ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

Deadline for Submission: December 18, 2014

Charter School: Mountain Home High School Career Academies

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

Contact Information

School District:	**Mountain Home Public Schools**
Name of Charter School:	**Mountain Home High School Career Academies**
School LEA #	**0303703**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Dana Brown, Principal** **500 Bomber Blvd** **Mtn. Home, AR 72653** **870-425-1215** **Fax – 870-508-6097** **dbrown@mtnhome.k12.ar.us**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Ben Strider** **2465 Rodeo Drive** **Mtn. Home, AR 72653** **870-425-1201** **870-425-1316** **bstrider@mtnhome.k12.ar.us**

Number of Years Requested for Renewal (1-5) 5

Renewal Application Approval Date by the School Board(s) November 20, 2014

Section 1 – General Description of the Charter School's Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.
Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Mountain Home High School Career Academies has been successful as a District Conversion Charter High School under this application renewal since January 2010. Our success is unique in that MHHS Career Academies has been restructured into three small learning communities, as a wall-to-wall career academy high school and operating under the waivers provided by a Conversion Charter since 2003. MHHS Career Academies follow the same guidelines for accountability as school districts across the state as dictated by the Arkansas Department of Education.

Without having Conversion Charter status, we would not be able to support the wall-to-wall career academy structure. Students achieve academically due to key components the waivers provide. Flexible scheduling is one waiver that encompasses both student and teacher opportunities in order to offer real-world learning experiences and post-secondary transition plans. Flexible scheduling provides teachers at both MHHS Career Academies and the Freshman Transition Academy located at the Junior High campus with a Common Planning Time that allows collaboration to create academy focused projects, curricular integrations, and develop strategies to help students at-risk of failing coursework.

The following bulleted items provide how flexible scheduling assists both student achievement as well as teacher collaboration:

- Two Academies have a common planning time during a Late-Start Wednesday morning time
- One Academy covers Remediation for students that scored basic or below basic on state exams in order to meet requirements for their Academic Improvement Plans
- Integrated Project Development over the theme of the year
- Model identified weak Student Learning Expectations from state exams such as, English, Geometry, Algebra I, and Biology – Integrate the weak student learning expectations into curriculum by academy to assist in improving student achievement
- Tuning Protocol – faculty members model a lesson/project for improvement and feedback
- Red Flag student concerns- teachers fill out a follow-up form and give to student's advisor in order to check grades and to assist in communication with parents.
- Business partners attend to incorporate community projects (real-life application)
- Parent Panel provides feedback to each academy in terms of how to improve communication with parents

Other flexible scheduling possibility the charter provides is the Plus/Zero hours to offer student opportunities for post-secondary success. The Plus/Zero hours offer our students the opportunity to receive credit for education that does not fit in a school day. Students may extend their day in our Transition Credit Recovery Room through Virtual Arkansas curriculum to recover credits in order to stay on track to graduate. In addition to the Transition Classroom, the school district began Guy Berry College and Career Academy in 2011 to provide students that are struggling academically as well as for disciplinary reasons an alternative learning environment. The Transition Classroom, as well as, the implementation of Guy Berry College and Career Academy has assisted in the success of MHHS Career Academies high graduation rates. Flexible scheduling also allows seniors the opportunity to attend our Community College ASUMH Technical Center while attending high school and receive college credit. This program has been recognized across the state of Arkansas in offering technical learning opportunities for a population of students that may or may not attend a traditional college or university. Students leave high school with a future of not only greater job opportunities; but also, greater wages to prosper. These students who have engaged in this program have found the missing piece of relevance to continue their education both in high school and post-secondary education.

The Academic Advisory Program is the heart of our entire program. Flexible scheduling allows for students and advisors to build relationships within our career academy model. They collaborate with students on graduation and post-secondary planning. This program offers all students the opportunity to be involved in academy projects, to participate in student led planning for Academy Kick-Off Day which defines the theme for the year, as well as Academy Celebration Day which culminates the projects for the year, as an academy student representatives, teaming activities and involving our community with our Mentoring Program.

Another critical component for student involvement is the Internship Program. It is unique and thriving in offering real world learning opportunities for our senior students. The Internship program at MHHS Career Academies is recognized as one of most beneficial programs we offer our seniors. They have the opportunity to put all the research and investigation with their learning styles and career focus into an action plan. Senior students who are on track to graduate, have at least a 2.00 GPA, and go through the application process for a senior internship may intern at more than one business during their senior year. Students receive 1/2 credit for the course. Teachers must have the 412 Career Preparation Licensure code, the Arkansas Department of Career Education Accountability Report has been waived and MHHS Career Academies submits an accountability report relevant to our Internship Program data that is collected at the end of each semester, students are not required to attend 18 hours of classroom instruction or 180 hours of worksite training as waived by ACE, the teacher will be on a regular 191 day contract rather than the recommended 220 day contract, and ACE has allowed the use of the Senior Seminar Course code 493860 for student transcripts. Student reflection through writings and student panels emphasis that through this program they have discovered what they know they want to pursue in their post-secondary life, but more importantly what they do not want to pursue. Students express that they are leading their peers from other schools with goals and life action plans because of this program.

Alternative Credits options for students offer student success in meeting their graduation requirements. Students find their interest in their career focus, but more importantly relevance in learning through opportunities in different Science classes. Food Science and Biological Animal Science is one example of our Alternative Credits for student success and higher graduation rates. Our award winning FIRST Program is also an alternative credit option that has transformed student relevance in learning. At the Freshman Transition Academy, the Keystone curriculum has been substituted for Career Orientation credit as a mandatory elective in order to assist students with the transition to MHHS Career Academies.

The Freshman Transition Academy has been successful in preparing our freshman for their transition into our Career Academy program. It offers support in grouping our EOC populations to make our test scores a reality of what our high population is achieving. Although they are on a separate campus this Transition Program has offered great success rates with students staying on track to graduate, high school registration, identifying post-secondary goals, determining learning styles and career focus planning. The common planning time allows teachers to opportunity to develop integrated projects and community connections

AdvancED Accreditation Recommendation has led to MHHS Career Academies expanding best practices (i.e. Academic Advisory Program) district-wide. Mountain Home Public Schools was granted the AdvancED Accreditation in 2011. The MHHS Career Academy Program was one of the commendations sited in the accreditation report at the district level. District initiatives that have evolved from the accreditation visit were expanded academy integrations with each building in our district, as well as, implementing vertical alignment teams for the Academic Advisory Programs to include grades 6 – 12.

The Mentoring program at MHHS Career Academies has been documented in a booklet titled *Bridging the Gap* in 2011. The booklet illustrates how to implement a successful community Mentoring Program. Arkansas Department of Career Education and NCAC-National Career Academy Coalition websites have *Bridging the Gap* posted on their websites for other schools to access http://ace.arkansas.gov and http://www.ncacine.com Our Mentoring Program continues to enrich our students with post-secondary action planning.

In 2011 MHHS Career Academies hosted professional development institute for Mississippi Department of Education and Mississippi State University on how to implement and sustain a wall-to-wall career academy model and cultivate community connections.

The Arkansas Department of Career Education has invited our high school to present to other schools state-wide as a Career Academy Model Program. MHHS Career Academies host visiting schools to promote how to redesign a high school into a wall-to-wall career academy model, as well as to mentor and facilitate other high schools interested in the educational reform. Schools across the state come to visit our campus for professional development on career academy program implementation. We host numerous schools each year. The past five years we have hosted some of the largest districts in our state such as Jonesboro School District, Fayetteville, Harbor, Little Rock, as well as schools across the nation including Davidson County, North Carolina, Mississippi Department of Education, and Henry County, Tennessee within the last five years.

In September 2012, MHHS Career Academies was featured on CNBC Education Nation as one of the country's top 10 schools that have solutions to education the video link is included here http://www.cnbc.com/id/49148792/ . What makes MHHS Career Academies unique is that we provide solutions to education for student success in a rural setting. Although resources are limited, we provide our students with a focus not only on their learning style, but also a career focus for post-secondary transitions. The link provided features MHHS Career Academies as a Case Study that was documented by CNBC Education Nation http://www.nbcnews.com/feature/education-nation .

Our wall-to-wall career academies consist of three academies- Health and Human Services (HHS), Communication, Arts and Business (CAB), and Agriculture, Construction, Manufacturing, and Engineering (ACME). All three academies have been through a rigorous evaluation from the National Career Academy Coalition in the spring of 2012. All three academies have been ranked Model Status. Model Status is the highest level of achievement of a career academy using the NCAC standards practice. The evaluators mentioned upon entering this evaluation that it was unheard of to have all academies of a wall-to-wall career academy high school receive Model status. This success and our sustainability have been attributed to our community programs which are embedded in our academies which can be viewed in its entirety at the link provided http://bombers.k12.ar.us/hs/documents/NCAC_Eval_2012.pdf .

In the fall of 2013, the National Career Academy Coalition invited MHHS Career Academies to be one of two schools featured in the opening session of the national conference. We were asked to create a virtual tour video of our campus featuring our faculty and students. Academy representatives created this video enhancing our student voice. It offers an insight to each of our career academies and their unique learning style and career focus – the video link is provided http://bombers.k12.ar.us/hs/hs_academies.htm. MHHS Career Academies was chosen to showcase what a successful Career Academy Program looks like in a rural setting. Also, MHHS Career Academies was one of two schools to present best practices of our programs and the implementation process for sustainability with schools from all over our nation in attendance.

Part B: Desegregation Analysis

Describe the impact, both current and potential, of the 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.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Mountain Home High School Career Academies is the only high school within the Mountain Home Public School District. It provides a free and appropriate education for all demographic groups. Currently, there are not any court orders or statutory obligations that have been created to maintain a unitary system of desegregated public schools.

