	1000.00	
23	Supplies and Materials	3000.00	
24	Equipment		
25	Other (<i>Describe</i>)		\$152,620.50
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> <u>21</u>)	1,016,185.00	
29	Fringe Benefits	223,560.00	
30	Purchased Services	1000.00	
31	Supplies and Materials	36,389.00	
32	Equipment		
33	Other (<i>Describe</i>)		\$1,277,134.00

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

34	<i>(Budget Continued)</i>	
35	Special Education:	
36	Salaries: <i>(No. of Positions <u>1</u>)</i>	<u>45,000.00</u>
37	Fringe Benefits	<u>9,900.00</u>
38	Purchased Services	<u> </u>
39	Supplies and Materials	<u> </u>
40	Equipment	<u> </u>
41	Other <i>(Describe)</i>	<u> </u> <u>\$54,900.00</u>
42		
43	Gifted and Talented Program:	
44	Salaries: <i>(No. of Positions <u>1</u>)</i>	<u>42,000.00</u>
45	Fringe Benefits	<u>9,200.00</u>
46	Purchased Services	<u> </u>
47	Supplies and Materials	<u>4,000.00</u>
48	Equipment	<u> </u>
49	Other <i>(Describe)</i>	<u> </u> <u>\$55,200.00</u>
50		
51	Alternative Education Program:	
52	Salaries: <i>(No. of Positions <u> </u>)</i>	<u> </u>
53	Fringe Benefits	<u> </u>
54	Purchased Services	<u> </u>
55	Supplies and Materials	<u> </u>
56	Equipment	<u> </u>
57	Other <i>(Describe)</i>	<u> </u> <u>\$0.00</u>
58		
59	Guidance Services:	
60	Salaries: <i>(No. of Positions <u>1</u>)</i>	<u>42,000.00</u>
61	Fringe Benefits	<u>11,000.00</u>
62	Purchased Services	<u> </u>
63	Supplies and Materials	<u>1,000.00</u>
64	Equipment	<u> </u>
65	Other <i>(Describe)</i>	<u> </u> <u>\$54,000.00</u>
66		
67	Health Services:	
68	Salaries: <i>(No. of Positions <u>.5</u>)</i>	<u>16,000.00</u>
69	Fringe Benefits	<u>4,500.00</u>
70	Purchased Services	<u> </u>
71	Supplies and Materials	<u>1,000.00</u>
72	Equipment	<u> </u>
73	Other <i>(Describe)</i>	<u> </u> <u>\$21,500.00</u>

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	<u>38,000.00</u>	
77	Fringe Benefits	<u>8,200.00</u>	
78	Purchased Services	<u> </u>	
79	Supplies and Materials	<u>700.00</u>	
80	Equipment	<u> </u>	
81	Other (Describe)	<u> </u>	<u>\$46,900.00</u>
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>1</u>)	<u>19,000.00</u>	
85	Fringe Benefits	<u>4,300.00</u>	
86	Purchased Services	<u> </u>	
87	Supplies and Materials	<u>5,000.00</u>	
88	Equipment	<u> </u>	
89	Other (Describe)	<u> </u>	<u>\$28,300.00</u>
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u> </u>)	<u> </u>	
93	Fringe Benefits	<u> </u>	
94	Purchased Services	<u> </u>	
95	(include utilities)	<u>\$128,600.00</u>	
96	Supplies and Materials	<u>\$111,500.00</u>	
97	Equipment	<u>\$5,000.00</u>	
98	Other (Describe)	<u> </u>	<u>\$245,100.00</u>
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)	<u>35,000.00</u>	
102	Fringe Benefits	<u>7,500.00</u>	
103	Purchased Services	<u> </u>	
104	Supplies and Materials	<u> </u>	
105	Equipment	<u> </u>	
106	Other (Describe)	<u> </u>	<u>\$42,500.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions <u> </u>)	<u>9,000.00</u>	
110	Fringe Benefits	<u>2,000.00</u>	
111	Purchased Services	<u> </u>	
112	Supplies and Materials	<u> </u>	
113	Equipment	<u> </u>	
114	Other (Describe)	<u> </u>	<u>\$11,000.00</u>

(Budget Continued)

115			
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	30,000.00	
126	Fringe Benefits	_____	\$30,000.00
127			
128	If Applicable: Facilities		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
	If Applicable: Utilities (contract for one total		
132	year including facility upgrades)	_____	
	If Applicable: Insurance (contract for one		
133	total year including facility upgrades):		
134	If Applicable: Property Insurance	_____	
135	If Applicable: Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		\$2,019,154.50

OSCEOLA SCHOOL DISTRICT
ADMINISTRATOR SALARY SCHEDULE
2011/2012

POSITION	INDEX	CONTRACTED DAYS
Superintendent	Negotiated	240
Assistant Superintendent	1.24	240
High School Principal	1.35	240
Elementary Principal	1.15	240
Elementary/Middle Principal	1.15	240
Assistant Principal	1.10	210
Dean of Students	1.10	210
Special Ed. Supervisor	1.08	240
Literacy Specialist	1.10	220
Math Specialist	1.10	220
Inst. Technology/Assessment Coord	1.08	240
K Dean Stud./PS Dir/G/T Coord	1.15	200

To calculate administrator salary:

