



# ARKANSAS DEPARTMENT OF EDUCATION



## District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



RECEIVED  
OCT 26 2012  
CHARTER SCHOOL OFFICE

Charter School: The Academies at Jonesboro High School

Date Submitted: October 26, 2012

Date Approved: \_\_\_\_\_

Arkansas Department of Education  
Charter School Office  
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Little Rock, AR 72201  
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STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

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

**A. GENERAL INFORMATION (Please type.)**

Name of Proposed Charter School:  
THE ACADEMIES AT JONESBORO HIGH SCHOOL

Grade Level(s) for the School: 10-12                      Student Enrollment cap: 1800

Name of School District: JONESBORO PUBLIC SCHOOLS

Name of Contact Person: DR. MIKE SKELTON

Address (no P.O. Box please): 301 HURRICANE DRIVE    City: JONESBORO    ZIP: 72401

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E-mail: MIKE.SKELTON@JONESBOROSCHOOLS.NET

Charter Site Address: 301 HURRICANE DRIVE

City: JONESBORO    ZIP Code: 72401

Date of Proposed Opening: AUGUST 19, 2013

Name of Superintendent: DR. KIM WILBANKS

Address: 2506 SOUTHWEST SQUARE

City: JONESBORO    Zip Code: 72401

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## **B. GENERAL DESCRIPTION**

Jonesboro School District proposes the implementation of The Academies at Jonesboro High School. The school will be located at the existing campus of Jonesboro High School. The school will continue to operate in its present grade configuration of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students serving 1070 students as of October 1, 2013 with an anticipated cap of 1800 students. The focus of The Academies at Jonesboro High School will be to improve all students learning through the increased emphasis provided for student engagement, provide increased opportunities for project based learning, enable students to experience accelerated and rigorous learning through the use of technology, and to empower students and teachers to build a culture of learning through collaboration and research. Its charter will enable The Academies at Jonesboro High School to experience increased flexibility in the scheduling process for students and teachers. Struggling learners will receive additional time and attention from instructors. Students with advanced skills will be challenged to perform at higher levels than the present traditional culture allows. Students who are performing at the average level will receive the benefits of both remediation and acceleration through the use of strategies identified to address their needs. In addition, flexibility will allow teachers to collaborate within content areas, across curriculum areas, and vertically and horizontally in regard to content and grade levels. Patrons, business partners, higher education partners, and parents will be given opportunities to serve on advisory committees, provide technical assistance, and share in the development, implementation, and review of the Academies at Jonesboro High School. A new shared sense of accountability for student educational success will be the responsibility of all of the district's stakeholders. While Jonesboro High School has been recognized as being in the top 6% of the nation's high schools, it is currently identified as a Focus school. Its challenges are unique in that while in 2012, 68% its students received over \$9.2 million dollars in scholarship offers, 277 students took 488 AP Exams, 226 students scored 3, 4, or 5 on the AP Exams, 47 students earned the designation of AP Scholar, and 15 AP classes were offered, its combined and African American population and economically disadvantaged population performed below the proficient/advanced level on the 11<sup>th</sup> grade Literacy exam. The district's student population has increasingly included more minority students with approximately 55.8% minority in 2012-13 compared to 45.89% minority in 2006-07. The city of Jonesboro remains predominately Caucasian at 74.7% indicating that the Jonesboro School District serves the majority of the minority students within the city itself. In addition, data indicates that the district's Free and Reduced Lunch percentage was 26.8% at Jonesboro High School in 2001-02 compared to the present district Free and Reduced Lunch percentage of 59% at Jonesboro High School for the 2012-13 school year. This change in demographics requires a change in methods to reach our students in the best possible way.

## **D. REQUIRED INFORMATION**

### **1. Results of the Public Hearing**

A public hearing was held September 27, 2012, at Jonesboro High School Media Center to discuss the proposed establishment of a Conversion Charter School at Jonesboro High School. The meeting began at 6:00 p.m. and concluded at 7:00 p.m. The meeting was publicized for three (3) consecutive weeks (September 5, 12, and 19<sup>th</sup>) in the *Jonesboro Sun*, the local newspaper and was advertised over the district's Alert Now System, a telephone system that calls every parent in the district with a voice message from the superintendent. In addition, the meeting was advertised on the district's web site and was communicated to the patrons in every district building through the PATHS (parent/teacher groups) groups. Information pertaining to the public meeting was also discussed at every community business meetings that were held, and information was presented to every district faculty by Dr. Mike Skelton and team during their scheduled faculty meetings.

Dr. Kim Wilbanks, Superintendent of Jonesboro School District, facilitated the meeting. The meeting was opened with a welcome and the following agenda was followed.

- Welcome and Background Information- Dr. Kim Wilbanks
- Description of Conversion Charter High School – Dr. Mike Skelton
- Academies Overview – Mrs. Leigh Anne Rainey
- Teacher Viewpoints - Mr. Wes Miller, Mrs. Sally Williams
- Presentation of Requested Waivers – Mrs. Leigh Anne Rainey
- Student Perspectives – Mr. Chuks Ota, JHS student
- Conclusion – Dr. Mike Skelton

Feedback from those in attendance was overwhelmingly positive in nature. Comments and input included:

- Concern for the current AP program of study. Parents/ Staff and Community are reassured that this program will not be lessened, but will be strengthened in that more opportunities will be available in the form of technology inclusion, time allotted and internships available for these students that are not afforded currently.
- Concern with how the academy selection process will be facilitated. This will be addressed through the incorporation of the 9<sup>th</sup> grade Keystone class to explore academies for each incoming student.
- Concern that the Fine Arts program currently offered will not be affected. This was addressed and assured that it will still be maintained at the current level of success by allowing this program/ course offerings across all academies
- Overwhelming support for the Internship possibilities for Juniors and Seniors.
- Overwhelming support for the Block schedule incorporated this current school year and support for movement to a full rolling block schedule with no fast track day in the future years.
- Support from Parents as well as Faculty and Administration for the implementation of a late start day once a week to allow for Academy prep time, as well as for remediation time for TAGG/Struggling learners.

- Concern/ Support for the maintenance of the “Identity” of Jonesboro High School to be preserved. Tradition is extremely important to this community and JHS is a pillar of this tradition.

## **2. The Conversion Charter School Mission Statement**

The mission of The Academies at Jonesboro High School is to promote academic excellence, social development, emotional well-being and a passion for life-long learning for all students.

## **3. Description of the Educational Need for the School**

The Jonesboro School District has a student population of 5472 and is located in northeastern Arkansas at the edge of the Mississippi River Delta Region. While the city of Jonesboro remains predominately white at 74.7%, the district's student population has become increasingly more minority with approximately 55.6% minority in 2011-12 compared to 45.89% minority in 2006-07, indicating that the Jonesboro School District serves the majority of minority students within the city itself. The population growth patterns within the Jonesboro School District attendance boundaries reflect a greater urban demographic composition than that of the neighboring districts within Jonesboro and Craighead County. Employment statistics continue to indicate many workers acquiring jobs within the city seek and require the least expensive housing. That housing continues to be located in the older and more affordable Jonesboro neighborhoods; almost all are located in either our district or one other neighboring district. This growth pattern continues to challenge the Jonesboro School District to adequately meet the needs of a diverse mobile student population.

Within the past fifteen (15) years, the district has seen an increase in the number of students eligible for the free and reduced lunch. The number of students eligible for free/reduced lunches has increased from 47.3% district in 2001 to 73.7% in 2011. The changing demographics of the Jonesboro School District are reflected in the demographics at Jonesboro High School. In 2001, Jonesboro High School had a total enrollment of 1009 students. Among that population, 70% of the students were identified as Caucasian and 30% Minority. In 2006, Jonesboro High School had a total enrollment of 1012 students. Among that population, 64.4% were identified as Caucasian and 35.6% Minority. In 2011, Jonesboro High School has an enrollment of 1088 students. Among that population, 52% are identified as Caucasian and 48% Minority.

Current data serves to identify the need for the existence of a high school that is able to provide a learning culture in which the needs of economically disadvantaged students and minority students are met in addition to meeting the needs of the advanced and proficient students.

For the last three years, economically disadvantaged students scored significantly lower on the End of Course geometry than other students. In 2008-09, 52% of the economically disadvantaged students were proficient while 86% of the non-economically disadvantaged students were proficient (34% gap). In 2009-10, approximately 47% of the economically disadvantaged students were proficient, 73% of the non-economically disadvantaged students were proficient (26% gap). In 2010-11, 52% of the economically disadvantaged students were proficient while 84% of the non-economically disadvantaged students were proficient (32% gap). The data shows that over a three year period, this learning gap has been reduced by 2%. The three year average for the economically disadvantaged students was 50.7% proficient or advanced.

For the last three years, economically disadvantaged students scored significantly lower on the End of Course literacy tests than the non-economically disadvantaged students. In 2008-09, 30% of the economically disadvantaged students were proficient while 83% of the non-economically disadvantaged students were proficient (53% gap). In 2009-10, approximately 41.3% of the economically disadvantaged students were proficient while 82% of the non-economically disadvantaged students were proficient (40.7% gap). In 2010-11, 46% of the economically disadvantaged students were proficient while 89% of the non-economically disadvantaged students were proficient (43% gap). This data shows that while attaining growth in both populations, there is little reduction in the gap between the scores

With a strong dedication to academic success, the district has committed time and resources to maintain a high level of academic achievement. Jonesboro High School currently offers thirteen (13) Advanced Placement courses. It is recognized as being in the top 6% of all high schools in the nation. In 2011, 286 JHS students took 512 AP Exams. Thirty-six earned designations as AP Scholar with one recognized as a national Scholar. In 2011, AAIMS Grant awarded JHS students over \$11,000.00 based on their AP scores of 3, 4, or 5. Yet Jonesboro High School is a Needs Improvement Focus School due to the student performance of African-American and economically disadvantaged students. With approximately 60-70% of graduating seniors pursuing higher education, many students will leave JHS unprepared to go into the workforce or elsewhere with the skills, experience, or focus needed to achieve personal success. Of this 60-70% of students who will pursue higher education, research has shown that many of those students will require remediation or intensive assistance to prevent dropout.

Five years ago, the Jonesboro School District made a commitment to “think outside of the box” in order to reach out to students, parents, and the community. This commitment resulted in the transformation of its elementary schools into becoming Magnet Schools. With the restructuring of the Magnet Elementary Schools (International Studies, Micro-Society, Health, Wellness and Environmental Studies, Visual and Performing Arts, and Math and Science) the district has experienced growth in student enrollment as well as a renewed focus, excitement, and commitment by students, staff, administration, parents, school board, and community towards teaching and learning. It is believed that the pre-existing Magnet Elementary Schools will result in a potentially seamless transition into The Academies at Jonesboro High School.

Located on the Jonesboro High School's campus, the Northeast Arkansas Career and Technical Center currently offers 11 programs of study that attract students from several surrounding school districts. Approximately 200-250 students from JHS make up the enrollment at the Center. The Center offers programs in Advertising/Graphic Design, Auto Collision Technology, Auto Service Technology, Culinary Arts/Food Production, Criminal Justice, Electronics, Health Science Technology, Horticulture, Hospitality Management, Advanced Manufacturing, and HVAC. With the assistance of the NEA Career & Technical Center, it is believed that meshing these already existing programs with the core/non-core academic offerings at JHS will result in an increased opportunity for potentially effective and successful implementation of Academic Academics at JHS.

There is no question that Jonesboro High School struggles with many of the same problems that exist in many Mississippi Delta schools. Attendance rates, graduation rates, dropout rates, college completion rates, post-secondary remediation rates, and student engagement are all issues and concerns that are shared among the stakeholders at JHS and in the Jonesboro School District. In order to address these concerns as well as other concerns within our school and district, JHS and all other campuses have initiated Professional Learning Communities within each building. These PLC's along with rigorous course offerings in Pre-AP/AP and regular courses, concurrent credit opportunities with Arkansas State University, Arkansas Department of Education support and guidance, Crowley's Ridge Cooperative support and guidance, district and school board support guidance, and community and industry resources are all a recipe for a potentially successful implementation of The Academics at Jonesboro High School.

