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Arkansas Department of Education
Charter and Home School Office
September 9, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

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



Name of Proposed Charter School:

Farmington Career Academies

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

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

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

A. GENERAL INFORMATION

Name of Proposed Charter School: Farmington Career Academies

Grade Level(s) for the School: 10th-12th Student Enrollment Cap: 650 Students

Name of School District: Farmington

Name of Contact Person: Clayton Williams

Address: 278 West Main Street City: Farmington

ZIP: 72730 Daytime Phone Number: (479) 266-1863 FAX: (479) 267-6065

Email: cwilliam@farmcards.org

Charter Site Address: 278 West Main Street

City: Farmington

ZIP: 72730 Date of Proposed Opening: August 2015

Name of Superintendent: Bryan Law

Address: 42 South Double Springs Road City: Farmington

ZIP: 72730 Daytime Phone Number: (479) 266-1862

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The current mission statement for the district is: Farmington School District shares a commitment with the community to provide a secure environment of educational excellence for every student by utilizing a diverse, challenging curriculum. The specific mission statement for the Farmington Career Academies is "50% of students may go to college but 100% will enter a career...your career starts here."

We believe that our mission is to help advise and guide students towards a career. We believe that we have been entrusted with a special task to equip our students with the necessary skills and the professional work ethic to be successful. We are committed to meeting the challenge of this mission by providing a structured learning plan resulting in a career path as the outcome of their high school education.

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

Applicant Response:

Some of the key programmatic features that the Farmington Career Academies will implement in order to accomplish our mission will be:

1. Establish three career academies with specific career pathways to focus instruction and help students gain experience and skills. These academies will be based upon STEM (Science, Technology, Engineering, and Mathematics), service industries, and Business.
2. Project based learning will be used to provide opportunities to collaborate in real-world scenarios within a student's desired career field.
3. Job internships will be used to provide opportunities for students to experience their career of choice. These experiences would provide experiences designed to enhance and solidify a student's career choice or deter a student from wasting time and resources in the establishment of a career that they really do not want to pursue.
4. Business partner/mentors will be used to bring prominent local business leaders into a school environment to work with our students in order to help them realize their career goal potential and hone their professional skills.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

A public hearing was held on August 25th, 2014, in the Farmington High School from 6:00-7:00 to discuss the conversion charter process and proposal with 17 people in attendance (partially due to an unplanned football scrimmage that was organized before this meeting was established). The meeting was publicized on August 8th in the Northwest Arkansas Times. The meeting was also publicized in an interview about the conversion charter process in the Washington County Enterprise Leader paper on August 13th and then finally in same paper in the "What's Happening" section on August 20th. The meeting was also advertised on the school marquee and on the high school Facebook page as well as the school website. The meeting contained the following agenda:

Welcome and Introduction: Jon Purifoy, Farmington High School Principal

Discussion of community needs, research process, and academy structure: Clayton Williams, Assistant Principal

Question and Answer Session: Jon Purifoy, Clayton Williams, and Bryan Law, Superintendent

Academy Endorsement: Uvalde Lindsey, State Senator

Closing Statements: Bryan Law

The meeting received popular support for the proposal and was followed up with a video narrative of the presentation that was posted to the school website for community members that were not able to attend the meeting and it was posted to the high school Facebook page. The presentation has been included with this application as well as a petition of support for conversion charter approval. Senator Lindsey requested a copy of our application and commended the district's efforts by saying, "I see this as a possible model for other schools within our state to adopt" and "We should have been using these ideas a long time ago."

Also, there is a petition of support that is also included in the attached documentation.

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

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

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

Applicant Response:

The current mission statement for the district is: Farmington School District shares a commitment with the community to provide a secure environment of educational excellence for every student by utilizing a diverse, challenging curriculum. The specific mission statement for the Farmington Career Academies is "50% of students may go to college but 100% will enter a career...your career starts here."

We believe that our mission is to help advise and guide students towards a career. We believe that we have been entrusted with a special task to equip our students with the necessary skills and the professional work ethic to be successful. We are committed to meeting the challenge of this mission by providing a structured learning plan resulting in a career path as the outcome of their high school education.

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

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

DISTRICT DATA			
District Name	Farmington		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	76.5%	82.39%	
Targeted Achievement Gap Group	58.1%	72.95%	
African American	N/A	N/A	
Hispanic	N/A	64.0%	
White/Caucasian	77.44%	84.96%	
Economically Disadvantaged	62.5%	74.11%	
English Language Learners/ Limited English Proficient	N/A	72.73%	
Students with Disabilities	29.4%	54.17%	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Farmington		
Campus Name	Farmington Career Academies		
Grade Levels	10th-12th Grades		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	76.5%	82.39%	94.81%
Targeted Achievement Gap Group	58.1%	72.95%	93.22%
African American	N/A	N/A	
Hispanic	N/A	64.0%	
White/Caucasian	77.44%	84.96%	
Economically Disadvantaged	62.5%	74.11%	
English Language Learners/ Limited English Proficient	N/A	72.73%	
Students with Disabilities	29.4%	54.17%	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Prairie Grove		
Campus Name	Prairie Grove High School		
Grade Levels	9th-12th Grades		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	85.21%	86.6%	88.19%
Targeted Achievement Gap Group	69.49%	82.18%	85.71%
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Farmington		
Campus Name	Randall G. Lynch Middle School		
Grade Levels	6th-8th Grades		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	80.31%	83.24%	N/A
Targeted Achievement Gap Group	65.96%	70.17%	N/A
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

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

Applicant Response:

As of 2013-14, Farmington High School has a population of about 702 students in 9th-12th grades. The Student body is 87% Caucasian and the next highest ethnic population is Hispanic at about 8% of the population. The student population has consistently remained at about 33% Free or Reduced Lunch since 2010-11 and has risen to 36% for 2013-14. Farmington High School is classified as a Needs Improvement school based upon its 2013 Literacy scores and TAGG group scores in Literacy and Math.

From the data above it is evident that we have a sizeable gap between our general population scores and our TAGG group which of course contains our economically challenged group and our Special Education (SPED) population. Farmington High School has been successful in providing an educational plan for students entering college after high school. After we analyzed the student data, it has been determined additional educational opportunities are needed in order to prepare all students for their post high school career. We believe an academy model will help focus our students' attention towards making career decisions. This model along with opportunity for career enriched experiences will assist in the completion of academics and increase in student scores. The academy model will also help to ensure that (all) students graduating from FHS will be well-prepared to embark upon a specific career path (whether that means immediately or after the completion of further education or training. We feel that if students have an enhanced vested interest in their future then they will be more motivated to take ownership in their education.

By switching to a conversion charter school and utilizing the requested waivers, we believe we will have flexibility to provide added support for an identified portion of our student population. Research supports the late day approach. This will also help provide a valuable remediation component and career mentoring opportunity that will not only maintain a student's attention but also provide the support needed for the student to be successful. We also feel having professionals can come in and teach skill specific courses will lend credibility to our program and increase student interest level in a particular career field.

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

Applicant Response:

Farmington has only had one student since 2009-10 that completed the requirements for CCRPP (Career and College Readiness Plan). Farmington students that have taken the ACT test have averaged scoring a composite score of 21.7 in 2010, 21.4 in 2011, 21.7 in 2012, and 22.08 in 2013. Also, the number of students scoring a 3, 4, or 5 on Advanced Placements tests have risen slightly over the last few years: 24% in 2010, 29% in 2011, 27% in 2012, 28% in 2013, and 30% in 2014.

