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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:

Warren High School - District Conversion Charter

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: Warren High School - District Conversion Charter

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 600

Name of School District: Warren School District

Name of Contact Person: Marilyn Johnson

Address: 408 Cherry St. P.O. Box 1210 City: Warren

ZIP: 71671 Daytime Phone Number: (870) 226-8500 FAX: (870) 226-8531

Email: marilyn.johnson@warrensd.org

Charter Site Address: 803 N Walnut

City: Warren

ZIP: 71671 Date of Proposed Opening: August 17, 2015

Name of Superintendent: Marilyn Johnson

Address: 408 Cherry St. City: Warren

ZIP: 71671 Daytime Phone Number: (870) 226-8500

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential *as measured by on-pace, behind-pace, and accelerated learners.*

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

Applicant Response:

Warren High School proposes transforming to a **Standards-Based Education (SBE) System** where *learner outcomes, based upon Common Core/State Frameworks and written in scoring scale format,* are aligned with the district's and school's mission and vision. Measurement Topics will be identified for all content areas providing for a *transparent, viable, and guaranteed curriculum.* Each learner's progress toward the learning goals will be tracked both by the teacher and by the student on a digital platform that answers **two important questions 1)** What does the learner know/can do now? **2)** What is next in their learning path? SBE is an innovative school structure that makes it possible to *meet the individual needs of learners.* In a standards-based system, learners *work at their performance level* and *advance through the curriculum when they have demonstrated proficiency* of the required knowledge or skills. The **focus is on learning and not on seat time**, so some learners will work their way through learning paths more quickly than others and all learners must show what they know or can do on each learning goal. Learners work at teacher pace or faster. Technology is integrated as a learning tool to inquire, analyze, create, and collaborate. *Grading is based on mastering individual standards* within integrated units. *Grading does not include zeros or averaging.* Non-Academic standards are scored and tracked separately from academic. WHS will use *interim assessments* such as NWEA MAP in determining a learner's performance level and learning path. Compass Odyssey and Khan Academy (which are linked to NWEA assessments) will be used as means to customize learning and to provide a blended learning environment as well as other digital courses. Learners will be empowered to be the driver of their own learning and learners will be counseled in designing a learning path that supports their pathway to post secondary education or career.

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:

WHS public hearing was held Thursday, August 7, 2014, in the Warren Cultural Center. It was advertised in the Eagle Democrat and Shopper's Guide, a weekly publication that is distributed to all residents of the county, as well as on Saline River Chronicle, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and parents and learners were reminded of the event during the orientations held through-out the day on the 7th, and it was announced at BCEDC and Rotary. 44 people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

Gary Jackson, WHS Principal, gave the welcome. Asst. Supt. Carla Wardlaw presented the district background and history with SBE and the 3 types of charters. Supt. Johnson shared basic information on a standards-based system. The administrators then served on a panel to answer questions that were generated from the audience. Evaluation forms were completed by attendees.

The evaluation survey included questions that were left open-ended to prompt more than a one word answer:
"The information presented this evening was sufficient to help me understand the changes that will occur at WHS if this charter is approved."
All responses were "yes" with the exception of one response that indicated "mostly".
"I believe that the proposed changes will help my child."
All responses were "yes" and an additional comment of "mostly yes, but in many ways unknown".
"I support the concept of Standards-Based Education."
All responses were "yes" with the exception of one response that indicated "mostly".
Based upon the responses from the survey and Q & A, and those who came up afterwards to discuss their thoughts, it is apparent that we have stakeholder support. This is including a learner who is a senior this year who said "I feel like I'm going to be at a disadvantage for not having an opportunity to go through this system."

In addition to this public hearing, three previous public hearings have been held for the three previous charter applications. Principals and district administration have met with parent groups and civic groups over the last 4 years. We have provided parent training on the use of Educate, the electronic reporting and recording system. A large group of stakeholders including parents, patrons, teachers, admins, board members met in January 2013 to work through a process to create the district's Strategic Design CtAG (Closing the Achievement Gap) Plan which outlines core values, core beliefs, mission, and vision statements. Just prior to the August 7 public hearing, all administrators presented a program to Rotary on SBE. We will continue educating our parents and patrons. We've found that once they understand what it is we are trying to do and why, an overwhelming majority support our efforts. [See attachment pages A7-A11 for documentation of requirements and parent/community support.]

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 mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential *as measured by on-pace, behind-pace, and accelerated learners.*

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	Warren School District		
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)	68.12	66.38	92.38
Targeted Achievement Gap Group	60.46	60.58	93.51
African American	54.69	50.00	94.74
Hispanic	68.15	70.17	89.47
White/Caucasian	76.23	75.00	91.67
Economically Disadvantaged	60.89	61.07	93.06
English Language Learners/ Limited English Proficient	31.58	50.00	80.00
Students with Disabilities	15.07	14.08	100.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Warren School District		
Campus Name	Warren High School		
Grade Levels	9-12		
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)	65.54	67.39	92.38
Targeted Achievement Gap Group	53.62	68.29	93.51
African American	54.29	57.78	94.74
Hispanic	64.29	85.00	91.67
White/Caucasian	70.21	72.00	91.67
Economically Disadvantaged	52.94	69.14	93.08
English Language Learners/ Limited English Proficient	0.00	50.00	80.00
Students with Disabilities	28.57	20.00	100.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Hermitage School District		
Campus Name	Hermitage High School		
Grade Levels	7-12		
Campus Status	Focus		
	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)	49.44	59.50	88.64
Targeted Achievement Gap Group	38.89	53.33	83.87
African American	20.00	26.67	n/a
Hispanic	38.46	60.63	90.00
White/Caucasian	64.58	66.18	90.00
Economically Disadvantaged	38.57	54.65	83.33
English Language Learners/ Limited English Proficient	34.78	54.84	n/a
Students with Disabilities	8.33	0.00	n/a

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Warren School District		
Campus Name	Warren Middle School		
Grade Levels	6-8		
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)	69.69	70.25	
Targeted Achievement Gap Group	61.65	65.79	
African American	53.10	53.10	
Hispanic	67.16	85.07	
White/Caucasian	81.40	75.58	
Economically Disadvantaged	62.36	66.54	
English Language Learners/ Limited English Proficient	*	*	
Students with Disabilities	9.68	9.68	

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:

On the 2013 ESEA Accountability Report, WHS is listed as a "Needs Improvement School" overall, although in percent tested WHS met the AMO for all learners and TAGG with 100% testing. The literacy status for WHS is "Needs Improvement" with AMO met for literacy performance for all learners, but not for TAGG. The 3 year trend for literacy shows AMO not met for all learners or TAGG. ESEA sub-groups meeting AMO performance in literacy were African American, Hispanics, and White. Those ESEA sub-groups not meeting include Economically Disadvantaged, Learners with Disabilities and ELL. Particular weaknesses in literacy are in the areas of content, literary, and style writing domains and open responses in all areas revealing that our learners are not able to read and extrapolate information from text to include in their writing.

The math status for WHS is "Achieving" with AMO being met for All Learners and TAGG. All ESEA groups with the exception of white and learners with disabilities met AMO. Particular weaknesses in Algebra I are Nonlinear Functions and Solving Equations and Inequalities. Weaknesses in Geometry are in Relationships Between Two and Three Dimensions. In particular, we are concerned that our learners are not performing well on open response items revealing the need for learners to have opportunities in real world problem solving situations and to be able to communicate their understanding of the real world situations through written responses.

Our scores have been increasing in the traditional setting, but there are students we are not reaching; students who are handed a diploma without a strong base of knowledge and skill to be employable or ready for post-secondary settings. We are proposing a charter to change the system so that it is standards-based with a focus on learning; not on time, and a focus on individual student progress- every day and in every seminar with students knowing their learning path and owning it. We do not deny the importance of data from state mandated assessments, but an important driving force in our proposed charter will be our learning facilitators and learners tracking the progress on goals from day to day.

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:

Regional data for Southeast Arkansas, as reported by OEP:
Total % of students proficient or advanced in math: 64%
Math GPA 2.76
Total % of students proficient or advanced in literacy: 72%
Literacy GPA 2.96
The performance of students in the surrounding region is similar to our results, supporting the need for a charter as outlined previously in standard 3.

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

Applicant Response:

Through Standards Based Education (SBE) in a charter setting at Warren High School, we will have the opportunity to continue to create and extend implementation of the SBE system that we began implementing 2 years ago at Eastside New Vision Charter School, last year in Brunson New Vision Charter School, and this year in Warren Middle School. Our vision is a truly learner-centered setting in which expectations are clear and consistent through-out the school. A real need is the ability for teachers, families, and learners to know what knowledge and skills have been mastered and what still needs to be learned. The traditional system of grading does not address this need: a grade of A, B, etc., does not define what a learner knows or can do. However, in a standards-based system, learning goals and levels of achievement are evident to all parties involved--learner, teacher, and parents.

In Warren High School, our vision includes establishing an SBE system in which learners and learning facilitators reflect on progress, build ownership and independence; and become true problem solvers. We see a need for learners to become more independent and take control of their own learning, know and meet their learning goals, and follow their own learning path to success while having the opportunity to make choices and demonstrate proficiency. Because of this need, we have embraced the US Department of Education's recommendation "Teach learners to examine their own data and set learning goals" in order to create the kind of learning environment that is conducive to establishing the foundation for our learners to become college and career ready. We further see a need to establish a learning environment that provides opportunities for learners to apply their knowledge to real-world,

unpredictable situations with unknown outcomes built around trust, cooperation, responsibility, and evidence of progress. We want to create a district which takes learners where they are and progressively builds upon their knowledge and skills to prepare them for life. Warren School District is pursuing the Charter Conversion Status for Warren High School because we truly believe that extending the SBE concept as the learners move through the system is what's best for the learners. The innovative components of SBE are more fully described throughout this application and are based upon the following research:

Re-inventing Schools Coalition- *Delivering on the Promise:* Richard A Delorenzo, Battino, Rick Schreiber and B. Carrio;
Marzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading, The Art and Science of Teaching.*
Inevitable Mass Customized Learning: Bea McGarvey and Chuck Schwahn
Carol Dweck: *Mind-Set*
John Hattie*: Visible Learning*
International Center for Leadership in Education: www.LeaderEd.com
Bena Kalick: *Habits of Mind*
Rick Wormeli: *Day 1 and Beyond*
Carnegie Corporation: *Turning Points*

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
WHS will increase the number of students taking the ACT exam	ACT	2%	Annually
WHS will meet or exceed the state average in Math on the PARCC assessment	PARCC	Meet or exceed state average	Annually
WHS will meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or exceed state average	Annually
WHS will increase the number of students participating in internships	Internship Data	2%	Annually
WHS will increase # of students earning college hours or industry certifications	Transcript Data	2% increase in value added diplomas	Annually
WHS will increase the number of learners on pace for graduation	Educate Data	2%	Annual targets based upon growth from baseline year: 2016

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:

Attainment of these goals will ensure that each student is ready for life, whether that is high school graduation to work, graduation to college, or graduation to technical school or other training because they have been required to demonstrate proficiency on their learning goals and have had opportunity to expand their learning opportunities through a variety of college/college prep/technical courses, by exposure to different career possibilities and the learning paths to help them prepare for those possibilities, and by having the opportunity to go deeper in their learning; beyond the target knowledge. They will have tracked their own learning and will know their learning path, so they will "own" their learning and will have been coached to see the connection between their high school learning path and their "life path".

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

Applicant Response:

Warren High School proposes an educational model with several district components. WHS will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies, including personalized instruction and learner-centered practices. The instructional day will continue to begin at 8:00 a. m. to 3:15 p. m., 6 hours of instruction plus opportunity for 24/7 learning. The instructional year will include: 178 interaction days, 2 parent-teacher conference days, 10 professional development days provided by the District, for a total of 190 contract days. To facilitate success in this system and expand educational opportunities, several changes are proposed in described below:

A. Educational Foundations

Standards-based education is a comprehensive, learner-centered approach to learning in which the entire educational system is organized around engaging learners in developing 21st-century skills as they work at their own performance level and advance through the learning pathway only when they demonstrate proficiency of the required knowledge or skills. At the core of this approach is this deep commitment to learners: **Every child can and will learn; every child can meet high standards, and every child can succeed in life**. This learner-center approach, driven by a moral purpose and a system that unleashes every learner's potential, gives every child the opportunity for success.

Some of the accompanying changes include the following:

*Students, whom we refer to as "Learners" become owners of their learning process, assisting in setting learning goals.