Section 2 – Composition of the Charter School's Governing Board and Relationships to Others

Disclosure Information

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member's family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Ben Strider, Board President, Strider Consulting, Engineering and Surveying Services
Jason Schmeski, Board Member, 62 East Auto, Vehicular Repairs
Arnold Knox, Board Member, Yelcot Telephone Company, Printer Ink and Toner Services
Lisa House, Board Member, Kinetco, General Water Conditioning Services
Leigh Anne Gigliotti, Asst. Superintendent, Driftwood Lanes, Lane Rental for Bowling Team
Leigh Anne Gigliotti, Asst. Superintendent, Computer Automations – Spouse Employer, Software Services
Dana Brown, Principal MHHS Career Academies, Jim Brown Company – Spouse Owner, HVACR Services

Complete the table on the following page.

Relationship Disclosures

In the first column, provide the name and contact information of each board member. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Ben Strider bstrider@mtnhome.k12.ar.us 870-425-1201	NONE	NONE
Lisa House lhouse@mtnhome.k12.ar.us 870-425-1201	NONE	NONE
Neal Pendergrass npendergrass@mtnhome.k12.ar.us 870-425-1201	Devona Pendergrass, MHHS Career Academies Librarian	Spouse
Jason Schmeski jschmeski@mtnhome.k12.ar.us 870-425-1201	NONE	NONE
Bill Wehmeyer bwehmeyer@mtnhome.k12.ar.us 870-425-1201	NONE	NONE

Barbara Horton **bhorton@mtnhome.k12.ar.us** **870-425-1201**	**NONE**	**NONE**
Arnold Knox **aknox@mtnhome.k12.ar.us** **870-425-1201**	**NONE**	**NONE**

Duplicate this page, if necessary.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	4070	748	18%	0%	31%	0%	13%	26%	25%
Free/ Reduced Lunch	1831	336	18%	0%	71%	0%	30%	60%	57%
Two or More Races	230	4	2%	0%	2%	0%	3%	2%	2%
Asian	31	4	13%	0%	3%	0%	3%	2%	2%
African American	21	7	35%	0%	3%	0%	6%	3%	4%
Hispanic	100	9	9%	0%	4%	0%	8%	4%	5%
Native American	26	5	19%	0%	2%	0%	4%	2%	3%
White/ Caucasian	3855	719	19%	0%	33%	0%	14%	28%	27%
Special Education	173	30	17%	0%	13%	0%	28%	14%	15%
English Language Learner	20	4	20%	0%	2%	0%	3%	2%	2%

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.
Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

MHHS Career Academies is a unique Conversion Charter school in that it operates under the Arkansas Department of Education accountability structure and is the only high school that is within the Mountain Home Public School District. Students leave the charter, as coded by the Arkansas Department of Education, for one of the following reasons: Home School, Job Corps, Lack of Attendance, Lack of Interest, Moved out of State, No Shows, Enrolled in another Arkansas School, Graduated, or Deceased. Most students move to another Arkansas school or out of state due to their parent's job situation or financial hardships.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2010-2011	69	69	100%	0	0
2011-2012	69	60	87%	1	.01%
2012-2013	68	63	93%	0	0

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.
Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

2011-2012 MHHS Career Academies had nine teachers that did not return for the following reasons:
1 – Transferred to another building in the district (The teacher we replaced her with was duel certified therefore replaced two teaching assignments)
2 – Retired
1 – Transferred to Freshman Transition Academy as Assistant Principal
2 – Received coaching jobs in another Arkansas school district
2 – Did not complete the ALP program for licensure
1 – Resigned for medical reasons

2012-2013 MHHS Career Academies had five teachers that did not return:
1 – School Resource Officer could not continue teaching the Law Enforcement Program of Study
1 – Resigned for another profession

2 – Resigned for personal reasons
1 – Received a coaching job in another Arkansas school district

Section 4 – Test Data

Review the following testing data summary, 2011-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current approved academic goals.

Mountain Home High School Career Academy

State-Mandated Assessment Scores, 2011-2013

Year	District Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
11th Grade Literacy-Combined Population						
2011	MOUNTAIN HOMECAREER ACADEMY	286	2.45%	15.73%	59.09%	22.73%
2011	COTTER SCHOOL DISTRICT	39	0.00%	33.33%	41.03%	25.64%
2012	MOUNTAIN HOMECAREER ACADEMY	296	5.07%	22.97%	49.66%	22.30%
2012	COTTER SCHOOL DISTRICT	43	4.65%	27.91%	51.16%	16.28%
2013	MOUNTAIN HOMECAREER ACADEMY	277	2.17%	20.94%	52.71%	24.19%
2013	COTTER SCHOOL DISTRICT	47	6.38%	19.15%	55.32%	19.15%
11th Grade Literacy-Economically Disadvantaged						
2011	MOUNTAIN HOMECAREER ACADEMY	126	5.56%	21.43%	55.56%	17.46%
2011	COTTER SCHOOL DISTRICT	21	0.00%	28.57%	42.86%	28.57%
2012	MOUNTAIN HOMECAREER ACADEMY	149	8.05%	31.54%	47.65%	12.75%
2012	COTTER SCHOOL DISTRICT	22	4.55%	22.73%	59.09%	13.64%
2013	MOUNTAIN HOMECAREER ACADEMY	132	3.79%	30.30%	54.55%	11.36%
2013	COTTER SCHOOL DISTRICT	28	7.14%	25.00%	53.57%	14.29%
Algebra-Combined Population						
2011	MOUNTAIN HOMECAREER ACADEMY	193	5.18%	25.39%	48.70%	20.73%
2011	COTTER SCHOOL DISTRICT	38	0.00%	5.26%	52.63%	42.11%
2012	MOUNTAIN HOMECAREER ACADEMY	166	3.01%	13.86%	44.58%	38.55%
2012	COTTER SCHOOL DISTRICT	43	0.00%	9.30%	41.86%	48.84%
2013	MOUNTAIN HOMECAREER ACADEMY	178	6.18%	23.03%	48.88%	21.91%
2013	COTTER SCHOOL DISTRICT	35	0.00%	14.29%	57.14%	28.57%
Algebra-Economically Disadvantaged						
2011	MOUNTAIN HOMECAREER ACADEMY	133	6.77%	27.82%	45.86%	19.55%
2011	COTTER SCHOOL DISTRICT	25	0.00%	4.00%	56.00%	40.00%
2012	MOUNTAIN HOMECAREER ACADEMY	110	4.55%	14.55%	45.45%	35.45%
2012	COTTER SCHOOL DISTRICT	29	0.00%	6.90%	44.83%	48.28%
2013	MOUNTAIN HOMECAREER ACADEMY	120	5.83%	27.50%	47.50%	19.17%
2013	COTTER SCHOOL DISTRICT	25	0.00%	20.00%	64.00%	16.00%
Biology-Combined Population						
2012	MOUNTAIN HOMECAREER ACADEMY	290	11.03%	39.31%	37.59%	12.07%
2012	COTTER SCHOOL DISTRICT	41	21.95%	34.15%	36.59%	7.32%
2013	MOUNTAIN HOMECAREER ACADEMY	278	6.47%	34.53%	43.53%	15.47%
2013	COTTER SCHOOL DISTRICT	47	10.64%	29.79%	48.94%	10.64%

Biology-Economically Desadvantaged

2012	MOUNTAIN HOMECAREER ACADEMY	149	19.46%	41.61%	33.56%	5.37%
2012	COTTER SCHOOL DISTRICT	25	24.00%	32.00%	36.00%	8.00%
2013	MOUNTAIN HOMECAREER ACADEMY	153	8.50%	41.83%	40.52%	9.15%
2013	COTTER SCHOOL DISTRICT	32	15.63%	25.00%	46.88%	12.50%

Geometry-Combined Population

2011	MOUNTAIN HOMECAREER ACADEMY	291	2.75%	17.18%	43.30%	36.77%
2011	COTTER SCHOOL DISTRICT	55	5.45%	20.00%	49.09%	25.45%
2012	MOUNTAIN HOMECAREER ACADEMY	301	3.65%	20.93%	37.87%	37.54%
2012	COTTER SCHOOL DISTRICT	32	3.13%	28.13%	50.00%	18.75%
2013	MOUNTAIN HOMECAREER ACADEMY	311	2.89%	13.50%	43.73%	39.87%
2013	COTTER SCHOOL DISTRICT	46	0.00%	10.87%	76.09%	13.04%

Geometry-Economically Disadvantaged

2011	MOUNTAIN HOMECAREER ACADEMY	143	4.20%	26.57%	46.85%	22.38%
2011	COTTER SCHOOL DISTRICT	30	6.67%	20.00%	36.67%	36.67%
2012	MOUNTAIN HOMECAREER ACADEMY	161	5.59%	28.57%	41.61%	24.22%
2012	COTTER SCHOOL DISTRICT	21	4.76%	28.57%	42.86%	23.81%
2013	MOUNTAIN HOMECAREER ACADEMY	158	3.80%	22.15%	50.00%	24.05%
2013	COTTER SCHOOL DISTRICT	32	0.00%	12.50%	78.13%	9.38%

Year	District Decription	Student Count	Graduate Count	Graduate Rate
Graduation Rates-All Students				
2011	MOUNTAIN HOMECAREER ACADEMY	284	227	79.93%
2011	COTTER SCHOOL DISTRICT	55	45	81.82%
2012	MOUNTAIN HOMECAREER ACADEMY	317	271	85.49%
2012	COTTER SCHOOL DISTRICT	39	31	79.49%
2013	MOUNTAIN HOMECAREER ACADEMY	295	255	86.44%
2013	COTTER SCHOOL DISTRICT	43	40	93.02%

Graduation Rates-Economically Disadvantaged

2011	MOUNTAIN HOMECAREER ACADEMY	146	106	72.60%
2011	COTTER SCHOOL DISTRICT	27	22	81.48%
2012	MOUNTAIN HOMECAREER ACADEMY	141	112	79.43%
2012	COTTER SCHOOL DISTRICT	24	18	75.00%
2013	MOUNTAIN HOMECAREER ACADEMY	136	106	77.94%
2013	COTTER SCHOOL DISTRICT	23	22	95.65%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

The data provided by the ADE Charter Office above is comparing MHHS Career Academies with Cotter School District which is designated as the resident school is misleading. Cotter School District is a school district within Baxter County as is MHHS Career Academies; however, MHHS Career Academies is the only high school in the Mountain Home Public School District. Cotter is not the resident school.