One of the main reasons we feel a need for a charter environment based upon this academic performance is the need to further prepare our students for life after high school. As you can see from the above data, FHS students have not been proficient in taking the required course work to successfully be a CCRPP completer (which is usually accomplished by completing multiple courses in a career pathway). We would like to have a structured process in educating students about the importance of being a completer in addition to offering a larger variety of pathways in which to be a completer. Research has shown the importance of increasing workforce experience before graduating from high school helps students find higher wage earning jobs. We feel that through an academy style model that more emphasis will be placed on the importance of mapping out a career path and finding out through experience what career a student wishes to pursue (and even the experience to find out what career they do not want to pursue). The internship component in addition to the focused curriculum will direct students towards a better understanding of their chosen career path.

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

Applicant Response:

The Farmington Career Academy will focus upon guiding students into career fields that are relevant to the needs of our surrounding community while still providing opportunities for students whose interests lie elsewhere. Some of the planned innovations include:

BLOCK SCHEDULING: Beginning with the 2014-15 school year, Farmington High School is replacing its traditional 7 period, 50 minute class day with an A/B block schedule. This change was initiated to give students more opportunities to experience different classes, gain additional knowledge and skills, and to have more depth into career coursework of interest. This schedule also provides instructors with the opportunity to have more in-depth instructional time and set-up for more meaningful project based learning. We feel this step will provide more freedom in cross-curricular collaboration and additional real-life workplace scenarios to better prepare our students for postsecondary life.

ACADEMIES: Farmington Career Academies will initially be comprised of three academies that will evolve from our traditional Agriculture, Family & Consumer Science, and Business departments.

The first academy will be called PRIME (Production, Innovation, Mechanical, and Engineering) which will focus on manufacturing, production, design, mechanical and engineering career fields. This academy will be centered on science and math based courses as industrial and electronics courses. We plan to partner with local industries to help shape our instruction to promote real-world problem-solving within these career areas.

Through these business relationships we also plan to provide opportunities for senior internships into local industrial manufacturing plants, architecture firms, and labs.

The second academy will be called CORE (Career-Oriented, Resource Expert) which will focus on service

industries with a special emphasis on the medical field. This academy will also provide areas of study for students interested in studying law, law enforcement, social services, education, and civil services by using licensed professionals to teach classes within these areas. With a plethora of hospitals and medical facilities in Northwest Arkansas (NWA), we plan to connect students with local institutions through internships to gain valuable knowledge, experience, and contacts.

The third academy will be called ACE (Arts, Communication, and Entrepreneurial) and will focus primarily upon careers in the arts, communication, and entrepreneurial fields. Some of these career options will include advertising, marketing, finance, and logistics. With businesses such as Wal-Mart, Tyson, and JB Hunt located in NWA, we want to produce students that will be proficiently trained to either pursue a higher degree program or enter the labor market with business ready skills.

FRESHMEN ACADEMY: Beginning in 2013-14, Farmington High School started a Freshmen Academy in order to help target and guide incoming freshmen to make the transition from Middle School to High School much smoother. One component of this transition is to require a Keystone course in which students learn study skills, organizational skills, and must complete a six-year plan. This format helps students begin to focus on their desired career path. This process will help facilitate what academy will best suit their needs within the Farmington Career Academies. The Freshmen Academy was implemented to better prepare for the development of the high school career academies.

TARGETED INSTRUCTION TIME FOR REMEDIATION/ENRICHMENT: We propose having a late start day once per week every week during the school year. For three weeks of the month, students will receive extra help with state test remediation, current subject remediation, Advanced Placement enrichment, ACT prep opportunities, etc. On the fourth week, ALL students will attend a monthly career seminar with a speaker to guide and instruct students about knowledge and skills relevant to their career choice. Ideally, these seminars will be accomplished in smaller groups of 10-15 students within their career interest of their chosen academy.

PROJECT-BASED LEARNING: The Farmington Career Academies will be using a project based learning model for instruction. By using projects to facilitate instruction, students will learn critical lessons in communication, collaboration, technology, problem solving, and real-world scenarios.

INTERNSHIPS: In order to provide our students with enriched workplace experience, students will be allowed to participate in community internships within their career of interest. Students will spend one semester within the intern program during their senior year. This will allow students to better determine whether or not they want to pursue this particular field while giving them invaluable work experience and establish networking contacts within their course of study. Internships will last for a semester with a specified on-site mentor that will maintain consistent communication with a school staff member.

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Meet or exceed the state average in ELA on the PARCC Assessment	PARCC Assessment	Meet or exceed the state average in ELA	Annual review beginning in the summer of 2016
Meet or exceed the state average in Mathematics on the PARCC Assessment	PARCC Assessment	Meet or exceed the state average in Mathematics	Annual review beginning in the summer of 2016
Increase the ACT Composite score over the next five years	ACT Exam	Increase the average student ACT Composite score to 24.0 over the next five years	School Performance Report beginning in 2016
Meet or exceed the Farmington High School graduation average over the last four years	Calculation of the Graduation Rate by the ADE on the District Report Card	Meet or exceed the six year graduation average of 89.8% over the next five years	School Performance Report beginning in 2016
Improve student Advanced Placement Exam scores	Advanced Placement Exams of 3, 4, or 5 scores	Increase the AP exam scores of 3, 4, and 5 by 1% annually during the next five calendar years	Annual review beginning in the summer of 2016
Increase the level of student Career Pathway completers	Examine State Report Card for CCRPP numbers	2015: 5 2016: 10 2017: 15 2018/19: 20/25	School Performance Report 2015-16

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

Applicant Response:

If the goals mentioned above are attained then this would be a strong indicator that the school is fulfilling its mission. The reason is that our goals are not tied to one source of data. Our success will not just be tied to test scores even though a lot of the measurable goals are assessment based. These measurements are from a variety of assessments from across the academic spectrum and thus give us a snapshot of our students' academic performance. However, they do not give the full picture. For this reason it is important to look at measurements such as how many CCRPP completers we produce over time. This measurement by itself does not provide an exclusive indicator of success either but it does provide a view from a different angle. The other assessments provide an academic view but the CCRPP numbers allow us to see how students are planning out their career future and their success towards its execution.

We will pursue utilizing surveys of graduating students, charting their post-secondary activities to measure the success and accuracy of the six year plan model. We can track post-secondary education, length of time for post secondary degree completion, job selection, and employment rate. It can be a less than reliable source because it is difficult to track 100% of the students once they graduate especially after the first year but that would give us another data piece on which to measure the success of our mission.

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

Applicant Response:

The educational program for the Farmington Career Academies will actually begin at the Freshmen Academy in the Keystone class. While in this class, students will create their six-year educational plan and explore career interests. This process will allow students to choose one of the three career academies. Students who enter after their freshmen year will work with the Farmington Career Academies counselors to determine the desired academy and create the remainder of their six year plan.

Upon entering the 10th grade and choosing an academy, students will follow an A/B block schedule. This design will allow an extended amount of time in each class to learn the Common Core State Standards in depth especially in Literacy and Math. With the "wall-to-wall" academy model, every student will be learning these standards with an emphasis on Project Based Learning to gain more academic depth, hands-on learning, collaboration, and real-life application no matter which academy they choose to follow. We anticipate that a student could change their academy choice up until the beginning of the student's Junior year. The student would still be able to complete the required courses for graduation however they might not be able to become a CCRPP completer.