*Teachers, whom we refer to as "Learning Facilitators" become facilitators and partners in learning

*Getting by with very low-level knowledge and skills is not acceptable. Learners demonstrate a much higher

level of mastery of both declarative and procedural knowledge.
*The learning pathway for each course (which we refer to as "seminar") is transparent to everyone.
*In a traditional system time is the constant; and learning is the variable. In a SBE approach, the reverse is true: **Learning is the constant, and time is the variable.** Learners learn at their own pace, an approach which honors natural developmental differences. Learning Facilitators, however, monitor closely the pacing and intervene as needed to redirect the pacing.

We will implement a modified version of the Reinventing Schools Coalition (RISC) Approach to Schooling, Mass Customized Learning components, and researched-based practices from Robert Marzano and Associates. The philosophy of the RISC approach is based on four interrelated elements.

1) Shared Vision: *the education community speaking in one voice*; collaborating to put in words what learning will look like in the future.

2) Standards Based Design: *a future focused approach to teaching and learning.* Standards Based Design: guaranteed curriculum, opportunities for learners to show what they know/can do in various ways, assessing and providing feedback.

There are key aspects:

* *Transparent curriculum.* The knowledge and skills learners for which learners must demonstrate proficiency as they progress through courses, which we refer to as seminars, are open and clear to everyone through Educate, a digital platform that serves as a means to record learner progress, listing the learning goals on which they have shown proficiency, the learning goals they are currently working on, and those to come next

* *Flexibility.* Learners will move through seminars as they demonstrate proficiency, and will have voice and choice in how they demonstrate proficiency.

* *Learner ownership.* Learners own, lead, and partner with their teachers in every phase of learning.

* *High standards.* Learners demonstrate a level of proficiency based upon the proficiency scales which have been developed to define the measurement topics (and learning goals within) for each seminar

* *Goal Setting and Tracking of Progress by learners and teachers.*

* *Meaningful Feedback.* John Hattie's review of 7,827 studies on learning and instruction found that the most powerful single innovation that enhances achievement is feedback; providing learners with specific information about their standing in terms of particular objectives increased their achievement significantly.

The following contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. Warren High School is proposing a <u>standards-based</u> model.

Standards-based - *The Model Proposed by WHS*
Learners work at their performance level in all content areas.
Learners own their learning- they are a part of the goal setting process.
Grouping is based on performance rather than age; learners move in and out as needed.
Individual needs are met through learners' interests, goals, and unique learning styles.
Instruction is balanced; learners must understand the information and also be able to apply it in real life situations. (Declarative and Procedural Knowledge)
Progression is based on proficiency.
Learners, parents, teachers, admins, support staff, and community members know the expectations.

Standards-referenced
Learners work at grade level across content areas.
Teachers control learning.
Grouped by age - learner progress in a time-bound system.

Group needs met through grade level standards.
Instruction is driven by prescribed programs and textbook assessments.
Progression is based on seat time.
Teachers know the expectations

Tracking
(Ability Grouping)
Grouping is based on a few assessments.
Teacher is the decision maker.
Groups have limited movement
Focus is on the system rather than the learning.
Instruction moves forward only when all learners are ready.
Progression is based on group readiness.
Teachers control the expectations

3) Leadership *-- the deliberate focus on developing strong leaders at every level.*

4) Continuous Improvement *-- the systemic processes at every level that ensure that improvement is never ending.*

* Learners monitor their progress for continuous improvement through the use of the Educate's Empower "electronic learning GPS" and if preferred, a goal sheet. Teachers facilitate the setting of individual, group, and seminar goals around components, such as shared vision, code of conduct, and learning goals. The results of the learning goals are made transparent by posting in Educate.
* Teachers monitor the achievement of the shared vision, code of conduct, learner and classroom goals. Teachers make the results of goals transparent to all stakeholders by posting the shared vision, code of conduct and classroom goals. Learner goals will be available for viewing 24/7 through the Educate program.
* Key leaders will monitor performance indicators of success for staff and learners. Principals will model Plan - Do - Check - Adjust (PDCA) to monitor progress toward goals.
* Data, such as,PARCC, ACT, Educate Reports, Reinventing Schools Coalition (RISC) criteria, learner achievement reports from Educate, Compass Odyssey, NWEA MAP, along with state test data, will be used to assess the overall success of the program and to show whether or not primary goals of the program have been met.
http://www.reinventingschools.org/resources/self-assessment-tool/

This future-focused approach is supported by research that shows two most important factors about learning are: **"learners learn in different ways and learners learn in different time frames."**

B. Non-Graded Levels
A major component of this standards-based approach is "non-graded" classrooms. Learners will move through learning levels at teacher pace or faster based upon proven proficiency. These levels include focus areas of literacy (including disciplinary literacy standards for science and social studies) and mathematics based on Common Core State Standards, and science, social studies, and all other seminars based upon Arkansas Curriculum Frameworks (transitioning to NGSS with state roll-out). Curriculum proficiency scales will be completed for all content area seminars at WHS. The learning goals at each level are developmentally appropriate and are a cumulative learning progression of declarative and procedural knowledge which are embedded with College and Career Readiness anchor standards. Teams of teachers representing each campus, under the guidance of a national consultant, have written curriculum documents which detail the learning progressions within each measurement topic, the scale which defines the level of learning, and sample assessment items for each learning goal within the scale. This work has begun at the HS level as well and is further explained in this application.

C. Comprehensive Assessment System
WHS will continue to utilize a comprehensive assessment system to guide instructional decision-making, engage learners in goal-setting, and evaluate the effectiveness of instructional practices. This comprehensive system incorporates multiple types of assessments.
The following is a summary of our assessment model.

• **Pre-assessments** will continue to be given to determine a learner's readiness level at the beginning of the year or at the beginning of a seminar or new measurement topic. Beginning of the school year pre-assessments will include, but not be limited to, MAP (Measures of Academic Progress), teacher made assessments, learning styles, and interest inventories.
• **Ongoing formative assessments** will continue to be given to guide instruction, set learning goals, and determine interventions for learners as needed. These actions will be in various forms such as teacher observation, learner performance tasks, and assessment results. The learner will have choice and voice in performance tasks. Assessments will be given at various times depending on learner readiness. Learner readiness is determined by the teacher, based on a preponderance of evidence collected for each learning goal. Sample assessment items will be created for each scale level of each learning goal. All scale work will be loaded into the Educate's Empower system. Through Educate, assessments can be built and access given to a bank of assessment items created by schools across the nation. This will be on Educate as soon as this option is available which will be prior to the opening of the charter school.
• **Interim assessments** will continue to be given during the year to monitor learner growth. Assessments to be given at the beginning, middle, and end of the year (such as NWEA MAP).
• **Summative Assessments** will continue to be given to evaluate proficiency in learner performance. WHS will continue to administer the state mandated test as required. A final assessment will be given to learners at the end of each measurement topic to determine proficiency using assessments such as NWEA/MAP, Compass, teacher-made assessments, and measurement topic assessments in Educate. WHS will also use career based assessments to address career content goals such as WIN. (A final decision has not yet been made on the exact career based assessment used.)

Recording and Reporting learner progress:
• **EDUCATE:** The Educate electronic learning GPS will provide a digital backpack accessible at any time to each learner/parent/teacher, allowing them to access learning goals already completed, those working on currently with scale score indicated, and those next to come in the learning progression. Educate will also provide digital learning resources.
• **Parent Conferences:** A minimum of two parent teacher conferences will be held each school year to report learner progress with options for additional conferences and on-going digital or phone communication.
• **Progress Report:** Each quarter a progress report will be sent home to keep parents informed about their learner's progress although progress can be monitored at any time on Educate and Compass.
• **Goal Sheet:** A goal sheet is a custom-designed document written and used by learners, teachers, and to meet the educational needs of the individual learner (a variety of forms can be used). The goal sheets are written in learner-friendly language.
• **Standards Based Report Card:** A standards based report card is a customized report communicating 1)) the learner's performance score for each measurement topic worked on during the quarter for each seminar. 2) measurement topics worked on previously, and what's next in the learning path along with whether or not the learner is on track with their rate of progression through the measurement topics.

Earning Credit:
Learners at WHS will complete a seminar and receive credit for that seminar only when proficiency has been demonstrated on all required measurement topics of the seminar. At the end of each term, therefore, a seminar can still be considered as "in progress". All seminars are listed on the transcript with an indication of completion by conversion to a letter grade. [See attachment pages A34-A36 for charts depicting conversion for GPA for scholarship applications and eligibility.]

In ***core subjects***, seminars still in progress are listed on the transcript with a designation of **IP** (In Progress) or **NP** (No Progress). *In progress (IP)* for core subjects is defined as the learner having an overall score less than 3.0 or the learner has not yet completed all measurement topics but is still attempting to do so. *No Progress (NP)* is defined as the learner having an overall score below 3.0 and the learner has not completed all measurement topics <u>and is not attempting to do so</u>.

In ***non-core subjects***, seminars still in progress are listed on the transcript with a designation of **IP** (In Progress) or **NP** (No Progress). In progress for non-core is defined as the learner having an overall score less than 2.5, or the learner has not yet completed all measurement topics but is still attempting to do so. No Progress (NP) for non-core subjects is defined as the learner having an overall score below 2.5 and the learner has not completed all measurement topics <u>and is not attempting to do so</u>. [See attachment page A36 for conversion chart.]

The grading system at WHS is a four-level scoring system. This scoring system is used in reference to demonstration of proficiency on the learning goals (standards) within each measurement topic.

4 Indicates in addition to meeting the required learning goals (standards) in the topic, the student is able to make in-depth inferences and applications that go beyond what was taught
3 Indicates student has proven proficiency in all of the required learning goals (standards) in the topic
2 Indicates no major errors or omissions regarding the simpler details and processes required for that topic, but proficiency on the major learning goals (standards) in the topic has not been reached.
1 Indicates the learner must have help with all aspects of the learning goal

Scores can also fall in between levels listed above and would be shown as 1.5, 2.5 and 3.5.

GPA: Only for purposes of: Scholarships, NCAA/AAA eligibility, **and** for students transitioning out of WHS, a **conversion scale** will be used to convert the score for each course/seminar to a letter grade which then can be entered in the state's digital system in the traditional manner for GPA. [This conversion scale as well as the **GPA Conversion Scale for AP & College Courses** can be found in the attachments pg A34-A36.].

D. Professional Development
WHS will continue to provide job-embedded professional development to all staff members. Just as the learning path for learners will be based upon their needs, our vision for PD is to customize the PD learning opportunities for teachers. That vision has already begun to be put into place by surveying the teachers to determine their level of knowledge and expertise, level of implementation, the need for additional professional development, and support on the various components of SBE. District staff who are considered "experts" in the various components will facilitate PD as well consultants previously used and staff from the Co-op and APSRC.

E. Learner-Centered
Standards-based classrooms are built on several foundational components that create the culture of a learner-centered environment. These components drive learner ownership, create a community of learners, and provide the necessary tools for the teachers to become a facilitator of learning and learners to be the navigators of their own learning.
Shared Vision & Code of Conduct: Learners will be involved in the process of creating the vision & code of conduct. Learners will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress.
Learner-Centered Instruction: Learners will have voice and choice in how they demonstrate their learning. . Learners will be engaged in attaining their learning goals in whole groups, collaborative small groups, pairs, or individual. TESS as the framework for the instructional model along with Marzano's Art & Science of Teaching.

F. Interventions
The standards-based system is ideal for a struggling learner, the average learner, or the learner who is excelling. Learning is continuously monitored through various formative assessments, allowing for quick adjustments. WHS will continue to provide RTI (Response to Intervention) for learners who need support in their learning. [See chart on page A37 of the attachments.]