Also, the enrollment numbers between MHHS Career Academies and Cotter are drastically different and would not provide a fair comparison. According to the Arkansas Activities Association in the Classification Cycle information 2010-2012, Cotter School District is considered a 2A school with approximately 157 students enrolled in grades 10 – 12, while MHHS Career Academies is classified as a 6A school with enrollment in grades 10-12 at approximately 928 students. **Appendix A** provides the Annual Report to the Public that shows MHHS Career Academies progress not only on EOC exams, but also, a comparison of ACT data with MHHS Career Academies, Arkansas, and Nationally.

MHHS Career Academies utilize the Flexible Scheduling waiver as one strategy in order to improve student achievement. Every Wednesday is a late start day for students that have scored Advanced or Proficient on the state EOC exams. Students that score Advanced or Proficient have opportunities for tutoring or to assist other students in tutoring as well as ACT preparation sessions while students that scored Basic or Below Basic on the EOC exams are participating in the remediation program. A student that scores Basic or Below Basic is placed on an Academic Improvement Plan. English, math, and science teachers disaggregate data from the EOC tests to determine the weak student learning expectations from the test populations. This information is then provided to all three academy teams. Teachers in the areas of English, math, and biology model lessons to the academies covering the weak student learning expectations. Academy teachers are then requested to incorporate those identified concepts into their curriculum to assist core teachers in providing relevance to the weak student learning expectations to assist in increasing student achievement on the next exam cycle.

The following bullet items provide how flexible scheduling assists both student achievement as well as teacher collaboration:

- Two Academies have a common planning time during a Late-Start Wednesday Morning time
- One Academy covers Remediation for students that scored basic or below basic on state exams in order to meet requirements for their Academic Improvement Plans
- Integrated Project Development over the theme of the year
- Model identified weak Student Learning Expectations from state exams such as, English, Geometry, Algebra I, and Biology – Integrate the weak student learning expectations into curriculum by academy to assist in improving student achievement **(Appendix B)**
- Tuning Protocol – faculty members model a lesson/project for improvement and feedback **(Appendix C)**
- Red Flag student concerns- teachers fill out a follow-up form and give to student's advisor in order to check grades and to assist in communication with parents. **(Appendix D)**
- Business partners attend to incorporate community projects (real-life application) **(Appendix E)**
- Parent Panel provides feedback to each academy in terms of how to improve communication with parents **(Appendix F)**

The remediation program incorporates the use of Classworks, JEDI, and Gizmos in order for students to meet the requirements of their Academic Improvement Plan. Point in Time Intervention is provided to students that have been identified by their core teachers as having a letter grade of D or F. This allows students the opportunity to raise their grade. During this remediation period, student representatives from the National Honor Society can receive service hours by assisting fellow students in tutoring in any subject. The counselors' office provides ACT preparation sessions during the time as well.

Other flexible scheduling possibility the charter provides is the Plus/Zero hours to offer student opportunities for post-secondary success and assist in overall student achievement. The Plus/Zero hours offer our students the opportunity to receive credit for education that does not fit in a school day. Students may extend their day in our Transition Credit Recovery Room through Virtual Arkansas curriculum to recover credits in order to stay on track to graduate. In addition to the Transition Classroom, the school district began Guy Berry College and Career Academy in 2011 to provide students that are struggling academically as well as for disciplinary reasons an alternative learning environment. The Transition Classroom, as well as, the implementation of Guy Berry College and Career Academy has assisted in the success of MHHS Career Academies continued improving graduation rates. Flexible scheduling also allows seniors the opportunity to attend our Community College ASUMH Technical Center while

attending high school and receive college credit. This program has been recognized across the state of Arkansas in offering technical learning opportunities for a population of students that may or may not attend a traditional college or university. Students leave high school with a future of not only greater job opportunities; but also, greater wages to prosper. These students who have engaged in this program have found the missing piece of relevance to continue their education both in high school and post-secondary education.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter's student academic performance goals, as approved by the State Board of Education, is listed. Describe the charter's progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Please note: MHHS Career Academies intends to continue our emphasis articulated in our original goals:

1.To continue to increase our student performance on EOC tests:

- Charter status has allowed the creation of Accelerated Growth Session (AGS), Point-in Time Intervention (PIT), and Academic Advisory Program (AAP), through flexible scheduling. Every Wednesday students that scored Basic or Below Basic on EOC Algebra I, EOC Geometry, EOC Biology, and 11th grade literacy exams participate in AGS to meet the state requirement to address remediation to their Academic Improvement Plan (AIP). Also, if a student has a D/F in a core class, that student is assigned to PIT to make-up assignments to replace the failing grade. During AGS and PIT teachings in two academies are provided a common planning time to develop integrated projects, address at risk students, and participated in tuning protocols for lesson improvement. The third academy team supervises AGS and PIT. Academy teams rotate between supervising students and planning time activities throughout the month. The AAP program is a support system for each student which offers students a teacher whose role is to council both academically and personally for three consecutive years. Our advisory classes are divided by academy for both teachers and students. Each student will have the same advisor for three years provided they do not switch academies. Through our AAP we have a mentorship program (**see Appendix G)** that brings in business partners for all 55 of our advisory classes. Their role connects careers and life skills with AAP students. Mentors meet once a month with students. An orientation session is provided to Mentors to establish the importance and role of a mentor, provide sample lessons, and visit with a student panel to hear a student's perspective of what their expectations of a mentor. The advisory program has an aligned curriculum grades 6-12 which has been developed through our district vertical alignment teams which consist of teacher and administrators. This curriculum is designed to meet the needs of students according to their grade level. Our students meet once a month for advisory lessons and every Wednesday for relationship building activities as well as club meetings.

2. To continue to refine 9th -12th grade student six-year post-secondary plans; this goal continues to be met with several transition pieces

- Keystone is a one semester mandatory class that all freshmen are required to take which prepares our freshmen for the transition into the career academy program. The students begin the class with learning their strength and weaknesses through self and learning style assessments, time management and other soft skill projects. They are reminded throughout the semester that their freshman year of high school is the most important year since this is when they begin their high school transcript and GPA which determines what classes they can take in order to achieve their post-secondary goals. The 6- year educational plan is developed through our Keystone curriculum. This educational plan is used throughout their high school career. Support for freshmen is offered by our academy leaders through attending all Keystone classes as guest speakers about each of our academies and the integrated projects that our students lead. Our Academy Student Representatives attend each Keystone class as a student panel which interacts with all freshmen. The Academy Coordinator also attends each Keystone class to facilitate freshman into the correct academy choice.
- The Academy Coordinator facilitates the Freshman Transition Program by meeting with the Principal of the Freshman Academy, the Freshman Transition lead teacher, and the Freshman Academy counselor once a week to offer a bridge between the two programs which are located on two separate campuses.
- Freshman Transition Program has been developed to prepare students from experiencing a traditional school environment to a career academy high school. We discovered that the Keystone class offers key pieces towards freshmen transition, but needed additional support. This program offers students the opportunities to self explore, to identify, and articulate their learning styles. This program assists freshman in understanding the relevance of their high school educational plan. Students are offered many opportunities to enter their sophomore year with confidence that they will reach the goals that they have set to complete their high school years as well as their post-secondary life. The key pieces to this program have been developed through student voice which allows an opportunity to reflect and revise each year. We have developed an Extended Advisory to prepare all MHHS Career Academy students for high school registration. The upcoming sophomores come to the high school campus and meet their advisor that they will have for the next three years of high school. They review their 6-year educational plans and confirm their registration conference time for registration. MHHS Career Academies continue to expand Transition Day which originally began as a full day of orientation for our upcoming sophomores during the summer months. They attend our MHHS Career Academies campus to tour, review programs offered, receive student ID badges along with class schedules, listen and interact with our high school academy representative student panel, sign up for clubs, enjoy a pep rally, teaming games and most importantly eat lunch on campus. The Transition Day has expanded to other buildings in our school district. We now have each grade level building participating in a Transition Day to prepare students for the school specific expectations and student opportunities. Our Freshman Academic Advisory Program has been aligned with our high school Academic Advisory Program (AAP) which has grown into a complete alignment with grades 6-12. The goal is to give all students the opportunity to become familiar with our academies to offer a common language throughout our community. **(Appendix H)**
- Student Led Conferences were an addition to our AAP curriculum in 2011 to offer students the opportunity to prepare for post-secondary life, and to articulate them in a way which gives them a better understanding of their current educational plan as well as to self evaluate how to become successful in reaching their goals. Freshmen develop their Student Led Conference portfolios and are used post SLC conference in their

transition into their Career and College Action Plan (CCAP) professional interviews through our AAP curriculum at the high school.

