

May 7, 2011

**Letter of Intent to Apply
Open Enrollment Public Charter School**

Name of eligible entity: Academic Leadership Academy School of Health Sciences

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CHARTER SCHOOL OFFICE

Description of eligible entity: Academic Leadership Academy (ALA) School of Health Sciences is a co-ed character-driven, values-based, college prep, and pro-family model of education that aims early and consistently to prepare students in grades K-5 for academic success. ALA School of Health Sciences seeks to provide elementary students with the knowledge, skills, and disposition to meet and exceed Arkansas State standards and resources that will help to lead to continued success in school. ALA School of Health Sciences exists to provide a holistic education that will focus on mind, body, and attitude; encourage a right and honorable direction for its students; educate students with excellence in a multi-faceted program that integrates their home and school; that affirms, encourages, and equips parents; and that seeks to strengthen family relationships. ALA School of Health Sciences will impart to its students the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth.

Name of Proposed School: Academic Leadership Academy School of Health Sciences

Location of Proposed School: Little Rock, Arkansas

Grade Levels of Proposed School: K-5

Purpose or Special Emphasis of Proposed School: To promote academic excellence, greater fairness, and higher literacy, ALA will place special emphasis on Health Sciences and provide a Core Knowledge Sequence (CKS) curriculum. The Health Sciences are concerned with the development of knowledge and programs related to health and well being, particularly focusing on identifying practices that directly improve individual and group health; physical activity and leisure; biology and aging; and behavioral and socio-cultural mechanisms. The study of Health Sciences will equip students with a variety of educational tools and techniques to use emphasizing both health behavior theories and practical application through educational programming. CKS is a coherent, cumulative, and content-specific curriculum that will help children establish strong foundations of knowledge grade by grade. Researchers, from Johns Hopkins University, conducted a study on the effects of implementation of CKS in American schools found a growing body of evidence suggesting that CKS fosters excellence and equity. It fosters excellence by improving student motivation and performance, boosts curiosity and enthusiasm, and lays the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students. Based on the conviction that all children can learn and the accumulated evidence that intelligence is dynamic and not fixed, CKS will help acquire the cognitive strategies that are focused on making significant cognitive changes in the quality of students' learning that underlie all subject matter of the regular curriculum. CKS will be measured using the Curriculum-based Measurement, or CBM, which is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the Teacher will give students brief, timed samples, or "probes," made up of academic material taken from the curriculum. This, coupled with using state standards as a template for designing internal standards that clearly identifies exactly what students should know and demonstrate; and the use of a detailed item-analysis process of assessments, including released Augmented Benchmark Examination tests, will help identify precise skills and content that students need for academic success. The ALA curriculum, learning activities, and the mastery assessment of each standard will be created by blending the Arkansas Curriculum Frameworks with these skills and contents and measured by six-week assessments and year-end assessments developed prior to the start of the school year (based on our internal assessments), to guarantee a high degree of accountability to teaching the necessary material. Cohesively outlining specific content (and skills) that will be taught in English/language arts, history, geography, mathematics, science, allied health, and the fine arts will help students improve thinking habits and behaviors that will transfer not only into academic learning but also to the social environment outside the classroom.

Sincerely,

Michael McCray

Date

5/7/2011

Kadrian McCray

Date

5/7/2011