The changing demographics of the district and Jonesboro High School have encouraged the development of programs and services to meet the needs of our changing student population. With a strong commitment to meeting the needs of all students, Jonesboro High School has implemented numerous programs designed to ensure success for all students. Jonesboro High School faculty and staff address the needs and academic performance of students through collaboration during common planning times, during weekly Family Services meetings, during faculty/staff/administration, Professional Learning Community meetings, and during times set aside for mentoring with their students (POPS – Personal Opportunity Plan). Academic progress is addressed with students during seminar time. Title I, Special Education, and Mental Health services are provided for qualifying students as well. While a large range of programs and services targets and serves many students, a distinct population of our students continues to perform below district and building expectations.

During the 2012-13 school year, Jonesboro High School implemented a modified A/B block schedule to further allow for the success of each student. This feature allows for time in each classroom to focus on Project Based Learning as well as incorporate the Common Core State Standards in depth in each subject area. This schedule also allows for a Seminar period that provides time for remediation, tutoring, enrichment and other opportunities for all students in a controlled, scheduled environment.

Jonesboro High School currently has in place multiple programs and procedures that will assist in the successful implementation of The Academies at Jonesboro High School: Included are: an Existing Intern Program, Credit Recovery, Advisory/Mentoring programs, Existing College and Career Fairs, Concurrent Credit Affiliation with Arkansas State University, Existing Staff with Industry Certifications, Staff Accumulation of Professional Development hours well above state requirements, Affiliation with Jonesboro Chamber of Commerce, and Community Support evidenced by passage of a millage increase, the first millage increase in 22 years. This fact alone demonstrates commitment from the community in its support for the district in delivering increased opportunities for students. With the increase, the district and JHS will benefit from expanded space that will allow for restructuring within the building. This will be beneficial should there need to be movement or relocation of departments/programs.

Although many of the students at Jonesboro High School continue to perform well and make substantial academic gains, academic gaps continue to exist among our student population. In the spring of 2012, the all students group taking the 11th grade Literacy Exam scored 63.56% proficient or advanced. This fell short of the AMO by 5.7%. The TAGG student group scored 47.37% missing the AMO by 1.82%. In mathematics, the all students group scored 81.15% proficient or advanced, well above the AMO of 70.29%. The TAGG student group scored 73.79%, again well above the AMO of 57.31%. Graduation rate for both the all students group and the TAGG group failed to meet the AMO in 2011. The all students group graduated 76.44%, 10.18% below the AMO. The TAGG student group graduated 68.06%, 12.53% below the AMO.

Based on an analysis of current data, Jonesboro School District proposes the establishment of The Academies at Jonesboro High School.

#### **4. Educational Program to be offered by the Conversion Charter**

Imagine a school where students stride into the school building excited to create and collaborate with others on projects that impact their world today and tomorrow. Imagine a school where students choose an area of study that sparks their intellectual curiosity and desire to learn. Imagine a school that prepares students to emerge into the world as analytical thinkers, skilled communicators, and capable problem solvers. As a conversion charter career academy, The Academies at Jonesboro High School, the flagship school of Northeast Arkansas, is this school.

#### **ACADEMIES**

The first Academy will have a focus of STEM/ Manufacturing/ Information Technology and Agriculture. This will house the majority of the sciences, agri-science and engineering courses as well as informational technology courses and focus courses including manufacturing industry internships. Unique courses in this academy will be the Principles of Engineering, Introduction to Engineering Design, physics, AP chemistry, AP statistics, AP calculus, EAST, as well as vo-tech offerings such as advanced manufacturing, horticulture, and digital electronics. Special projects within this academy

will include work with local engineering firms, design firms as well as a close working relationship with the College of Architecture and Engineering at Arkansas State University. Senior internships will focus on work within the professional realms of these career focus areas with heavy emphasis on the local manufacturing plants such as NicePak, Nestle, Nordex, Post and Hytrol. Students that graduate from this academy will have a strong background in real-world problem-solving skills, a broad experience in effective communication, a strong educational foundation and real-life experiences in their focus areas to better prepare each student for their post-secondary options. This academy will also house the school district's first 1:1 student computer ratio environment with each academy student being provided a laptop computer by the school for their use throughout their tenure at JHS.

The second Academy will have a focus of Business, Communications and Finance. This academy will house the majority of the current Business and Finance courses as well as the career focus computer courses. Votech courses such as Advertising and Graphic Design will assist in this academy as well as Micro-Computer Applications (ASU Concurrent credit course), AP World History, College Algebra (ASU Concurrent credit course), French, Spanish, Banking and Finance, Marketing, Desktop Computing, and Investments and Securities on the JHS campus. This academy will also house the Microsoft IT Academy which will allow for this academy to be a testing center for various industry certifications in Microsoft Applications, Adobe and various other 21st century demanded programs. The vision for this academy is to produce career and college ready graduates that have real-life experience and industry ready skills and knowledge that will allow our students to be highly marketable for their post-secondary options.

The third and last academy will be the Health, Human Services, Law, and Government Administration academy. Courses that are unique to this academy will be AP Biology, Anatomy and Physiology, AP United States History, AP Government, Family and Consumer Sciences, Foods and Nutrition, Child Development, as well as the votech offerings of Criminal Justice, Hospitality and Tourism, and Health Sciences. Students in this academy will focus on preparing for post-secondary education or professions in the areas of health related industries and human service related industry and to develop a broad experience and knowledge base within these career clusters in order to better prepare them for future endeavors? Senior Internships will focus on the Medical fields through such industry as St. Bernard's Hospital and Health Services, NEA Baptist Hospitals, local hotel venues such as JK Kazi Hotel Company and Candlewood Suites, and local law enforcement agencies and law offices. Students will gain a better understanding of the career and educational offerings within this academy and work on real-world problem solving skills in this focus area.

### **INTERNSHIPS**

To enrich and extend the students' academy experiences, students will participate in community internships in area businesses and industry. Students will participate in the internships at varied times during the day. Due to the variety of possible internship opportunities, teachers with various certifications will be responsible for supervising

these students. The internships will allow the students to delve deeper into their career areas of interest while earning an additional credit.

## **BLOCK SCHEDULE**

During the 2012-13 school year, the traditional 7 period, 50 minute class day was replaced with a modified A/B block schedule. This model provides students the opportunity to attend all 8 classes for 43 minutes each on Monday. On Tuesday through Friday, the students attend 4 classes (A block schedule on Tuesday/Thursday and B block schedule on Wednesday and Friday) for a period of 4, 90 minute sessions.

## **PROJECT BASED LEARNING**

Project based learning recognizes students' inherent drive to allow for in-depth exploration of authentic and important topics across the curriculum. The Academies at Jonesboro High School will be wall-to-wall project based learning in every classroom. Within the PBL model, all learning occurs through relevant projects that engage students. All projects will require that the students use and develop essential skills: communication, technology, thinking analytically and problem solving. These skills will be showcased in oral presentations as the culminating event of each project. To prepare for project-based learning, the faculty at the The Academies of Jonesboro High School has received professional development from The Kagan Institute and the Buck Institute, organizations focused on collaboration and project-based learning.

## **EXPANDED DAY LEARNING/ ZERO HOUR CLASSES**

With the level of commitment that students have to extracurricular activities, it is very difficult to allow participation in all of the courses and opportunities that they would like to experience. While we do understand that not all students will be able to complete every course that they would like, we would like to be able to offer them flexible timing and as many opportunities as possible. The staff of Jonesboro High School would like to offer some select courses at a "Zero Hour" before the start of the regular school day to provide more opportunities for students that cannot make time in their regular schedule. These offerings will be at 7am, prior to the school day beginning at 7:50 each day and may include the same offerings from 3:00-3:50 as well. The possibility of evening classes has also been explored. We feel that this will allow more flexibility in the scheduling process and for interested students.

## **SENIOR ELECTRONIC PORTFOLIO**

Students will begin to accumulate an electronic portfolio in their 9<sup>th</sup> grade Keystone classes. This portfolio will be expanded upon throughout their senior high career. Seniors will be evaluated on their portfolio by criteria to be set forth in their specific academy. This cumulative portfolio will include sample work from each year of performance as well as include a senior resume and sample college work, test scores (ACT/SAT) and sample career interest surveys, career studies and internship documentation to help prepare the graduating student for future endeavors. This portfolio

will be evaluated by a Senior Portfolio Panel composed of the academy teachers and representatives of the community relative to that particular academy.

### **TRANSITION**

The vision for a student's transition from Elementary school to Junior High School to Senior High School at Jonesboro Public Schools is a seamless one. Elementary students will be transitioning from their chosen Magnet school into Small Learning Communities and an introduction to Project Based Learning in the Junior High Schools. From here, 9<sup>th</sup> graders will all participate in the Keystone courses to help with the transition to the Senior High School. The Senior High School is the apex of the learning process as the Capstone to the focus areas for each chosen student. The transition of the Senior High School to the Academy model as a Conversion Charter School will complete the transition process for the district.

### **TECHNOLOGY**

The long range vision of Jonesboro High School is to have a 1:1 ratio technology school. While the current ratio is closer to 1:2, the district has invested a large sum of money into the implementation of this vision. With the purchase of 470 MacBook Air laptop computers on carts in teacher classrooms, this allows for a large percentage of students to have access to this in-house technology regularly. The incorporation of Project Based Learning into each classroom is facilitated on a large scale basis with this investment. Online testing (for CCSS) is also made less intrusive for teachers as well as for students with the carts simply available for teachers to move to the testing rooms when needed. Departments have each developed a method of distribution as well as numerous common formative assessments that integrate this technology on a daily basis. All teachers have received (and will continue to be trained) on the use and incorporation of these devices within each discipline in an effort to better prepare our students for the college and workplace environments. A district Technology Instructional Facilitator is located on campus for help with teachers 2 days a week. Her goal is to document and support teacher integration of the available equipment and programs into their daily and weekly lessons seamlessly.

### **TAGG/ FOCUS SCHOOL**

During the summer of 2012, the Arkansas Department of Education received the ESEA Flexibility Wavier, changing how schools are held accountable for student performance. Under the new accountability system, Jonesboro High School is designated a Needs Improvement Focus School. In order to comply with the new regulations, the district has assigned Deb Cook, Literacy Specialist, as the District Appointed School Improvement Specialist. Jonesboro High School has implemented the use of a leadership team for the past three years. The role of the leadership team is to identify the root cause(s) of achievement gaps existing between the TAGG and ALL Student groups as defined in the new accountability wavier. Assisting the leadership team in continuing to identify the root cause(s) for achievement gaps, is the peer observation process implemented 2009-10. Led by a Classroom Walk Through trained administrator, teachers rotate through each other's classroom identifying high yield strategies being used in classrooms. Data from the observations is then analyzed by the faculty to identify weaknesses in best

practice teaching methodology. Professional development is then provided based on teacher identified needs. Ken Stamatis is working with history, science, and English teachers, helping teachers better understand their role with Common Core State Standards. Teachers received training from the Kagan Institute in collaborative learning strategies to be used with block scheduling.

### **ACADEMY SELECTION**

Students will begin their exploration of the Academies at JHS during their 9<sup>th</sup> grade year. Each student will participate in a semester Keystone Course in which they will be exposed to approximately 6 weeks of each of the three Academy offerings in the Senior High School setting. Students will work on projects that are based in exploring career options, college program of study options within each academy area, as well as learn the methods and ideals that each academy will entail. They will also use the KUDER Career Interest Inventory to identify their targeted areas of interest and strengths in aptitudes. Student choice and personal interest will also be used to work with the POP (Personal Opportunity Plan) Mentor to make the best decision of which academy to join upon entering the senior high school. Counselors, mentors and parents will work closely with each student to make the correct and best choice of study for their High School plan.

5. **List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student achievement for each year of the public schools' initial five (5) year period.**
  - A. Jonesboro High School Reading, and Reading Comprehension will increase to meet or exceed the following AMOs according to EOC 11<sup>th</sup> Grade Literacy data:
    - a. 2013: All Students, 72.05 % Proficient; TAGG Students, 53.81% Proficient
    - b. 2014: All Students, 74.85 % Proficient; TAGG Students, 58.43% Proficient
    - c. 2015: All Students, 77.64 % Proficient; TAGG Students, 63.05% Proficient
    - d. 2016: All Students, 80.44 % Proficient; TAGG Students, 67.67% Proficient
    - e. 2017: All Students, 83.23 % Proficient; TAGG Students, 72.29% Proficient
    - f. Each year, TLI Interim assessment data and quarterly AMOs will be assessed to determine the rate of proficiency as well as the forecast for each student (TAGG and ALL student groups).
  - B. Jonesboro High School Mathematics and Mathematics Comprehension will increase to meet or exceed the following AMOs according to EOC Geometry data:
    - a. 2013: All Students, 72.99% Proficient; TAGG Students, 61.19 % Proficient
    - b. 2014: All Students, 75.69 % Proficient; TAGG Students, 65.07% Proficient
    - c. 2015: All Students, 78.39 % Proficient; TAGG Students, 68.95% Proficient
    - d. 2016: All Students, 81.09 % Proficient; TAGG Students, 72.83% Proficient
    - e. 2017: All Students, 83.80 % Proficient; TAGG Students, 76.72% Proficient
    - f. Each year, TLI Interim assessment data and quarterly AMOs will be assessed to determine the rate of proficiency as well as the forecast for each student (TAGG and ALL student groups).