3. To continue to increase student participation in extra/co-curricular activities.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Student participation in extra/co-curricular activities are tracked through student completed forms. Also, students are advised during AAP by linking activities with each academy. Students are able to make better choices on participating in activities when the connection is made to their academy. During our Transition Day in 2013, MHHS Career Academies expanded to add club registration information and sign up opportunities as a rotation to the Transition Day Program. **(Appendix I)**

4. To provide a stronger transition and support system for the critical first year of high school, 9th grade, by implementing remediation and intervention programs.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The Freshman Transition Academy utilizes best practices as established by MHHS Career Academies for their remediation and intervention programs. A Student that has grades of D or F in core classes must participate in Point in Time Remediation. In addition to Point in Time Remediation, the Freshman Transition Academy has a No Zeros policy which states that if any student as has a zero in any classes for the week they are required to attend Point in Time Remediation until the zero assignment is complete.

Through the charter Plus/Zero hours offer student opportunities for post-secondary success and assist in overall student achievement. The Plus/Zero hours offer our students the opportunity to receive credit for education that does not fit in a school day. Students may extend their day in our Transition Credit Recovery Room through Virtual Arkansas curriculum to recover credits in order to stay on track to graduate, as well as to transition to MHHS Career Academies. In addition to the Transition Classroom, the school district began Guy Berry College and Career Academy in 2011 to provide students that are struggling academically as well as for disciplinary reasons an alternative learning environment. The Transition Classroom, as well as, the implementation of Guy Berry College and Career Academy has assisted in the success of MHHS Career Academies continued improving graduation rates. Flexible scheduling also allows seniors the opportunity to attend our Community College ASUMH Technical Center while attending high school and receive college credit. This program has been recognized across the state of Arkansas in offering technical learning opportunities for a population of students that may or may not attend a traditional college or university. These students who have engaged in this program have found the missing piece of relevance to continue their education both in high school and post-secondary education.

As previously mentioned, the Academic Advisory Program is the heart of our entire program. Flexible scheduling allows for students and advisors to build relationships within our career academy model. They collaborate with students on graduation and post-secondary planning. This program offers all students the opportunity to be involved in academy projects, to participate in student led planning for Academy Kick-Off Day which defines the theme for the year, as well as Academy Celebration Day which culminates the projects for the year, as an academy student representatives, teaming activities and involving our community with our Mentoring Program. This program is aligned grades 6 – 12. With the AAP alignment, students are able to transition from building to building with greater ease. Lessons assist with the alignment as well. Beginning in the 6th grade, students participate in activities led by MHHS Career Academies' student representatives from conducting the Gallup StrengthsFinder to calculating their Grade Point Average.

5. To increase parent/community involvement in raising student achievement through specific participation in classes, internships, advisories, etc.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Embedding parents and the community within the MHHS Career Academies program is one of the primary reasons that this wall-to-wall career academy model has sustained. The community provides tremendous support in several programs offered at MHHS Career Academies. The following bulleted list provides how the Mountain Home community assists in providing opportunities for students and faculty:

- Internship Program (Brochure is attached in **Appendix J**)
- Teacher Externship Professional Development Opportunities – attached in **Appendix K** is the reflection documentation teachers are to utilize during their externship experience, as well as, an example of the businesses that have participated in hosting an externship.
- Mentoring Program
- ASUMH College Bound Pilot Program with Senior AAP Classes
- Parent Panels for each academy to provide feedback
- CCAP Community Partner Interviews through AAP
- MHHS Career Academies Parent Center created with the assistance of parents that are members of Partners in Education to provide secondary level parents with resources such as technology seminars as well as printed literature.
- Mountain Home Education Foundation provides financial assistance for students, 60 seniors as well as 60 graduates, to attend ASUMH Technical Center.

The internship program provides real-world learning opportunities for our senior students. The Internship program at MHHS Career Academies is recognized as one of most beneficial programs we offer our seniors. They have the opportunity to put all the research and investigation with their learning styles and career focus into an action plan. Senior students who are on track to graduate, have at least a 2.00 GPA, and go through the application process for a senior internship may intern at more than one business during their senior year. Students receive 1/2 credit for the course. Student reflection through writings and student panel participation emphasizes that through this program they have discovered what they know they want to pursue in their post-secondary life, but more importantly what they do not want to pursue. Students express that they are leading their peers from other schools with goals and life action plans because of this program.

The Teacher Externship Professional Development opportunities provide faculty members from MHHS Career Academies to tour and visit with community partners at their facility. Faculty members are able to connect their curriculum with the information provided from the community partner in an effort to bring relevance back to student learning. Community partners have participated in integrated projects as a result of the Teacher Externship. For example, the Mountain Home Police Department and Baxter Regional Medical Center participates annually with the HHS Academy integrated project titled CSI: Challenging Student Involvement with Pinkston Middle School. This project is specifically connected to the 6th Grade science curriculum and provides students with real-world applications.

MHHS Career Academies Mentoring Program allows community members to connect with an AAP class for three years to build community relations. Mentors meet with their AAP class the first Wednesday of every month in order to provide real-world application to the AAP curriculum. The mentors will also assist with preparing MHHS Career Academies' students for the post secondary transition with CCAP interviews. Mentors will conduct mock interviews with MHHS Career Academies to expand on our student led conference curriculum.

Beginning this year as a pilot program, ASUMH is partnering with the senior AAP classes to provide students with hands-on lessons on completing the college application process – from completing an application, to completing the FAFSA, to registering for classes if they intend to enroll at ASUMH in the Fall Semester.

6.To target our economically disadvantaged students 9-12- our largest subgroup
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

MHHS Career Academies provide a variety of strategies and community programs to target the economically disadvantaged students in grades 9-12. The following bulleted list provides examples of programs that are provided to this subpopulation:

- Mountain Home Education Foundation provides financial support for concurrent credit for 60 seniors and 60 graduates to attend the ASUMH Technical Center.
- Mountain Home Education Foundation provides scholarships to students that are program of study completers.
- Red flag program through AAP Advisors. Students that are classified not only as economically disadvantaged, but also, at risk are Red Flagged during academy meetings. Faculty discusses grades, attitude, discipline, concerns, and how to assist students to be more successful in classes with the AAP Advisor. The AAP Advisor is to follow up with the student for a discussion as well as contact parents about the concerns. This process builds a relationship not only with the student, but also, with the parents.
- Rice Depot backpack program provides these identified students with a backpack to take home on the weekends with snacks and meals. Students are provided with this confidential service through our counseling office.
- 410 Thrift Store – this is a student led project that assists students that are in need of school supplies to clothing. The 410 Thrift store is open to any student in this identified population as well as teachers can recognize students for acts of kindness or achievement to shop in the store as a reward. This allows students that are identified as economically disadvantaged not to be singled out if they shop in the 410 Thrift Store.
- The Giving Tree Project is a program established by the counseling center for student organizations to adopt a family in need at Christmas. Counselors confidentially identify families of students at MHHS Career Academies for student organizations or faculty to adopt.
- Teen Girls go to College is an annual event sponsored by ASUMH and Baxter Regional Medical Center Schliemann Center for Women's Health Education which is aimed at providing scholarships and opportunities for girls who might not have considered college as an option due to financial hardship, academic set-backs, or lack of vision for their future. ASUMH sponsors this program each spring where senior girls learn about college options, enrollment, testing, financial aid, careers and other topics related to higher education. The girls who are chosen to attend this event may qualify for one of several $500 scholarships which may be applied annually for up to three years towards tuition at ASUMH. They may also qualify for a CNA or Phlebotomy scholarship. These are full scholarships where the girls can complete both program and start a career immediately.

7.To Increase the Number of Arkansas Department of Career Education Programs of Study Completers
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

As we have developed integrated projects between core curricula and career education curricula, as well as, developed our academy advisories, our faculty has become knowledgeable about the value of being a program completer. Attention to these opportunities has made faculty, students, and parents aware of

possible career pathways and strengthened student and faculty awareness about relevancy of coursework in terms of post-secondary planning. All students have benefited from this focus. To accomplish this, our academy teams routinely review the Programs of Study criteria. As advisors, they work on this with advisees during our advisory sessions. In addition to advisories, 9th grade students receive information about programs of study within the Keystone curriculum. This assists students in preparing for high school registration. During Transition Day, freshmen are provided with a session dedicated solely on programs of study and how it relates to their post-secondary planning. (**Appendix L** provides the PowerPoint used during Transition Day)

Mountain Home Education Foundation provides MHHS Career Academies' students with scholarships for those that are program completers. In 2013-2014, MHHS Career Academies had 84 completers in 178 different programs of study.

8. To expand credit recovery and to create an on-campus alternative learning environment 9-12 so that students who are in academic distress may recover credit through the high school instead of through the Baxter County Alternative School.
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Credit recovery is currently being addressed in grades 9-12 in the following venues: Summer school for students that failed biology, algebra I, geometry, and English; correspondence courses; Virtual Arkansas which is a program through the Arkansas Department of Education; and students are assigned into point in time intervention during the late start day if they have failed assignments in core courses in an effort to replace the failing grades. The creation of a transitional classroom that addresses credit recovery needs for grades 9-12 primarily utilizes the Virtual Arkansas curriculum in order for students to recover credits. Students can schedule it into their school day or take advantage of the Plus/Zero Hour option if the course that needs to be recovered for credit will not fit in their schedule.

In addition to the Transition Classroom, the school district began Guy Berry College and Career Academy in 2011 to provide students that are struggling academically as well as for disciplinary reasons an alternative learning environment. MHHS Career Academies still has the ability to refer students to Baxter County Alternative School it that is a better placement for students. The Transition Classroom, as well as, the implementation of Guy Berry College and Career Academy has assisted in the success of MHHS Career Academies high graduation rates.