G. Technology
Information literacy and technology are inherent components of and for learner learning.
"The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy. 21st Century Literacy includes strong academic skills, thinking, reasoning, teamwork skills and proficiency in using technology." (21st Century Workforce). WHS will continue to integrate technology in the curriculum as an instructional tool and for learners' use as a tool to learn and to produce learning evidence

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

Applicant Response:

Traditionally, learners spend nine months at a certain grade and at high school for most courses, the learners spend a semester or two semesters per course, and the amount of learning varies from learner to learner. Most of them move on at the end of the year, some with barely passing grades. Learners move on regardless whether or not they have mastered all the skills for the previous level/course, thus creating an achievement gap. Others may spend time "waiting on the teacher" because they already have the knowledge and skill sets for which the teacher is spending instructional time. In a standards-based model, learners advance as they prove they have met learning goals within a level. They may need more time in some areas but can advance more quickly in others. If a child leaves school at the end of May still needing to master skills within a course, he or she will be given the gift of time upon returning to school in August to show evidence of learning for all learning goals within the course. Learners who show evidence of proficiency for all learning goals with a course/seminar prior to the end of the semester/year, will have the option of going deeper on some learning goals (working at level 4), spending more time on learning goals for another seminar/course, or move on to another seminar/course. Learners must demonstrate what they understand and are able to do by engaging in a series of evidence based formative assignments, assessments, or other evidence of learning. Those who need more time to reach the 3 will have that time. This will be accomplished through small group and individual reteaching/practice, blended learning situation with technology, RTI as needed, and additional time provided in the schedule.

An analogy to illustrate our vision is this: A child playing a video game must master one level before he is allowed to move to the next level. The learner is highly motivated to succeed and in charge of his own progress, repeating a level until he is able to move to the next.

So in the classroom, **for example**, when a learner masters all learning goals within a measurement topic in Algebra I, he moves to the next measurement topic in Algebra I. When he has demonstrated evidence of proficiency for all Measurement Topics in Algebra I, he may move on to Geometry, go deeper into some Algebra goals, or spend some extra time on some Biology measurement topics in which he is behind pace. When the learning facilitator determines, by preponderance of evidence, that the learner is demonstrating proficiency of a measurement topic, the learner will take a summative assessment to validate the evidence collected.

Once the learner demonstrates proficiency in all measurement topics within a course/seminar the teacher will make recommendation for the SIT (Student Intervention Team) to review the body of evidence and validate the learner's completion of that course/seminar. The student will be involved in the decision making of next steps as in whether to go deeper on some of the measurement topics, devote more time to another course/seminar, or begin another seminar. This could possibly be accommodated within the same classroom, or if determined in the learner's best interest, a different classroom. Time and space become secondary when learning is at the forefront.

Our vision also includes the opportunity for a learner to provide evidence of proficiency *across courses*. For example, the learner in Power Equipment Technology, who has built a go-cart might show evidence of a learning goal on angles to his geometry teacher, evidence of a writing goal from his paper on the project to both his PET and ELA teacher, and use a video of his speech about the project to his drama teacher. With empowering learners and learning facilitators to see the curriculum AND LIFE connections, this will become reality.

This design will allow Warren High School to be able to better meet learner academic needs than a traditional district school.

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:

A) Employing Personnel:

With approval for the charter for Warren High School, *all of the schools within our district will be district conversion charter schools.* Our process for employing personnel includes a rubric to screen applications, a rubric for the interview with a set of interview questions defined for each position, and including 2 parts, oral interview and written interview which can include tasks. We go to these lengths in order to determine the best fit for the position. We also have an extensive process for posting positions because in our area, we do not have an abundance of applications.

B) Developing and Controlling the Charter School Budget

The Building Leadership Team at each of our district conversion charter schools determine academic and social/ emotional priorities and there is opportunity for learner voice with YO-YO (Your Opinion - You Own it). With state categorical funding, the district office does not begin by giving each school a certain amount of funding. Instead, the schools determine priorities based on data including academic data, YO-YO data, etc. and then builds the budget requests in order of priority. Quarterly ACSIP reviews, including a review of the budget, are scheduled as a means of staying on track with goals and with the budget.

C) Managing Day-to-Day Charter School Operations

A key component of SBE is building leaders at every level, and while the principal is the "lead learner" at the building, a building leadership team has been established and meets frequently to review the school's priorities and alignment with our district's Strategic Design. Principals make it a priority to be in classrooms and each administrator in the district is a facilitator for TESS training which we do in a face-to-face setting because we see value in the conversation that occurs after watching the teacher videos. PLCs have been established with rotating leadership roles. While there are "management" activities that must occur at the building level, the expectation for prioritizing time for monitoring to ensure learner engagement and growth is communicated through-out all of our district-conversion charter schools. [See attachment page A38 for a visual of the SBE system as foundational with 4 domains of TESS as pillars of the system.]

D) Developing and controlling the school calendar

Learning Facilitators from each of our district-conversion charter schools build the school calendar which meets state mandates, however, our learning calendar extends beyond the school day and beyond the school walls because each learner knows their learning path and can work on their learning goals at any time.

E) Other Areas of Autonomy to be Afforded to the Charter

A vision for WHS charter is to allow for learner flexibility in their daily schedule, allowing the learner to be able to extend the time in a classroom or move from one content area to another based upon their need (i.e. extending time in a content area in which the learner is behind pace.

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:

We will continue the school improvement development and evaluation process that is currently in place. Each year, in late spring, the school improvement plan, including Title I programming for the buildings that are classified as Title I are evaluated. Parents and patrons along with the building leadership teams are involved in this meeting which serves as an evaluation of the current year programming and needs assessment for the following year's programming. We have developed a tool to use in reviewing the school improvement plan. The parent involvement plan is evaluated in a separate session in which a diverse group of parents from each building and the building leadership team review the current year's parent involvement activities and make any changes or additions in the plan for the following year. This meeting is held in mid-May each year. Early each fall semester, a meeting is held at each campus in which data is reviewed along with suggested programs, activities and strategies to address any deficiencies. Parents are given an opportunity in this meeting for input. The school improvement plan is then reviewed in late fall and in early spring through an established process of reviewing each intervention's actions and noting the extent to which the actions have been implemented, the extent of success and what evidence is there to support success or lack thereof, and next steps listed.

Performance criteria are established for each standard in our curriculum scale work that has been done and has been previously described in this application. The scale work is posted in Educate and is totally transparent to parents, students, and teachers. This curriculum proficiency scale work is a living document and as evidenced with our previous work at Eastside and Brunson New Vision Charter Schools and Warren Middle School, is revisited and tweaked as it is used. We regularly talk with parents and survey them for feedback. This will continue at WHS.

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:

GUARANTEED AND VIABLE CURRICULUM:

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WHS has been involved in unpacking the standards and formatting them into a curriculum proficiency scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing**:

- **INTENDED curriculum**- the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level/level of learning.
- **IMPLEMENTED curriculum**- the content actually delivered by the teacher.
- **ATTAINED curriculum**- the content actually learned by the students.

STANDARDS BASED STRUCTURE:

CURRICULUM: unpacking the standards; curriculum in scoring scale format

ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale

GRADING: giving feedback to students using a formative approach; no zeros; attain a "3" or try again (See Standard 5 ***Recording and Reporting learner progress*** for additional information on grading)

INSTRUCTION: having a common language and consistent practice of best practice; designing units of study with the rigor as intended by the standards.

CONTINUOUS IMPROVEMENT:

We will continue to get better at getting better; developing leaders at all levels and *building capacity at all levels* through personalizing learning opportunities for students and staff. A part of this continuous improvement is

continuing to work with nationally recognized consultants, networking with schools across the nation who are building customized, standards-based learning environments, attending Customized Learning Summit each summer, and participating in professional learning communities across the district with the purpose of sharing best practice, collaborating on units of study, viewing and scoring student work, using student data to group and regroup students as they move through their learning paths. etc.

LEVERAGING TECHNOLOGY:
Technology will be utilized for instruction, remediation, and enrichment learning opportunities for students in an integrated manner. Technology is also key in assessing students using an adaptive assessment system which has a bridge to a web-based instructional program so that students are assigned lessons at the appropriate level of difficulty and in areas of need. An electronic platform accessible to all stakeholders and to include:
* monitoring of learning progress by teachers and students
* monitoring progress and supporting student learning by parents
* designing instruction based on individual student needs
* navigating the learning pathway by students

Prior to technology, customizing student learning was a dream; but by leveraging technology, it is becoming a viable reality.

ESTABLISHING A CULTURE OF COMMITMENT AND MORAL PURPOSE:
By having a wide variety of stakeholders create our **district-wide strategic design**, we set the stage for this type of learning system to be a part of our fabric; a sustainable, viable approach to teaching and learning that can and will thrive even when the current administration is no longer in place. For this to be taken to scale district-wide, we are taking steps to make sure all are "all knowing" and understand the rationale behind this systems work. Warren High School will revisit the mission statement this fall as a part of this effort, and will also develop a school wide shared vision which will be in alignment with the district vision statements in the strategic design. Each classroom will develop a Code of Conduct and Shared Vision and will put into place Standard Operating Procedures (SOPs) as preliminary steps to full implementation of a standards-based system.

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:

To begin this work, teams from Eastside and Brunson New Vision Charter beginning in January 2012 worked under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. WMS teams joined the process January 2013, and WHS staff, being proactive, began their scale work during the 13/14 school year and have moved to writing some assessments currently. Our goal as a district is to define, in a language all can understand, the expectations for each learning level with Common Core State Standards as the foundation for literacy and math, and currently, Arkansas Frameworks as the foundation for other subjects until CCSS/Next Generation for those subjects are available. Additionally, the work is important because we are implementing based upon the research of what works in schools, and to become truly standards-based, the work is a necessity.

This work is about:

WHAT is the essential knowledge/skills? WHAT is the scope or progression of the knowledge/skills? WHAT are the proficiency levels for that knowledge/skill? WHAT are the various ways students could demonstrate the knowledge/skill?

This work is not about:

WHO is going to teach it? WHEN is it going to be taught?
WHERE is it going to be taught? HOW is it going to be taught?

According to Marzano's Research Laboratory, setting specific goals for student achievement and then tracking progress regarding those goals are two of the most powerful actions a teacher, school, or district can take. This curriculum, instruction, and assessment design will allow for this to happen.

STANDARDS BASED STRUCTURE:

CURRICULUM: unpacking the standards; curriculum in scoring scale format
ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale
GRADING: giving feedback to students using a formative approach, no zeros; attain a "3" or try again
INSTRUCTION: having a common language and consistent practice of best practice; designing units of study with the rigor as intended by the standards

For K-8, we have proficiency scales written for all core subjects and are almost complete with scales for classes beyond the core. WHS has written scales for each course/seminar and those are being vetted by one of our consultants. WHS is currently working on sample assessment items for each learning goal. For each measurement topic, scales were written. The scale is written with performance levels one through four with level 3 being the proficiency target (the standard itself)

4 (Advanced) Applying beyond level 3; beyond what's been taught
3 (Proficient) *Complex Targeted Knowledge*
Declarative Knowledge: concepts,principles
Procedural Knowledge: skills & processes
2 (Developing) *Simpler Foundational Knowledge*
1 (Emerging) With Help, has some foundational knowledge

EDUCATE & NETWORKING:

We are currently networking with Lindsay, CA, a standards-based/performance mastery district who is a recent Race-to-the-Top winner and with Scott Bacon, of Educate/Empower, to write measurement topic assessments, and to locate free source technology resources aligned with common core for instruction as well as those for practice for each standard within a measurement topic to load into Educate for use by students. We attend and present at the annual MCL (Mass Customized Learning) Summit each summer, and have presented at other state and national conferences including a Marzano conference. Our administrators and learning facilitators frequently network with educators we have met through these opportunities. We have also provided professional development on The Art and Science of Teaching by Marzano with plans to revisit this work in district provided PD sessions and/or PLCs.

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:

WHS counselor in collaboration with *SEACBEC counselor, SEACBEC Assistant to the Counselor/Recruiter*, and *Career Coach*, will address academic development, career development, and personal/social development of students in providing developmental, preventative, remedial and responsive services, responding to student. The major function of WHS counselor's job is the guiding mission that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life.
WHS Counselor responsibilities include:

- Use data to develop comprehensive programs that meet student needs.
- Provide leadership and collaborate with other educators in the school-wide implementation of Standards Based Education System
- Implement developmentally appropriate and prevention oriented group activities to meet student needs and school goals.
- Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- Accurately and appropriately interpret and utilize student data.
- Collaborate with parents/guardians and educators to assist students with educational, career, and life planning.
- Provide individual and group counseling to students with identified concerns and needs.
- Consult and collaborate effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- Implement an effective referral and follow-up process as needed.
- Assist teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.

The Career Coach program is designed to significantly increase the number of underrepresented students who enter post-secondary education, exposing students to apprenticeships/internship opportunities and exposure to all forms of post-secondary career training and certification opportunities. This includes aiding students with college entrance exam preparation and testing, along with financial aid assistance. The Career Coach Program specifically targets grades 8-12 who are most in need of college and career planning services, but services are available to all. The Career Coach, in collaboration with WHS Counselor and SEACBEC Counselor and staff, along with the assistance of the school administration and faculty, identify students for services and encourage them to aspire to a career that will afford economic self-sufficiency.