Find correct location on the certified salary schedule according to education and years (based on 190 days); Calculate correct amount for a 240 day contract (location on schedule/190 days X 240 days)

Multiply 240 day amount by index

OSCEOLA SCHOOL DISTRICT
SALARY SCHEDULE 2011/12

YRS OF EXPER	BA	B + 12	BA + 24	MA	MA + 12
0	33,565	33,670	33,785	35,365	35,895
1	34,000	34,130	34,265	35,895	36,425
2	34,435	34,570	34,710	36,425	36,955
3	35,395	35,550	35,700	37,485	38,015
4	35,835	35,990	36,155	38,015	38,550
5	36,375	36,550	36,720	38,550	39,080
6	36,915	37,100	37,285	39,080	39,610
7	37,455	37,650	37,845	39,610	40,140
8	37,995	38,200	38,410	40,140	40,670
9	38,700	38,915	39,130	40,830	41,360
10	39,245	39,470	39,695	41,360	41,890
11	39,785	40,020	40,260	41,890	42,420
12	40,325	40,570	40,825	42,420	42,950
13	40,865	41,130	41,385	42,950	43,480
14	41,405	41,680	41,945	43,480	44,010
15	41,760	42,045	42,320	44,010	44,540
16	42,350	42,645	42,940	44,700	45,230
17	42,710	43,005	43,310	45,230	45,765
18	42,950	43,265	43,575	45,765	46,295
19	43,195	43,515	43,840	46,295	46,825
20	43,440	43,775	44,105	46,825	47,355
21	43,920	44,265	44,615	47,515	48,045
22	44,165	44,520	44,880	48,045	48,575
23	44,410	44,775	45,145	48,575	49,105
24	44,650	45,030	45,410	49,105	49,635
25	44,895	45,285	45,675	49,635	50,165

Salaries for teachers on extended contracts are figured by dividing salary by 190 and multiplying by # of contracted days.

The Osceola School District pays full credit to teachers for experience in other accredited school systems as well as for experience in the Osceola system.

Salary increments for educational qualifications are based on graduate work in a field allied with the teacher's subject or grade level area. Transcripts for the graduate work must be submitted to the office of the Superintendent by September 15th of the ensuing year in order for the teacher to receive the aforementioned increments.

pletely in hand and on the rise to power. The success might include the way the 11th Circuit Court of Appeals ruled on the case.

in the case of the Postal Service. It is a major step in the way postal services are provided in Frenchman's Bayou at 5:30 p.m., Oct. 11 at the First Baptist Church, 105 County Road 1212. Customers will have an opportunity to meet with a Postal Service representative to discuss alternatives.

Postal Service to hold meeting in Frenchman

A review of business activities of the Post Office at this location revealed the office workload has declined. This reduced workload suggests the maintenance of an independent Post Office here may no longer be warranted.

As more customers choose to conduct their postal business online, on their smart phones and at their favorite shopping destinations, the need for the U.S. Postal Service to maintain its nearly 32,000 retail offices - the largest retail network in the country - diminishes.

The Postal Service announced July 26 it will be taking the next step in right-sizing its expansive retail network by conducting studies of approximately 3,700 retail offices to determine customer needs. As part of this effort, the Postal Service also intends to conduct replacement of affected communities around the nation.

For communities currently served by postal offices and for communities affected by these retail optimization efforts, the Postal Service

introducing the public and general interest on the expanded processing stage used by Louisiana and many other states to discover the world.

While in port, the pro-

self-proclaimed "the

everyday items that are necessary.

Teachers or organizations wishing to schedule a 30-minute guided tour with a crew member, should call 707-672-2152.

Appendix 2

purchase information from the National Center for Education Statistics (NCES) at 400 First Street, NE, Washington, DC 20002-4242. For more information, call 800-339-3087 or visit <http://nces.ed.gov/ipeds/datacenter/ipedsdatatools/>.

TO
Silver!!
6 p.m.
nals
son



uty and energy
rain. Health
ces, you get the
experienced
professionally
to fire -
available
and prices

introduced the Village Post Office as a potential replacement option. Village Post offices would be operated by local businesses, such as pharmacies, grocery stores and other appropriate retailers, and would offer popular postal products and services such as stamps and flat-rate packaging.

Haven to host "date with dad" Oct. 1

"Date with Dad," sponsored by the Haven of Northeast Arkansas will be held at 6 p.m., Saturday, Oct. 1.

Tickets are \$20 and are available in advance only. For more information, call 870-532-6669.

Alzheimer's facilitator begins area support group

The Alzheimer's Association is observing the inaugural World Alzheimer's Month during September. In Arkansas, there are 66,000 people living with Alzheimer's and more than 167,000 caregivers.

The Northeast Arkansas Area facilitator is Sherry Pearce, community outreach coordinator at Three Rivers. She and her husband, Tom, Pearce, started a monthly support group for families who are living with this debilitating disease.

PUBLIC HEARING

Tuesday,
October 11, 2011
5:30 - 6:30 p.m.

Osceola Academic Center
Cafeteria

112 School Street, Osceola, AR.

You are invited to attend
a meeting to discuss a
proposed charter school,
Osceola STEM Academy.

For questions,
e-mail graper@osd1.org.