Part B: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

New Performance Goal 1: Exploring new avenues for expanding college and career readiness options.

The purpose of Performance Goal 1 is to explore new avenues for expanding college and career readiness options. The focus will be on making the senior year relevant through this goal with community based internships and an expanded work permit program.

Examples of assessments to be used for senior internships include:

- Weekly reflections
- Confidential business partner evaluations completed at the end of the semester by the business partner over student performance
- Student self-evaluations completed at the end of the semester
- Confidential business partner evaluations completed at the end of the semester by the student about the business partner
- Google App to track time in and out at the business partner site (students accumulate 30-45 hours at the business partner site during the semester)
- E-mails, phone calls, and site visits completed by the instructor to follow-up on the senior intern
- Senior Exit Interviews
- Attendance report
- Student demographic of participants (gender, socioeconomic status)

Examples of assessments to be used for the work permit program include:

- Printed reports for each student noting progress
- Assessments at the end of each section in the Career Ready 101 curriculum
- Students have the opportunity to become certified in different areas of the Career Ready 101 curriculum through an assessment piece at the end of the course.
- Google APP to track hours spent at place of employment
- Instructor may call or visit the student's place of employment

New Performance Goal 2: Increasing student participation in curriculum options

Increasing student participation in curriculum options was the second goal determined by MHHS Career Academies that would assist in making the senior year relevant. Within this goal, includes a variety of course options for students both on and off the Mountain Home High School Career Academies campus. Flexible scheduling within the students' school day will be required in order for students to attend Arkansas State University Mountain Home for either concurrent credit opportunities or Arkansas State University Mountain Home Technical Campus. Also, to better prepare our students to be college and career ready flexible licensure options to include licensure waivers for not only internships, work permit program, but also, Service Learning as well as allow community members and ASUMH adjunct faculty to teach out of licensure area in the areas of Criminal Justice, Allied Health, Engineering, CISCO, Computer Applications, Funeral Science, and Financial Management. By allowing students to participate in the programs of study previously listed, this allows possible certification for students in the areas of Career and Technical Education.

MHHS Career Academies is requesting that Service Learning be an option for seniors to include the following components for a successful program:

- Student option for credit
- Approved Service Learning Provider list will be developed and adopted from the state if available
- PIE Volunteers will correspond to assist with setting up and establishing Service Learning Providers
- Approval will be provided by building Principal or designee for those providers not on the approved list
- Will not allow to "double count" hours for other organizations service hours for example, NHS.
- Any licensure will be allowed to teach/supervise the hours for Service Learning

- Tie to Senior AAP curriculum with Senior AAP Advisors checking hours through software app program reports once a month.
- Allow students to schedule Service Learning within their school day option of flexible scheduling

Goal Number 2 Assessment:

- Senior Exit Interviews
- Log sheets developed through Google Apps - EAST
- Evaluation from Service Learning partners
- Evaluation from Senior Academic Advisors
- Evidence of Attendance
- Number of hours (Minimum of 75 clock hours per semester)
- Evidence of Grades
- Parent Survey and Student Survey
- Demographic information of students in programs (gender, socioeconomic status)
- Demonstration of skills through technical writings and reading
- Teacher and community evaluations of program

Section 6 – Finance

Review the charter's most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

There were no findings for the 2013 annual financial audit for the Mountain Home School District. No additional response is needed.

Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-902(a)	Grading scale—Exemptions—Special education (must still meet measurable student achievement standards as required in statute and the waiver applies only to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours (the amount of instruction may be lengthened to beyond six hours but may not be decreased to less than six hours)

Waivers from Other Rules

- To grant elective science credit for the following courses:
  - Medical Human Anatomy and Physiology – 1 credit
  - Advanced Animal Science – 1 credit
  - Food Science – 1 credit
  - FIRST 1 credit
- To allow the Keystone Curriculum to substitute for Career Orientation

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

Waiver 1: Exploring new avenues for expanding college and career readiness options.

6-18-211, 6-16-102, 6-11-105 Mandatory Attendance Requirements for flexible scheduling in the students day specifically seniors in order for them to have an expanded internship, work program.

Rule X. 15.03.124.07, Ark. Code Ann. 6-17-401 Administrative, teaching and other personnel hold valid Arkansas license

Rule X. 7.01 All teachers who are required to be highly qualified

6-11-105, 6-15-441, 6-16-601 College and Career Readiness for flexible licensure options for our internships, work programs

The purpose of Waiver1 is to explore new avenues for expanding college and career readiness options. MHHS Career Academies decided to focus on making the senior year relevant through this goal with community based internships and an expanded work permit program. Both courses would require the Department of Education to assign a Course Code for Career Focus Credit. Also, the request would be to allow any licensure area to instruct both senior internships and the work permit program to enable flexibility for hiring. Both the internship and work permit programs will allow flexible schedule opportunities within the student's schedule requiring them to have classes on campus for consecutive periods to eliminate open campus during the school day. Also, it will allow students to either double block internship or work permit program consecutive periods or one period every day. It will be employer discretion to either participate in a paid or unpaid internship partnership.

The internship program is intended for seniors only. Students must have an interest in the internship area as demonstrated through coursework and extracurricular activities. They must also be on track to graduate and be recommended by a faculty member. In addition, a minimum 2.0 GPA is required for students to participate in the internship program. In the spring semester of their junior year, any interested student must complete a senior internship application and submit it along with a copy of their transcript, resume, and two teacher recommendations. Internship candidates will then be interviewed to determine placement in the senior internship program. Senior students who are on track to graduate, have at least a 2.00 GPA, and go through the application process for a senior internship may intern at more than one business during their senior year. Students receive 1/2 credit for the course. Currently, teachers must have the 412 Career Preparation Licensure code, the Arkansas Department of Career Education Accountability Report has been waived and MHHS Career Academies submits an accountability report relevant to our Internship Program data that is collected at the end of each semester, students are not required to attend 18 hours of classroom instruction or 180 hours of worksite training as waived by ACE, the teacher will be on a regular 191 day contract rather than the recommended 220 day contract, and ACE has allowed the use of the Senior Seminar Course code 493860 for student transcripts. MHHS Career Academies will continue to follow the same criteria as stated within this charter renewal cycle.

Senior internships provide students with real-world learning opportunities with a community business partner. In addition, internships allow seniors to determine what career path they want to pursue after graduation, whether it is the post-secondary college path, vocational/technical center path, or straight to the workforce. In addition to determining what they want to pursue after graduation, the internship program assists them in deciding what career path they do not want to pursue, which is just as valuable. Internships allow the students to see what actually occurs at the business partner site and the daily operations of that business. The senior internship gives these students the opportunity to determine in a hands-on way whether or not that student wants to pursue the given career field in a post-secondary setting. Seniors participate in internships at various local businesses in a variety of areas including

pharmacy, journalism/broadcasting, veterinary medicine, HVAC, graphic design, all areas of medicine, law enforcement, and small business just to name a few.

Senior internships are personalized for each student. Seniors determine the area in which they want to participate in an internship. The instructor then sits down one-on-one with each student to decide the most appropriate business partner for that student. Students are then placed with the business partner for the semester. The students often choose a career path in which they have already shown an interest and oftentimes where they will be a CTE completer through one of many programs of study. Once they are placed, the community partner works with him/her at the business site to help the senior determine if this is a career path that they want to choose post-secondary. All learning styles are addressed through senior internships including auditory, visual, and kinesthetic areas as well as the different multiple intelligences such as logical/mathematical, visual/spatial, verbal/linguistic, intrapersonal, and interpersonal, just to name a few.

The expanded work permit program is another component the committee decided to include to make the senior year relevant within the goal to expand avenues for expanding college and career readiness. Any licensure allowed should be allowed as with the internship program to monitor/supervise work permit program. The ADE will be required to issue a course code for work permit program. Students will be required to contact teacher supervisor when absent from work. It is requested that the work permit program be considered a Career Focus Credit (must work at least 10 hours per week/180 hours per semester to receive ½ credit per semester) allowing students to obtain 1 Career Focus credits total. Teachers must have the 412 Career Preparation Licensure code, the Arkansas Department of Career Education Accountability Report will be waived and MHHS Career Academies submits an accountability report relevant to our Work Permit Program data that is collected at the end of each semester, students are not required to attend 18 hours of classroom instruction as waived by ACE, the teacher will be on a regular 191 day contract rather than the recommended 220 day contract,

This course is intended for seniors only. Students must either have a job or be actively pursuing a job. They must also be on track to graduate. In the spring semester of their junior year, any interested student must complete a work program application and submit it along with a copy of their transcript. Students will then be interviewed to determine placement in the work program.
The work program will provide students with a real-world experience through their places of employment in addition to hands-on activities conducted in class. Students will create letters of application and resumes. Students will complete job applications and will be a part of a mock interview. These activities, in addition to many others, will be conducted so that the student will take this information and go out into the business community and apply for and obtain a job. For students who are already employed, they will use this information to update their portfolios. This course and the activities associated with it will better prepare these students to enter the workforce after graduation.

The work permit program allows students to gain valuable work skills in a classroom setting. Also, it provides students the opportunity to leave school in the morning or afternoon to go to work or actively seek employment. Students will be able to take the skills they have learned in class and directly apply them to the workplace setting. Tasks in the class will include creating resumes and completing job applications. Resumes and applications will then be submitted to local businesses. Mock interviews will be conducted in class. Basic skills such as speaking, listening, problem solving, and communicating will also be taught. Guest speakers will be invited from various businesses within the community to discuss different skills that are necessary in the job market. Soft skills required in today's job market will also be emphasized. Students working during this time will have the real life experience and hands-on piece to correspond with the work completed in class. Students may also receive certification in different areas through the Career Ready 101 curriculum assessments that are given at the end of the year. Certification areas from this curriculum are accepted by a variety of businesses and will give the student a distinct advantage when applying for a job over other candidates.