B) Health services;

Applicant Response:

The School District's full time registered nurse will be available to provide needed health services for all students. The district has 2 nurses on staff to provide health services. One is assigned full-time to Eastside New Vision Charter School, and the other provides services for 3 campuses including WHS.

C) Media center;

Applicant Response:

The purpose of the school's library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. The goal of our library media center is to develop lifelong learners who are effective users of ideas and information. To accomplish this the media center staff will provide access to learning resources in a variety of formats, styles, and genres . The media specialist will provide instruction in research skills and information technology as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The media staff will encourage students to build college and career readiness by:

• Providing access to learning resources in a variety of formats,
• Teaching skills necessary to locate, evaluate, and use these resources,
• Teaching students their roles and responsibilities in a digital society,
• Collaborating with other educators to design learning strategies that support the state curriculum and CCSS.
• Utilizing 30 imac computers,1 Chromebook mobile cart, 3 ipad mobile carts, 5 individual ipads for student checkout, and a wide variety of text complexities and lexile leveled reading materials

D) Special education;

Applicant Response:

Warren High School anticipates a Special Education program operating with two classrooms as well as a Life-skills classroom for students with severe disabilities should that setting be determined to meet the needs of any student. Two classes will operate as resource rooms where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP with the vision of moving toward a co-teaching situation with the resource teacher providing push-ins to provide general support in the regular classroom. The Life-skills class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students. All aspects of IDEA will apply.

Continuum of Special Education Services:

1. Support Prior to Student Intervention Team or Special Education Referral:
• Targeted instruction in the regular classroom (i.e. individual, small group, whole group, digital, classroom teacher, Literacy/Math Lab pull out or push-in)
• Consultation with Specialized Staff: special education, speech, ELL, OT, PT, Nurse, Instructional Facilitator, administrators
• Consultation/Collaboration with Parents (AIP/IRI, behavior plan, etc.)

2. Student Intervention Team (SIT) Convened
• The SIT is comprised of admins, classroom teacher, counselor, nurse, resource teacher, ELL teacher, instructional facilitator, etc. and as needed. Parent input is also requested.
• Data is reviewed
• Remediation plan established (behavior and/or academic).
• The plan is put into place and if acceptable progress is not made in 6-9 weeks, a special education referral is made.

3. Special Education Referral & Due Process as required by state and federal law

4. Special Education Services Options:
* Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
* Push in by resource teacher
* Combination of both
* Indirect Services
* Self-Contained Services
* Homebound services (based on student need and committee decision)

E) Transportation;

Applicant Response:

Warren School District will provide transportation services to all students who reside in the attendance area of the district and will comply with all transportation regulations.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

WHS students have the opportunity to enroll in courses at our district's technical school- Southeast Arkansas Community Based Education Center (SEACBEC) which is connected to WHS by a covered sidewalk and shares

WHS's LEA number. This gives many options for students to become completers in several areas. The Medical Program and Welding Program currently have concurrent credit options available and we are articulating courses with UAM McGehee and UAM Crossett and discussing other possible concurrent credit opportunities. SEACBEC, *while not an "Alternative Learning Environment", certainly gives our learners alternate opportunities to specialize in various career focus areas.*

WHS has an **Alternative Learning Environment Program** which is housed at Warren High School. The ALE program is a non-punitive program. ALE placement criteria include data on attendance, interpersonal skills, personal or family problems, transition to/from residential programs, serious discipline issues, pregnancy or single parenthood. When a student is recommended for placement in ALE, a conference is schedule with a committee to review data and prior plans. If ALE is determined to be the best placement for the child, a plan is developed to meet the student's academic, social, and emotional needs. Students work toward success on their individual learning plan (ILP). When the student is deemed ready to return to the regular classroom setting, a conference will be scheduled again and a transition/exit plan will be written. **Another alternate learning environment** that is shorter term is the in-school suspension program which is also located on the WHS campus. The focus of that program is to instruct students in making better behavior choices while continuing their learning. The short term assignment can be made as a punitive means and is preferable when policy allows out of school suspension because the student's learning continues and is monitored.
Our vision is to redefine "Alternative Learning" to include options like a virtual classroom/digital lab in which students may choose to select from a wide selection of courses meeting their needs as determined by the career pathway they have chosen.

G) English Language Learner (ELL) instruction

Applicant Response:

Learners are selected for assessment for ELL based upon a home language survey that is part of the enrollment packet. Qualifying students based upon the LPAC assessment receive services from a highly qualified ELL instructor in a pull-out setting. The ELL coordinator provides professional development and assistance to learning facilitators on strategies designed to meet the needs of ELL learners in the regular classroom. These strategies are also beneficial for any struggling learner.

H) Gifted and Talented Program.

Applicant Response:

The Gifted and Talented Coordinator will be responsible for coordinating the WSD GT Program and consulting the gifted specialist available at the Southeast Arkansas Educational Cooperative and the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.

We are requesting a waiver which will allow PreAP designation at the end of a seminar (course) for which PreAp credit is an option. All learners working beyond the target of "3" for 80% of the seminar, will receive PreAP credit for the seminar. This will expose all learners to the level of rigor required to go beyond the target learning, and the expectation is that many more will work toward that level when they get the opportunity to do so. We will ensure that all learning facilitators involved hold PreAp certification and will ensure that units of study include opportunities for students to extend their learning beyond the target of level "3" learning.

WHS will continue to offer AP and concurrent credit courses with plans to broaden the offerings through digital as well as on-site options.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren High School proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

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:

As described previously in this application, the district has a process in place in late spring to complete an evaluation of the current year's programs, activities, and strategies as implemented and detailed in the ACSIP and at the same time, allowing for input from parents and other stake holders in assessing needs for the next year's program. Early in the fall, at each campus, a meeting is held in which parents and other stake holders are invited in which the needs assessment results are shared along with tentative plans for programs, activities, and strategies for each intervention in ACSIP to be reviewed, and again, stake holder input is requested. Data from the assessment instruments listed with the goals will be shared during these processes in determining if goals have been met as well as posted to the school website.

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

Applicant Response:

As the only school in the district providing instruction to 9th-12th grade age students, Warren High School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 600, it is unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the enrollment cap due to our legal responsibility to enroll all eligible students. If our petition is turned down, we will use the Random Number Generator computerized lottery method (http://stattrek.com/Tables/Random.aspx) to determine a simple random sampling. Priority will be given to siblings. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas. We will continue to recruit by placing ads in the newspapers and online news sites in the surrounding areas.

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.

- [x] 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:

Marilyn Johnson, *Superintendent*
Carla Wardlaw, *Asst. Superintendent*
Gary Jackson, *WHS Principal*
Bryan Cornish, *WHS Asst. Principal*
Jonalyn Reep, *SEACBEC Director*
Glenetta Burks, *WMS- District Conversion Charter Principal*
Tommy Arnold, *WMS- District Conversion Charter Asst. Principal*
Regina Scroggins, *Brunson New Vision Charter Principal*
Sara Weaver, *Eastside New Vision Charter Principal*
Kathy Cornish, *Eastside New Vision Charter Asst. Principal/District Coordinator for NWEA, Educate, and District SBE Focus Team*
Rhonda Daniel, *District LEA Supervisor*
Rhonda Williams, *District GT Coordinator*
Vickie Newton, *District Technology Coordinator*
Matt Valentine, District Transportation Director
Amanda West, District Child Nutrition Director

All of these individuals (except the District GT Coordinator who also teaches), make up the District A Team (Administrative Team). The A Team has a collaborative meeting each month. [See attachment page A39 for a sample A Team agenda.]

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:

Administrators Responsibilities: (3 Administrators- WHS Principal & Assistant Principal +1 Director-and 1 Dean at SEACBEC (South East Arkansas Community Based Education Center- connected to WHS by a sidewalk and shares WHS LEA Number; provides services for WHS learners and learners from 3 surrounding districts)

- Act as chief executive operating officer of the school and carry out the School and District missions
- Select, recommend for hire, and terminate faculty and staff
- Assist teachers in developing the professional growth plans; approve the plans
- Plan for professional development to meet the needs of adult learners in order to have the greatest impact on student learners
- Carry out the annual performance-based evaluation as required in the Teacher Excellence Support System (TESS)
- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum and monitor student academic achievement regularly

Qualifications: A proven leader who has: strong, effective instructional leadership skills, including proven knowledge of curriculum, instruction, and assessment; strong organizational, fiscal management and technological skills; excellent written and oral communication skills with ability to listen to and address staff concerns; honesty, integrity and strength of character that supports an atmosphere of expected excellence; respect for diversity with the ability to make unifying decisions and to foster an atmosphere of trust; appropriate Arkansas licensure required; experience as principal preferred
Salary Ranges: Principal - $61,769-$83,931; Asst. Principal - $54,357-$$73,860; SEACBEC Director - $$60,197-$81,795

Learning Facilitator (Teacher) Responsibilities: 26.5 classroom teachers at WHS and 12 at SEACBEC)

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues to plan and coordinate student learning
- Utilize data to plan learning to address different levels and kinds of learners
- Communicate with parents on student progress and student need
- Develop professional growth plans aligned with needs
- Collect artifacts to demonstrate growth on PGP areas in alignment with Domains and Components of TESS
- Stay current with best practices through professional development, professional organizations, and professional literature
- Facilitate learning goals, assess, monitor and adjust for each student
- Meet regularly with grade level teachers, vertical teams, and content PLCs when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

Qualifications: Energetic, positive, goal-oriented, educators who have: passion for teaching and learning, ability to inspire students and instruct, and commitment to excellence. The school will make every effort to recruit highly qualified and certified teachers in all content areas. The School District will be empowered to hire the best teachers regardless of licensure status.
Salary Ranges: $31,010-$44,923

Counselor Responsibilities: (1.0 WHS counselor; .80 WHS Career Coach; 1.0 counselor at SEACBEC 1.0 Assistant to the Counselor/Recruiter at SEACBEC)

- Individual and group counseling and guidance lessons
- Developing positive concept while improving understanding of self and others

• Developing more effective communication skills, improving problem-solving and decision-making skills
• Expanding social skills including cooperation, sharing, and responding appropriately to conflict
• Handling divorce, death, or birth of a new sibling
• Testing coordinator, disseminate data and serve as Parental Involvement Coordinator
• Assisting with scheduling
Qualifications: Current Arkansas license with counseling endorsement
Salary Range: $31,010-$44,923

Instructional Facilitators Responsibilities: (.67 FTE)
• Supporting staff through coaching, modeling, and feedback from observations
• Coordinating peer observations with reflection
• Data analysis and assist in assessment administration
• Assist with creating assessments in Educate
• Assist with creating/revising the scale work
• Facilitating team meetings, providing interventions, assisting with professional development plan, planning and locating resources
• Support to long term substitutes on lesson plans
• Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator
Qualifications: Energetic, positive, goal-oriented educators who have appropriate Arkansas licensure, a passion for teaching and learning, ability to inspire and instruct, commitment to excellence.
Salary Range: $31,010-$44,923

WHS Staffing Plan:
2 admins 3 clerical asst. 2 instructional facilitators (.58 FTE) 1 counselor (1 FTE) 2 counseling clerical assistants; teachers - 26.5
Career Counselor/Coach (1.0)
1 media specialist1.0 Media Aide 1.0 SpEd teachers3.0
SpEd aide 1.0 teachers 1 Licensed Tech 1
G/T Coordinator .25 .25 school social worker 1 ELL teacher (.25)
1 ALE teacher .75 1 School Nurse (.23) Custodians 3.0
Classified Support (1)
Cafeteria Manager .60 Cafeteria Workers 3.0 PE .625
Music/Band 1.25 FTE Vocational 2.625 Art 1.0
SEACBEC Staffing Plan:
1 Director; 4 clerical; 1 Dean of Students; 1 counselor; 1 assistant to the counselor/recruiter; 2.0 custodians; 6 teachers with standard licenses and 5 teachers licensed by technical permits

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.

[x] Yes
[ ] No Please note: Waiver requested on this component.