- C. Jonesboro High School Graduation rate will increase to meet or exceed the following AMOs for Graduation rate:
- a. 2013: All Students, 89.05% Graduation Rate; TAGG Students, 84.12 % Graduation Rate
  - b. 2014: All Students, 90.27% Graduation Rate; TAGG Students, 85.88 % Graduation Rate
  - c. 2015: All Students, 91.48% Graduation Rate; TAGG Students, 87.65 % Graduation Rate
  - d. 2016: All Students, 92.7% Graduation Rate; TAGG Students, 89.41 % Graduation Rate
  - e. APSCN data and student attendance tracking systems will be used to document and track this running graduation rate.

6. **Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition curriculum to the requirements of the common core Standards in accordance with the time frame adopted by the State Board of Education.**

Jonesboro High School began the process of aligning the curriculum both vertically and horizontally 5 years ago. All core subject area departments have common planning times to facilitate professional learning. What began as a JHS initiative to increase the rigor through the Laying the Foundation professional development, has now expanded to include both junior highs and all sixth grade teachers district wide. Quarterly vertical alignment meetings address standards, technology, assessment, and instructional issues that span grades 6-12 in the core subject areas.

The district continues to contract with Ken Stematis, Harding University Professor, to deliver embedded professional development to teachers in the English, Science and Social Studies departments. Stematis' work has centered on helping teachers develop lessons and instructional strategies that will support students as they become college and career ready. The emphasis of this work has been on helping students understand complex texts and cite evidence from text in their writing. In an effort to assist staff at JHS and NEA Area Technical Center to bridge the gap of student academic achievement, JPS Math and Literacy Specialists have initiated a plan of action to address how both staffs can transition to the Common Core Standards.

Common Core State Standards for math and literacy have now been implemented across Arkansas in grades K-8. Last year the Jonesboro School District developed an aggressive strategic plan for implementing CCSS. Members of the JPS, SUCCESS, and NEATC communities receive weekly e-mail Common Core Updates that are archived on our Common Core wiki. JHS staff members and NEATC staff members are part of the JPS team that meets to analyze CCSS information and disseminate it at their buildings.

Teachers in the JHS Math Department have discussed the Common Core Standards for Mathematical Practice in their learning community and have compared proposed CCSS Algebra I, Algebra II, and Geometry courses to the standards in the current Arkansas

Frameworks. Geometry A has been eliminated from the curricular offerings at JHS, and the last sections of Geometry B are in progress this school year. Teachers who have attended Laying the Foundation and AP Math training are sharing lessons materials, strategies, and insights about Common Core Standards with all math faculty members.

The CCSS assessment goals of texts worth reading, questions worth answering, and problems worth solving put authentic tasks at the heart of why JHS is pursuing becoming an Academic Academy. Students must have a meaningful purpose as to why they are doing what they do. We believe that participating in the real world tasks that an Academic Academy provides can help students to find meaning and relevance in their education. Providing focus for a potential career will enable students to clarify their personal goals beyond JHS. The goal will be to ensure that all JHS students acquire the skills, ability, and motivation necessary to achieve personal success. Whether it is furthering their education in college or at a technical school, entering the workforce, or joining a branch of the armed forces, JHS students will benefit from the potential opportunities that exist with Academic Academies.

7. **Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion school than can be accommodated under the terms of the charter.**

All students who apply and are current residents of the Jonesboro School District will be eligible to attend The Academies at Jonesboro High School. Jonesboro High School will publicize its status on the district website, the marquee, an article in the *Jonesboro Sun* Newspaper as well as on the school website and through local news and radio announcements made by Superintendent Dr. Kim Wilbanks. The above publicity plan will allow for all community members to learn about and apply to the school. In each facet of the plan, two items will be clear: 1) Students will still be allowed to legally transfer into Jonesboro Public Schools via School Choice and legal transfer process; and 2) if Jonesboro High School meets its enrollment cap, (1800) students will be processed on a first come, first served basis.

8. **Summarize the job descriptions of the school director and other key personnel. Specify qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.**

- Administration (Building Principal and Assistant Principals) Responsibilities:
  - Act as chief executive operating officer of the school and carry out the School and District Missions
  - Select and hire/terminate faculty and staff
  - Carry out the annual performance based appraisal by which each staff member will be held accountable.
  - Monitor the status of resources in order to fulfill the School and District's missions

- Prepare an annual budget to be presented to the JPS School Board
  - Ensure building maintenance and safety
  - Oversee the implementation of the curriculum
  - Monitor student academic achievement regularly in conjunction with the district level literacy and math specialists
  - Qualifications: The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced degree in the field of education.
  - Teacher Responsibilities:
    - Conduct classroom instruction
    - Work collaboratively with colleagues to plan and teach courses
    - Maintain an atmosphere conducive to learning
    - Reach as many different levels and kinds of learners as possible
    - Attend workshops and training for professional development
    - Continually teach, assess and modify for each student
    - Meet regularly with the departmental Professional Learning Community to plan common formative assessments and to assess student learning both vertically and horizontally.
    - Qualifications: All teachers, with the exception of instructors teaching career preparedness courses, must be highly qualified as according to NCLB and hold a valid Arkansas Teaching License.
  - Counselor Responsibilities
    - Disseminating and clarifying graduation requirements
    - Aiding students in understanding, choosing, and moving forward with a post-secondary plan.
    - Assist students in course selection and in POPs conferencing scheduling for accurate, successful completion of graduation requirements.
    - Qualifications: The counselor's qualifications will be a Bachelor's degree, a current Arkansas teaching license with an endorsement for Counseling and experience within the field of education.
  - Board of Directors and Staffing Plan
    - The Board of Directors, who is responsible for overseeing all functions of the school district, is therefore responsible for the staffing and salary plan. (See Appendix for salary schedules)
9. **Describe the manner in which the school will make provisions for the following 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.**

The Academies at Jonesboro High School will be located on the current campus of Jonesboro High School. Current personnel and services will continue to be provided in the following areas:

**A. Guidance Program**

Jonesboro High School is currently served by three (3) HQT school counselors. They will continue to provide counseling services to the high school students. In addition, the district employs multiple mental health professionals at the high school site; therapists and case managers. The Academies at Jonesboro High School will continue to contract with the mental health agency to provide additional services to the students.

**B. Health Services**

Currently, one FTE licensed school nurse (RN) serves the students at Jonesboro High School. The district will continue to provide one FTE licensed RN at this location.

**C. Media Center**

Currently, one FTE Media Specialist and one paraprofessional serve the students at Jonesboro High School. Students have access to the media center and the services provided. Jonesboro School District will continue to employ one FTE Media Specialist and one paraprofessional in the Academies at Jonesboro High School.

**D. Transportation**

Transportation of the students to and from The Academies at Jonesboro High School will continue to be provided in the same manner it currently exists.

**D. Food Services**

Food services will continue to be delivered at the same professional level as they currently exist by the district's food service department.

**F. Special Education**

The Academies at Jonesboro High School will provide special education services appropriate for the needs of the high school students. Highly Qualified Teachers and qualified paraprofessional will continue to provide services. The district and high school will comply with all aspects of IDEA, 504, and IEP implementation.

**G. Alternative Education**

Jonesboro School District is currently a member of the Craighead County Alternative Learning Environment, SUCCESS; a county-wide alternative learning environment serving students K-12. Students who qualify for placement in SUCCESS will follow existing placement procedures that include recommendations by the existing placement team within Jonesboro High School.

#### **H. Gifted and Talented Program**

The Academies at Jonesboro High School will continue to implement a Gifted and Talented program. Presently Jonesboro High School offers AP classes in thirteen (13) content areas and seven (7) Pre-AP classes that feed into the AP Classes. AP offerings include English Literature and Composition, English Language and Composition, AP Biology, AP Chemistry AP Statistics, AP Calculus, AP Art History, AP US Government of Politics, AP United States History, AP World History, AP Spanish, AP Music Theory, and AP Studio Art. To support these classes Pre-AP Courses are offered in 10th Grade English, biology, chemistry, math (geometry & pre-cal), world history, and Spanish In the 2013-14 school year, AP Physics and Pre-AP Physics will be added back into the offerings. During the 2011-2012 school year 273 AP exams were administered in classes designated as AAIMS Classes (AP Eng. Lit, AP Eng. Lang., Calculus, Statistics, Biology, Chemistry, Physics). Of the exams taken in AAIMS designated classes, 139 (63%) scored a 3,4, or 5. Looking at the entire AP Program in 2011-2012, 484 exams were taken and 222 were scores of 3 or higher. This is 46% of the exams taken and a 10% increase over the previous year. Jonesboro High School plans to continue this program in the 2012-2013 school year supporting the AAIMS professional development offered to teachers and the prep session to students.

- 10. Provide a statement affirming that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State board of Education rule, for reporting education and financial data, including grants or private donations received by the school.**

The Academies at Jonesboro High School will fully participate in the requirements of the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule and will report education and financial data, including grants or private donations received promptly and completely. In addition, The Academies at Jonesboro High School will comply with all aspects of ACTAAP.

- 11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.**

**Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disability Act (ADA) and Individuals with disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to**

**bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.**

The Academies at Jonesboro High School will be located at the present site of Jonesboro High School. The campus is located on 32 acres with a 134,000 square foot, two-story brick main building that includes 60 classrooms, a 470 seat Performing Arts theatre, lunch room commons area, a choir facility, and a gymnasium. Construction is now underway on a 1,000 seat Center for the Performing Arts that will replace the existing theatre. Renovation of the present theatre will produce additional classrooms for the high school. The campus contains a multi-purpose building that houses a band facility and an indoor practice area. The campus also contains a basketball gymnasium as well as a football complex with a track. A 50,000 square foot Northeast Arkansas Career and Technical Center is connected to the high school and serves students from the Jonesboro School District and students from surrounding schools in Craighead County.

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

The Academies at Jonesboro High School will be housed in the current high school which meets all zoning requirements. Jonesboro is located in a “dry county”, Craighead County. Therefore, there will be no alcohol sales within 1000 feet of the facility.

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

**STANDARD 9.03.4.1**

**Ark. Code Ann 6-15-213 and 6-15-214**

Currently, Arkansas public schools are required to teach Speech & Oral Communications as an independent class. As aforementioned in this application, communications is an important tenet of The Academies at Jonesboro High School. With a curriculum that is based on the PBL model, students will graduate from The Academies at Jonesboro High School with a deep, meaningful repertoire of presentation history and with a distinctively strong ability to communicate orally. The proper tools for strong oral communication skills will still be taught and measured uniformly, as all classes will use the same presentation rubric. Jonesboro Public Schools proposes that students receive their oral communication credit through skills embedded throughout the curricula after one year of academy enrollment at which point students will have shown mastery of oral

communication by meeting the Arkansas Frameworks and the Common Core State Standards.

**STANDARD 10.01.5 Required Time for Instruction and School Calendar**

The Academies at Jonesboro High School requests a late arrival day for one day a week. This will allow for remediation, cross-curricular collaboration and project planning time. Professional development will also be integrated into this day through common planning times.

**STANDARD 10.02.5 Class Size and Teaching Load**

The Academies at Jonesboro High School requests to increase the number of students a teacher can instruct in one day. As teachers will be a part of interdisciplinary, double blocked courses; they have the potential to teach many more students in one day. In that same vein, they will be co-teaching these students which will offset the increase in students.

**STANDARD 14.03 Unit of Credit**

The Academies at Jonesboro High School requests the ability to teach multiple subjects simultaneously, thus exempting it from Carnegie Units. This would shift the focus to skills acquired and mastery rather than amount of time students spend in a seat. This would be another factor to provide greater flexibility in scheduling.