MAIN STREET
NATURAL FOODS MARKET
806 EAST MAIN STREET
BLYTHEVILLE, ARKANSAS 72315



Tel: (870)762-1212
Fax: (870)762-1010
email: wainnessystems@encglobal.net

Strengthen & Thrive
Immune System
Joint Support
Mood & Energy
Digestive Health
Hormone Balance



Strengthen & Thrive
Immune System
Joint Support
Mood & Energy
Digestive Health
Hormone Balance

Thursday,
September 29, 2011

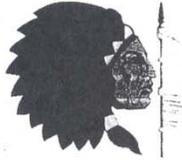
Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

Appendix 4

Board of Education

Terry Cole, President
Shannon Sullivan, Vice President
Sylvester Belcher, Secretary
James Baker
Randy Carney
Michael Ephlin
Denise Williams



Michael Cox, Supt

2750 W. Semmes
P. O. Box 528
Osceola, Arkansas 72370
Phone 870-563-2561
Fax 870-563-2181

October 3, 2011

Dear Parent/Guardian,

Osceola School District is proposing a charter school to introduce Osceola STEM Academy. The Osceola STEM Academy will focus on Science, Technology, Engineering, and Mathematics and will be available to all elementary students choosing to attend. There will be a meeting open to the public for discussion on Tuesday, October 11, from 5:30 – 6:30 PM. Parents are encouraged to attend to share any thoughts or ideas for the proposed school.

Sincerely;

A handwritten signature in cursive script that reads "Michael H. Cox".