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

Applicant Response:
Warren High School Charter will be located at the current site of the school which is located at 803 N Walnut Street. The school site includes 30 classrooms including band, music, ALE, SpEd & LifeSkills, , and media center along with an indoor gym and 2 additional portable classrooms. Media center contains 30 computer stations, cafeteria, suites of offices for the counselor, student affairs, and administration, a

small indoor PE gym and has 3 small buildings to the north which houses the in-school suspension and JROTC classes. The HVAC system was replaced this summer along with ceilings and roof with additional insulation being added to the roof. New technology wiring and switches were added. Hallways were painted, and exit doors are in the process of being replaced. Although the building was constructed in the 70's, it has been well-maintained and with the upgrades this summer, it's a nice facility. An additional facilities project has been approved to completely rework the electrical in the future. Connected to WHS by a sidewalk is South East Arkansas Community Based Education Center (SEACBEC) which shares WHS LEA # and serves students from WHS and surrounding districts for technical education opportunities. SEACBEC has 31 classrooms including labs for welding, construction, power equipment technology, and med pro as well as 3 computer labs for business courses and computer diagnostics courses.
As a sound plan for continued operation, maintenance, and repair of the facility, the school will continue to use School Dude as recommended by the Arkansas Department of Education Facilities and Transportation Division. We will continue providing clean, safe facilities and safe, efficient transportation. The District understands there will be facilities costs and plans to fund these costs out of its operating budget.

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.

- [x] 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:

WHS complies with all the accessibility regulations in accordance with the ADA and IDEA.

There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.

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:

Breakfast and lunch will be served at WHS. All students may make application for free or reduced meals. WHS will comply with Food Services regulations through the approved child nutrition program. We have made application for additional food services programming at some of our other campuses such as Breakfast in the Classroom and Fresh Fruit and Vegetable Program and we will likely apply for this type of food service programming at WHS as we are eligible to apply.

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:

While we invite and encourage parents to be involved during the school day and in the school building, we believe that a parent can be very involved in their child's education and not walk through our doors and it is our responsibility to educate parents and guardians on opportunities to do so. Because the learning path and their learner's progress will be transparent on the Educate System, a parent has the ability to monitor and support the learner and our learning facilitators have a period each day in which they are available for conferences, phone calls and/or to respond to digital communication.

Parents will continue to be invited and encouraged to attend orientation sessions in order to learn about programming to be able to guide their child in making course selections.

Parents and community members will be involved in developing, implementing, and evaluating the school improvement plan through several opportunities Closing the Achievement Gap (CtAG) meetings, ACSIP Peer Review and Evaluation sessions, parent/teacher/student conferences to review progress through goal sheets and on Educate, and handbook committee.

To keep parents and guardians notified of school events and student progress, the following will be among those used: School and District web-site which includes a google calendar in which all pertinent school events, deadlines and notices are posted, goal/progression sheets, progress reports, Blackboard Connect parental notification system, "District Data" Newsletter, as well as, teacher availability during planning times to meet with parents as needed.

Opportunities for parents, guardians and community members to be involved include: Parent Involvement Evaluation/Planning, Volunteer recruitment during orientation, parents encouraged to attend orientation, FAFSA Nights, Internship Opportunities in Community.

The district parent center is open to parents and students daily with evening hours available as well as day time hours, and provides free of charge materials students may need for completion of projects and computers, printers, etc for research, study, projects, papers, etc.

Community members and parents will be invited to be involved in performance-based learning activities. Their engagement may be manifested in presentation evaluation, as a source for real-world projects and to help students make connections to real-world application of knowledge and the importance of learning.

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. Section 10.02 ("Teaching Load") of the ADE Rules Governing the Standards for Accreditation (Standards Rules) and specifically Subsection 10.02.5:
In order to fully implement our unique curricular offerings, Warren High School requests a waiver of the Teaching Load requirements. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the "exceptional case" worthy of a waiver under Subsection 10.02.5 of the Standards Rules. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, only on as needed basis.

2. Section 10.02.5. Standards Rules, concerning class size:
Warren High School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the individual class size will not exceed thirty-five (35) students to accommodate movement of students. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the "exceptional case" worthy of a waiver under Section 10.02.5 of the Standards Rules.

3. Ark. Code Ann. §6-15-902 and the ADE Rules Governing the Uniform Grading Scale:
To the extent that a waiver is necessary from the above statute and Rules, Warren High School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized by Warren High School will be more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard) on a scale of one (1) through four (4). There will be a conversion chart used so that WHS can put a letter grade on a student's transcript. WHS will still use the State's electronic transcript.

4. Ark. Code Ann. §6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Network.
The applicant requests a waiver of the above referenced statute and rules, if necessary, and/or technical assistance from the Department of Education for the following purposes:
a.) We will manually input the converted letter grade into the system for transcripts if we have to, but we would like to request the Department of Education's technical assistance to assure a bridge from our electronic grading system (Educate) to APSCN/eSchool.
b.) Grades will be put on the transcript at the completion of the course (we refer to courses as seminars), not at semester.
c.) The last day of a traditional semester, we will use the conversion chart (attached to this application) to determine eligibility status for extracurricular activities. We will follow the same process in May-so we are abiding by Arkansas Activities Association rules.

5. Ark. Code Ann. §6-15-401 et seq. and the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Programs and the Academic Distress Program.
Because our learners will complete seminars at various points in time, we need a waiver to allow for testing (PARCC Performance Based Assessment (PBA)) in the testing window after the learner has completed 75% of the Measurement Topics in a seminar (and the End of Year in the testing window following the PBA they have taken).

6. Ark. Code Ann. §§6-42-101 et seq. and 6-20-2208(c)(6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation ; ADE Rules Governing Gifted and Talented Program Approval Standards (All

concerning Gifted and Talented Students):
This waiver request is to allow for appropriate pre-Advanced Placement (AP) designation at the conclusion of the course/seminar. To earn Pre-AP designation, a student would be required to go beyond the target of 3 in 80% of the measurement topics of the seminar.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. WHS proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

7. Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit):
The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

8. Section 9.03.4.10 of the ADE Standards Rules (concerning Career and Technical Education):
The applicant is in the process of transitioning from Computer Business Applications (CBA) to Technology Design Applications (TDA), and has received the appropriate waiver from Career and Technical Education (CTE) (Department of Workforce Education)). In its approved CTE plan, this is the last year to teach CBA. We request a waiver for any student not passing CBA this year to be allowed to make up credit by taking TDA.

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:

Warren School District and Warren High School will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Warren School District is not under any court orders concerning the desegregation of its 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:

Major components of a Standards-Based System is **creating leaders at all levels, being transparent** in all matters pertaining to the system, and **promoting continuous improvement**. All administrators, learning facilitators, support staff, and learners are empowered to provide leadership in this system. We are being transparent with our successes and our hiccups as we build this system- this builds trust and where there is trust and opportunity, there is ownership. **People naturally support what they help build**. We are truly in this together and are continually considering how we can better communicate and involve all stakeholders.

By promoting continuous improvement, we are in the business of getting better at getting better, and while that is important, we also have to give our administrators and learning facilitators permission to fail, because in building this system, **we are having to break away from a system that was established in 1892**. So we are creating an environment where we are not just about doing things better, but we are building better things- a structure that is better suited to providing for the needs of today's learners. Additionally, we are looking at not just a one year school improvement plan, but challenging the leadership teams at each building to look at **planning for the future** by outlining 5 year plans. WHS has been working on a 5 year plan for implementation with the understanding that items can be added, moved forward, or or moved back depending upon the readiness level of the building. [See attachment A40.]

A1

Proof of Publication

STATE OF ARKANSAS, } ss
County of Bradley

I, Heather McGlaughlin do solemnly swear that I am the bookkeeper of THE EAGLE DEMOCRAT, that said EAGLE DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the case of Warren High School Public Hearing

pending in the _____ Court, in said County, and at the dates of the several publications of said advertisement hereinafter stated, and that during said periods and at said dates, said newspaper was printed and published and had a bona fide circulation in said County, that said newspaper had been regularly printed and published in said County, and had had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisements; and that said advertisement was published in the regularly weekly issues of said newspaper for three consecutive times, was made as follows:

July 23, 2014, July 30, 2014, August 6, 2014

Heather McGlaughlin

Fees for Printing, $ 93.75

Cost of Proof, - - - $ 0

Total $ 93.75

Subscribed and sworn to before me this 25 day of August 2014

DANNY R. COOK
NOTARY PUBLIC
EXP. 2021
12380083
BRADLEY COUNTY
ARKANSAS

3-73-500 E-22503

Documentation of Public Hearing Requirements

A2

After-school grant funds are awarded

Hermitage Elementary School was awarded a five-year 21st Century Community After-school Grant for all students in kindergarten through sixth grades.

The program will begin on Oct. 6. The before school segment of the program will be open from 7-7:30 a.m. Monday-Friday. The after-school segment of the program will be open from 3:15-6 p.m. Monday-Thursday.

Health-Bradley County He
Unit (R. Alicia Outlaw),
kansas Forestry Commis
(James Walls), Arkansas G
and Fish (Laura Rogers),
kansas State Police Troo
City of Hermitage (M
Alma Harrod), Hermitage
lice Department (Faron J
son), Eagle Democrat (D
Cook), First State Bank
Hermitage, Hermitage Ba
Church (Daniel Haig
Hermitage Helping Hands Food

1st Century

Buildings —

Continued from Page 1

Simon. It was in use as a post office until 1998, when a new facility was constructed.

Other buildings down the block on Main Street were built around 1905 and have been recently occupied by Busy Bee's, Pastime Pizza Parlor and Words On A Shirt.

The former Colvin's General Store building had a new wall put in by the city and a tomato-themed mural was painted on it.

Johnny and Jennifer Bradford are continuing to work on both sides of the Hankins Building, built around 1905 or earlier.

WARREN HIGH SCHOOL PUBLIC HEARING

For discussion of a proposed Conversion Charter School Application

August 7
Warren Cultural Center
6:00 p.m.

stallations, Service & Repair (all brands)
226-5532 or 226-5831
Danny Cook, Owner
Over 33 Years Experience
an Standard
Rheem

Documentation of Public Hearing Requirements

Documentation of Public Hearing Requirements

Warren School District

Home of the Fightin' Lumberjacks

Home | District Info | State-Required Info | Employment | For Parents | For Staff | For Students | Our Schools | Press Release

News

- Bus Routes
- WHS Public Hearing
- Summer Feeding Programs
- Important Notice to Parent/Guardians: New Immunization Requirements for 14-15
- Public Notice - Internet Safety

More News...

Contents

- Arkansas Common Core
- District Slide Show
- Form for Naming Facilities
- General Information
- Menu
- Policy for Naming Facilities
- SBE at Brunson
- SBE at Eastside
- Technology Services
- Warren School District Calendars
- WSD Activity Calendar

Warren School District Calendar

Today | August 2014 | Print | Week | Month | Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	Aug 1	2
			7:30am CAMP DIS	7:30am CAMP DIS		Sales Tax Holida
3	4	5	6			9
Sales Tax Holida			Physicals SR Gl			
10	11	12	13			16
	Professional Development					
	All Staff @ IBC	11am Lunch at IB				
	Licensed Staff R	+3 more				
17	18	19	20	21	22	23
	First Day of Sch	5pm After School				
		7pm Lumberjack				
24	25	26	27	28	29	30
	JR FB @McGehe	FB Vs McGehee				
		After School Rel				
		+2 more				
31	Sep 1	2	3	4	5	6
	Labor Day - Sch	FB VS FS Souths		7th FB @Drew C	11:30am Grandpa	
		Warren vs. Fort		JR FB @Drew C	3:30pm ASBS Hor	
				School Pictures		

Thursday, August 7

- 10th Grade Orientation-12:15-1:30
- 11th Grade Orientation-9:30-10:45
- 12th Grade Orientation-8:00 am-9:15
- 9th Grade Orientation-1:45-3:00
- WMS Student Orientation
- 5pm Eastside Block Party
- 6pm WHS Charter Public Hearing

Events shown in time zone: Central Time

Google Calendar

A3

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Documentation of Public Hearing Requirements

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a company approved physican.
e to pass a pre-employment drug
WI
r be able to obtain TWIC card
tbed driving experience within
years.
rmation or to apply, please email
oasistradingllc.com

recently. Funds from the grant will be used for work to preserve the museum which is located on Ash Street and was the home of Dr. John Wilson Martin in the 1800's.