We are requesting a waiver for a late start day each week in order to provide remediation and enrichment opportunities. We also plan to use one of these days to allow career mentors to work with our students in their desired career pathway by helping with such activities as developing specific skills, understanding the importance of professionalism, creating a resume, and role-playing interview scenarios. Academies will also develop an extended project that will result in a culminating event that will be centered upon a unique community service opportunity.

Another educational opportunity that we plan to implement is the use of career internships. We plan to work with

local business/industry partners to provide limited work experiences for qualifying students. These opportunities will be limited to one semester and only offered to seniors. Internships will allow students to receive hands-on experiences while creating professional contacts and networks that will benefit them after high school.

As mentioned previously, the Farmington Career Academies will initially be comprised of three academies that will evolve from our traditional Agriculture, Family & Consumer Science, and Business departments. The first academy will be called PRIME which will focus on manufacturing, production, design, mechanical and engineering career fields. This academy will be centered on science and math based courses as industrial and electronics courses. We plan to partner with local industries to help shape our instruction to promote real-world problem-solving within these career areas. Through these business relationships we also plan to provide opportunities for senior internships into local industrial manufacturing plants, architecture firms, and labs. The second academy will be called CORE which will focus on service industries especially with a special emphasis on the medical field. This academy will also provide areas of study for students interested in studying law, law enforcement, social services, education, and civil services. With a plethora of hospitals and medical facilities in NWA, we plan to connect students with local institutions through internships to gain valuable knowledge, experience, and contacts.

The third academy will be called ACE and will focus primarily upon careers in the arts, communication, and entrepreneurial fields. Some of these career options will include advertising, marketing, finance, and logistics. With businesses such as Wal-Mart, Tyson, and JB Hunt located in NWA, we want to produce students that will be proficiently trained to either pursue a higher degree program or enter the labor market with business ready skills.

Initially, these academies will be limited in career paths due to the implementation of our charter school program and our transition to a new facility. Eventually, we see expanded opportunities for students to have greater choices in their fields of interest.

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

Applicant Response:

The main reason that we are pursuing the conversion charter route rather than using a traditional route is due to flexibility. We tried to ask for these waivers under the Districts of Innovation application but were denied. We believe that the flexibility we receive with these waivers will allow our staff to better serve our students and thus help increase their achievement. We have a solid vision of what our students need and where we want to guide them. With this initial conversion charter we see this as an opportunity to start some programs that we believe will benefit our students but we foresee our school expanding these programs once we finish Phase Two of our new school facility. We would like to implement these programs and get them more developed before we move into the new facility so that we can start to look at how our facilities can be used to further our mission. We already have a general concept of the physical layout of the school and have submitted the initial details to the state. But as we further develop these career academies, make business partnerships, and get more input from our stakeholders we may need to adjust some of the fine details to those facilities.

We would like to discuss with our business partners about having input into some of our curriculum to help mold and shape our students into career-minded workers. We would still teach the necessary standards but the mode and means would be partially shaped by the input of people that work in a "real-world" career setting. Another future aspiration is that instead of our school hiring a professional to teach about particular job skills, we might negotiate a deal where a business partner would allow one of their staff to come in and teach these skills. We see this concept as a real possibility as we switch to a block schedule format where we business partners donate 3-5 hours of their staff time per week for an entire quarter to teach the knowledge, skills, and professional mentality needed for that particular job. We would look to rotate professionals in and out every quarter over the course of a year so that students gain a variety of experiences in their field of interest. These are just a couple of future ideas that are in the developmental stage but at some point we have to stop the "dreaming" phase and put abstract ideas into action. We believe a conversion charter setting will allow us the freedom and flexibility to start this process. It will allow us to be bolder and able to take controlled risks in order to help better prepare our students for life after high school.

When our charter school opens, we plan to promote a sense of pride and belonging in our students by encouraging them to develop a community service project as an entire academy. Through this collaboration, students will gain an understanding of teamwork and the importance of helping others. With the initial launch of the academy model our main goal will be to focus our students on their career interests while providing a diverse selection of career sampling opportunities through guest speakers and career oriented project based learning. These activities will be stimulating and helpful to our students while we are developing those deeper business partner relationships to implement the programs that were previously detailed.

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

Applicant Response:

The Farmington Career Academies will have more autonomy than traditional schools but not necessarily in the strictest definition of that word. The autonomy will come in the form of flexibility. After being granted charter status and the waivers are approved within this application then the Farmington Career Academies will be able to employ personnel based upon their content knowledge without regard to whether they hold licensure as a teacher. This process will allow the school to work with business partners to donate personnel to teach particular skills and conduct or have them sit on a hiring committee to choose the best instructor for that particular career skill.

The Farmington School District follows an on-site budgeting policy so the administrative members of Farmington High School are already adept at being able to freely make budgetary decisions and not have to work within the constraints of getting a purchase order for every single purchase. This autonomy will be a valuable asset in working with a charter school budget by purchasing and distributing resources where they are most needed. We have attached a sample 2013-14 Farmington High School budget.

The Farmington Career Academies have an established administration to manage the day-to-day school operations. The principal will oversee the financial and personnel resources available to the school in addition to the physical facilities. This office will also oversee evaluating the faculty. The assistant principal will oversee the operation of the career academies and their maintenance. A dean of students will be responsible for maintaining a safe culture and environment by overseeing school discipline.

One area in which the Farmington Career Academies might not exhibit as much autonomy would be in the area of the school calendar. Because the academy would rely upon district transportation resources, the need to follow the same academic calendar would be crucial. However, one area of autonomy and flexibility could be within the school day itself. With our proposed late start waiver day we would be able to provide transportation to students while also providing opportunities for enrichment and remediation. We might also investigate the possibility of running a daily schedule that contains a Zero Hour (7:00 am class) or maybe even a modified schedule from 9:00-4:00. These modifications would not exist in the beginning year of the academies but might evolve over time.

Another area in which a charter school format would allow our school to exercise more autonomy would be in the area of course offerings for our students. Based upon research from student interest data, community business input, and labor market statistical data we could vary the course offerings that our school offers from year-to-year or over time. This flexibility would be unique to a charter school which could use career instructional volunteers or hire professional certified personnel that taught on a temporary basis.

As a high school we currently wield a certain amount of autonomy but as a charter this autonomy shifts its focus to a level of flexibility. We feel that being granted charter school status will greatly aid this process.

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

Applicant Response:

Parents, licensed faculty, and our business partners will be critical members in developing, implementing, and evaluating the school improvement plans of the Farmington Career Academies. These stakeholders will work together to be a creative force behind the school's ACSIP (Arkansas Comprehensive School Improvement Plan). This plan will be submitted to the Arkansas Department of Education (ADE) annually for review and approval. Each year these groups will evaluate data from state assessments in Literacy, Math, and Biology (PARCC and the Biology EOC) to help determine specific needs and develop a course of action for the next year. They will also help develop plans for the Wellness and ELL (English Language Learners) components of the school ACSIP. Data will be evaluated not just for the overall student performance in meeting school Annual Measureable Objectives (AMOs) but also within the school's Targeted Achievement Gap Group (TAGG) as well. Once assessment results are received by the school, as well as measurements such as grade level BMI for Wellness, these committees will meet early in the school year to determine the school's goals and course of action for the upcoming year.

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

Applicant Response:

One of the initial steps that we have taken in preparation for being a conversion charter school is to switch to a block schedule of courses. We believe that having this extra stretch of time will have a major impact on student learning. We also believe this will help implement a Project Based Learning model in meeting or exceeding Common Core standards. These changes will be implemented with professional development to help support our faculty. Project Based Learning will not only give teachers a vehicle in which to teach Common Core standards but also allow students to be more involved in collaboration and use content specific, real world scenarios in which to learn.