Michael H. Cox, Superintendent

Public Meeting Invitation

What: Osceola STEM Academy Meeting

When: October 11, 2011

Time: 5:30 – 6:30 PM

Where: Osceola Academic Center Cafeteria

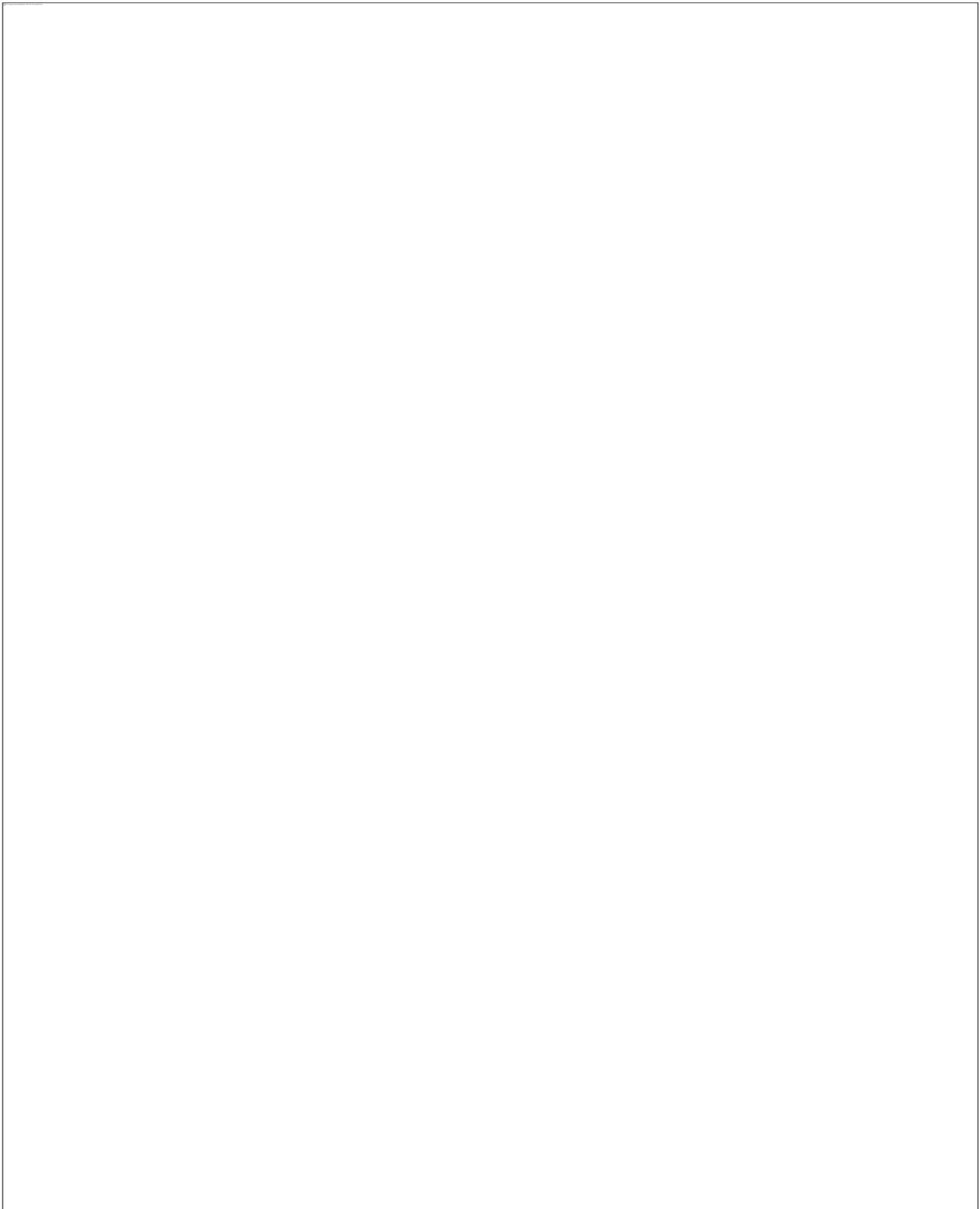
Public Meeting Invitation

What: Osceola STEM Academy Meeting

When: October 11, 2011

Time: 5:30 – 6:30 PM

Where: Osceola Academic Center Cafeteria



Appendix 6
continued

20	James E. Perry	113 East Shaban Lane	Osc	563-5091
21	Shirley B. Bennett	ANC		740-(288)
22	Jackie Brown	(NIT)		622-4290
23	Barren + Gwendolyn Dixon	104 E. Alicia, Osceola AR		622-5868
24	Suzanne Fetsch	824 W. Semmes	Osc	870 919 0766
25	Jalena Gled	1 Chestnut Cir		870-622-9964
26	Sharon Lally	200 E. Union Ave		870-822-0377
27				
28				
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Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

Appendix 7

Board of Education

Terry Cole, President
Shannon Sullivan, Vice President
Sylvester Belcher, Secretary
James Baker
Randy Carney
Michael Ephlin
Denise Williams



Michael Cox, Supt

2750 W. Semmes
P. O. Box 528
Osceola, Arkansas 72370
Phone 870-563-2561
Fax 870-563-2181

Projected Enrollment for 2012-2013 School Year (Assuming no losses or gains)

Kindergarten	?
1 st Grade	108
2 nd Grade	96
3 rd Grade	122
4 th Grade	103
5 th Grade	101
6 th Grade	100
7 th Grade	86
8 th Grade	85

31

Our new elementary is built for lower elementary students and will house 500 students.
Grades 1 – 4 = 429 students, we can house all students in grades 1 – 4 at the new elementary.

Grades 5 – 8 = 372 students.

If the Charter school is approved, we can have a 5 – 8 charter at Osceola Academic Center and a 5 – 8 non-charter at Middle School.

Keep in mind the Osceola Academic Center campus has approximately 450 students now, we could house all 372 (5th – 8th grades) at the Osceola Academic Center and close the Middle School campus in the future which would result in fewer teachers, employees and less utility costs.

If we continue to lose students, we will be forced to make major cuts in expenditures.
Closing the Middle School campus would result in major savings.

My recommendations for 2012 -2013 school year are:

- *House grades 1 – 4 in the new elementary school.
- *House grades 5 – 8 STEM Charter school at Osceola Academic Center.
- *House grades 5-8 non-charter school students at Osceola Middle school.

Osceola STEM Academy Update

Application due, October 31

Community Meeting, October 11th at OAC Cafeteria, 5:30-6:30 pm

Community Meeting Agenda:

- Why a Charter School?
- Why STEM?
- What is Different about Osceola STEM Academy?
- What can I do to be involved?
- Questions?

Areas of Focus:

Project Based Learning

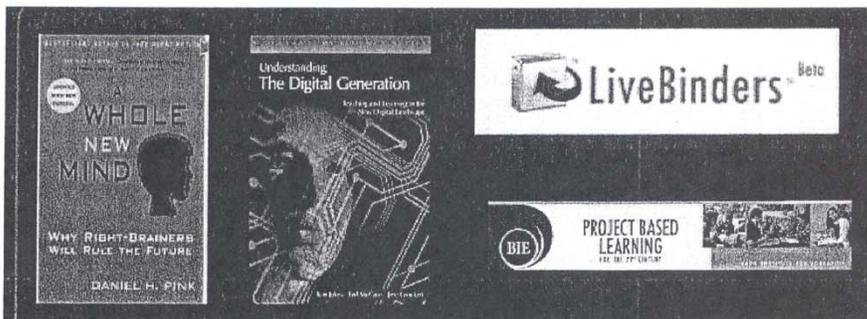
Discovery Style Atmosphere

Integration of Community

Parental Involvement

Focus on Math and Science with Technology tools

For more research:





OSCEOLA-SOUTH MISSISSIPPI COUNTY
CHAMBER OF COMMERCE

116 North Maple, P O Box 174
Osceola, Arkansas 72370-0174
(p)870-563-2281 (f)870-563-5385
osceolachamber.net
osceolachamber@sbcglobal.net

October 11, 2011

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Arkansas State Board of Education Members:

The Board of Directors of the Osceola-South Mississippi County Chamber of Commerce wishes to express its wholehearted endorsement of the establishment of a STEM Academy in the Osceola School District. In our view, this proposal is one of the most positive endeavors this community could make to continue its strong support of education and to sustain and improve the district's system.

First and foremost, the Chamber promotes efforts to provide the best quality of life for the citizens of this community. Educational opportunity is a most significant element in this endeavor as well as an obligation we must meet for the benefit of our children. In addition, our membership is well aware of the importance of educational excellence in business and industrial recruitment, the significance of coordinating industry employment needs with academic curricula in area schools, and the positive results which can be experienced through resulting job growth and community development.

Over the years, the Osceola-SMC Chamber of Commerce has been an active advocate for education at every level. Through committee functions and the Arkansas Scholars Program, it has supported the county school districts and is committed to continuing that support. Certainly, we want what is best for the citizens of Osceola and Mississippi County but also for the State of Arkansas, so that all of us can achieve a competitively advantageous position in a world economy.