The work permit program addresses a variety of diverse learner needs. This program will enable seniors to take the work related skills they are learning in class and apply them directly to their jobs. The instructor may assist the students on a one-on-one basis in finding a place of employment. All learning styles are addressed through the work permit program including auditory, visual, and kinesthetic areas as well as the different multiple intelligences such as logical/mathematical, visual/spatial, verbal/linguistic, intrapersonal, and interpersonal. The students work at their own pace on the Career Ready 101 curriculum on the computer. They may read the information on the computer if they are visual learners or they have the option of hearing the information if they are auditory learners. All students will take a pretest at the beginning of each section and will then be placed in the correct module based on their pretest scores. This will enable students to skip sections which they have already mastered. This is a very individualized program of instruction. Students also have the opportunity to participate in the Skills USA student organization where they can compete in certain areas relating to workforce education. If the student loses their job, they are required to attend class of their work permit/internship teacher until they are able to obtain a job.

Waiver 2: Increasing student participation in curriculum options

6-18-211, 6-16-102, 6-11-105 Mandatory Attendance Requirements for flexible scheduling in the students day specifically seniors in order for them to attend ASUMH either with concurrent credit opportunities or through ASUMH Technical program.

6-11-105, 6-15-441, 6-16-601 College and Career Readiness for flexible licensure options for our Service Learning. Create Service Learning opportunities through the Senior Academic Advisory Program. 6-11-105, 6-17-401 licensure waiver for community members and allow teachers to teach out of licensure area in order to teach courses in the areas of Criminal Justice, Allied Health, Engineering, CISCO, Computer Applications, Funeral Science, and Financial Management. By allowing students to participate in the programs of study previously listed, this allows possible certification for students in the areas of Career and Technical Education.

Rule X. 15.03.124.07, Ark. Code Ann. 6-17-401 Administrative, teaching and other personnel hold valid Arkansas license

Rule X. 7.01 All teachers who are required to be highly qualified

Increasing student participation in curriculum options was the second goal determined by MHHS Career Academies that would assist in making the senior year relevant. Within this goal, includes a variety of course options for students both on and off the Mountain Home High School Career Academies campus. Flexible scheduling within the students' school day will be required in order for students to attend Arkansas State University Mountain Home for either concurrent credit opportunities or Arkansas State University Mountain Home Technical Campus. Included with in the flexible scheduling options for students is a requirement to attend MHHS Career Academies for two consecutive periods and then may be released to attend Arkansas State University Mountain Home. Students will have lunch available during their school day. Also, to better prepare our students to be college and career ready flexible licensure options to include licensure waivers for not only internships, work permit program, but also, Service Learning as well as allow community members and ASUMH adjunct faculty to teach out of licensure area in the areas of Criminal Justice, Allied Health, Engineering, CISCO, Computer Applications, Funeral Science, and Financial Management. By allowing students to participate in the programs of study previously listed, this allows possible certification for students in the areas of Career and Technical Education.

MHHS Career Academies is requesting that Service Learning be an option for seniors to include the following components for a successful program:

- Student option for ½ credit, with the option to continue a Service Learning project a full school year

- Approved Service Learning Provider list will be developed and adopted from the state if available
- PIE Volunteers will correspond to assist with setting up and establishing Service Learning Providers
- Approval will be provided by building Principal or designee for those providers not on the approved list
- Will not allow to "double count" hours for other organizations service hours for example, NHS.
- Any licensure will be allowed to teach/supervise the hours for Service Learning
- Tie to Senior AAP curriculum with Senior AAP Advisors checking hours through software app program reports once a month.
- Allow students to schedule Service Learning within their school day option of flexible scheduling

Waiver 3: Adjust the current Keystone curriculum offering in the charter waivers to assist in students transitioning from the Freshman Transition Academy.

This waiver would be categorized by Waivers from other Rules.

In the current charter, MHHS Career Academies is approved to substitute Keystone in place of Career Orientation as the transition curriculum. The request of this waiver is to allow identified students to enroll in Keystone during the Spring Semester of their 8th Grade year and the remainder of the 8th Grade identified students to enroll in Keystone during the Fall Semester of their 9th Grade year. The rationale for offering Keystone in this manner is to provide relevance in the 6-Year Educational Plan for high school through post secondary to those students during the 8th Grade year and first part of the 9th Grade year, as well as have ample time to determine learning styles and career focus. With this curriculum in place as requested per the new waiver, students will transition into the career academy model with greater ease.

If no new waivers are requested, state this.
Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, state this.
Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

MHHS Career Academies do not wish to rescind any existing waivers. We are requesting to maintain all currently approved waivers.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).
A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.
If no charter amendments are requested, state this.
Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.
MHHS Career Academies are not requesting any amendments for this Charter Renewal Application.

2014 RENEWAL APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

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

Lonnie Myers

Signature of Superintendent of School District

11-20-14

Date

Lonnie Myers

Printed Name

APPENDIX

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Appendix B: Academy Integration Forms and Sample of Work Day Agenda

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Appendix D: Red Flag Document

Appendix E: Mountain Home High School Career Academies Business Advisory Board Agenda

Appendix F: Parent Panel Activity and List of Previous Members

Appendix G: Mentoring Program including Academic Advisory Program Curriculum Syllabus

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Appendix I: Transition Day Dunbar Schedule Rotations and Instructional Email

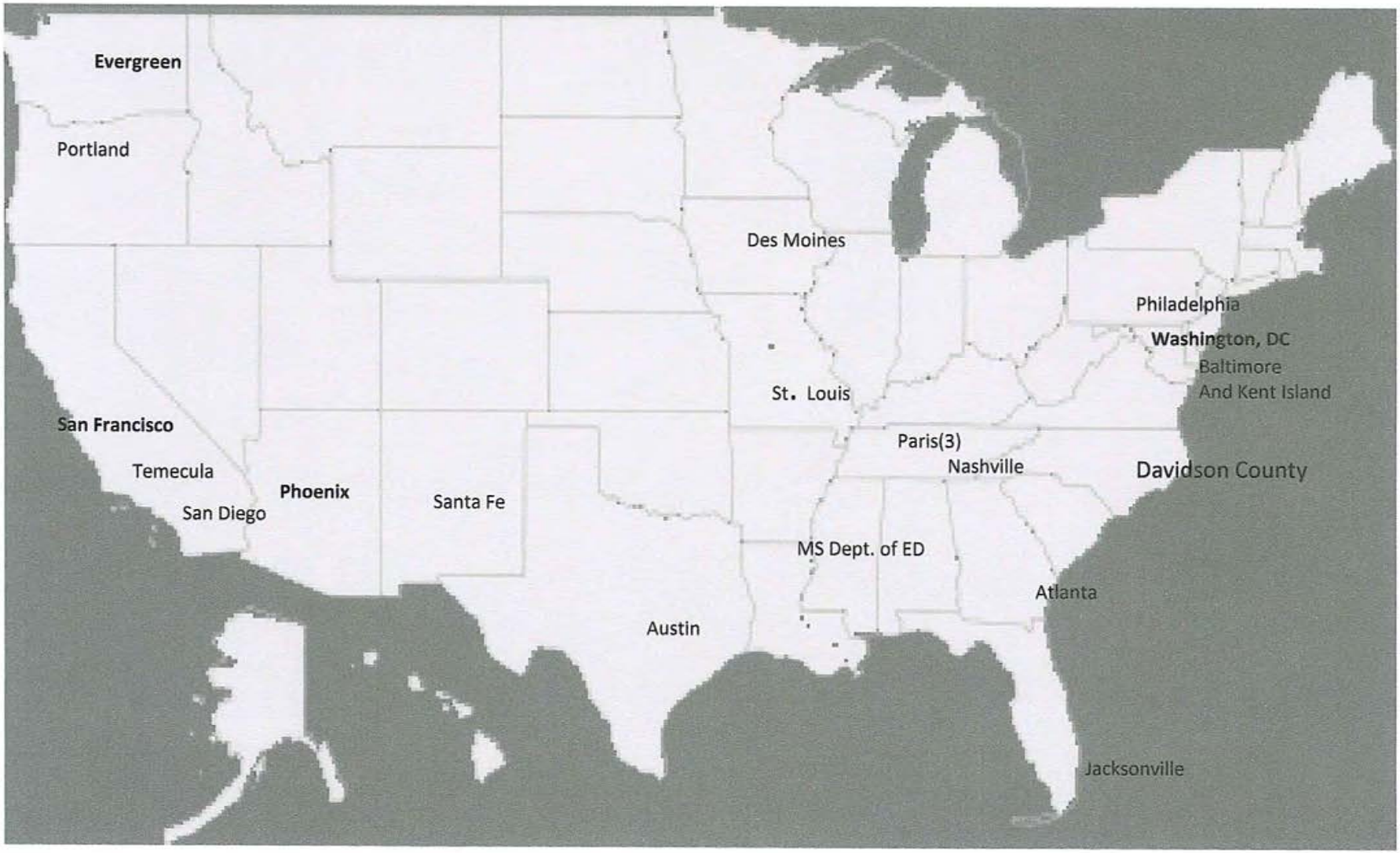
Appendix J: Internship Brochure

Appendix K: Teacher Externship Professional Development Opportunities, Participating Business Partners and Reflection Documentation

Appendix L: Transition Day Completer Rotation PowerPoint and Sample of Previous Total Student Completers

Arkansas Takes Interest

Visiting Schools and Conference Presentations Nationwide



Mission and Vision

Mountain Home Public Schools

Committed to Excellence in Education...
Every Student – Every Time!