As mentioned before, if we receive the requested waivers then we can provide a more flexible remediation program that will not only help support students that have not achieved proficiency on EOC exams but also students that are struggling in a specific class. This flexibility will help teachers and students to be able to connect and work together during the school day without sacrificing whole class time or before/after school times when scheduling becomes difficult. This program also allows enrichment opportunities for ACT prep and/or Advanced Placement courses.

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

Applicant Response:

The Farmington Career Academies will use the Arkansas Curriculum Frameworks and the Common Core standards to fulfill its curriculum requirements. Our curricular departments are working to teach Literacy across the curriculum in English, science, social studies, and elective classes. We will also use the CCSS math standards in our math classes and implement some of its standards within science classes where applicable. One of the flexible characteristics of the CCSS is that it does not fully dictate the content nor the medium in which the standards are taught. We feel that this can be a "perfect marriage" of teaching the required skills through the content that will be associated with a particular subject or career field.

One way we will ensure this process is through effective and meaningful professional development for our faculty. Even if we use non-licensed professionals to teach classes, we can assign mentor teachers to help develop curriculum, additional assignments, etc. to help teach CCSS. Another practice that we can use to ensure curriculum alignment is simply through providing the time for our teaching to collaborate with each other. Within our schedule we have provided opportunities for vertical and horizontal common planning time to help with this process.

Another part that is heavily emphasized in the Common Core standards is the use of technology. We are currently Prioritizing funds in into technological devices to enhance our students' educational experience. We have purchased ninety Chrome books and three mobile carts for teachers to check out and use in the classroom. We also plan to purchase additional science equipment as well. For example, some of our classes still use microscopes that were purchased in 1984. We want to update other forms of technology as well so that we can comply with teaching the Common Core standards while exposing students to technology that they will experience within their career field.

Farmington Career Academy students will take the required PARCC assessments and the Biology EOC exam and will receive the required remediation if they do not perform at a proficient level. This accountability piece will help us focus on curriculum alignment so that we are teaching the appropriate skills in preparation for these assessments.

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

A) Guidance program;

Applicant Response:

Farmington High School is serviced by two Highly Qualified school counselors. They will continue to provide counseling services to the high school students that attend Farmington Career Academies. In addition, the district employs mental health professionals on site; therapists and case managers. These employees will continue to perform their roles to provide services. In 2013-14, the district started a Freshmen Academy of which a required component is a Keystone course. One aspect of this course is that every student will put together a six-year plan so that they are not only looking at possible career pathways that will naturally feed into the Farmington Career Academies but also up to two years after graduation.

B) Health services;

Applicant Response:

Beginning with the 2014-15 school year, one FTE licensed school nurse will serve the students at Farmington High School and the Freshmen Academy. The district will continue to provide this staff position to service the Farmington Career Academies.

C) Media center;

Applicant Response:

Currently, one FTE Media Specialist serves the students at Farmington High School. Students have access to the media center and the services that it provides. The district will continue to employ a FTE Media Specialist in the Farmington Career Academies.

D) Special education;

Applicant Response:

The Farmington Career Academies will provide the appropriate special education services to its students. The school will use Highly Qualified Teachers to provide these services. The district and high school will continue to comply with all aspects of IDEA, 504, and IEP implementation.

E) Transportation;

Applicant Response:

The Farmington Career Academies will continue to provide transportation to and from its current site and its newly constructed site in the same manner that currently exists for Farmington High School.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Farmington School District currently uses the services of the Boston Mountain Cooperative in order to provide an alternative learning environment that serves 9th-12th grade students. The Farmington Career Academies will follow the current placement procedures and policies used by Farmington High School and the Boston Mountain Cooperative.

G) English Language Learner (ELL) instruction

Applicant Response:

The Farmington School District currently offers specialized services for its ELL population by employing a Highly Qualified Teacher to provide these services according to each student's individualized needs. The Farmington

Career Academies will continue to provide these services by employing a Highly Qualified Teacher to oversee the program as well.

H) Gifted and Talented Program.

Applicant Response:

The Farmington Career Academies will continue to implement a Gifted and Talented program that has already been established by Farmington High School. Farmington High School has provided many academic opportunities for students that have been identified as gifted. One area has been through its Advanced Placement program. Farmington High School has offered AP US Government, AP Biology, AP Psychology, AP Language and Composition, AP Literature and Composition, AP Physics B, AP Chemistry, AP Calculus AB, AP European History, AP US History, and AP Music Theory. Beginning in 2014-15, Farmington High School will offer AP Statistics. There are also plans to possibly offer AP Environmental Science in the near future. Pre-AP classes are also offered in areas such as geometry, algebra 2, trig/pre-calculus, 9th-11th grade English, biology, chemistry, civics, and world history. Also, beginning in the 2014-15 school year, Farmington High School will partner with the AAIMS program to provide additional support for its faculty and students. This partnership and programs will continue to be utilized by the Farmington Career Academies.

In addition, academic competitions such as Robotics, Quiz Bowl, and ACE (Academic Competition in Education) also provide additional enrichment opportunities for its gifted population. These programs will continue to be supported at the Farmington Career Academies.

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

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, Farmington Career Academies will plan to provide an annual report to the parents, community, business partners, and the state governing board to discuss the progress made by the charter school. We will advertise and promote an open Town Hall meeting by sending invitations to parents, community members, business partners, the school board, and representatives of the state governing board. We will also provide a written report that will be posted on the district website, sent to business partners and also the state governing board.

This report will include the school's progress in meeting academic objectives such as performance on state mandated evaluations such as PARCC and the Biology EOC, national standardized test scores such as the ACT, PSAT, and AP exams, and the school's graduation rate. These measurements will help determine our progress in meeting our goals and objectives. We will also use the measurements to make adjustments where needed to make improvements to policies, instruction, and personnel placement. The Farmington Career Academies will also time for questions, feedback, and suggestions during the Town Hall meeting.

We will also report local success stories and celebrate individual student achievement and accomplishments.

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

Applicant Response:

All students that are current residents of the Farmington School District will be eligible to attend the Farmington Career Academies. Students will be allowed to transfer to the Farmington Career Academies via the School Choice and legal transfer process, just as they are currently able to obtain admission to Farmington High School.. If the school enrollment cap is approached, the Farmington School District shall petition the state's charter authorizer to raise the enrollment cap.

If this application is granted then the Farmington Career Academies will publicize in the local newspapers, on its website, and by other means of communication to current FSD students and families. The main recruitment will begin in the 9th grade through the required Keystone course in which students will make a six-year plan and map out their career pathway. Once this plan is completed then students will be placed within one of the three proposed academies based upon their career interest. This process will help students start on their pathway to gaining the experience and skills to pursue their field of choice. We believe that based upon this success that "word of mouth" advertising will be our best resource.

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

Yes

No

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

Applicant Response:

Neither the Farmington School District nor the proposed Farmington Career Academies have any personnel that have prior involvement in the operation of charter schools.

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

Applicant Response:

Administration (Principal, Assistant Principal, Dean of Students)

Act as chief executive operating officer of the school and carry out the School and District Missions

Hire/terminate faculty and staff

Evaluate faculty and staff through the TESS system

Monitor the status of resources in order to fulfill the School and District's missions

Ensure facility maintenance and security

Oversee the implementation of approved curriculum

Monitor student academic achievement on a regular basis

Qualifications: An advanced degree and licensure in the field of education are required. Administrators should have strong leadership ability and substantive experience.