We perceive the STEM concept as one very important factor in the enhancement and improvement of local efforts in these areas and wholeheartedly support and are eager to cooperate in pursuing these goals to their completion.

Yours truly,

Fred Hendrix, III
President
FH:ad

Northeast Arkansas - US Interstate Highway 55 - on the Mississippi River

Appendix 10

CITY OFFICIALS:

DICKIE KENNEMORE, MAYOR
MIKE GIBSON, MUNICIPAL JUDGE
DON BETTERTON, CITY ATTORNEY
LYNDA WELLS, CLERK / TREASURER



JOE GUY
OTTIS RAPER
JEANETTE WALKER
LINDA WATSON
HARRY WHITTED

September 29, 2011

Arkansas State Education Commission
Capital Mall
Little Rock, Ark., 72231

Ref; Osceola Public School STEM Charter School

Dear Commissioners,

The City of Osceola has made great strides in job creation, quality of life issues, and many other areas, including a big improvement in our public schools. I commend the present administration, teachers, and the school board for the many improvements that they have achieved in a very short time. We've come a long way but still have a long way to go to get to the first rate educational institution that we want. The STEM Charter application is one more step toward the high standard of education that we want in our public schools. The board has asked a cross section of the community to get involved and help with the success of the charter school, and business, industry, the city, and parents have responded. I am writing this letter to you to pledge my personal support and the support of the city government and ask you to approve this application. This is a unique opportunity for public education in Osceola, because of the total support the community has shown for this project. It will help the city grow, attract and retain students in the district, and most importantly, improve the educational opportunities for our children.

Sincerely


Dickie Kennemore
Mayor

303 West Hale Avenue - P.O. Box 443 - Osceola, AR 72370

(870) 563-5245

COMBINING INDUSTRY WITH AGRICULTURE FOR PROGRESS
AN EQUAL OPPORTUNITY EMPLOYER



Arkansas Depa Human Services Mississippi County

Appendix 11

218 N. 1st Street
Blytheville, AR 72315
Telephone: (870) 763-7093
Fax: (870) 763-2243

437 S. Country Club Road
Osceola, AR 72370
Telephone: (870) 563-5234
Fax: (870) 563-3081

October 10, 2011

To: Members of the Arkansas State Board of Education

I am writing to offer the Mississippi County Department of Human Service's support for Osceola School District STEM Charter application. We believe the Osceola School district has the experience and expertise to carry out this great opportunity to more readily prepare our students for the future.

As a community partner with strong ties to our local school district, we feel the STEM Charter learning module has a proven history of successfully equipping children with strong cognitive skills in Science, Math, and Technology. These high demand work skills are strong employable assets for this community as well as helping our kids compete globally for jobs. Economically, this effort will produce a trained workforce pool for prospective employers. Creating real career opportunities for more of our children increases their chances to be productive citizens in this community.

We look forward to working with our School District and its staff on this significant opportunity to improve the education of our students.

Sincerely,

A handwritten signature in cursive script that reads "Joe A. Guy".

Joe A. Guy DHS County Administrator



AMERICAN GREETINGS ... says it best

P.O. Box 488
1400 Ohlendorf Road
Osceola, AR 72370-0488
(870) 563-5221
Fax (870) 563-1020

October 10, 2011

To: Members of State Board of Education

I am writing to solicit your support for the Osceola School District's application for a STEM Academy in our community. I believe that such a program could motivate our youth by expanding their curriculum opportunities, provide a model for future classes, expand potential job opportunities for a larger group of our youth, maintain the balance of educational equivalence and become the final ingredient making this the community one of choice for our citizens.

A charter education could provide the citizens of this community with choices that fit the needs of their children to further the opportunities for their futures. The charter system could make a tremendous recruiting tool for existing industries and local businesses that could serve to entice more industry into the area, enhancing potential growth in this part of the state.

Your support of this request would not only be greatly appreciated, but could mark the beginning of a better quality of life in South Mississippi County, in the city of Osceola, and certainly the students of our community schools. Quality schools are definitely the integral factor in quality of community life.

Respectfully,


Frank Richardson
American Greetings Corporation



Phone: (870) 763-1486
Fax: (870) 763-1496
www.anc.edu

Highway 148 at Interstate 55
P.O. Box 36
Burdette, AR 72321-0036

October 12, 2011

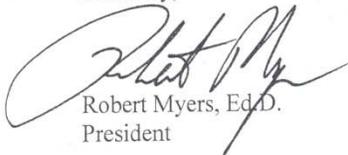
Arkansas Department of Education
Charter School Office
4 State Capitol Mall
Little Rock, AR 72201

ADE Board Members,

Arkansas Northeastern College would like to provide this letter of support for the Osceola School District STEM Charter application. The College supports Osceola's intention to expand educational opportunities for students to access accelerated and interdisciplinary content integration within a core framework of Science, Technology, Engineering, and Mathematics.

In addition, Arkansas Northeastern College champions their intention to provide innovative instructional delivery tied to real world application. To encourage development of such connections, ANC commits to collaborate with the district by providing access to College resources, personnel, and professional development to support the STEM Charter's focus on problem based learning. As a collaborative partner with the district, we are committed to working diligently with the school, parents, and local community in order to support this plan for school improvement and school choice.