**STANDARD 15.03 Licensure and Renewal**

The Academies at Jonesboro High School requests the ability to hire the best teachers regardless of licensure status. Teachers who may be the best candidates may include, but are not limited to, teachers with career experience, outside career certification, or licensure in a specific field but with extensive education in a different content matter. All interdisciplinary classes will be taught with at least one highly qualified instructor and all core subjects will be taught by instructors that are highly qualified as defined by ESEA Accountability standards. Internship Instructors must also be accounted for in this waiver as this will require many teachers to actively supervise and mentor in various areas of certification. Internship Instructors will be working with manageable numbers of students in this program.

**STANDARD 9.03.4.2 Science**

**STANDARD 14.02**

The Academies at Jonesboro High School proposes to provide one credit of science credit for Earth & Space Science and Principles of Engineering because of the popularity of these subjects with our students, and these courses are in line with the proposed academy model because they provide introduction into additional career paths. This proposed waiver will allow for students to take either of the above mentioned courses as their third required science credit for graduation.

- 13. Describe the potential impact of the proposed district conversion or limited 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.**

Jonesboro Public Schools is currently under no court order or statutory obligation to create and maintain a unitary system of desegregated public schools.

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

Parents or guardians of The Academies at Jonesboro High School students will be involved with the school and its educational program. As required by Arkansas Standards for Accreditation, the district provides the following:

1. Annual Principal Report to the Public will be presented by the building administrators to each grade level at The Academies at Jonesboro High School during the pre-school Open Houses.
2. The District Annual Report to Public will be presented by the superintendent during a public meeting by November 5 or a date determined by state law. The report will address the district's progress toward goals, accreditation status, and proposals to correct any deficiencies. Inviting community input will help ensure the district's continued path toward building a community sense of investment for The Academies at Jonesboro High School.
3. The District Annual Report will be published in a local newspaper and on the district website.
4. Parents and patrons will continue to participate in the development of ACSIP. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed and reviewed by the Arkansas Department of Education annually. The ACSIP will be viewable to the public through the school district's website or the ADE website.
5. Parent/Teacher Conferences will be held at least two times per year.

In addition, The Academies at Jonesboro High School will:

1. Host its yearly POPS (Personal Opportunity Plan Conferences) during which teachers serving as student advisors meet with their advisees and their parents to develop, monitor, and adjust student academic plans.
2. Provide opportunities for parents to serve on advisory committees within The Academies at Jonesboro High School thus ensuring parental involvement and investment in the secondary and post-secondary plan.
3. Provide opportunities and encouragement to parents to participate in the PATHS (Parents and Teachers Helping Students organization at the high school level.
4. Work with the district to continue its present policy of hosting Business, Community, and Patrons' forums on a regularly scheduled basis in order to provide continual and timely updates on current programs and student performance.
5. Implement community mentoring and advisory councils through the development of its Seminar class.
6. Create and implement a program of community and business internship opportunities for its students through the development of its Seminar class.

7. Work to continue the development and growth of The Academies at Jonesboro High School Leadership Team whose responsibility includes evaluating current and future programs of study and student performance before sharing that data with parents.
8. The Academies at Jonesboro High School is convinced the level of parental involvement will increase as its conversion to a charter status allows it to work toward removing barriers to student/parent/school partnerships.

## TIMELINE

- January 2012    Awarded PLTW Grant: Pre-Engineering Pathway
- February 2012    2/6: Tour of Southaven High School: Observation of Blocked Courses  
                           2/17: David Vawter Block Scheduling PD Seminar
- Late February:    Leadership Meeting/ Dept. Chair PLC to discuss possible Academy/ Career Cluster focus areas  
                           New-Tech Network Interest Meeting: N. Little Rock.
- March 2012      Spring Business Leaders Meeting: update on status of School. Update on Academy Focus areas  
                           Order/ installation for all PLTW Engineering Equipment
- April 2012      Master Scheduling complete for 2012-13 year
- May 2012        Trial Block Bell Schedule runs  
                           PLC/ Departmentalized planning for block
- June 2012      6/11-13: Kagan Cooperative Learning PD: Project Based Learning training  
                           6/2-28: PLTW Engineering Training
- July 2012        PLC/ Departmentalized planning for block  
                           7/13-15: New Tech Echo Training: Grand Rapids, MI (IT Trainer and Academy Coordinator)
- August 2012    Public Meetings: Charter Status  
                           New Tech Network Application for 2013-14 School Year  
                           Identify Academy Lead Teachers: Principal Appointed
- Sept. 2012      JHS Apply for Charter Status  
                           JHS apply for ATE new Program of Study grant for Office Management  
                           JHS set names for Academies for 2013-14  
                           Jr. High Application for 1/2 grant PLTW for intro level Engineering courses in 9th grade  
                           Jr. High development of "Keystone" course for 9th grade students  
                           Application to ATE for new career paths for Business Dept. (Banking/Finance and Securities/Investments)
- October 2012    Fall Business Leaders Meeting: update on status of School. Update on Academy Focus areas  
                           Solicit Industry "sponsors" for each Academy for 13-14
- Novem. 2012    Identify teacher strengths/ choices for academy placement  
                           Nov. 8-11: Lead Teachers, Co-Teachers and Administration to NCAC Conference in Nashville, TN.  
                           Mid-Nov: ACTE Conference (4 Business teachers attend)
- Decem. 2012    Identify student career strengths (KUDER program) for 10-11th grades at JHS  
                           Identify student strengths (KUDER program) at each Jr. High (9th grade)  
                           Begin restructure of JHS physical locations (classroom relocation) planning

January 2013 Continue restructure/ relocation planning of JHS classrooms  
 Begin Teacher Academy PLC rollout  
 Begin Master Schedule Planning for 13-14  
 Begin Personal Opportunity Planning (POPS) for 9/10/11 grades  
 Begin scheduling movement: Keyboarding to Elementary/ CBA to Jr. Highs.  
 February 2013 Begin Curriculum planning/ pacing guides for Academy-Focus new courses  
 Application for upper level PLTW courses to be offered 12-13  
 Continuing Planning/ Curriculum development Academy Model  
 March 2013 Propose new bell schedule for Charter status 2013-14 Year: Late start/ remediation day  
 Spring Business Leaders Meeting: update on status of School. Update on Academy Focus areas  
 April 2013 Continuing Planning/ Curriculum development Academy Model  
 May 2013 JHS Classroom relocation to Academy locations  
 Continuing Planning/ Curriculum development Academy Model  
 June 2013 PLTW Course Instructor training for new courses; Jr. High training and Keystone training  
 JHS Classroom relocation to Academy locations  
 Continuing Planning/ Curriculum development Academy Model  
 July 2013 JHS Classroom relocation to Academy locations  
 Continuing Planning/ Curriculum development Academy Model  
 August 2013 Rollout Career Academy Model for School Year

# Supporting Documentation

## Section D

**JONESBORO PUBLIC SCHOOL**  
 ACCOUNTS PAYABLE 870-933-5800  
 2506 SOUTHWEST SQUARE  
 JONESBORO, ARKANSAS 72401

**PURCHASE ORDER**  
 NO C.O.D. ORDERS ACCEPTED

PAGE: 1  
 DATE: Aug 31, 2012  
 THIS NUMBER MUST APPEAR ON ALL  
 INVOICES, PACKAGES, AND PAPERS

VENDOR NAME, ADDRESS AND NUMBER:  
 THE JONESBORO SUN  
 PAXTON MEDIA GROUP LLC  
 518 CARSON  
 JONESBORO AR 72401  
 VENDOR NUMBER: 1482

VENDOR SCHOOL/DEPARTMENT AND SHIP TO ADDRESS:  
 SUPERINTENDENT'S OFFICE  
 JONESBORO PUBLIC SCHOOLS  
 2506 SOUTHWEST SQUARE  
 JONESBORO AR 72401

BUYER: K. WILBANKS  
 REQUISITION NO. 73326

TERMS: NET 30 DAYS

LINE #	QUANTITY / DESCRIPTION	UNIT PRICE	TOTAL
1	PLEASE RUN THE ATTACHED AD AS A 1.00 EAC AD IN THE MAIN SECTION OF THE PAPER ON WEDNESDAY 9/5, 9/12, 9/19.	\$285.0000	\$285.00

VALID FOR 60 DAYS FROM DATE OF PURCHASE ORDER.

ACCOUNT DISTRIBUTION DETAILS		SUB TOTAL	TOTAL
1	200025200000000-65400	\$285.00	\$285.00

Approved By: Kim Wilbanks  
 Superintendent  
 Date: Aug 31, 2012  
 Received By: \_\_\_\_\_  
 Date: \_\_\_\_\_

NUMERICAL COPY

PAGE 1  
 REQUISITION 00073326  
 REQUESTED REQUIRED BUYER  
 08/30/12 DISTRICT LOCATION 000 OFFICE OF SUPT.

SHIP TO 000-1 VENDOR 1482  
 SUPERINTENDENT'S OFFICE THE JONESBORO SUN  
 JONESBORO PUBLIC SCHOOLS PAXTON MEDIA GROUP LLC  
 2506 SOUTHWEST SQUARE 518 CARSON  
 JONESBORO AR 72401 JONESBORO AR 72401  
 ATTN: K. WILBANKS

FREIGHT  
 BEST WAY

LN\ST COMMODITY STOCK NO QUANTITY UOM UNIT PRICE TAX/TRADE-IN  
 01 1.00 EAC 285.0000 285.00 0.00  
 O PLEASE RUN THE ATTACHED AD AS A 'DISPLAY  
 AD' IN THE 0.00  
 MAIN SECTION OF THE PAPER ON WEDNESDAY  
 9/5, 9/12, 9/19.

TOTAL PRICE 285.00  
 BUDGET UNIT ACCOUNT PROJECT ACCOUNT CHARGE AMOUNT  
 200025200000000 65400 285.00

REQUISITION TOTAL 285.00

Supervisor's Signature: J. Dent  
 Supervisor's Approval: \_\_\_\_\_  
 Asst. Supt. Approved: [Signature]  
 ASST

WEDNESDAY, SEPTEMBER 12, 2012

## PUBLIC MEETING

The Jonesboro School District will hold a public meeting on Thursday, Sept. 27 at 6:00 p.m. in the Jonesboro High School Library to discuss the possible establishment of a Conversion Charter School. District patrons are encouraged to attend.

WEDNESDAY, SEPTEMBER 19, 2012

KANSAS

## PUBLIC MEETING

The Jonesboro School District will hold a public meeting on Thursday, Sept. 27 at 6:00 p.m. in the Jonesboro High School Library to discuss the possible establishment of a Conversion Charter School. District patrons are encouraged to attend.

WEDNESDAY  
SEPTEMBER 5, 2012  
Community News Editor  
Kellie Cobb  
(870) 935-5525

THE JONESBORO SUN

## PUBLIC MEETING

The Jonesboro School District will hold a public meeting on Thursday, Sept. 27 at 6:00 p.m. in the Jonesboro High School Library to discuss the possible establishment of a Conversion Charter School. District patrons are encouraged to attend.