Counselors (Two counselors)

Aid students in understanding, choosing, and moving forward with a post-secondary plan

Assist students in course scheduling and individual course selection in order to successfully complete graduation requirements

Disseminating and clarifying graduation requirements

Counsel students and/or faculty especially in crisis situations

Qualifications: A Bachelor's degree, a current teaching license with an endorsement for Counseling and experience within the field of education are required for the position of counselor.

Teachers:

Conduct classroom instruction

Work collaboratively with colleagues to plan and teach assigned courses

Manage and maintain an environment and atmosphere conducive to learning

Differentiate instruction to help students all students learn

Attend required type and amount of professional development

Meet with grade level and discipline professional learning community groups to plan common formative assessments and too assess student learning both vertically and horizontally

Establish and maintain strong professional relationships with both colleagues and students

Qualifications: Instructors must be considered Highly Qualified and hold a valid Arkansas Teaching License.

An exception may be made for licensed career professionals teaching a specialty course that is allowed through waiver exemption.

Academy Directors (One director over each academy--three in total)

Perform the expected teacher duties as listed above

Coordinate a culminating event service project that is unique to the particular interests of their career academy

Coordinate the schedule of the proposed remediation/enrichment activities (proposed by our late start waiver request)

Oversee the assigning of students to advisory teachers within their academy

Facilitate business mentors that will meet once per month with student groups

Help ensure accountability of assigned tasks to academy faculty members

Serve on the Farmington Career Academy Leadership team to review and revise policies and practices

Qualifications: Must meet the teacher requirements listed above and exhibit strong leadership skills and receive approval from the administration.

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

Yes

No

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

Applicant Response:

Farmington High School is located along Main Street in the middle of Farmington. The main building houses school administrative offices, classrooms, and a Commons/Kitchen area. Another hallway in a separate building to the south contains a separated hallway which contains an isolated classroom section for a Freshmen Academy and classrooms for 10th-12th grades in the other section. A gymnasium, dressing rooms, and physical education building is attached to this hallway. To the north of the main building is another separated hallway (J Hall) that contains classrooms devoted to art, drama, choir, and EAST. This building is shared with Northwest Arkansas Community College that leases classrooms to provide coursework opportunities for our seniors and community members. To the west of the main building, across Double Springs Road, is a field house which contains a weight room, dressing rooms for football, and a band room. A football stadium is also located in this vicinity as well as a shop area for agriculture and mechanical classes. These facilities have been used in this capacity for at least the last three years.

Currently, a new facility is being constructed about two miles south of the current high school. Phase One of this building project will be a Performing Arts Center (with a theater, stage, band room, choir room, and rehearsal room) and a new gymnasium. This phase is scheduled to be completed in January 2015. Phase Two will consist of classrooms and a Commons/Kitchen area which will house the Farmington Career Academies (10th-12th grades). Phase Three of this building project will consist of an attached shop area and football stadium.

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

Yes

No

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

Applicant Response:

The current facility that is used by Farmington High School will be the same facility that will be used by the Farmington Career Academies. This facility is in compliance with the ADA, IDEA, and all other state and federal regulations. No additional items will need to be addressed. The proposed new facilities will also be under the district and contractor's oversight to maintain compliance with all state and federal regulations.

The current facility and the proposed building site meets the local zoning authority requirements.

There are no facilities that allow alcohol sales within 1,000 feet of either facility.

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

Applicant Response:

The Farmington Career Academies will continue to participate in the National School Lunch program just as it has under the title of Farmington High School. The current facility contains a Commons area and we have three lunch periods. Building plans have already been submitted to the state concerning the construction of the new facilities that contain a Commons and Kitchen area with the capacity to provide nutritious breakfasts and lunches to students. These meals will be under the oversight of the Food Service Coordinator employed by the Farmington School District to ensure that the Farmington Career Academies follow all state and federal regulations.

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

Applicant Response:

As with any secondary educational institution parental support is critical for overall success. One of the ways to ensure parental and community involvement is merely through communication. The Farmington Career Academies will accomplish this by:

1. Having the administration present the Annual Report to the Public. This report will be announced through the local media outlets (newspaper, website, phone messaging system, etc.) in advance and also video taped and posted to the school website.
2. The Farmington Career Academies will also host different seminars throughout the year for parents to attend and gather information. These nights will include subjects such as financial aid, career planning, employment presentations made by our business partners, and filling out post secondary education applications.
3. Parent/Teacher Conferences will be held at least two times per year.

Other opportunities for involvement will include:

1. Parent and community member involvement in developing the school's ACSIP. This plan will be reviewed by the Arkansas Department of Education and made public on the district website.
2. An advisory group will be comprised of the administration, academy directors, students, parents, and business leaders to examine data such as standardized test scores, graduation rates, and surveys in order to review and revise the policies and practices of the Farmington Career Academies.
3. Seek out input and advice from the Career and Technical Advisory Board which meets at least two times per year.
4. Develop an internship program in which area businesses can help promote on the job experience and training to our seniors.
5. Create opportunities for business a business mentoring program that allows business representatives to meet with small groups of students one time per month to discuss their career field, job skills, professionalism, filling out a resume, and conducting mock job interviews.
6. Coordinate an end-of-the-year event to celebrate the academic and professional accomplishments of our students, acknowledge business partner accomplishments, and share individual success stories.

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

Applicant Response:

1. Ark. Code Ann. § 6-17-701 et seq.; Section 15.04 of the ADE Rules Governing the Standards for Accreditation, and the ADE Emergency Rules Governing Professional Development:

To the extent that a waiver is necessary, the Applicant requests a waiver of the above-referenced statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors (see Teacher Licensure waiver request below) to meet the state's teacher professional development requirements.

2. Ark. Code Ann. §6-16-132; Section 9.03.4.9 ("Physical Education") of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules.

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

The Applicant ensures that students will receive instruction concerning the required material in the Physical Education class meeting or exceeding all state curriculum requirements, specifically through embedding the course content from its Physical Education class within its Marching Band class.

3. Ark. Code Ann. § 6-16-132: Section 9.03.4.9 ("Physical Education") of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The Applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules.

The Applicant is asking for a waiver of that requirement only for those students that compete on the school's Golf, Volleyball, and Tennis teams, as those sports teams have practice and competitions which

occur outside the school day.

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

The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Career Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community. 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. Specifically, we are requesting a waiver for our School Nurse who is a licensed professional (she is an RN) to teach classes about medical professions, medical terminology, and/or anatomy and physiology classes. Additionally, we are requesting that our School Resource Officer that is a member of the Farmington Police Force be allowed to teach an Introduction to Street Law class (upon approval from the ADE). We would also like to request this waiver to account for Internship Instructors to actively supervise and mentor students in various areas of certification. These instructors will be working with manageable numbers of students in this program.

5. Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation:

We propose to modify our schedule to include a late start to classes on Wednesday mornings. We propose to use the 8:00-9:00 hour to provide remediation for students who did not score Proficient or Advanced on state tests OR for classroom remediation within a given subject. This time can also be used to provide a standard make-up testing period so that students can be scheduled to take an exam and not miss instructional time by having to make-up a test during class. We would also like to use this period to provide enrichment opportunities such as tutoring, study hall, ACT Prep, or extra AP instruction. Each block class would be decreased by 15 minutes on that day in order to formulate this late start period. Students that score proficient or advanced on their EOC or Literacy tests (and do not require bus transportation) could begin class at 9:00 AS LONG AS they do not require test make-ups, etc.