Sincerely,



Robert Myers, Ed.D.
President



To: Members of the State Board of Education

The management team and employees of Evonik Cyro Industries located in Osceola wish to express our wholehearted endorsement of the establishment of a STEM Academy in the Osceola School District. This proposal is one of the most positive endeavors the community could make to continue its strong support of education and sustain and improve the district's educational system.

First and foremost, Evonik Cyro Industries promotes efforts to provide the best quality of life for the citizens of this community. Educational opportunity is one of the key elements for success in the future. Educational excellence is critical for business and industry success in this globally competitive environment. Sustaining today's industry in the future rests in the hands of our future leaders. The children in our school system today will become the leaders of tomorrow. The positive results of this endeavor will, I am sure, lead to future job growth and community development.

Over the years, Evonik Cyro has been an active advocate for education at every level. Through our involvement with the Chamber of Commerce committee functions and the Arkansas Scholars Program, Evonik has supported the city and county school districts and is committed to continuing that support. We want what is best for the citizens of Osceola, Mississippi County, and the State of Arkansas, so that we can achieve a competitively advantageous position in the global economy.

We believe the STEM concept is an important factor in the enhancement and improvement of local education. We support and are eager to cooperate in pursuing the goal of establishing a STEM Academy in the Osceola School District.

Yours truly,

James Bunn
Plant Manager

Appendix 15

October 24, 2011

Pamela Y. Smith

115 W. 300th St.
Osceola, WI 53072
Phone: 920-550-3980

To Whom It May Concern,

I am pleased to write this letter of support for the Osceola School District STEM School. I am the parent of two students in the Osceola School District. I am excited about the opportunities such a school would provide for my children. I firmly believe that the Project Based learning opportunities afforded through such a school will benefit all children. Realizing that all students' learning styles are different, I feel that the curriculum of the STEM school, addresses all learning styles. I am also excited to see the level of differentiation opportunities within the curriculum. The proposed school offers an emphasis on science, technology, engineering, and math instruction, thus helping meet the needs of higher learning and later to enter the workforce with the skills necessary to compete in a competitive job market.

I applaud the efforts of the Osceola School District administration for being innovative when it comes to the education of our students. I know that our school leaders are capable of maintaining such a school and have teachers who are capable of making the school successful. I as a parent pledge my commitment to this educational endeavor and look forward to being a partner in the education of the students of the Osceola STEM School.

Respectfully Submitted,



Pamela Y. Smith

10/24/2011



P.O. Box 300
State University, AR 72467-0300

Phone:
870-680-4126

Fax:
870-972-2013

education.astate.edu/erz/

October 25, 2011

Arkansas Department of Education
Charter School Office
4 Capital Mall
Little Rock, AR 72201

ADE Board Members,

This letter is written in support of our partnership with the Osceola School District and the Arkansas State University Education Renewal Zone (ASU ERZ). We support the efforts of the public schools and work collaboratively to improve education in our region.

We are excited Osceola School District is applying for a STEM Charter Application. The ERZ supports the school's intention to expand educational opportunities for students to access accelerated and interdisciplinary content integration within a core framework of science, technology, engineering and mathematics.

In addition, the ERZ commits to collaborate with the district to access ASU college resources and personal and professional development to support the STEM Charter. Osceola School District and ASU ERZ collaboratively work together to improve student achievement and will work diligently to make the Osceola STEM Charter School a success for the students, parents, and community!

Sincerely,

A handwritten signature in cursive script that reads "Kim Horrell Danley".

Kim Horrell Danley
Director



ARKANSAS STATE
UNIVERSITY
JONESBORO

Board Members
Arkansas Department of Education Charter School Office
4 Capitol Mall
Little Rock, Arkansas 72201

P.O. Box 2338
State University, AR 72467-2338

Phone:
870-680-8248

Fax:
870-972-3559

October 25, 2011

Dear Board Members:

<http://cft.asstate.edu/neapartnership>

The purpose of this letter is to inform you of the Arkansas State University Rural STEM Education Center's support for the Osceola School District STEM Charter School. As an educational center entirely focused on promoting teacher and student learning, understanding, and skill-development related to science, mathematics, engineering, and technology content and applications, we understand and appreciate the interest in establishing a charter school in NE Arkansas with this focus.

While this letter is a statement of support for this reform prior to a decision being made, we would also like to offer our continued backing for the school administration and faculty once the process of establishing the Academy begins. Our three professional mathematics and science educators on staff at the center are well equipped to provide high quality professional development for the teachers as they build their expertise with facilitating STEM lessons in their classrooms. The Rural STEM Education Center, under the direction of Dr. Julie Grady, is an approved Arkansas Department of Education professional development provider.

Please do not hesitate to call on us if we can be of any assistance during the STEM Academy application process.

Sincerely,

A handwritten signature in cursive script that reads "Julie R. Grady".

Julie R. Grady, PhD
Director, ASU Rural STEM Education Center

Appendix 18

School Steering Committee
Tuesday, September 27, 2011
12:00 pm- Administration Building

1. Hank Richardson
2. Sherri Bennett
3. Dickie Lemmons
4. Mike Cox
5. FRED HENDEIX
6. Joe Bury
7. Stephanie Smithkeef
8. Jerry Cole
9. Mike Wyatt
10. Archie Thomas livingword-cogic@yahoo.com
11. Maci Jato
- 12.
- 13.
- 14.