WARREN HIGH SCHOOL PUBLIC HEARING

For discussion of a proposed
Conversion Charter School Application
6:00 p.m.
August 7, 2014
Warren Cultural Center

at 10:41 PM 0 comments

g+1 Recommend this on Google

TOMATOES
RIETY OF VEGETABLES
Nest Central
6-2508

Mayor Martin Hires New Street Foreman

Warren Mayor Bryan Martin has announced the hiring of Ricky Joe Davis as Street Foreman for the

A4

Documentation of Public Hearing Requirements

MONTICELLO, Ark. — Thirteen businesses in the McGehee area will offer as much as 10 percent discounts to students of the University of Arkansas at Monticello as part of the Weevil Perks Program, according to Heather Groleske, director of students services at the UAM College of Technology-McGehee.

To receive the discounts, students must present a valid UAM ID at the time of purchase.

The businesses include Blingtique, Fuzzy Tail Grooming, JJ's Café of McGehee and Lake Village, Jaliscos Mexican Restaurant, Kelley Drug & Selections, Lisa's Floors & More, the McGehee/Dermott Times-News, McGehee Lumber & Hardware, Pizza Inn Restaurant, Shear Connection, Shirt Shack & More, and Stitches by Design.

For more information, contact Groleske of (870) 460-2128 or Tara Snider, instructor of communications, at(870) 460-2132.

WARREN HIGH SCHOOL PUBLIC HEARING
For discussion of a proposed
Conversion Charter School Application
6:00 p.m.
August 7, 2014
Warren Cultural Center

at 7:11 AM 0 comments +1 Recommend this on Google

Hunter Education Class to be Held at Warren Branch Library

Hunter's Education Class will be held at the Warren Branch Library, 118 West Cypress Street, September 29, 30, & October 2, 6-9:30. Registration is required. Please call 870-226-2536 to register. Limited Seating available

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Documentation of Public Hearing Requirements

Warren, AR 71671

870-226-2633

www.frazerfuneralhome.com

Email: frazerfuneralhome@sbcglobal.net

Joss & Main

at 10:28 PM 0 comments Recommend this on Google

Public Hearing Discusses SBE at Warren High School

A public hearing was held Thursday night, August 7, at 6:00 p.m. to discuss Warren High Schools plans for District Conversion Charter.

Principal Gary Jackson welcomed the parents who attended the hearing. Assistant Superintendent Carla Wardlaw reviewed the types of charters and Warren School District's history with standards-based education.

Superintendent Marilyn Johnson spent time explaining the Standards-based System.

Mr. Jackson addressed the attendees describing SBE at Warren High School.

Those in attendance participated in a question and answer session following the presentation.

Currently grades K-8 have been approved as Conversion Charter Schools. Warren High School's application to become a charter school is scheduled for September of this year. The school's plan is to have SBE in place by 2015-16 school term.

at 10:27 PM 0 comments Recommend this on Google

Register for Y Afterschool Program

the Y

AFTERSCHOOL

A6

WHS PUBLIC HEARING

ADVERTIZING:
The Public Hearing was advertised in the Eagle Democrat and Shopper's Guide, a weekly publication that is distributed to all residents of the county, as well as on Saline River Chronicle, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and parents and learners were reminded of the event during the orientations held through-out the day on the 7th and it was announced at BCEDC and Rotary.

TIME & PLACE:
WHS public hearing was held Thursday, August 7, 2014, in the Warren Cultural Center.

RESULTS:
44 people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

The agenda, see next page, allowed for discussion time as well as an opportunity for those in attendance to write their questions down in case they didn't feel comfortable coming to the microphone during the discussion time. All questions were answered.

The evaluation survey included questions that were left open-ended to prompt more than a one word answer:
"The information presented this evening was sufficient to help me understand the changes that will occur at WHS if this charter is approved."
All responses were "yes" with the exception of one response that indicated "mostly".
"I believe that the proposed changes will help my child."
All responses were "yes" and an additional comment of "mostly yes, but in many ways unknown".
"I support the concept of Standards-Based Education."
All responses were "yes" with the exception of one response that indicated "mostly".
Based upon the responses from the survey and Q & A, and those who came up afterwards to discuss their thoughts, it is apparent that we have stakeholder support. This is including a learner who is a senior this year who said "I feel like I'm going to be at a disadvantage for not having an opportunity to go through this system."

In addition to this public hearing, three previous public hearings have been held for the three previous charter applications. Principals and district administration have met with parent groups and civic groups over the last 4 years. We have provided parent training on the use of Educate, the electronic reporting and recording system. A large group of stakeholders including parents, patrons, teachers, admins, board members met in January 2013 to work through a process to create the district's Strategic Design CtAG (Closing the Achievement Gap) Plan which outlines core values, core beliefs, mission, and vision statements. Just prior to the August 7 public hearing, all administrators presented a program to Rotary on SBE. We will continue educating our parents and patrons. We've found that once they understand what it is we are trying to do and why, an overwhelming majority support our efforts.

Evidence of Parent and Community Support
page 1

Evidence of Parent/Community Support
Page 2

WARREN HIGH SCHOOL
PUBLIC HEARING – DISTRICT CONVERSION CHARTER
August 7, 2014

AGENDA:

Welcome - Gary Jackson, WHS Principal

Types of Charters & District History with Standards-Based System Carla Wardlaw, Asst. Superintendent

Standards-Based System Described - Marilyn Johnson, Superintendent

SBE at WHS – Gary Jackson, WHS Principal

Questions/Answers – WSD Administrative Team

Evaluation - Audience

Adjourn

Standards-Based Education (SBE) System

SBE is an innovative school structure that makes it possible to meet the individual needs of learners. In a standards-based system, learners work at their performance level and advance through the curriculum when they have demonstrated proficiency of the required knowledge or skills.

The focus is on learning and not on seat time, so some students will work their way through learning paths more quickly than others and all students must show what they know or can do on each learning goal and their progress is tracked. Students work at teacher pace or faster.

A8

Warre

WARREN SCHOOL DISTRICT – Wa
Location: Warren Cultural Center,
Facilitator: Marilyn Johnson, Super
Date(s): August 7, 2014

Sign In (Full Name)
[illegible]
[illegible]
Lori Harrison
Sam Harrison
Marilyn Johnson
Ina Weaver
Florida Lassiter
Cindy May
Kenneth R. [illegible]
Ina McKinney
Carla Wardlaw
Regina Scroggins
Devin McGiammid HS tea
Amy Cortright
[illegible]
Amy Wynne
Cathy Thomasie

Evidence of Parent/Community Support Page 3

Wa

WARREN SCHOOL DISTRICT -
Location: Warren Cultural Ce
Facilitator: Marilyn Johnson, S
Date(s): August 7, 2014

Sign In (Full Name)
Katrina E. Shepherd
Rhonda Harton
Kasey Kellum
Tim Pesson
Robin Hairston
Sabrena Smith
[illegible]
[illegible]
Alexis Pacheco
Johnna McMurray
Jan Gaemen
[illegible]
[illegible]
Brandy [illegible]
John Spencer (South
Whitney Simon
Sandra Hallen

Warren Schoo

WARREN SCHOOL DISTRICT – Warren High Scho
Location: Warren Cultural Center, Warren, AR 7167
Facilitator: Marilyn Johnson, Superintendent; Carla W
Date(s): August 7, 2014

Sign In (Full Name)	Po
Emily Lassiter	
Lelley Stracner	
Rexton Sisson	
[illegible]	Aa
[illegible]	
Cayla Harris	
DeMarquis Hall	
Patrick Smith	
Kathy Corwin	
Sandra McKelley	

A 10

Warren School District

Office of the Superintendent

408 Cherry St. • P.O. Box 1210 • Warren, Arkansas 71671
Phone: (870) 226-8500 • Fax: (870) 226-8531

August 8, 2014

Arkansas Department of Education
Division of Learning Centers
Four Capitol Mall, Mail Slot #3
Little Rock, AR 72201

To Whom It May Concern:

The Warren School Board has been involved with the Standards-Based Initiative since its inception. We are regularly kept informed of progress and have board attendance at the public hearings and exploratory trips to other districts involved in this initiative.

During the August 2014 board meeting, the board voted to support Warren High School District Conversion Charter application.

Sincerely,

Jerry Daniels, Warren School Board President

Evidence of Parent/Community Support
Page 4

Academics Come First

REPRESENTATIVE
Jeff Wardlaw
801 East Church Street
Warren, Arkansas 71671-3454

870-226-9501 Business
870-460-2814 Residence
870-226-9500 FAX
jeff@jeffwardlaw.com

DISTRICT 8

Counties:
Bradley
Part Ashley
Part Calhoun
Part Cleveland
Part Dallas
Part Drew

COMMITTEES:

Public Health, Welfare and Labor
Labor and Environment Subcommittee

Insurance and Commerce
Vice Chairperson,
Financial Institutions Subcommittee

Joint Committee on Energy

Legislative Council

STATE OF ARKANSAS

House of Representatives

September 8, 2014

Ms. Sky Bledsoe, Charter School Program Advisor
Arkansas Department of Education
Division of Learning Services
Charter and Home School Office
Four Capitol Mall, Mail Slot 3
Little Rock, AR 72201

Dear Ms. Bledsoe:

This letter confirms my strong support of the Warren School District's Charter Conversion application.

As State Representative for District 8 and as a parent, I support their planning and approach to produce a learning environment that will provide the district's learners with outstanding academic preparation and character development. I strongly believe that learners who are struggling in the traditional public school system will have a chance to flourish and learn in the environment that best meets their needs in a charter setting at Warren High School.

In closing, I wholeheartedly endorse the Warren School District's application. I applaud their vision and leadership of offering opportunities for students' growth and success through the opening of this charter school setting with innovative components of Standards Based Education. Should you have any further questions, please do not hesitate to contact me. Thank you for your time.

Sincerely,

Jeff Wardlaw
State Representative
District 8

JW/mlj

DRAFT

2015-2016 Warren School District Calendar

Aug. 12-16	Staff Development	5 days	
Aug. 17	First Day of School		
Sept. 7	Labor Day		
Oct. 15	End of First Quarter	Thursday 43days	
Oct. 26	Parent-Teacher Conferences	Monday 3-7	WMS,WHS,SEACBEC
Oct. 27	Parent-Teacher Conferences	Tuesday 3-7	ES & BR
Nov. 23-24	Professional Development	Monday & Tuesday	8-3
Nov. 25-27	Thanksgiving Break		
Dec. 18	End of 2nd Quarter	Friday 41 days	
Dec. 19-Jan. 3	Christmas Break for teachers & Students	84 days/semester	
Jan. 4	Professional Development	Monday 8-3	
Jan. 5	Students Return	Tuesday 8-3	
Jan. 18	MLK Day	Monday	
Feb. 8	Parent-Teacher Conference	Monday 3-7	WMS, WHS, SEACBEC
Feb. 9	Parent-Teacher Conferences	Tuesday 3-7	ES & BR
Feb. 12	Professional Development	Friday 8-3	
Feb. 15	President's Day Holiday	Monday (make up day if needed)	
March 11	End of Third Quarter	Friday 46 days	
March 21-25	Spring Break	Monday-Friday	
April 1	Good Friday Holiday	Friday (make up day if needed)	
April 4	Professional Development	Monday 8-3	
May 19	Graduation		
May 27	Last Day of School	Tuesday	48 days
May 31, June 1, 2,	Make-up days (if needed)		

Total student Teacher Interaction Days 178
Total Parent-Teacher Conference days 2
Total Staff Development (60 hours) 10
Total Contract Days 190

5 make-up days are included in the calendar
60 hours = equivalent of 10 days of PD by district

*Nothing except emergency sick leave is granted for Staff development days

Master Schedule 2015-2016

Social Studies

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Ellis	Pre-Ap Civics/Pre-Ap Econ.	Civics / Economics	Civics / Economics	Pre-Ap Civics/Pre-Ap Econ.	Civics / Economics	Lunch
Quoss	World History	World History	Psychology / World Geography	Pre-Ap World History	Lunch	Pre-Ap World History
Reep, B	American History	AP American History	AP American History	Prep	American History	Lunch

English

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Dailey	English 10	Pre-Ap English 10	English 10	Prep	Lunch	English 10
Halley	Freshman Comp I & II	AP Lit I & II	Literacy Lab	Prep		
McDiarmid	English 9	English 9	Pre-AP English 9	Prep	Literacy Lab	Lunch
Standridge	English 12	Literacy Lab	English 12	Prep	ANNUAL	Lunch
Thornton	Literacy Lab	English 11	English 11	Prep	Lunch	Pre-Ap English 11