We believe in:

- Cultivating and supporting life-long learners.
- Challenging every student to his or her highest potential.
- Partnering with home, school, and community for student success.
- Acknowledging that students must share in the responsibility for learning.
- Preparing students to be contributing citizens in the 21st Century.
- Practicing good citizenship among students and staff.
- Providing a safe, nurturing, and orderly environment as an essential part of learning.

Academy Special Events

Academy Celebration

Project Days

Career Academies

Mentor Programs

Kick-off Day

Contact Us

http:// bombers.k12.ar.us/hs

Dana Brown, Principal, 870-425-1215
dbrown@mtnhome.k12.ar.us

Brigitte Shipman, Academy Coordinator
bshipman@mtnhome.k12.ar.us

Kathy Gonten, Academy Leader, ACME
kgonten@mtnhome.k12.ar.us

Kathy Wham, Academy Leader, CAB
kwham@mtnhome.k12.ar.us

Alecia Czanstkowski, Academy Leader, HHS
aczanstkowski@mtnhome.k12.ar.us

Mountain Home High School Career Academies

A.C.M.E.

Three Academies--
One School

Dana Brown, Principal
Brigitte Shipman, Academy Coordinator

Mountain Home High School
Career Academies
500 Bomber blvd.
Mountain Home, AR 72653
870-425-1215

ACME ACADEMY

ARCHITECTURE, CONSTRUCTION, MANUFACTURING & ENGINEERING

Pathways

- Engineering and Computer Science
- Manufacturing
- Construction
- Transportation
- Automotive Technology

Examples of Community Partners

Baxter Healthcare, Inc.
Volt Industrial Plastics
US Corps of Engineers
Kelly Thomas Nursery
Merchant Building Supply
Entergy
Crawford Electric
Twin Lakes Home Builders

CAB ACADEMY

COMMUNICATIONS, ARTS, AND BUSINESS

Pathways

- Communication, Publications
- Media and Graphic Arts
- Government, Public Service, Law
- Visual and Performing Arts
- Accounting/Finance
- Computer Information Systems
- Marketing & General Business

Examples of Community Partners

- Wells Fargo Financial Advisors
- Southern Tag and Label, Inc.
- Baxter County Historical Society
- Mountain Home Chamber of Commerce
- Baxter County Judicial System
- Mountain Home Banking Industry
- Twin Lakes Little Theater

HHS ACADEMY

HEALTH AND HUMAN SERVICES

Pathways

- Health and Medicine
- Environmental Science
- Human Services
- Hospitality & Food Science
- Agriculture—Animal Science

Examples of Community Partners

- Baxter County Regional Hospital
- Arkansas Game and Fish
- Mountain Home Public Schools
- Montessori School
- Mountain Home Veterinarians
- Mountain Home City Police
- Baxter County Sheriff Department
- Mountain Home Fire Department

TRANSITION PROGRAMS

- Keystone
- 8th-12th grade Academic Advisories
- 9th Grade Transition Academy
- Capstone
- Internships
- Mentors
- Business Advisory Board

Education Nation: Case Study

- http://www.educationnation.com/casestudies/mountain/

CNBC Report

- http://www.cnbc.com/id/49148792

NCAC Model Status 2012

- http://www.ncacinc.com

Academy Remediation Programs Wednesday 8:00-8:50 a.m.

AGS—Accelerated Growth Session

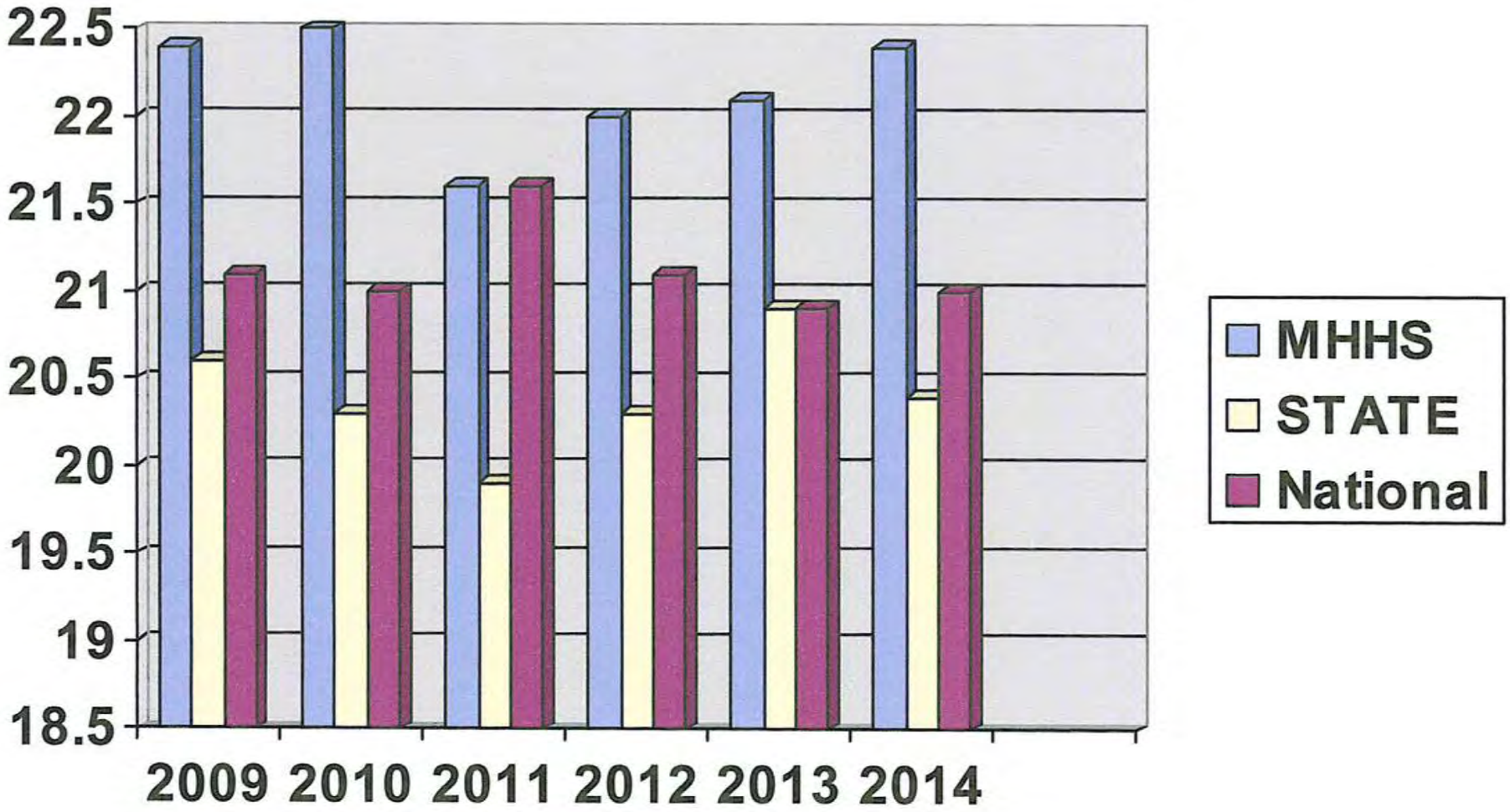
- For students scoring basic or below basic on end-of-course and Benchmark Test

Point-In-Time Intervention

- Reading comprehension
- Skill development for students with a D/F in core classes