Agenda

- Introduction of participants
- Goals
 - Expectations from community
 - Vision for Osceola STEM
- Important Dates
 - August 31, Deadline for conversion charter letters of intent to be filed with ADE
 - October 14, Letters of support due
 - October 11, Community Meeting
 - October 19, Advisory Meeting
 - October 31, Deadline for conversion charter applications to be submitted with letter of support from the school board to the ADE
 - Tentative date for application submitted to the State Board of Educaton (Pending Hearing Timelines)

Appendix 19

School Steering Committee

Wednesday, October 20, 2011

12:00 Administration Building

1. Shen Bennett
2. Mike Wyatt
3. F. HENDRIX
4. Stephanie Smithers
5. Patrick Thomas
6. Joe Gray
7. Maci Jale
8. Mike Bennett
9. Mike Coc
10. _____
11. _____
12. _____

Agenda

- Rationale for grade levels
- Discuss community meeting
- Discuss STEM site visits
- Schedule future advisory meetings
- Important Dates
 - August 31, Deadline for conversion charter letters of intent to be filed with ADE
 - October 14, Letters of support due
 - October 11, Community Meeting
 - October 19, Advisory Meeting
 - October 31, Deadline for conversion charter applications to be submitted with letter of support from the school board to the ADE

Commitment to Distinction Agreement

Mission Statement: The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

OSA's commitment:

- Improve the learning experience for students in 5th-8th grade in order to create a love for learning.
- Provide more learning opportunities through project based learning and authentic assignments.
- Encourage different and innovative teaching methods that will help clarify and expand the subjects of Math, Science and Technology.
- Meet the established goals and regulations of the Osceola STEM Academy charter agreement.

Teacher Signature

Principal Signature

Student commitment:

- I will display Academic Honesty
- I will strive to attain perfect or near perfect attendance.
- I will follow the dress code policy at all times.
- I will display an excellent attitude towards all adults and students.
- I will participate in at least one service learning and/or community service project each year.
- I will demonstrate an excellent work ethic by:
 - Participating in projects
 - Collaborating with peers
 - Managing time in a responsible manner
 - Completing all homework
 - Submitting assignments on time
- I will adhere to technology agreement with integrity and honesty.

Student Signature

Parent commitment:

- I agree to uphold the intent and mission of the Osceola STEM Academy.
- I agree my child will comply with the Commitment to Distinction Agreement.
- I will ensure my child is at school on time.
- I will participate with my my child in at least one learning and/or community service project each year.
- I agree my child will stay the entire school day.
- I will assist my child will strive to obtain an excellent work ethic by:
 - Participating in projects
 - Collaborating with peers.
 - Managing time in a responsible manner
 - Completing all homework
 - Submitting assignments on time

Parent Signature

Appendix 21

Spotlight Project: Projectile Motion

P R O J E C T O V E R V I E W				page 1		
Name of Project:	Projectile motion	Duration:	2 weeks			
Subject/Course:	math (Algebra II/Trigonometry)	Grade Level:	11			
Other Subject Areas to Be Included:	Physics					
Project Idea Summary of the challenge, investigation, scenario, problem, or issue:	Students work in teams to design and construct a ballistic device that launches an object in a flight path that follows a parabola. They use low cost materials (PVC pipe, plywood, rubber bands, etc.) to build the device, which must be capable of repeated firings. Students use knowledge of quadratic functions in order to hit a target. Each team conducts multiple tests and use the data they record to redesign their device if needed. Students make an oral presentation using PowerPoint slides to summarize their findings.					
Driving Question	How can we build a device to launch a projectile, and calculate its motion in order to hit a target?					
Content and Skills Standards to be addressed:	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • use two-dimensional equations of motion for projectile motion to calculate initial velocity, time in the air, horizontal distance and maximum height. • use trigonometry to resolve two-dimensional vectors into its vertical and horizontal components <p style="text-align: right;"> <ul style="list-style-type: none"> • Graph quadratic equation and find x-intercepts, y-intercepts and vertex • Apply factoring, quadratic formula and graphing calculator to find x-intercepts of a quadratic graph PA Content Standards - Algebra II: 8.0, 10.0; Trigonometry: 12.0, 19.0; Physics: 1i, 1j </p>					
	T+A	E		T+A	E	
21st Century Skills explicitly taught and assessed (T+A) or encouraged by project work, but not taught or assessed (E):	Collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Other: Critical and Creative Thinking; Problem Solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Critical Thinking:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Culminating Products & Performances	Group:	Design Proposal Complete Ballistic Device Main Test Report	Angles of Elevation Report Oral Presentation	Presentation Audience: <input type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web <input type="checkbox"/> Other: _____		
	Individual:					