# ALERTNOW

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Welcome Kim Wilbanks - JonesboroSD

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-  Message Center
-  Saved Messages
-  Contacts
-  Reports
-  Admin
-  Help

Saved Messages

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Page: [ 1 ] 23456 >>> (245 Messages Found)

Order By: [Date Created](#) 

Available Messages

			Picture Day Fall 2012 General - Math & Science Elem. Magnet School		<a href="#">Details</a> Created Oct 04, 12
			Fund Raiser Pick-Up General - International Studies Elem. Magnet School		<a href="#">Details</a> Created Oct 04, 12
			Literacy and Math roundup 2012 General - Jonesboro Kindergarten Center		<a href="#">Details</a> Created Oct 02, 12
			Oct 3 detention General - Annie Camp Jr. High School		<a href="#">Details</a> Created Oct 01, 12
			Financial Aid Night October 4th 2012 General - Jonesboro High School		<a href="#">Details</a> Created Sep 30, 12
			Public Meeting General		<a href="#">Details</a> Created Sep 25, 12
			Detention General - MacArthur Jr. High School		<a href="#">Details</a> Created Sep 25, 12
			Immunizations General - Annie Camp Jr. High School		<a href="#">Details</a> Created Sep 25, 12
			Fall pictures General - Jonesboro Kindergarten Center		<a href="#">Details</a> Created Sep 24, 12
			Detention Sept 26 General - Annie Camp Jr. High School		<a href="#">Details</a> Created Sep 24, 12

Delete Selected

Name: **Public Meeting**

Category: General

Content: Hello parents, this is Dr. Kim Wilbanks, Superintendent, of the Jonesboro School District calling to invite you to a Public Meeting on Thursday, September 27, at 6:00 pm in the Jonesboro High School library. We will be discussing possible changes at Jonesboro High School. As many of you know, JHS has been recognized for several years as one of the top high school in the nation. Our goal is to build upon these successes to make JHS an even stronger school. We would like your feedback on possible Conversion Charter status at JHS. This would in no way impact outstanding programs like Advanced Placement courses, athletics or fine arts. To find out more, join us Thursday evening to hear administrators, teachers, students and parents sharing about this opportunity. As a parent, your input in very important to us. Please make plans to attend the Public Meeting on Thursday, September 27 at 6:00 pm in the JHS library

## Welcome to Jonesboro Public Schools.

Jonesboro School District has served Jonesboro and Northeast Arkansas for over 100 years with all schools fully accredited by the State of Arkansas and the North Central Association of Colleges and Schools. As the only AAAAAA school district in Craighead County, the Jonesboro School District offers a broad and deep curriculum that challenges the college bound and at the same time offers opportunities for all students to reach higher levels of success. [Read more...](#)

### Events Across the District

- Parent/Teacher Conferences**  
9/18/2012, 2:30pm-5:30pm - District Wide
- Algebra I Retest Opportunity**  
9/19/2012, All Day - District Wide
- Leadership Team Meeting**  
9/19/2012, 3:15pm - Jonesboro High School
- Algebra I Retest Opportunity**  
9/20/2012, All Day - District Wide
- Parent/Teacher Conferences**  
9/20/2012, 2:30pm-5:30pm - District Wide
- Kindergarten Qualls Inventory Due**  
9/21/2012, All Day - District Wide
- All Region Choir Clinic - ANC Blytheville**  
9/22/2012, All Day - Jonesboro High School
- PLC Chair/Co-Chair Meeting**  
9/26/2012, 3:15pm-4:00pm - Jonesboro High School

### Recent Announcements

- Public Meeting**  
The Jonesboro School District will hold a public meeting on Monday, Sept. 27 at 6:00 p.m. in the Jonesboro High School Library to discuss the possible establishment of a Conversion Charter School. District patrons are encouraged to attend.
- HWES News**  
Our first graders at Health, Wellness and Environmental Studies are getting tours of their outdoor classrooms...
- HWES Family**  
The HWES animal family grew this summer
- Math & Science Robotics Team**  
Math and Science are writing their essays now, hoping to grab a spot on the Robotics Team
- MacArthur Junior High Choir**  
Great things are happening in the MacArthur Junior

[Subscribe to our News Feed](#)

High Choir world!

### Resources & Contact Info

- |                        |                          |
|------------------------|--------------------------|
| ARRA Vendor Contracts  | SES Information          |
| Parent Internet Viewer | New Student Registration |
| Job Opportunities      | Contact the Webmaster    |
| Lunch Pre-Payments     | Student Insurance        |

#### Our Address

2506 Southwest Square  
Jonesboro, AR 72401  
(870) 933-5800

#### Central Office Fax Numbers

- 933-5843 (Food Service, Maintenance)
- 933-5838 (Superintendent and Asst. Superintendents)
- 933-5869 (Finance)
- 933-5829 (Transportation and Technology)
- 933-3811 (Special Education)
- 933-5816 (Federal Programs and Testing)



2012 Heber Springs Classic Tournament Champions

### Featured Picture

### JPS Administration

- Why choose JPS?
- Testing information
- Public information
- School calendar
- Reunion information
- School Board

### Elementary Schools

- Jonesboro Pre-K Program
- Jonesboro Kindergarten Center
- Microsociety Magnet
- Health/Wellness & Environmental Studies
- Visual & Performing Arts Magnet
- Math & Science Magnet
- International Studies

### Secondary Education

- Annie Camp Junior High
- MacArthur Junior High
- Jonesboro High School
- Area Technical Center
- Success Advancement Academy



Public Charter Meeting:  
Jonesboro High School Library  
9/27/2012 6pm

Welcome/ Introductions by Dr. Kim Wilbanks

Dr. Mike Skelton: Introduction

Parents, Students, Staff have been included with this process of change over the past 2 years.

Background:

- exploration grant received
- staff, parents, students toured Mtn. Home High School as well as other model academies around the country.
- Feedback from all stakeholders was that this was a great opportunity.
- On pace to implement Fall 2012.
- Staff decided to slow down the pace and to institute the block schedule first and overcome what these staff members felt to be the largest obstacle to this move.
- Now under a modified A/B block schedule with a Fast Track day on Mondays.
- Extensive PD for teachers to transition to the block schedule from a traditional schedule. How to use time the most efficiently.
- Now we are preparing for application to the academy model.
- Preparing for application for conversion charter status for the 13-14 year.

All the things that have been great at JHS in the past will remain the same. The resounding response to this is our Nationally recognized AP program and our outstanding Extracurricular programs.

Presentation of Waivers: Mrs. Leigh Anne Rainey

1. Waive ½ credit of oral communications
2. Late Arrival Day
3. Relief for teacher class load
4. Relief from traditional carnegie units/units of credit
5. Allow for community professionals to co-teach with HQT teachers in the academy classrooms.
6. Allow upper level science courses to count as the third science credit.
7. Allow for competitive Community Based Internships for Seniors and Juniors.

Teacher Panels: Mrs. Stephanie Cockrill, Mrs. Sally Williams, Mr. Wes Miller

Student speaker: Mr. Chuks Ota

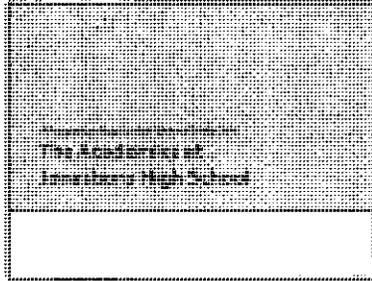
Open panel questions from the floor:

1. Will AP courses be affected?
2. How will my 8th grader choose an academy?
3. How will my 9th grader choose an academy?
4. How will my 10th grader choose an academy?
5. Will the Fine arts programs be affected by this?

Conclusions from Dr. Wilbanks/ Dr. Skelton, Mrs. Rainey

Dismissed 7:05

LAR



### The Academics at JHS

Vision:  
Working together to  
graduate every student  
college and/or career ready.

### Why Career Academies?

- Fall 2010 JHS Administration was invited to attend a National Career Academy Conference in Austin, TX.
- Spring 2011: JHS received \$30,000 exploration grant.
- Fall 2011: JHS Faculty, Parents and Students visited a number of different schools in Arkansas and across the nation to experience firsthand the Career Academy Model.

### Why Career Academies?

- Spring 2012: JHS received an implementation grant of \$50,000 to move into this model for the 2013-14 school year.

### Ludivine Miles JHS French, JHS Safety Team

"Our current school system is based on a one size fits all system that does not work for all of our students anymore. Career Academies would better prepare our students for the demanding global world we live in. I am very glad to work in a district who is taking progressive steps to better meet the needs of all our students."

### Educational Need of JHS

- An educational system that provides a learning culture in which the needs of the economically disadvantaged students are met and exceeded while also meeting and exceeding the needs of the advanced and proficient students as well.
- The quickly approaching implementation of Common Core State Standards at the secondary level is a dramatic learning change that is demanding a dramatic instructional change to match the needs of our students.

### Bryce Bennett JHS Soc. Studies, Department Chair

"The academy model would give us an edge in completely reworking the traditional learning model, a model that is failing this generation of learners. We have an extraordinary opportunity to change the very perception of school itself. It would help us transform what many students see as an overly structured and uninteresting process, into a truly engaging, dynamic experience with real life applications."

### Educational Need of JHS

- Need for each student at JHS to have the skills, experience and "focus" to achieve personal success, whether that be in the 4 year university setting, the 2 year community college setting or the workforce.
- 60-70% of graduating seniors pursue a 4 year college, while many of these are still unprepared and require remediation, or intensive assistance to prevent dropout.

### Todd Rainey Branch Mgr., Helena Chemical Corp.

"Potential employees with a strong grasp of basic knowledge and skills in their chosen direction, whether it be collegiate or directly into the workforce, make themselves valuable to companies in my field because they allow for immediate specialization, rather than having to utilize company resources for basic training skills. This in turn allows for expedited personal advancement for these graduates."

### Where we are today:

- Fall 2011: Faculty/Staff trips to varied Career Academy Model Schools.
- Spring 2012: Voted to implement Mod. A/B Block schedule.
- Spring/Summer 2012: Various Training including collaborative learning and Project Based Learning.
- Fall 2012: Rollout of Modified A/B Block.
- October 2012: Conversion Charter Application to be filed with ADE.

### Joyce Duncan JHS English, JHS Publications

"I absolutely love the block schedule, and from what I've heard from my students, they like it too. We can get more accomplished, and because of the additional time, my student's learning is greatly enhanced. We are able to do more in class, thus leading them to a deeper understanding of the content being presented."

### Stephanie Cockrill JHS Special Education, Science

"I am enjoying the block scheduling at the high school. We are seeing, due to the extra time in each class, an increase in cooperative learning. The students are showing the benefits from the extra time spent on task which enhances their learning experience and provides for a deeper understanding of our objectives."

### Public Conversion Charter Status

- Intent to File Letter Submitted.
- Maintain full JHS Campus with heavy collaboration with NEACTC Campus.
- Full Wall to Wall Academy Model implementation in 2013-14.
- 3 Academies to be implemented.
- Asking for the following Charter Waivers to accommodate the full Academy Model.

### Dejah Haskins JHS Junior, Track Team

"I absolutely love the new block schedule. Last year everything seemed rushed. I have time to finish this year and Seminar is the best thing yet! I have time to get help in classes that I am having trouble, work on homework, do my research and make up any tests. This year is much, much better than last year."

### Mekelle Stanley JHS Parent, DMJHS Parent

"The block scheduling is doing exactly what it should - providing more class time for instruction and projects, as well as providing a designated time for homework, review, make-up testing and meetings which they are doing during the seminar period. My senior daughter is pleased that with her heavy class load of 2 AP classes and a college concurrent class at JHS that she is able to work on projects, homework or consult a teacher during the seminar period."

### Waiver 1: Waive 1/2 Oral Communications Credit

- Oral communications curriculum will be weaved seamlessly throughout the entire academy model. Students will begin presentations in the 10<sup>th</sup> grade and will continue this throughout their tenure at JHS. The skills required within the Oral Communications Frameworks will be attained in conjunction with these project presentations in every course.

### Waiver 2: Late Arrival Day

- With the flexibility offered in the Conversion Charter, the students will have one late start day each week. This hour will be dedicated to the development of the academy teams, to student tutoring and enrichment as well as provide flexibility with the required hours of meeting time each day per the current ADE standards.

### Waiver 3: Teacher Class Load

- Current teacher class load for secondary classes is a maximum of 150 students per day. With the incorporation of Seminar period and eventual concurrently taught classes and double-blocked courses, this limit is very difficult to attain. This waiver allows for flexibility with scheduling for Junior and Senior Internships as well.

**Waiver 4:  
Carnegie Unit/ Unit of Credits**

- This waiver allows for courses to be taught concurrently and allow for credits to be offered for each part of the course.

**Waiver 5:  
Licensure of Teachers**

- This waiver will allow for career professionals and outside professionals to offer courses for credit that are specialized to the course of study for each given academy. Nurses, IT technicians and field level professionals have first hand knowledge that is imperative to our graduates. They will greatly benefit from input from these professionals in their weekly curriculum.

**Waiver 6:  
Science Core 38 Curriculum**

- This waiver is asking for the ADE to recognize as the third required science for graduating seniors to be recognized outside of the regular Physical Science, Biology and Chemistry credits. We would like for Principles of Engineering (Physics based) and Earth/ Space Science to count in place of a third required science.

**Waiver 7:  
Community Based Internships**

- We believe that the heart of this model is the direct impact that community has on our graduates. We seek to implement a community based internship in each academy to give our graduates first hand experience in the field that they are specializing before entering this on the college level or the workforce level for the first time. This waiver requests that local credit be granted for this imperative piece of the academy model.