Math

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Coffell	Algebra I - R	Methods	Bridge	Methods	Methods	Lunch
Foster	Algebra II	Algebra II	Pre-AP Algebra II	Pre-AP Pre-Cal/Trig	Algebra II	Lunch
Panicola	Algebra I	Pre-Algebra I	Algebra I	Algebra I	Algebra I	Lunch
Rogers	Geometry	Pre-AP Geometry	Geometry	Geometry	Geometry	Lunch

Science

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Cabaniss	Environmental Sci.	Chemistry	Environmental Sci.	Chemistry	AP Chemistry	Lunch
Green	Pre-Ap Biology	PREP	Biology	Biology	Physical Science	Lunch
Mann	Physical Science	PREP	Physical Science	Pre AP Phy Science	Lunch	Physics 5B

Resource Classes

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
St. John	Language Arts	Social Studies	Language Arts	Language Arts	Language Arts	Lunch
Young	Math	Math	Science	Prep	Math	Lunch

Period 6	Period 7	Period 8
Civics / Economics	Prep	Athletics/ Boys Track
World History	World History	Prep
American History	American History	American History

Period 6	Period 7	Period 8
Literacy Lab	Pre-Ap English 10	English 10
Pre-AP English 9	English 9	English 9
English 12	English 12	English 12
English 11	Pre-Ap English 11	English 11

Period 6	Period 7	Period 8
Methods	Prep	Methods
Algebra II	Prep	Algebra II
Pre-AP Algebra I	Prep	AIP
AP Calculus	Prep	Geometry

Period 6	Period 7	Period 8
Chemistry	PREP	Chemistry
Pre-Ap Biology	Biology	AIP
Physical Science	Pre AP Phy Science	Physical Science

Period 6	Period 7	Period 8
Prep	Social Studies	Language Arts
Science	Math	Math

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Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Barnett	ISS	ISS	ISS	ISS	ISS	ISS
Castillo	Spanish I	Spanish I	Spanish I	Prep	Spanish II	Lunch
Clements	ROTC I-II	ROTC III-IV	ROTC I-II	ROTC III-IV	ROTC I-II	Lunch
Culp	Gas Tungstun Arc	Shielded Metal Arc	Metal Fabrication	Gas Metal Arc	Lunch	Metal Fabrication
Densmore	Contruction Fund	Carpentry	Construction Fund	Plumbing	Lunch	Prep
Duncan	Power Sports I	Power Sports II	Power Sports II	Power Sports Lab	Lunch	Power Sports II
Ferrell	DCI (Page Design) / DCII Graphic Imaging	Computer Accounting I Blended	DCIII (Web Design) / DCIV (Audio/Video Production)	Computer Accounting II	Lunch	Personal Finance
Harton, E	Human A & P Blended	Human A & P Blended	Human A & P Blended	Human A & P Blended	Medical Procedures / Medical Procedures Exp	Lunch
Harton, J	EAST	EAST	EAST	EAST	EAST	Lunch
Hatley	9th Basketball	Driver's Ed / Driver's Ed	Driver's Ed / Driver's Ed	Driver's Ed / Driver's Ed	Lunch	Driver's Ed / Driver's Ed
Hembree						
Jordan	Family and Consurmer Science	Leadership & Service Learning / Clothing	Leadership & Service Learning / Clothing	Leadership & Service Learning / Clothing	Lunch	Prep
May	Middle School	P.E. Girls / P.E. Boys	P.E. Girls / P.E. Boys	P.E. Girls / P.E. Boys	Lunch	P.E. Girls / P.E. Boys
McKinney	Art I	Art I	2D Art / 3D Art	Art II	Prep	Lunch
Miller						Lunch
Office Wkr	Office Wkr	Office Wkr	Office Wkr	Office Wkr	Office Wkr	Office Wkr
O'Neill	Oral Comm / Drama	Oral Comm / Drama	Prep	Oral Comm / Drama	Journalism I	Lunch
Raines	Survey of Agriculture	Environmental Res. / Mang. Natural Res.	Animal Science I / Animal Science II	Prep	Forestry / Small Animal Science	Lunch
Raper	ALE	ALE	ALE	ALE	ALE	ALE
Reddick	/ 9th Girls Track					
Reep, K	Human Behavior & Disorder / Medical Terms	Medical Math	Prep	Medical Specialization	Lunch	Human Behavior & Disorder / Medical Terms Blended
Shepherd	CBA	CBA	CBA	CBA	Prep	Lunch
Shipp	Excel / Access	Prep	Excel / Access Blended	Computer Aps I / II	Office Management	Lunch
Watkins	P.E. All Year	ALE	ALE	ALE	Noon Detention	Noon Detention
White	Middle School	Health Boy / Health Girls	Health Boy / Health Girls	Health Boy / Health Girls	Lunch	Health Boy / Health Girls
Whittemore D						
Williams, D					Lunch	Instrumental Music
Williams, J	Diagnostics Blended	Diagnostics Blended	Networking	Diagnostics Blended	Lunch	Prep
Wolfe	Teacher Cadet					
Wuichet	Middle School					
Wylie	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Lunch

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Period 6	Period 7	Period 8
Prep	ISS	ISS
Spanish II	Spanish II	Spanish I
ROTC I-II	ROTC I-II	Prep
Prep	Shielded Metal Arc	Gas Tungs Arc
Plumbing	Carpentry	Contruction Fund
Power Sports II	Prep	Power Sports I
Prep	Accounting I	DCI (Page Design) / DCII Graphic Imaging
Prep	Human A & P	Medical Procedures / Medical Procedures Exp
Prep	EAST	EAST
Middle School	Prep	Athletics
		Athletics
Foods & Nutrition / Nutrition & Wellness	Foods & Nutrition / Nutrition & Wellness	Family and Consurmer Science
P.E. Girls / P.E. Boys	Prep	Athletics
2D Art / 3D Art	Art I	Art I
Advanced Choir	Vocal Music I	Music Theory
Office Wkr	Office Wkr	Office Wkr
Drama / Oral Comm	Drama / Oral Comm	Drama / Oral Comm
Survey of Agriculture	Leadership & Communic. / Aquaculture	Animal Science I / Animal Science II
ALE	PREP	ALE
		/ Girls Track
Human Behavior & Disorder / Medical Terms Blended	Human Behavior & Disorder / Medical Terms Blended	Human Behavior & Disorder / Medical Terms Blended
CBA	CBA	CBA
Enterprise MGMT I / II	Office MGMT	Computer Aps I / II
ALE	Prep	Athletics
Health Boy / Health Girls	Prep	Athletics
		9th Grade Football
ISS	Prep	Jazz Band
Diagnostics Blended	Operations Blended	Operations Blended
	Internship 7th	Internship 8th
	College Algebra	Athletics
Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended

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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.

Marilyn Johnson
Signature of Superintendent of School District

9-2-14
Date

Marilyn Johnson
Printed Name

Name of Individual with Prior Charter Experience Marilyn Johnson

Position with Proposed Charter Superintendent of Schools

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Warren Middle School Charter	Superintendent	Operating	408 N. Bradley Rd	arkansased.org.
Brunson New Vision Charter	Superintendent	Operating	212 Scobey Dr.	arkansased.org.
Eastside New Vision Charter	Superintendent	Operating	210 Scobey Dr.	arkansased.org.

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Name of Individual with Prior Charter Experience Carla Wardlaw

Position with Proposed Charter Assistant Superintendent

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Warren Middle School Charter	Assistant Suptintendent	Operating	210 Scobey Dr.	arkansased.org.
Brunson New Vision Charter	Assistant Superintendent	Operating	212 Scobey Dr.	arkansased.org.
Eastside New Vision Charter	Assistant Superintendent	Operating	408 N. Bradley Rd.	arkansased.org.

A20

Name of Individual with Prior Charter Experience Gary Jackson

Position with Proposed Charter Principal of the Warren High School and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A "	Operating	210 Scobey Dr.	arkansased.org.

A 21

Name of Individual with Prior Charter Experience Brian Cornish

Position with Proposed Charter Assistant Principal of the Warren High School and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A "	Operating	210 Scobey Dr.	arkansased.org.

A 22

Name of Individual with Prior Charter Experience Glenetta Burks

Position with Proposed Charter Principal of a Charter School in the same district and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Principal "	Operating	210 Scobey Dr.	arkansased.org.

A 23

Name of Individual with Prior Charter Experience Tommy Arnold

Position with Proposed Charter Assistant Principal of a Charter school in the district and a member of the planning committee for the Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Assistant Principal "	Operating	210 Scobey Dr.	arkansased.org.

A 24

Name of Individual with Prior Charter Experience Regina Scroggins

Position with Proposed Charter Principal of a Charter School in the same district and a member of the planning committee for the H.S. Charter.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Prinicipal "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A "	Operating	210 Scobey Dr.	arkansased.org.

425

Name of Individual with Prior Charter Experience Sara Weaver

Position with Proposed Charter Principal of a Charter School in the same district and on the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Principal Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A "	Operating	210 Scobey Dr.	arkansased.org.

A 26

Name of Individual with Prior Charter Experience Kathy Cornish

Position with Proposed Charter Assistant Principal of a Charter School in the same district and on the planning committee for the H.S. application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Assistant Principal Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

A27

Name of Individual with Prior Charter Experience Rhonda Williams

Position with Proposed Charter District G/T Coordinator and a member of the planning committee for the H.S. Charter.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	G/T Coordinator/Instructor	Operating	408 North Bradley Rd.	arkansased.org.
Brunson New Vision Charter	G/T Coordinator/instructor	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	G/T Coordinator/Instructor	Operating	210 Scobey Dr.	arkansased.org.

A 28

Name of Individual with Prior Charter Experience Rhonda Daniels

Position with Proposed Charter District LEA Supervisor and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	LEA Supervisor Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	LEA Supervisor	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	LEA Supervisor	Operating	210 Scobey Dr.	arkansased.org.

A 29

Name of Individual with Prior Charter Experience Vickie Newton

Position with Proposed Charter District Technology Coordinator and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Technology Coordinator Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Technology Coordinator	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Technology Coordinator	Operating	210 Scobey Dr.	arkansased.org.

A 30

Name of Individual with Prior Charter Experience Matt Valentine

Position with Proposed Charter District Transportation Supervisor and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Transportation Supervisor Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Transportation Supervisor "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Transportation Supervision "	Operating	210 Scobey Dr. arkansased.org.	

A 31

Name of Individual with Prior Charter Experience Amanda West

Position with Proposed Charter Nutrition Director and a member of the planning committee for the H.S. Charter application.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	Nutrition Director Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Nutrition Dircetor "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School	Nutrition Director "	Operating	210 Scobey Dr.	arkansased.org.

A 32

Name of Individual with Prior Charter Experience Jonalyn Reep

Position with Proposed Charter Administrator of Career Technical Education and Secondary Adult Ed. and ABC, also on the planning committee.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Eastside New Vision Charter	N/A Member of District A Team	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

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CONVERSION CHART FOR GPA
FOR PURPOSE OF SCHOLARSHIPS, NCAA/AAA ELIGIBILITY, & Students Transitioning in/out of District

OMNIBUS SCORE FOR COURSE	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
2.25	C
2.0	C
1.75	D
1.50	D
1.25	D
1.0	D

Scoring of evidence for learning goals/targets within each measurement topic (MT) will be 1-4:
1- with help;
2- learner demonstrates only foundational knowledge skills toward target);
3- proficiency on target (goal/standard);
4- apply learning beyond the target).
The teacher will look at preponderance of evidence in determining the overall score for the MT. (no averaging of scores within a measurement topic)
To get the Omnibus Score, the scores of the different measurement topics will be averaged

CONVERSION CHART FOR CORE COURSES/SEMINARS

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B

Below 3.0, a student's transcript in CORE Courses is **IP** (In Progress) or **NP** (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.

IP = student has either not successfully completed all MTs in the core course OR has an omnibus (overall) score of less than 3.0
NP=student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 3.0 and is not attempting.

*Grades entered on the transcript at the completion of the course

CONVERSION CHART FOR NON-CORE COURSES/SEMINARS

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C

Below 2.50, a student's transcript in Non-CORE Courses is **IP** (In Progress) or NP (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.

IP = student has either not successfully completed all MTs in the non-core course OR has an omnibus (overall) score of less than 2.50
NP=student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 2.50 and is not attempting.