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

Applicant Response:

The Farmington School District will continue to comply with all state and federal laws in maintaining a desegregated public school. Currently, the Farmington School District is not under any court orders concerning the desegregation of schools. None of the surrounding schools that might be affected by the Farmington Career Academies enrollment are under any court orders concerning the desegregation of schools.

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

Applicant Response:

The leaders of the Farmington Career Academies are committed to ensuring its success. The "easy" part is to start a school, the difficult part is to ensure its sustainability and success. This process takes constant management, self-reflection and when needed revision. To ensure the sustained growth and success of the Farmington Career Academies the leaders will strive to have an annual audit of its programs and measurable such as test scores, graduation rate, and stakeholder surveys.

This data will be reviewed by the academy leadership team which will be comprised of administration, academy directors, parents, students, and local business representatives. Based upon their findings, adjustments and modifications can be made to enhance the programs and instruction. This process creates a continuous cycle of review and revision to help ensure the growth and success of the academies.

The leaders will continue to seek more business partners within the region to help provide input and internship opportunities for our students. This will allow the Farmington Career Academies to continue to develop a working relationship within the business community to address "holes" within instruction or career areas of student interest that may not be formalized within the academy career pathways. Also, with increased partnerships and exposure, this will help part of the advertising campaign of our academies.

The career academy process in Farmington has entered its third year of conceptual development. When starting this journey we had no idea that we would reach this point. After visiting other schools such as Mountain Home, El Dorado, Alma, Ruston, Van Buren, Pea Ridge, and Lincoln, attending the National Career Academy Conference in Phoenix, and listening to numerous academy presentations we feel that this model is what is best for our students.

WASHINGTON COUNTY ENTERPRISE

WASHINGTON COUNTY ENTERPRISE-LEADER IS A WEEKLY PUBLICATION THAT COMPRISES THE EDITIONS OF THE FARMINGTON POST, THE LINCOLN LEADER AND THE PRAIRIE GROVE ENTERPRISE

WEDNESDAY, AUG. 20, 2014 • VOLUME 75, NUMBER 34

FARMINGTON HIGH SCHOOL LIBRARY
278 W MAIN ST
FARMINGTON AR 72730-2920

What's Happening

FARMINGTON

Car Show

A Farmington Car Show to benefit the Farmington Walk to Cure Diabetes will be held 9 a.m. to 1 p.m., Saturday, Aug. 23, at Farmington High parking lot. Registration begins at 7 a.m., with a \$25 entry fee. The show will include food and entertainment for the whole family. 4 Star Auto is giving away a 2005 Iron Horse chopper and a \$10 donation will give a chance to win the chopper, valued at \$55,000. The chopper will be on site at the Car Show.

High School Public Meeting

A public meeting to discuss Farmington High's plan to apply for conversion charter status and its career academies will be held 6 p.m., Monday, Aug. 25 in the high school library. Parents and students are encouraged to attend the presentation. A question and answer period will follow.

Rezoning Request

D. Britt Martin

hearing 6 p.m., Monday, Aug. 25 on a request to rezone more than two acres at 12514 N. Highway 170 from Residential-Estate 1 to Commercial 1. Owner Sue Bartholomew is requesting the change on behalf of Jerry Coyle and Phil Robinson with C&R Development, which is proposing to use the property for self storage units and RV storage.

Collision Center on Main Street in Farmington. For more information, contact Linda, 267-5007.

PRAIRIE GROVE Retirement Reception

A reception honoring Greg Reed, retiring chairman of Arvest Bank in Prairie Grove, will be held 2-4 p.m., Wednesday, Aug. 27 at the bank, 102 E. Buchanan in Prairie Grove. Reed has served Arvest Bank for 28 years.

Meetings/Hearings: 1230
A public hearing will be held at the Farmington High School Library on Monday, August 25th at 6:00 PM to discuss the public conversion charter process.
72745300 August 8, 2014

IN THE CIRCUIT COURT OF
CRANEHEAD COUNTY,
ARKANSAS
JUVENILE DIVISION

The Northwest Arkansas Times (Friday, Aug. 8th, 2014)



School Eyes Charter

FARMINGTON HIGH TO HOST PUBLIC HEARING

By Lynn Kutter
ENTERPRISE-LEADER

FARMINGTON — As part of its new model to use career academies for 10th-12th graders, Farmington High plans to apply to the Arkansas Department of Education to be named a conversion charter school.

A public hearing on the application and how conversion charter status would affect Farmington High will be held 6 p.m., Monday, Aug. 25 in the high school library. A question and answer period will follow the presentation.

Clayton Williams, assistant principal, said a conversion charter would allow the high school to have more flexibility in complying with state rules and laws that apply to a school's operation.

Arkansas has two basic types of public charter schools, according to the Department of Education's website. A conversion school is a public school converted to a public charter school. Conversion schools can only draw students from within the school district's boundaries. This is what Farming-



Purifoy



Williams

The other type of charter school is an open-enrollment public charter school run by a governmental entity, an institution of higher learning or a tax-exempt organization. Haas Hall Academy, which started in Farmington and then moved to Fayetteville, is an example of an open-enrollment public charter school that can draw students from across district boundaries.

Williams said the high school is seeking conversion charter status because its application to be named a School of Innovation was denied earlier this year. If it achieves conversion charter status, then the high school will use this method to implement some of the changes it requested as a School of Innovation.

CHARTER: Application For Process Very Detailed

CONTINUED FROM PAGE 1A

that time.

Jon Purifoy, high school principal, said these changes include allowing non-licensed, but qualified, staff to teach specific courses, such as a police officer teaching a class on law enforcement or a school nurse teaching advanced health. The high school also wants to have a late start on Wednesdays and to be allowed to count marching band toward the one-half physical education credit required for graduation.

The application process for conversion charter is very detailed.

The application is 28 pages long with a Sept. 9 deadline. The Department of Education will review the application and then return it to Farmington High for a response. If the school makes it through this step, officials will meet with the state's Charter Authorizing Panel.

Williams said he thinks the school would know in January if its application is accepted. If approved, Farmington would become a conversion charter public school, effective with the 2015-16 school year. The charter would be in effect for four years and the school is allowed to request amendments to it during

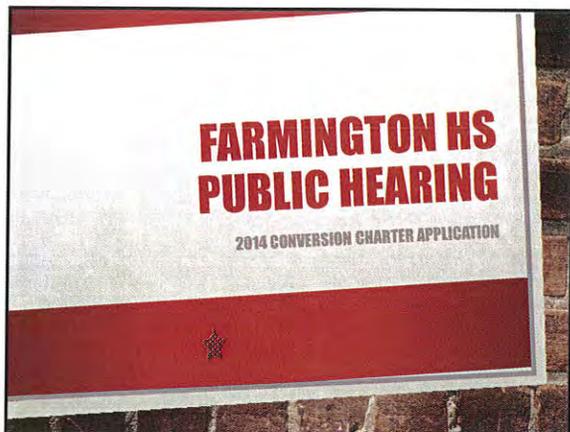
The high school is committed to its Career Academy model, whether or not it receives a conversion charter, Williams said.

Under the Career Academy concept, students are placed in academies based on their learning styles and their interests. For 2014-15, Farmington High will be more in the "pre-career academy" phase, Purifoy said, noting that the school will implement block-scheduling this year and that will be a big transition for teachers and students.

Farmington High will have three academies that will launch in 2015-16. One will be centered on math and science, another on research and service industries, such as medical, teachers, social workers, and the third will focus on arts and business-related interests.