**What are the "Next Steps"?**

- Conversion Charter Application School Board Approval
- Academy Model Master Scheduling
- Teacher Placement
- Student Placement
- Teacher training
- Academy Model rollout Fall of 2013.

School Academic Indicator	Group	Total Number Attempting Literacy Year 2011	Percent Proficient in Literacy Year 2011	Year 2012 AWO	Year 2013 AWO	Year 2014 AWO	Year 2015 AWO	Year 2016 AWO	Year 2017 AWO
JONESI Literacy   All Students		319	66.46	69.26	72.05	74.85	77.64	80.44	83.23
JONESI Literacy   Targeted Achievement Gap G		175	44.57	49.19	53.81	58.43	63.05	67.67	72.29
JONESI Literacy   African American		128	49.22	53.45	57.68	61.92	66.15	70.38	74.61
JONESI Literacy   Hispanic		15	40	45	50	55	60	65	70
JONESI Literacy   Caucasian		175	81.71	83.23	84.76	86.28	87.81	89.33	90.86
JONESI Literacy   Economically Disadvantaged		166	46.39	50.86	55.33	59.79	64.26	68.73	73.2
JONESI Literacy   English Learners		4	0	8.33	16.67	25	33.33	41.67	50
JONESI Literacy   Students with Disabilities		39	10.26	17.74	25.22	32.7	40.17	47.65	55.13

School Academic Indicator	Group	Total Number Attempting in Math Year 2011	Percent Proficient in Math Year 2011	Year 2012 AWO	Year 2013 AWO	Year 2014 AWO	Year 2015 AWO	Year 2016 AWO	Year 2017 AWO
JONESI Math Perfor All Students		324	67.59	70.29	72.99	75.69	78.39	81.09	83.8
JONESI Math Perfor Targeted Achievement G		204	53.43	57.31	61.19	65.07	68.95	72.83	76.72
JONESI Math Perfor African American		132	48.48	52.77	57.07	61.36	65.65	69.95	74.24
JONESI Math Perfor Hispanic		22	54.55	58.34	62.13	65.91	69.7	73.49	77.28
JONESI Math Perfor Caucasian		168	83.93	85.27	86.61	87.95	89.29	90.63	91.97
JONESI Math Perfor Economically Disadvanta		202	53.96	57.8	61.63	65.47	69.31	73.14	76.98
JONESI Math Perfor English Learners		7	42.86	47.62	52.38	57.15	61.91	66.67	71.43
JONESI Math Perfor Students with Disabilities		12	25	31.25	37.5	43.75	50	56.25	62.5

School Academic Indicator	Group	Total Number Attempting Literacy Year 2011	Percent Proficient in Literacy Year 2011	Year 2012 AWO	Year 2013 AWO	Year 2014 AWO	Year 2015 AWO	Year 2016 AWO	Year 2017 AWO
JONESI Graduation All Students		310	85.4	86.62	87.84	89.06	90.27	91.48	92.7
JONESI Graduation Targeted Achievement G		160	78.82	80.59	82.35	84.12	85.88	87.65	89.41
JONESI Graduation African American		119	80.41	82.04	83.68	85.31	86.94	88.57	90.21
JONESI Graduation Hispanic		16	84.21	85.53	86.84	88.16	89.47	90.79	92.11
JONESI Graduation Caucasian		170	89.01	89.93	90.84	91.76	92.67	93.59	94.51
JONESI Graduation Economically Disadvanta		153	78.87	80.63	82.39	84.15	85.91	87.67	89.44
JONESI Graduation English Learners		8	80	81.67	83.33	85	86.67	88.33	90
JONESI Graduation Students with Disabilities		32	82.05	83.55	85.04	86.54	88.03	89.53	91.03

Supporting Documentation  
Required

**JONESBORO HIGH SCHOOL**  
2013-2014  
Calendar

July

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- 5 - First Day 252/247  
241 CRT/CLS
- 4 - Independence Day
- 11- First Day 221 CLS
- 11 - First Day 221 CLS
- 19 - First Day 219 CLS
- 26 - First Day 197 CLS
- 29- First Day 207 CLS

August

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 1 - First Day 197/207 CRT
- 4 - First Day 190 CLS
- 9- First Day 190 CRT  
( Summer Ex. Day 1)
- 13- First Day 183 CLS
- 12-16 - Professional Development  
(Prof. Dev. Days 1-5)
- 19 - Begin 1st Quarter

September

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- 2- Labor Day
- 24 & 26 - Parent/Teacher  
Conf. ( 2:45-5:15)

October

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

- 16 - End of 1st Quarter
- 17- Begin 2nd Quarter
- 25 - Professional Development  
(Prof. Dev. Day 6)

November

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- 18 & 19 - E Prof Dev. Days 7 & 8)  
( Summer Ex. Day 2 & 3)
- 20-22 - Thanksgiving Break
- 21 - Thanksgiving

December

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- 16-18 - Exams
- 25 - Christmas
- 19-1 - Winter Break  
- New Years Day

January

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 1 - New Years Day
- 2 - End of 2nd Quarter
- 3- Begin 3rd Quarter
- 20 - Martin Luther King Jr. Day

February

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

- 21 - Professional Development  
(Prof. Dev. Day 9)
- 17 - Presidents Day  
(Holiday or Snow Day 1)

March

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- 18 - End 3rd Quarter
- 19 - Begin 4th Quarter
- 18 & 20 - Parent/Teacher Conf.  
Conf. (2:45-5:15)
- \*24-28 - Spring Break

April

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- 18 - Good Friday  
(Holiday/Snow Day 2)

May

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 15 - High School  
Commencement
- 29 - Last Day of School
- 30,1,2 - Snow Days  
(3,4,& 5)
- 26 - Memorial Day

June

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
30				

- 12 - Last Day 221 CRT
- 13 - Last day 207 CRT
- 14 - Last Day 221 CLS
- 15 - Last day 207 CLS
- 30 - Last day 252/247/241 CRT/CLS
- 5- Professional Development  
Day 10 (Summer Exchange

\*Does not include custodian/central office personnel

## 2013-2014 JHS Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
First Block: 7:50-9:30 100	First Block: 7:50-9:30 100	TAGG: 7:50-8:45 55	First Block: 7:50-9:30 100	First Block: 7:50-9:30 100
		8:45-8:50		
Passing: 9:30-9:35	9:30-9:35	First Block: 8:50-10:10 80	9:30-9:35	9:30-9:35
Second Block: 9:35-11:05 90	Second Block: 9:35-11:05 90	10:10-10:15	Second Block: 9:35-11:05 90	Second Block: 9:35-11:05 90
		Second Block: 10:15-12:05 80		
11:05-11:10	11:05-11:10	A Lunch: 10:15-10:45	11:05-11:10	11:05-11:10
Third Block: 11:10-1:10 90	Third Block: 11:10-1:10 90	B Lunch: 10:55-11:25	Third Block: 11:10-1:10 80	Third Block: 11:10-1:10 90
		C Lunch: 11:35-12:05		
		12:05-12:10		
A Lunch: 11:10-11:40	A Lunch: 11:10-11:40	Third Block: 12:10-1:30 80	A Lunch: 11:10-11:40	A Lunch: 11:10-11:40
B Lunch: 11:55-12:25	B Lunch: 11:55-12:25		B Lunch: 11:55-12:25	B Lunch: 11:55-12:25
C Lunch: 12:40-1:10	C Lunch: 12:40-1:10		C Lunch: 12:40-1:10	C Lunch: 12:40-1:10
1:10-1:15	1:10-1:15	1:30-1:35	1:10-1:15	1:10-1:15
Fourth Block: 1:15-2:50 95	Fourth Block: 1:15-2:50 95	Fourth Block: 1:35-2:50 75	Fourth Block: 1:15-2:50 95	Fourth Block: 1:15-2:50 95
375 Min. Instruction	375 Min. Instruction	370 Min. Instruction	375 Min. Instruction	375 Min. Instruction
420 Min. School Day	420 Min. School Day	420 Min. School Day	420 Min. School Day	420 Min. School Day

# Charter School Budget Information

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (1080) x \$6,267.00 State Foundation Funding		
3			6,768,360.00
4	No. of Students (1080) x \$42.38 Professional Development		45,770.00
5	No. of Students (1080) x eligible rate* NSLA Funding		1,115,640.00
6	Total State Charter School Aid		7,929,770.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	0.00	
11	Special Grants (List the amount)	0.00	
12	Other ( <i>Specifically Describe</i> )	0.00	
13			0.00
14	Total Other Sources of Revenues		0.00
15			
16	<b>TOTAL REVENUES</b>		7,929,770.00

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: ( <i>No. of Positions: 4</i> )	239,075.00	
21	Fringe Benefits	57,380.00	
22	Purchased Services	7,000.00	
23	Supplies and Materials	2,900.00	
24	Equipment	0.00	
25	Other ( <i>Describe</i> )	0.00	306,355.00
26			
27	Regular Classroom Instruction:		
28	Salaries: ( <i>No. of Positions: 52</i> )	2,151,700.00	
29	Fringe Benefits	516,410.00	
30	Purchased Services	101,430.00	
31	Supplies and Materials	104,610.00	
32	Equipment	79,760.00	
33	Other ( <i>Describe</i> )	8,430.00	2,962,340.00

*\*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			
		(Budget Continued)	
35	Special Education:		
36	Salaries: (No. of Positions: 13)	<u>524,496.00</u>	
37	Fringe Benefits	<u>125,879.00</u>	
38	Purchased Services	<u>0.00</u>	
39	Supplies and Materials	<u>1,625.00</u>	
40	Equipment	<u>0.00</u>	
41	Other (Describe)	<u>0.00</u>	<u>652,000.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions: 0.01)	<u>858.00</u>	
45	Fringe Benefits	<u>206.00</u>	
46	Purchased Services	<u>5,000.00</u>	
47	Supplies and Materials	<u>20,000.00</u>	
48	Equipment	<u>0.00</u>	
49	Other (Describe)	<u>389.00</u>	<u>26,453.00</u>
50			
51	Alternative Education Program/ALE:		
52	Salaries: (No. of Positions___)	<u>CONTRACT</u>	
53	Fringe Benefits	<u>0.00</u>	
54	Purchased Services	<u>530,000.00</u>	
55	Supplies and Materials	<u>0.00</u>	
56	Equipment	<u>0.00</u>	
57	Other (Describe)	<u>0.00</u>	<u>530,000.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions: 4)	<u>207,258.00</u>	
61	Fringe Benefits	<u>49,741.00</u>	
62	Purchased Services	<u>0.00</u>	
63	Supplies and Materials	<u>1500.00</u>	
64	Equipment	<u>0.00</u>	
65	Other (Describe)	<u>0.00</u>	<u>258,499.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions: 1)	<u>25,210.00</u>	
69	Fringe Benefits	<u>6,050.00</u>	
70	Purchased Services	<u>537.00</u>	
71	Supplies and Materials	<u>2500.00</u>	
72	Equipment	<u>0.00</u>	
73	Other (Describe)	<u>0.00</u>	<u>34,297.00</u>

74

*(Budget Continued)*

## 75 Media Services:

76	Salaries: (No. of Positions: 2)	<u>89,227.00</u>	
77	Fringe Benefits	<u>21,415.00</u>	
78	Purchased Services	<u>0.00</u>	
79	Supplies and Materials	<u>16,647.00</u>	
80	Equipment	<u>0.00</u>	
81	Other (Describe)	<u>0.00</u>	<u>127,289.00</u>

82

## 83 Fiscal Services: DISTRICT

84	Salaries: (No. of Positions ___)	<u>                    </u>	
85	Fringe Benefits	<u>                    </u>	
86	Purchased Services	<u>                    </u>	
87	Supplies and Materials	<u>                    </u>	
88	Equipment	<u>                    </u>	
89	Other (Describe)	<u>                    </u>	<u>                    </u>

90

## 91 Maintenance and Operation:

92	Salaries: (No. of Positions: 11)	<u>349,094.00</u>	
93	Fringe Benefits	<u>83,782.00</u>	
94	Purchased Services		
95	(include utilities)	<u>520,569.00</u>	
96	Supplies and Materials	<u>108,100.00</u>	
97	Equipment	<u>2,000.00</u>	
98	Other (Describe)	<u>0.00</u>	<u>1,063,545.00</u>