PBL STARTER KIT / PLANNING AND PREPARING / 77

**Appendix 21
continued**

PROJECT OVERVIEW				page 2		
78 / PLANNING AND PREPARING / PBL STARTER KIT	Entry Event to launch inquiry and engage students:	Activity: Paper wad tossing contest (try to hit wastebasket, tossing over students of varying heights) and discussion of parabolas Video: Scenes from last year's project (final tests of projectile launch devices)				
	Assessments	Formative Assessments (During Project)	Quizzes/Tests	<input checked="" type="checkbox"/>	Practice Presentations	<input checked="" type="checkbox"/>
			Journal/Learning Log	<input type="checkbox"/>	Notes	<input type="checkbox"/>
			Preliminary Plans/Outlines/Prototypes	<input checked="" type="checkbox"/>	Checklists	<input type="checkbox"/>
			Rough Drafts	<input type="checkbox"/>	Concept Maps	<input type="checkbox"/>
			Online Tests/Exams	<input type="checkbox"/>	Other:	<input type="checkbox"/>
		Summative Assessments (End of Project)	Written Product(s), with rubric:	<input type="checkbox"/>	Other Product(s) or Performance(s), with rubric:	<input type="checkbox"/>
			Oral Presentation, with rubric	<input checked="" type="checkbox"/>	Peer Evaluation	<input checked="" type="checkbox"/>
			Multiple Choice/Short Answer Test	<input checked="" type="checkbox"/>	Self-Evaluation	<input checked="" type="checkbox"/>
			Essay Test	<input type="checkbox"/>	Other:	<input type="checkbox"/>
Resources Needed			On-site people, facilities:	large open area for constructing and firing ballistic devices; other teachers and aides as available to help with construction		
	Equipment:	measuring tape, LCD projector				
	Materials:	low cost materials (PVC pipe, plywood, rubber bands, etc.) which may be provided or that students may collect				
	Community resources:	none				
Reflection Methods	<i>(check all that will be used)</i>	Journal/Learning Log	<input type="checkbox"/>	Focus Group	<input type="checkbox"/>	
		Whole-Class Discussion	<input type="checkbox"/>	Fishbowl Discussion	<input type="checkbox"/>	
		Survey	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	

Spotlight Project: *Projectile Motion*

Appendix 21 continued

Spotlight Project Sample: *American Archetypes*

58 / PLANNING AND PREPARING / PBL STARTER KIT

PROJECT TEACHING AND LEARNING GUIDE	
Project: American Archetypes	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Business communication	→ Students write resumes and cover letters — instruction, including samples and templates, provided by counselor (peer editing of drafts, final edits by counselor)
Online research skills	→ Evaluating website accuracy activity (online and worksheet). Effective search (engine) techniques activity led by teacher
PowerPoint and Excel	→ Instruction in software use provided by computer applications teacher
Marketing tools and techniques	→ Weekly visits by local business partners with expertise in marketing and product development. Students begin email exchanges with experts.
Presentation skills	→ Video review of students presentations mock presentation by instructor Jigsaw activity to learn presentation rubric Peer assessment (using rubric) of practice presentations
Report writing	→ Direct small-group instruction on the features of report writing by instructor. Peer editing of drafts, final drafts by teacher. Direct small-group instruction on MLA Citations (including online bibliography generators). Jigsaw activity to learn report writing rubric
U.S. history content knowledge	→ Textbook review, lectures, research-based worksheets, objective weekly quizzes, online research

**Appendix 21
continued**

Spotlight Project Sample: Design and Attract

PROJECT CALENDAR				
Project: Design and Attract			Start Date: Feb. 2	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Grabber: memo from Middleburg University Know/Need to know list Project Teams Announced Discussion of expectations for team work First team meeting: roles, contract, initial task list	Explanation of Project Details, Procedures Explanation of rubrics for major products Review samples of professional products in relation to rubric Team meeting: task list Daily team assessment	Design Software review (taught prior to project) Lesson: Assessing client needs Team work time: begin assessment of client needs Homework: Reading on assessing client needs Daily team assessment	Lesson: Design theory Team work time: continue assessment of client needs; begin brainstorming ideas for materials Homework: complete client needs assessment (due Mon.) Daily team assessment	Checkpoint: Quiz on Design Theory Team work time: begin design of materials Review/Revise Know/Need to know list Daily team assessment; meeting with team leaders
PROJECT WEEK TWO				
Checkpoint: collect "Client Needs Assessment" Team work time: Continue designing materials Homework: notes on initial ideas due tomorrow Daily team assessment	Checkpoint: Collect notes on initial ideas for materials Checkpoint: Teams meet with others to critique work in progress Team work time: discuss feedback from critique Daily team assessment	Lesson: Typography review Team work time: Continue creating materials Review/revise know/need to know list Daily team assessment	Checkpoint: Quiz on typography Explanation of rubric for presentation of products Team work time: Continue creating materials Daily team assessment; meeting with team leaders	Checkpoint: Teams meet with others to critique work in progress Team work time: Continue creating materials, planning presentation Daily team assessment Homework: Continue creating materials
PROJECT WEEK THREE				
Team work time: Finish creating materials, planning presentation Checkpoint: Submit materials for teacher review Final review/revision of know/need to know list Daily team assessment	Team work time: Prepare and practice presentation of materials Daily team assessment	Team work time: Prepare and practice presentation of materials Daily team assessment	Presentation Day	
			Self and Peer Assessment Project Debrief and celebration	

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DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited 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, although 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 district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited 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 so waived by the approved charter.
6. The proposed district conversion or limited 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 the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited 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.
11. The facilities of the proposed 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.

Michael H. Cox
Signature of Superintendent of School District

Date: 10/27/11

Michael H. Cox
Print or type name