Each academy will have its own name, with a teacher named as director. This information will be unveiled at the public hearing Aug. 25.

Other parts of the academies will include group service projects, career based activities and partnerships with organizations and business leaders in the community.



HOW DID WE GET HERE?

ARE WE "DOING WHAT'S BEST FOR KIDS"?...ALL KIDS

- AVERAGE SALARY: HS GRADUATE-\$30,000; BACHELOR'S DEGREE-\$47,000 (2012)
- POVERTY LINE: \$11,670 FOR ONE PERSON (2014)

HOW DID WE GET HERE?

ARE WE PREPARING OUR STUDENTS FOR LIFE AFTER HIGH SCHOOL?

- LIFE IN A 13 YEAR BUBBLE
- BUSINESSES REQUEST AN EMPHASIS ON JOB SKILLS, PROFESSIONALISM, AND ETHICS

HOW DID WE GET HERE?

HAVE WE GIVEN OUR STUDENTS OPPORTUNITIES TO MAKE GOOD, EDUCATED DECISIONS?

- WHAT IF THEY CHANGE THEIR MIND? 50-70% CHANGE THEIR MAJOR...MOST 3 TIMES
- \$18,000 PER YEAR IN PUBLIC SCHOOLS AND \$41,000 PER YEAR IN PRIVATE SCHOOLS (2013)

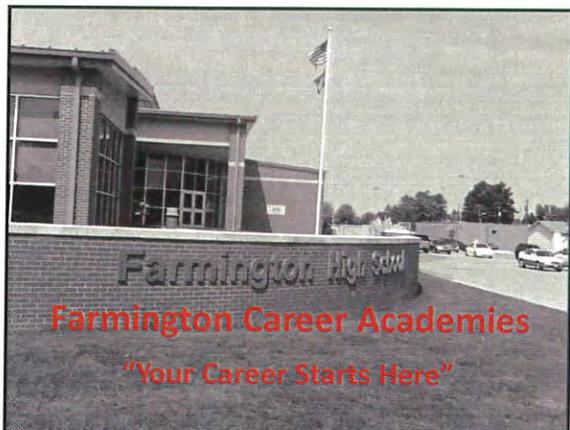
INVESTIGATION

- ABOUT 5 YEARS AGO WE STARTED INVESTIGATING HOW TO ADDRESS THESE ISSUES
- VISITED DIFFERENT SCHOOLS (LINCOLN, EL DORADO, RUSTON, VAN BUREN, AND MOUNTAIN HOME)
- IMPLEMENTATION OF THE FRESHMEN ACADEMY
- MADE MULTIPLE VISITS TO MOUNTAIN HOME CAREER ACADEMIES
- ATTENDED THE 2012 NATIONAL CAREER ACADEMY CONFERENCE
- APPLIED TO BE A DISTRICT OF INNOVATION
- PLAN TO FILE A CONVERSION CHARTER APPLICATION ON SEPTEMBER 9TH

TAKING A JOURNEY THROUGH THE FARMINGTON CAREER ACADEMY

STARTS WITH THE FRESHMEN ACADEMY

- KEYSTONE CLASS—STUDENTS WILL CREATE A SIX-YEAR PLAN
- JOB SHADOWING OPPORTUNITIES
- INTRODUCTION COURSES TO BE A CAREER COMPLETER



Where Do We Start?

Evolution of our Current Career Programs

- Agriculture
- Family and Consumer Science
- Business

Academy #1

Evolving from our Agriculture program
 Careers based in:

- Agriculture, Manufacturing, Engineering, Design, Computer Programming, Research and Development, & Diesel Mechanics

"of the best possible quality; excellent."

Welcome to...

PRoduction, Innovation, Mechanical, Engineering

PRIME Academy

Academy Leader: Michael Mason
 Business Partnerships: U of A, Tyson, manufacturing businesses in NWA

Academy #2

Evolving from our Family and Consumer Science program
 Careers based in:

- Health Care occupations, Law Enforcement, Civil Service, Social Services, Education, Law

"the central or innermost part of something"

Welcome to...

C.O.R.E.

CORE Academy (Career-Oriented and Resource Expert)

CORE Academy

Academy Leader: Pamela House

Business Partnerships: U of A, UAMS, EMS, Washington Regional, local clinics, labs, etc.

Academy #3

Evolving from our Business program

Careers based in:

- Business, Logistics, Arts, Management, and Broadcast Journalism

"a person who excels at a particular activity"

Welcome to...

Arts, Communication, Entrepreneurial

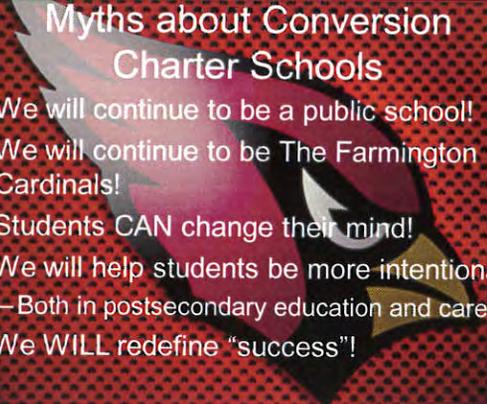
ACE Academy

Academy Leader: Stefanie Earnheart

Business Partnerships: U of A, Wal-Mart, Tyson, JB Hunt

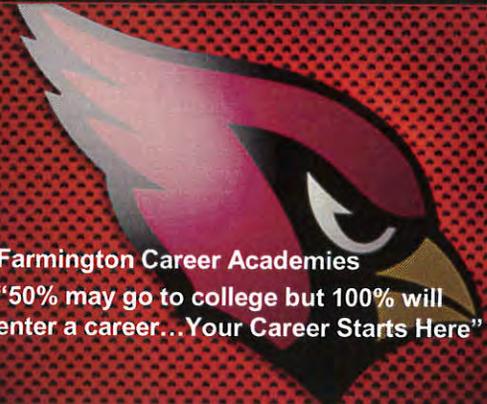
Requesting Waivers

1. Late start day once per week
 - Extra remediation/enrichment time
 - Small career groups
2. Teacher license waiver for local professionals to teach classes in area of expertise
 - Give students extra opportunities to learn
3. Internship program
 - Senior year and maybe into Junior year



Myths about Conversion Charter Schools

- We will continue to be a public school!
- We will continue to be The Farmington Cardinals!
- Students CAN change their mind!
- We will help students be more intentional!
 - Both in postsecondary education and career
- We WILL redefine “success”!



Farmington Career Academies
“50% may go to college but 100% will enter a career...Your Career Starts Here”

UVALDE LINDSEY

SENATOR
4TH DISTRICT
OFFICE: 479-444-6752
uvalde.lindsey@gmail.com

2257 GENTLE OAKS LANE
FAYETTEVILLE, ARKANSAS 72703



**THE SENATE
STATE OF ARKANSAS**

VICE-CHAIR:
JOINT PERFORMANCE REVIEW

MEMBER:
LEGISLATIVE COUNCIL
JOINT BUDGET
EDUCATION
CITY, COUNTY & LOCAL AFFAIRS
RULES, RESOLUTIONS & MEMORIALS

September 8, 2014

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, Arkansas 72201

Dear Panel Members:

It is my pleasure to write this letter of support as Farmington Public Schools submits a district conversion charter application to the Arkansas Department of Education. The community supports this measure, which will give the school district an opportunity to offer students more creative approaches to learning. It is my hope those with the power to do so will give this application every possible consideration.