99

## 100 Pupil Transportation:

101	Salaries: (No. of Positions: 3.04)	<u>59,318.00</u>	
102	Fringe Benefits	<u>14,236.00</u>	
103	Purchased Services	<u>0.00</u>	
104	Supplies and Materials	<u>0.00</u>	
105	Equipment	<u>0.00</u>	
106	Other (Describe)	<u>0.00</u>	<u>73,554.00</u>

107

## 108 Food Services:

109	Salaries: (No. of Positions: 15)	<u>193,788.00</u>	
110	Fringe Benefits	<u>46,509.00</u>	
111	Purchased Services	<u>7,700.00</u>	
112	Supplies and Materials	<u>193,900.00</u>	
113	Equipment	<u>43,500.00</u>	
114	Other (Describe)	<u>0.00</u>	<u>485,397.00</u>

115

(Budget Continued)

116 Data Processing:

117	Salaries: (No. of Positions: 6)	<u>165,049.00</u>	
118	Fringe Benefits	<u>39,611.00</u>	
119	Purchased Services	<u>0.00</u>	
120	Supplies and Materials	<u>0.00</u>	
121	Equipment	<u>0.00</u>	
122	Other (Describe)	<u>0.00</u>	<u>204,660.00</u>

123

124 Substitute Personnel:

125	Salaries: (No. of Positions___)	<u>107,000.00</u>	
126	Fringe Benefits	<u>25,680.00</u>	<u>132,680.00</u>

127

128 If Applicable: Facilities

129	Lease/Purchase (contract for one total year including facility upgrades)	<u>0.00</u>	
130	Please list upgrades:	<u>0.00</u>	
131		<u>0.00</u>	

132 If Applicable: Utilities (contract for one total year including facility upgrades)

0.00

133 If Applicable: Insurance (contract for one total year including facility upgrades):

134 If Applicable: Property Insurance 0.00

135 If Applicable: Content Insurance 0.00 \$0.00

136

137 Debt Expenditures: 0.00 \$0.00

138 Other Expenditures:

139 (Describe) 0.00 \$0.00

140

141 **TOTAL EXPENDITURES** **\$6,857,069.00**

**Public Charter School Application**  
**Estimated Budget Worksheet, Year Two (2014-2015)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (1100) x \$6,267.00 State Foundation Funding		
3			6,893,700.00
4	No. of Students (1100) x \$42.38 Professional Development		46,618.00
5	No. of Students (1100) x eligible rate* NSLA Funding		1,136,300.00
6	Total State Charter School Aid		8,076,618.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	0.00	
11	Special Grants (List the amount)	0.00	
12	Other ( <i>Specifically Describe</i> )	0.00	
13			0.00
14	Total Other Sources of Revenues		0.00
15			
16	<b>TOTAL REVENUES</b>		<b>\$8,076,618.00</b>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: ( <i>No. of Positions: 4</i> )	241,466.00	
21	Fringe Benefits	57,954.00	
22	Purchased Services	7,000.00	
23	Supplies and Materials	3,000.00	
24	Equipment	0.00	
25	Other ( <i>Describe</i> )	0.00	\$309,420.00
26			
27	Regular Classroom Instruction:		
28	Salaries: ( <i>No. of Positions: 52</i> )	2,173,217.00	
29	Fringe Benefits	521,574.00	
30	Purchased Services	104,473.00	
31	Supplies and Materials	107,748.00	
32	Equipment	82,152.00	
33	Other ( <i>Describe</i> )	8682.00	\$2,997,846.00

*\*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			
			(Budget Continued)
35	Special Education:		
36	Salaries: (No. of Positions: 13)	<u>529,714.00</u>	
37	Fringe Benefits	<u>127,138.00</u>	
38	Purchased Services	<u>0.00</u>	
39	Supplies and Materials	<u>1,700.00</u>	
40	Equipment	<u>0.00</u>	
41	Other (Describe)	<u>0.00</u>	<u>\$658,552.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions: 0.01)	<u>867.00</u>	
45	Fringe Benefits	<u>208.00</u>	
46	Purchased Services	<u>5,000.00</u>	
47	Supplies and Materials	<u>20,000.00</u>	
48	Equipment	<u>0.00</u>	
49	Other (Describe)	<u>420.00</u>	<u>\$26,495.00</u>
50			
51	Alternative Education Program/ALE:		
52	Salaries: (No. of Positions ___)	<u>CONTRACT</u>	
53	Fringe Benefits	<u></u>	
54	Purchased Services	<u>550,000.00</u>	
55	Supplies and Materials	<u></u>	
56	Equipment	<u></u>	
57	Other (Describe)	<u></u>	<u>\$550,000.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions: 4)	<u>209,331.00</u>	
61	Fringe Benefits	<u>50,239.00</u>	
62	Purchased Services	<u>0.00</u>	
63	Supplies and Materials	<u>2,000.00</u>	
64	Equipment	<u>0.00</u>	
65	Other (Describe)	<u>0.00</u>	<u>\$261,570.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions: 1)	<u>25462.00</u>	
69	Fringe Benefits	<u>6110.00</u>	
70	Purchased Services	<u>600.00</u>	
71	Supplies and Materials	<u>2,700.00</u>	
72	Equipment	<u>0.00</u>	
73	Other (Describe)	<u>0.00</u>	<u>\$34,872.00</u>

74 (Budget Continued)

75	Media Services:		
76	Salaries: (No. of Positions: 2)	<u>90,120.00</u>	
77	Fringe Benefits	<u>21,629.00</u>	
78	Purchased Services	<u>0.00</u>	
79	Supplies and Materials	<u>17,000.00</u>	
80	Equipment	<u>0.00</u>	
81	Other (Describe)	<u>0.00</u>	<u>\$128,749.00</u>

82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ___)	<u>DISTRICT</u>	
85	Fringe Benefits	<u></u>	
86	Purchased Services	<u></u>	
87	Supplies and Materials	<u></u>	
88	Equipment	<u></u>	
89	Other (Describe)	<u></u>	<u>\$0.00</u>

90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions: 11)	<u>352,583.00</u>	
93	Fringe Benefits	<u>84,620.00</u>	
94	Purchased Services		
95	(include utilities)	<u>536,187.00</u>	
96	Supplies and Materials	<u>111,343.00</u>	
97	Equipment	<u>2,500.00</u>	
98	Other (Describe)	<u>0.00</u>	<u>\$1,087,233.00</u>

99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions: 3.04)	<u>59,912.00</u>	
102	Fringe Benefits	<u>14,378.00</u>	
103	Purchased Services	<u>0.00</u>	
104	Supplies and Materials	<u>0.00</u>	
105	Equipment	<u>0.00</u>	
106	Other (Describe)	<u>0.00</u>	<u>\$74,290.00</u>

107			
108	Food Services:		
109	Salaries: (No. of Positions: 15)	<u>195,725.00</u>	
110	Fringe Benefits	<u>46,974.00</u>	
111	Purchased Services	<u>8,000.00</u>	
112	Supplies and Materials	<u>199,717.00</u>	
113	Equipment	<u>45,000.00</u>	
114	Other (Describe)	<u>0.00</u>	<u>\$495,416.00</u>

(Budget Continued)

115			
116	Data Processing:		
117	Salaries: (No. of Positions: 6)	<u>166,699.00</u>	
118	Fringe Benefits	<u>40,007.00</u>	
119	Purchased Services	<u>0.00</u>	
120	Supplies and Materials	<u>0.00</u>	
121	Equipment	<u>0.00</u>	
122	Other (Describe)	<u>0.00</u>	<u>\$206,706.00</u>
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	<u>108,070.00</u>	
126	Fringe Benefits	<u>25,936.00</u>	<u>\$134,007.00</u>
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	<u>0.00</u>	
130	Please list upgrades:	<u>0.00</u>	
131		<u>0.00</u>	
	Utilities (contract for one total year		
132	including facility upgrades)	<u>0.00</u>	
	Insurance (contract for one total year		
133	including facility upgrades):		
134	Property Insurance	<u>0.00</u>	
135	Content Insurance	<u>0.00</u>	<u>\$0.00</u>
136			
137	Debt Expenditures:	<u>0.00</u>	<u>\$0.00</u>
138	Other Expenditures:		
139	(Describe)	<u>0.00</u>	<u>\$0.00</u>
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$6,965,156.00</b>

**JONESBORO PUBLIC SCHOOLS  
 LICENSED SALARY SCHEDULE  
 2012-13 approved 6/12/12**

YEARS EXP	STEP	BA	BA+15	MSE	MSE+15	MSE+30	MSE+45	ED.S	ED.D
0	1	35,500	36,060	38,300	38,860	39,980	40,540	42,780	45,020
1	2	36,060	36,620	38,860	39,420	40,540	41,100	43,340	45,580
2	3	36,620	37,180	39,420	39,980	41,100	41,660	43,900	46,140
3	4	37,180	37,740	39,980	40,540	41,660	42,220	44,460	46,700
4	5	37,740	38,300	40,540	41,100	42,220	42,780	45,020	47,260
5	6	38,300	38,860	41,100	41,660	42,780	43,340	45,580	47,820
6	7	38,860	39,420	41,660	42,220	43,340	43,900	46,140	48,380
7	8	39,420	39,980	42,220	42,780	43,900	44,460	46,700	48,940
8	9	39,980	40,540	42,780	43,340	44,460	45,020	47,260	49,500
9	10	40,540	41,100	43,340	43,900	45,020	45,580	47,820	50,060
10	11	41,100	41,660	43,900	44,460	45,580	46,140	48,380	50,620
11	12	41,660	42,220	44,460	45,020	46,140	46,700	48,940	51,180
12	13	42,220	42,780	45,020	45,580	46,700	47,260	49,500	51,740
13	14	42,780	43,340	45,580	46,140	47,260	47,820	50,060	52,300
14	15	43,340	43,900	46,140	46,700	47,820	48,380	50,620	52,860
15	16	43,900	44,460	46,700	47,260	48,380	48,940	51,180	53,420
16	17	44,460	45,020	47,260	47,820	48,940	49,500	51,740	53,980
17	18	45,020	45,580	47,820	48,380	49,500	50,060	52,300	54,540
18	19	45,580	46,140	48,380	48,940	50,060	50,620	52,860	55,100
19	20	46,140	46,700	48,940	49,500	50,620	51,180	53,420	55,660
20	21	46,700	47,260	49,500	50,060	51,180	51,740	53,980	56,220
21	22	47,260	47,820	50,060	50,620	51,740	52,300	54,540	56,780
22	23	47,820	48,380	50,620	51,180	52,300	52,860	55,100	57,340
23	24	48,380	48,940	51,180	51,740	52,860	53,420	55,660	57,900
24	25	48,380	49,500	51,740	52,300	53,420	53,980	56,220	58,460
25	26	48,380	49,500	52,300	52,860	53,980	54,540	56,780	59,020
26	27	48,565	49,685	52,485	53,605	54,725	55,285	57,525	59,765
27	28	48,565	49,685	52,485	53,605	55,285	55,845	58,085	60,325
28	29	48,565	49,685	52,485	53,605	55,285	56,405	58,645	60,885
		560	35,500						
	INCREMENT								
	BASE								