*Grades entered on the transcript at the completion of the course

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GPA Conversion Chart
for
AP & Colleges Courses
Reporting with 1-4 Proficiency Scale

OMNIBUS CLASS SCORE	WEIGHTED GPA CONVERSION
4.0	5.0
3.5	5.0
3.0	4.0
2.5	3.5
2.0	3.0

REPORTING CREDIT ON TRANSCRIPTS

Core Courses

3.0 or higher on all MTs
=
Credit

Conversion Chart is used to determine letter grade on transcript

Below 3.0 OR didn't complete all MTs AND is attempting
=
IP on Transcript
no credit yet
Does not count for or against GPA at this time

Below 3.0 OR didn't complete all MTs, AND is not attempting even with RTI
=
NP (No Progress)

Conversion Chart is used to determine letter grade on transcript

Non-Core Courses

2.5 or above on ALL MTs
=
Credit

Conversion Chart is used to determine letter grade on transcript

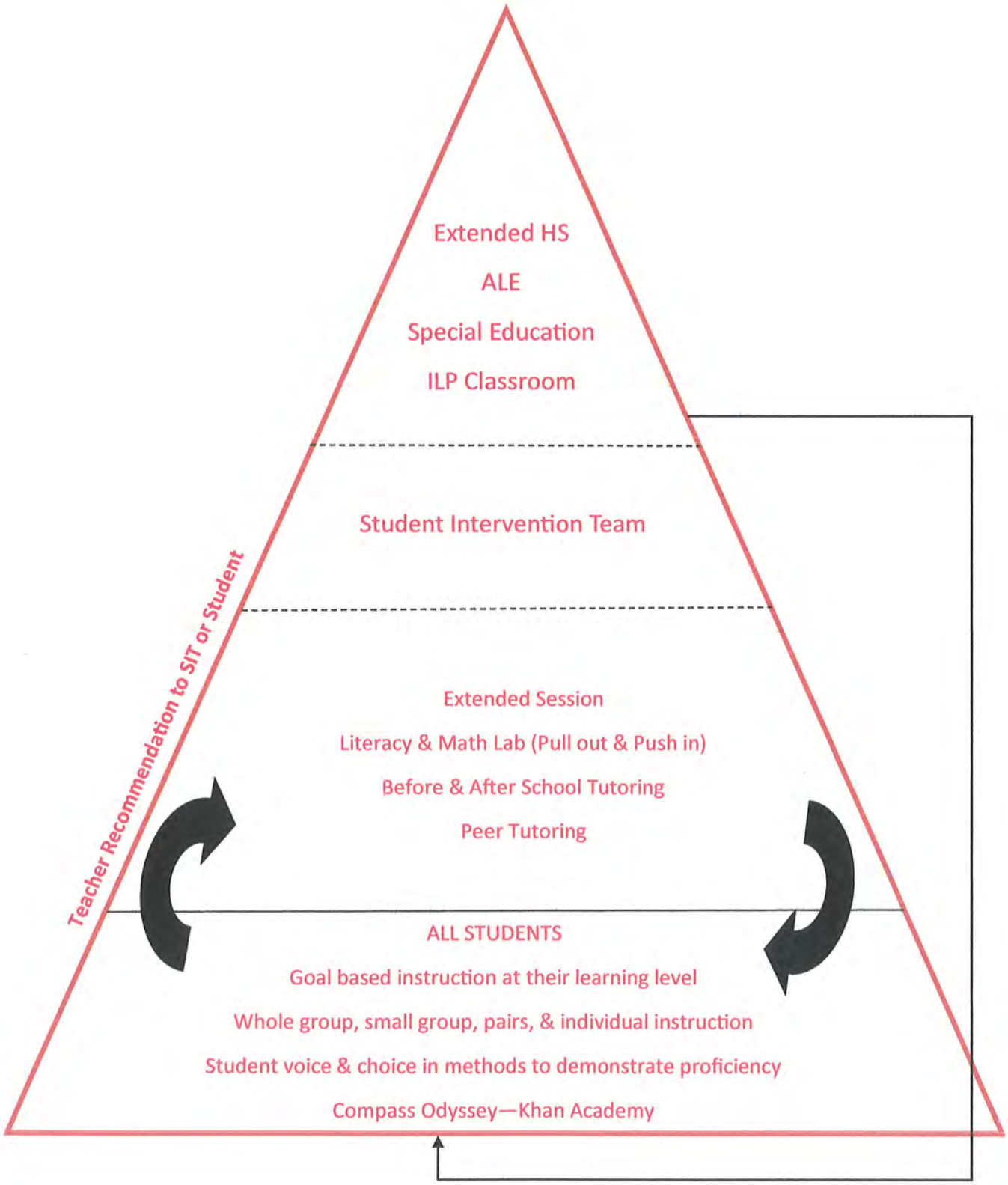
Below 2.5 OR didn't complete ALL MTs; AND is attempting
=
IP on Transcript
No credit yet
Does not count for or against GPA at this time

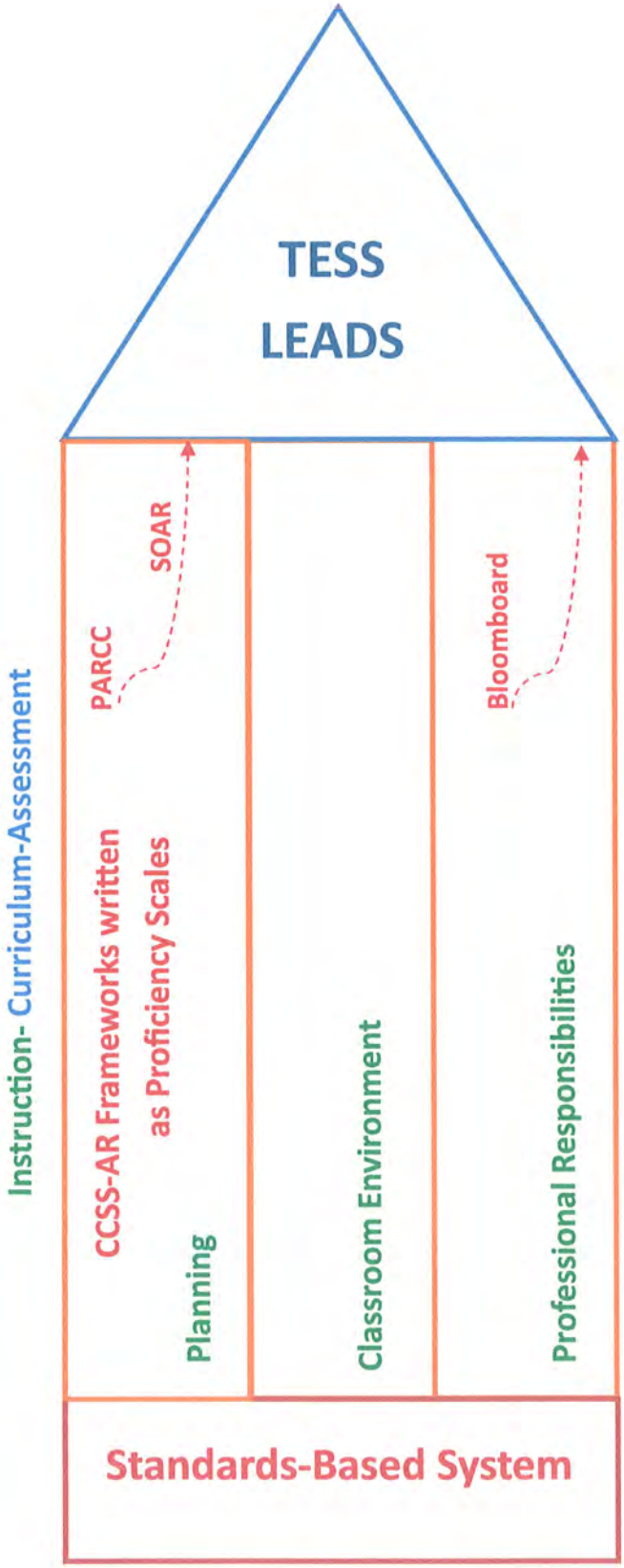
Below 2.5 OR didn't complete ALL MTs; AND is not attempting
=
NP on Transcript

Conversion Chart is used to determine letter grade on transcript

MT = Measurement Topics **IP = In Progress** **NP = No Progress**

WHS RTI Model




Instruction- Curriculum-Assessment
Planning
CCSS-AR Frameworks written as Proficiency Scales
PARCC
SOAR
Classroom Environment
Professional Responsibilities
Bloomboard
Standards-Based System
TESS LEADS

A 39

A Team Meeting

Administration Building Conference Room

August 27 , 2014

IL: Instructional Leadership
D: Data
FM: Fiscal Management

AGENDA

1. Call to Order
2. ***IL:*** WSD Core Values & 6 Cancers That Inhibit Greatness
3. **PPC Election** (Other committee assignments made after the PPC election)
4. Items for Discussion:

a1) **School Briefing** Assignments

a 2) **Reprimand Procedures**

b)Update from **Technology** (ID cards, etc), **Transportation**, **Food Service**

c) Update from **Paula Church - Immunizations**

d) **Bloomboard** -

* check for all teachers (with you as observer)
* I will schedule PGP meeting in Sept AFTER 9th.
* Prior to meeting, self-evaluation and goals completed for your pgp
* Turn in updated Track Assignments to TP TODAY or TOMORROW

e) **Update from Kathy C** - Educate, NWEA, etc.

f) ERZ Offerings & **Co-Op Events**(in drive)

g) **Homeschool** Student List - (in drive)

h) *IL FM D*: **ACSIP** - don't change actions with $$, data statements and any new programs added no later than September 10; think about PD that you know of such as RISC to add to actions; Principals check with IFs to be sure data statements are done by Sept. 10.

i) Review **Contingencies** - Waivers & ALPs

j) *D*: Plan for **AIP/IRI**

k) **Mental Health Providers** - sign in/out showing counseling time for students; complete permission form on students

l) OSR/**Standards Checklist** 14/15 - in drive

m) **Field Trip** Requests -*10 days prior to date of trip; curriculum connection*

n) **Constitutionally Protected Prayer** - handbout

o) **Changing A/C Filters**; discussion- how is this scheduled/monitored?

p) **A/C Thermostats**

q) **Supervision/Assignments at Football Games** - G Jackson

r) **Active Killer Response Training** - who goes - info in drive

s) **Dyslexia** - info in drive (dyslexia folder in Aug A Team folder)

t) Concerns from Board

5. ***FM***: Copier Counts

6. Dates to Remember and **Calendar**:

a) Student Enrollment Counts/Master Schedules/Student Numbers ***(Due Sept 3)***

b) Self-Evaluation and Goals Prior to PGP meeting -Scheduled last 2 weeks in Sept.

c) Principal/Director portion of **Annual Report** to Public slide(s) by Sept 19

d) **Share calendars**

7. **Miscellaneous/Weight Bearing Walls/Reflections**
8. **Celebrations & Appreciations**
9. Adjourn

WHS - Outline of 5 Year Implementation Plan (Fluid Sketch)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5
• Establish Sliding Scale for (gpa, extra curricu, scholar) • Blended Learning • Explore Digital Classroom • ExploreVirtual Arkansas- for ALE & Levels 11-13(student choice) • Provide Spring 15 pd for Empower , input scores • Explore Interm assessment system such as NWEA • Book Study Mindset all staff; Leadership Team Inevitable, Too • Explore and plan how honor grad/PreAP align with SBE • RTI - more systemized -Lit Lab, Before school and after school tutoring, peer tutoring, Compass	• Implement virtual lab for levels 11-13 • Implement Digital Class (11-13) • Implement Educate/Empower as a reporting and recording tool • Implement Interim Assessment System • Implement 3 by 1(levels 10-12) SBE • RTI (all years) • Implement PreAp -need wording- Honor Grad requirements • Plan Graduation Career Exit Plan (see notes below) • Meet with BCEDC/community businesses to plan apprenticeship/internships • Formalize collaboration with SEACBEC on career paths, etc/	• Expand system to level 13 • Explore Project Led the Way another STEM Initiatives- site visits • Expand Educate for students to use "playlist", resources, and to take assessments • Implement Graduation Career Exit Plan (personalized each student)-accelerated plan for Levels 12,13 • Implement internship/apprenticeship linked to career path	• Implement STEM program-provide pd • Explore world wide digital classrooms career paths and vocational •	• Explore options for out of state providers (nationally and internationally) for concurrent credit •	• SBE- Learner centered focused system to included the following: Seminars where learners move at their own pace, Career paths for each learner supported with vocational training with apprenticeship in internship and concurrent credit using Outside providers virtual chosen by learner choice

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