Thank you for your time and attention in this matter. If I can be of further assistance in any way, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Uvalde Lindsey".

Uvalde Lindsey
State Senator
District 4

UL:lag



354 W. Main Street
P.O. Box 150
Farmington, AR 72730
479-267-3865
479-267-3805 (fax)

September 8, 2014

Re: Conversion Charter

To: Bryan Law , Supt of Farmington Schools

Dear Bryan:

The purpose of this letter is advise you that I fully support the Conversion Charter.

It is very important that we prepare our students for the future and that we address the needs and interests of every student, not just the AP, gifted or smart.

I think it is also important for our students to have more oppportunities to experience their career of interest through internships and licensed professionals teaching classes. This will allow the students to experience their career before they graduate.

I strongly believe that this will be a valuable tool for our students. I am more than willing to participate and I support this program 100%.

Sincerely,

A handwritten signature in black ink, appearing to read "Ernie L Penn".

Ernie L Penn

Mayor

City of Farmington



FARMINGTON CHAMBER OF COMMERCE
www.farmingtonchamberofcommerce.com

September 4, 2014

TO WHOM IT MAY CONCERN

I am writing this letter of support for the Farmington High School Conversion Charter to become a Career Academy. I work very closely with Farmington Schools and see their commitment to bringing the very best opportunities to their students.

The Conversion Chart would allow Farmington High School implement Career Academies for the students. The businesses in Farmington area are committed to helping the school prepare students for life after graduation and providing local businesses with a higher quality workforce.

Superintendent Law has presented the desire and progress of the High School to develop Career Academies, impressing upon the businesses the role they could play in helping prepare Farmington students for a successful career and future. The businesses were very impressed with the concept and eager to participate. Career Academies would allow the businesses to have a stake in the future workforce.

The Farmington Area Chamber of Commerce believes Farmington High School would successful implementing a Career Academy that will prepare students for a successful life after graduation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jodi Hendricks".

Jodi Hendricks
President
Farmington Area Chamber of Commerce

FHS

I would like to show my support for Farmington High Schools' decision to submit the Conversion Charter Application by signing my name below



1. WADE CASM
2. Medical Mason
3. Wade R Lincoln
4. Stephanie Inkester
5. Lini Strope
6. Li-Lai
7. John Williams
8. [Signature]
9. Bob Edls
10. [Signature]
11. [Signature]
12. [Signature]
13. [Signature]
14. Deborah McEhamon
15. Ally Sampson
16. Stefanie Cookheart
17. [Signature]
18. Jeddiah Beall
19. Nellie Beall
20. Bechy Robin's
21. [Signature]
22. Kathy Deser
23. [Signature]
24. Sarah Lichten
25. [Signature]
26. [Signature]
27. [Signature]
28. Vickie Lambell
29. [Signature]
30. Lisa Gardenhire
31. [Signature]
32. Mary Jane Silva

33. Sheila Fitts
34. Lisa Melnicki
35. [Signature]
36. Mary Susan Smith
37. Paula Pond
38. [Signature]
39. [Signature]
40. [Signature]
41. Amy Locke
42. Regina Rowland
43. Katy Cleveland
44. Kristy Halper
45. Rachel Byrd
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58. [Signature]
59. [Signature]
60. [Signature]
61. Mandy Crowley
62. Bechy May
63. [Signature]
64. [Signature]

65. Erin Fletcher
66. Sarah McManis
67. ~~Melanie Piquet~~
68. ~~Jacelynn~~
69. ~~Brittany~~
70. ~~Brian~~
71. Paula Mueller
72. Brandi Short
73. Margaret Kemp
74. ~~Kathleen~~
75. Bearty Duvall
76. Polly Beant
77. Karen Bradley
78. John C. Rosen
79. ~~Erin~~
80. ~~Ben~~
81. ~~Steph~~
82. ~~Wendy~~
83. ~~Heidi~~
84. ~~Heidi~~
85. Dawn Wharton
86. ~~Wendy~~
87. ~~Bridget~~
88. ~~Steph~~
89. ~~Steph~~
90. ~~Steph~~
91. ~~Steph~~
92. Tracy Terhune
93. ~~Steph~~
94. ~~Steph~~
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97. Julie Phillips
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107. Michelle Beuff
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2015-2016 Proposed School Calendar

August	7	Principal's Discretion PD Day
	10-14	Professional Development Days
	17	School Begins
September	7	Labor Day Holiday, No Classes
	22	Parent Teacher Conferences, 3:30-7:00 PM
	24	Parent Teacher Conferences, 3:30-6:30 PM
	25	Professional Development Day, No Classes
October	16	First Quarter Ends (43 Days)
	19	Second Quarter Begins
November	25-27	Thanksgiving Holidays, No Classes
December	18	Second Quarter Ends (42 Days)
	18	1 st Semester Ends (85 Days)
December	21-Jan. 1	Christmas Holidays, No Classes
January	4	Third Quarter Begins
	18	MLK Holiday, No Classes (PD Flex Day)
February	15	President's Day, No Classes (PD Flex Day)
March	11	Third Quarter Ends (48 Days)
	14	Fourth Quarter Begins
	15	Parent Teacher Conferences 3:30-7:00 PM
	17	Parent Teacher Conferences 3:30-6:30 PM
	21-25	Spring Break, No Classes
May	22	Fourth Quarter Ends (45 Days)
	22	Second Semester Ends (93 Days)
	25	Professional Development Flex Day (Or after the last student day)
	25-29	Built in snow days to be used if needed

**Proposed 2015-16
AB Block Bell Schedule**

	Period 1A/1B 8:00-9:30 (90 minutes)	
	Class change --- 5 minutes ----	
	Period 2A/2B 9:35-11:00 (85 minutes)	
	Class change --- 5 minutes---	
1st Lunch 11:00-11:35 (35 minutes)	Period 3 A/3B (9th grade) 11:05-11:50 (45 minutes)	Period 3A/3B 11:05-12:30 (85 minutes)
Period 3A/3B 11:40--1:05 (85 minutes)	9th grade 2nd Lunch 11:50-12:20 (30 minutes)	3rd lunch 12:30-1:05 (35 minutes)
	Period 3A/3B 12:25-1:05 (40 minutes)	
	Class change ----5 minutes---	
	ENCORE 20 Minutes (1:10-1:30)	
	Class Change—5 minutes	
	Period 4A/4B 1:35-3:00 (85 minutes)	

**Proposed 2015-16
Late Start Wednesday Schedule**

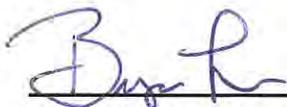
	Remediation/Enrichment 8:00-9:00 (60 minutes)	
	Class change --- 5 minutes ----	
	Period 1A/1B 9:05-10:25 (80 minutes)	
	Class change --- 5 minutes---	
	Period 2A/2B 10:30-11:45 (75 minutes)	
	Class change ----5 minutes---	
1st Lunch 11:45-12:15 (30 minutes)	Period 3 A/3B (9th grade) 11:50-12:30 (40 minutes)	Period 3A/3B 11:50-1:05 (75 minutes)
Period 3A/3B 12:20-1:35 (75 minutes)	9th grade 2nd Lunch 12:30-1:00 (30 minutes)	3rd lunch 1:05-1:35 (30 minutes)
	Period 3A/3B 1:05-1:35 (30 minutes)	
	Class Change—5 minutes	
	Period 4A/4B 1:40-3:00 (80 minutes)	

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

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

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

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



Signature of Superintendent of School District

9/3/14

Date

Bryan Law

Printed Name