**185 ADDITIONAL INCREMENT FOR YEARS 26, 27, & 28**

**JONESBORO PUBLIC SCHOOLS**  
**ADDITIONAL RESPONSIBILITIES**  
**2012-2013 approved 06/12/12**

BASE	Figured on Base Salary (0 yrs/BSE) \$35,500	2012-2013	2012-2013
		EFFECTIVE	EFFECTIVE
DUTY		INDEX	AMOUNT
100 HEAD FOOTBALL COACH		0.23	\$8,165
105 HEAD BASKETBALL COACH-SR. BOYS		0.23	\$8,165
110 HEAD BASKETBALL COACH-SR. GIRLS		0.23	\$8,165
115 HEAD TRACK COACH-SR. BOYS		0.10	\$3,550
120 HEAD TRACK COACH-SR. GIRLS		0.10	\$3,550
125 HEAD VOLLEYBALL- SR.		0.14	\$4,970
126 ASST. VOLLEYBALL- SR.		0.10	\$3,550
140 OFFENSIVE/DEFENSIVE COORD.-SR.		0.13	\$4,615
150 FOOTBALL ASSISTANT - SR. BOYS		0.11	\$3,905
155 WEIGHT COORDINATOR		0.05	\$1,775
156 WRESTLING		0.07	\$2,485
160 ASST. BASKETBALL-SR. BOYS		0.13	\$4,615
165 ASST. BASKETBALL-SR. GIRLS		0.13	\$4,615
170 ASSISTANT TRACK BOYS #1		0.07	\$2,485
180 CROSS COUNTRY TRACK BOYS AND GIRLS		0.03	\$1,065
185 ASSISTANT TRACK GIRLS		0.07	\$2,485
190 GOLF BOYS AND GIRLS		0.10	\$3,550
195 TENNIS BOYS AND GIRLS		0.10	\$3,550
200 SENIOR HIGH BAND DIRECTOR		0.14	\$4,970
205 ASSISTANT BAND DIRECTOR		0.10	\$3,550
210 SENIOR HIGH CHOIR		0.14	\$4,970
215 SENIOR CHEERLEADER SPONSOR		0.09	\$3,195
216 JR. VARSITY CHEERLEADERS - SR. HIGH		0.07	\$2,485
217 SR. CHEER & VARSITY <b>COMBINED</b> SPONSOR		0.13	\$4,615
220 DRAMA DIRECTOR		0.10	\$3,550
225 HIGH SCHOOL NEWSPAPER		0.02	\$710
230 HIGH SCHOOL ANNUAL		0.02	\$710
235 HEAD FOOTBALL COACH-JR.		0.09	\$3,195
240 HEAD BASKETBALL BOYS - JR.		0.09	\$3,195
241 HEAD BASKETBALL GIRLS - JR.		0.09	\$3,195
245 HEAD TRACK COACH-JR. BOYS		0.07	\$2,485
250 HEAD TRACK COACH-JR. GIRLS		0.07	\$2,485
255 HEAD VOLLEYBALL COACH-JR.		0.07	\$2,485
260 ASST. FOOTBALL-JR.		0.07	\$2,485
265 SEVENTH GRADE FOOTBALL		0.04	\$1,420
270 ASSISTANT BASKETBALL-JR. BOYS		0.07	\$2,485
271 ASSISTANT BASKETBALL-JR. GIRLS		0.07	\$2,485
275 7TH GRADE BASKETBALL BOYS		0.04	\$1,420
276 7TH GRADE BASKETBALL GIRLS		0.04	\$1,420
280 ASST. TRACK-JR. BOYS		0.05	\$1,775
281 ASST. TRACK-JR. GIRLS		0.05	\$1,775
285 JUNIOR HIGH BAND DIRECTOR		0.10	\$3,550
290 CHEERLEADER SPONSOR-JR. HIGH		0.07	\$2,485
295 SEVENTH GRADE VOLLEYBALL		0.04	\$1,420
300 EIGHTH GRADE BASKETBALL BOYS		0.07	\$2,485

301 EIGHTH GRADE BASKETBALL GIRLS	0.07	\$2,485	
305 SEVENTH GRADE CHEERLEADER	0.04	\$1,420	
306 TRANSPORTATION OF STUDENTS	0.01	\$355	
310 SWIMMING BOYS & GIRLS	0.09	\$3,195	change to .08 for new hires after 7/1/11
311 BOWLING	0.02	\$710	
312 SWIMMING BOYS & GIRLS	0.10	\$3,550	
315 HEAD BASEBALL	0.12	\$4,260	
320 ASSISTANT BASEBALL	0.07	\$2,485	
325 POM POM SPONSOR	0.05	\$1,775	
326 J" TEAM	0.07	\$2,485	
327 SOFTBALL COACH	0.10	\$3,550	
328 ASST. SOFTBALL COACH	0.07	\$2,485	
329 SOCCER COACH	0.10	\$3,550	
330 ASST. SOCCER COACH	0.07	\$2,485	
335 JUNIOR HIGH CHOIR DIRECTOR	0.05	\$1,775	
365 PARENT COORDINATOR		\$500	
550 VOCATIONAL HOME ECONOMICS		\$200	
551 VOCATIONAL HOME ECONOMICS .50 FTE		\$100	
555 VOCATIONAL DEGREE		\$800	
560 DEPARTMENT HEADS		\$100	
561 NATIONAL BOARD CERTIFICATION		\$3,000	
565 D. E. COORDINATOR		\$800	
570 I.C.T. COORDINATOR		\$800	
610 VOCATIONAL NON-DEGREE (6TH YEAR EXP.AFTER 8)		\$800	Staff hired prior to 07/01/10 only
663 FINANCE-MANAGER	.15 sal sched 099	\$5,333	
664 CPA CERTIFICATE		\$5,000	
675 FOOD SERVICE-ASST. MANAGERS		\$450	
681 NIGHT SUPERVISOR-JHS		\$2,000	
682 ESL- CLS		\$1,800	
685 SUPERVISOR-CUSTODIAN		\$2,000	
686 SUPERVISOR-MAINTENANCE		\$2,500	

#### ADDITIONAL DUTY INDEXES - NEGOTIABLE

340 ASST. SUPERINTENDENT-ELEMENTARY	0.82	\$29,110	
345 ASST. SUPERINTENDENT-SECONDARY	0.82	\$29,110	
350 ASST. SUPERINTENDENT - BUSINESS AFFAIRS	0.82	\$29,110	
370 PRINCIPAL-HIGH SCHOOL	0.72	\$25,560	
390 PRINCIPAL-JR. HIGH SCHOOL	0.47	\$16,685	
410 PRINCIPAL-ELEMENTARY	0.33	\$11,715	
460 PRINCIPAL-KINDERGARTEN	0.33	\$11,715	
465 ASST. PRINCIPAL-HIGH SCHOOL	0.40	\$14,200	
485 ASST. PRINCIPAL-JR. HIGH SCHOOL	0.38	\$13,490	
510 ASST. PRINCIPALS-ELEMENTARY	0.20	\$7,100	
515 SPECIAL EDUCATION DIRECTOR	0.29	\$10,295	
520 ATHLETIC DIRECTOR	0.38	\$13,490	
522 VOCATIONAL DIRECTOR	0.29	\$10,295	
660 DIRECTOR OF TECHNOLOGY	0.29	\$10,295	
665 MARKETING	0.20	\$7,100	
680 DIRECTOR-JDC	0.31	\$11,005	
690 DIRECTOR OF PRE-K	0.33	\$11,715	
695 BAND COORDINATOR		\$3,000	

700 MAGNET RESOURCE SPECIALIST	0.20	\$7,100
701 MAGNET COORDINATOR		\$1,800
704 PSYCHOLOGY SPECIALIST	0.20	\$7,100
705 SPEC-MA/LIT/SCI	0.20	\$7,100
706 COA-MA/LIT/SCI	0.15	\$5,325
709 FEDERAL PROGRAMS	0.29	\$10,295
710 DIRECTOR OF FEDERAL PROGRAMS	0.47	\$16,685
711 MAGNET DIRECTOR	0.33	\$11,715
712 SPECIAL PROJECTS	0.20	\$7,100
715 DIRECTOR FACILITIES	0.29	\$10,295
720 TRANSPORTATION DIRECTOR	0.24	\$8,520
900 HOLD HARMLESS		\$100
901 FOOD SERVICE DIRECTOR	0.24	\$8,520
902 HOLD HARMLESS		\$9,156
915 SUPT SECRETARY		\$1,000

Adopted 04/10/12

CENTER FOR REGIONAL PROGRAMS  
Off-Campus Programs and Continuing Education



P.O. Box 2260  
State University, AR 72467-2260

Phone:  
870-972-3052

Fax:  
870-972-3849

[www.asstate.edu](http://www.asstate.edu)

Jonesboro, Arkansas

October 2, 2012

Arkansas Career Education  
Rod Duckworth, Interim Director  
Arkansas Department of Education  
#3 Capitol Mall, Room 401  
Little Rock, Arkansas 72201

Mr. Duckworth:

Arkansas State University (ASU), Continuing Education and Community Outreach (CECO) wish to express our support of the Jonesboro Public School System's plan to implement the Conversion Charter Proposal for the Academies at Jonesboro High School. ASU and CECO administrators and faculty have a strong relationship with the Jonesboro Public School System with many mutual examples of collaboration in the past. The University has served as a resource providing guidance and experience to the district's students and teachers. We anticipate this relationship to continue and to grow as JPS implements these innovative programs designed to most effectively meet the mission of the district. We look forward to providing continued support to JPS as they move to create their vision for the future that will include technology, innovative courses, and the increased emphasis on science, engineering, and math. We look forward to opportunities that may include serving on the advisory councils, collaborating with students and teachers, providing guest speakers for JPS, providing technical assistance, and initiating innovative opportunities for the students and faculty to continue to strengthen the relationship between ASU CECO and JSD. As CECO delivers the high school Concurrent college credit program, one specific goal that we have with this project, is to offer for high school credit an introductory level Engineering course appropriate for students enrolled in that specific academy.

Please feel free to contact me for additional information or assistance as you review the JSD application.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Boals Gilbert".

Beverly Boals Gilbert



August 8, 2012

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

Dear Sirs,

St. Bernards Medical Center of Jonesboro supports the Jonesboro Public Schools' quest for approval to establish a District Conversion Public Charter School to be located at the present site of Jonesboro High School. Our medical community has a strong relationship with the Jonesboro Public School System often providing guidance, expertise, and opportunities for both students and teachers to participate in activities sponsored by our facility. We anticipate that relationship to continue to grow as Jonesboro High School implements its Conversion Charter High School. St. Bernards looks forward to providing continued support to Jonesboro High School as they move to create their vision that may include academic academies, Gateway Technology, technology for the future, innovative Bio-Medical courses, and increased emphasis on science and math. We look forward to opportunities that may include serving on advisory councils, collaborating with students and teachers, providing guest speakers for JHS, providing ideas for potential technical assistance, and initiating innovative opportunities to the students and faculty to continue to strengthen the relationship between St. Bernards Medical Center and the Jonesboro School District. If I may provide other information or assistance in the review of the Jonesboro School District application, please contact me at St. Bernards Medical Center of Jonesboro.

Sincerely,



Chris Barber  
President & CEO

August 9, 2012

P.O. Box 10  
State University, AR 72467-0010

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

Phone:  
870-933-7900

Fax:  
870-933-7910

Dear Sir or Madam:

[www.asusystem.edu](http://www.asusystem.edu)

Jonesboro, Arkansas

I am pleased to write in support of an effort by the Jonesboro Public Schools (JPS) to establish the Jonesboro School District Conversion Charter School.

Arkansas State University (ASU) enthusiastically supported the district's creation of five elementary magnet schools, and we believe the implementation of the Conversion Charter School will serve to strengthen existing strategies implemented in the elementary magnets. These strategies include project based learning, collaboration among teachers and community partners, use of innovative technology, and an interdisciplinary curriculum made possible through the integration of math, science, and engineering across the entire curriculum.

ASU has an established, strong relationship with Jonesboro Public Schools. ASU has routinely placed educational interns and field students on JPS campuses and the university and school district have worked closely together to strengthen ASU programs of study. JPS personnel often serve on ASU advisory councils, and ASU staff frequently serve as partners with multiple JPS schools.

I anticipate that our relationship will continue to grow as Jonesboro Public Schools implements this program, and I am pleased to firmly support the application for a Jonesboro School District Conversion Charter School.

Sincerely,



Dr. Charles L. Welch  
President

CLW:bc



August 6, 2012

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

Dear Sirs,

The Jonesboro Chamber of Commerce enthusiastically supports the Jonesboro Public Schools' effort to establish its District Conversion Public Charter School. The Chamber and the Jonesboro School District have a long tradition of working together to create a community in which education is the foundation for a growing economy and increased economic opportunities for its citizens, thus producing a population of graduates who are academically and socially ready to compete in a world economy. As the district works to establish and define its Conversion Charter High School, including curriculum, course offerings, technology for the future, project based learning, and the needed input and support from its community partners, The Chamber will continue to work to strengthen its relationship with the district and Jonesboro High School. We will continue to work in an advisory capacity, collaborate with the district and Jonesboro High School students and teachers, and provide expertise in areas of economics, population and work force needs in the community, provide technical assistance when applicable, and provide a pool of professional guest speakers when needed.

Please contact me at the Jonesboro Chamber of Commerce if I may provide other information or assistance in the review of the Jonesboro School District application.

Sincerely,

A handwritten signature in black ink that reads "Cari White". The signature is written in a cursive style.

Cari White

## **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.

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

Date: 10/26/12

Dr. Kim Wilbanks

Print or type name