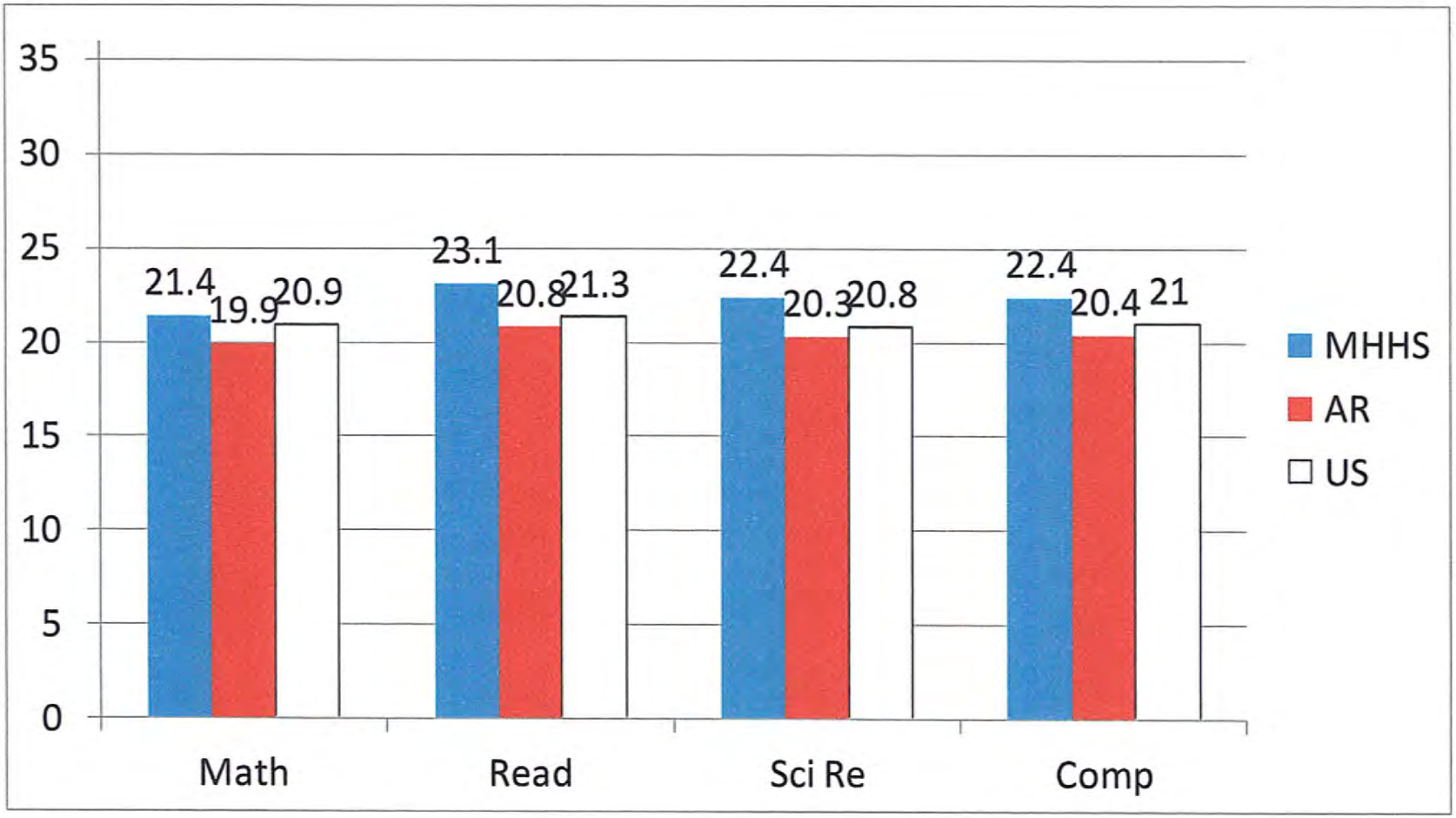
APPENDIX A

Average ACT Scores

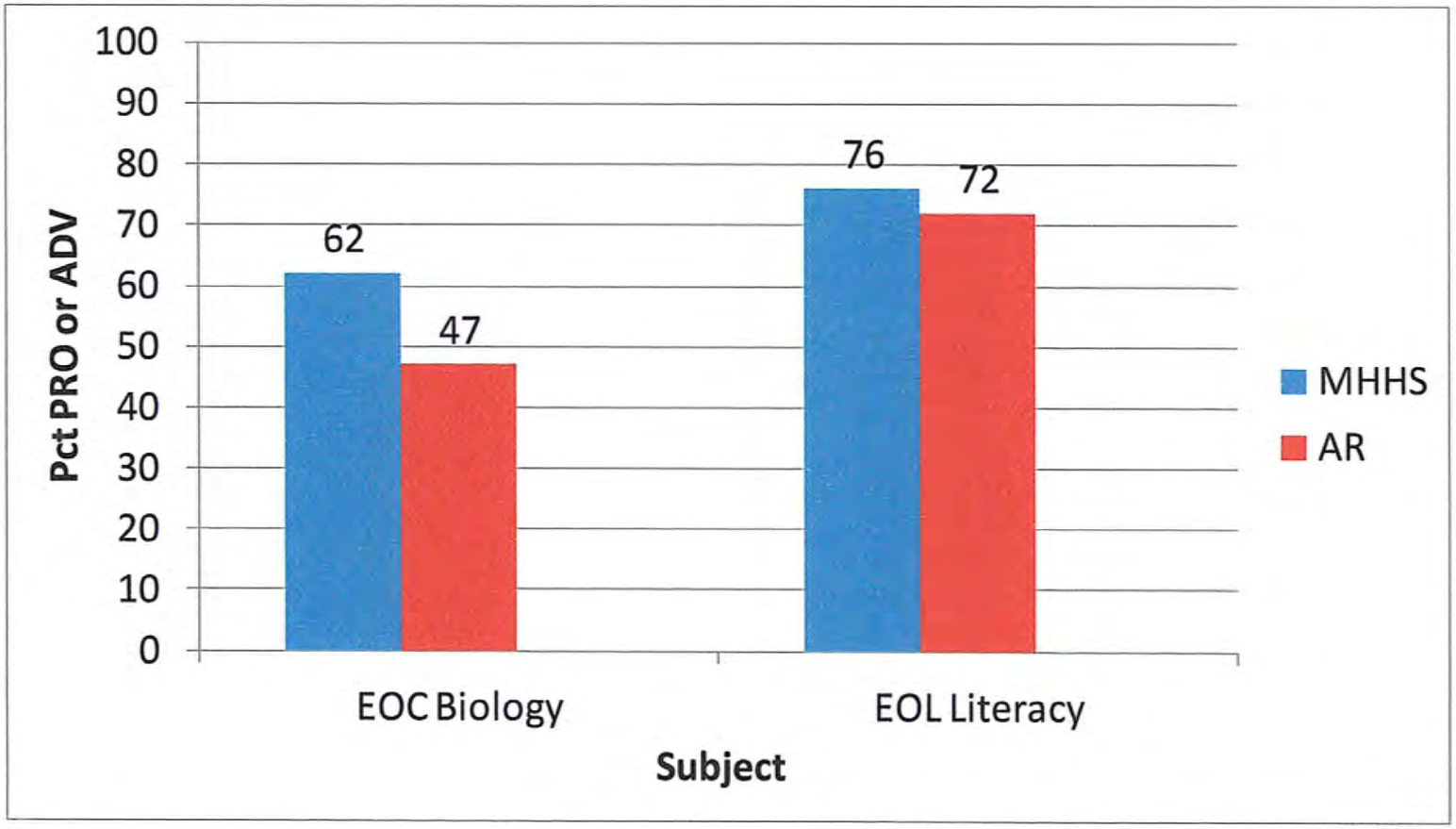


MHHS Career Academies

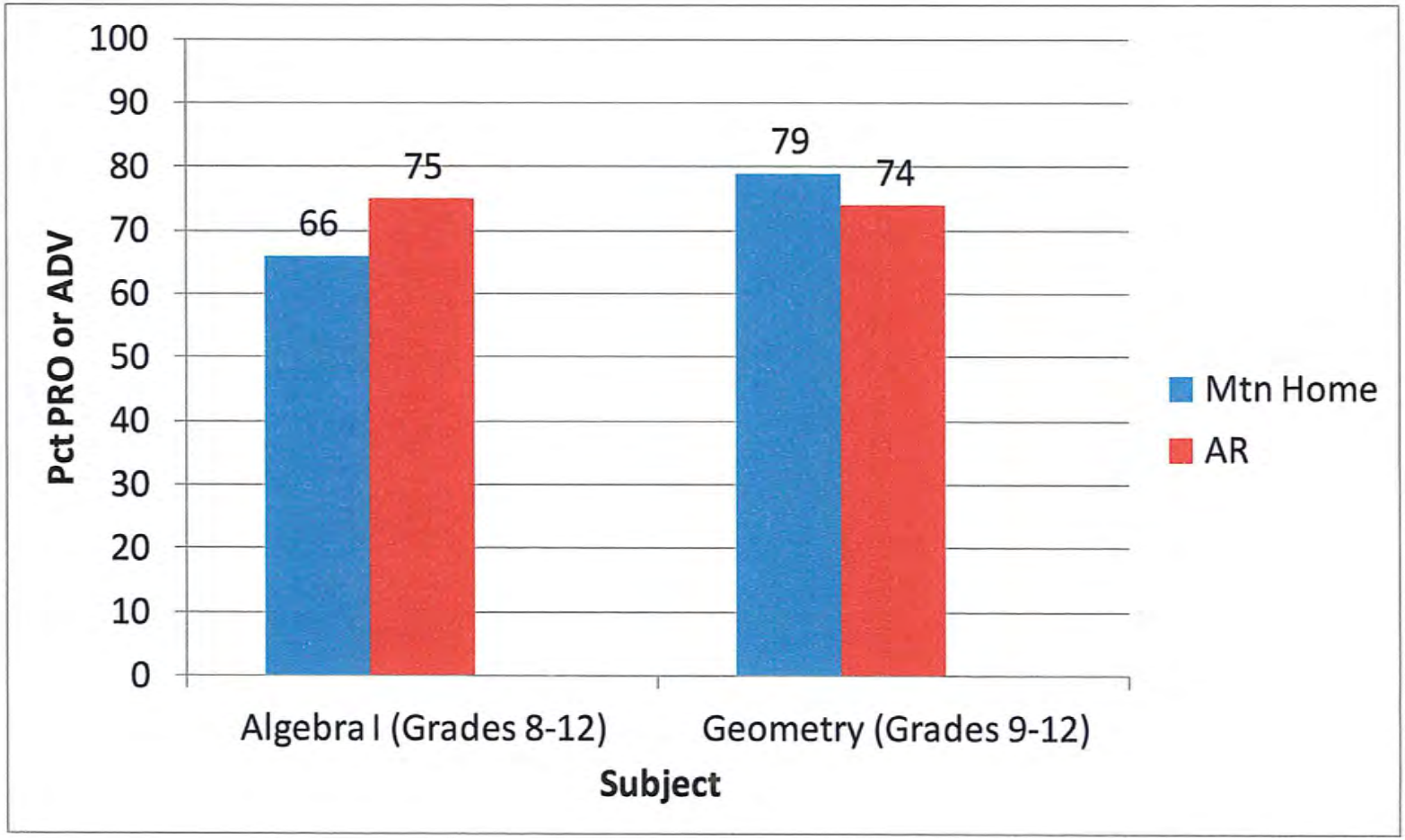
Average ACT Scores



Biology and Literacy Exams, MHHS



End-of-Course Exams



APPENDIX B

Skill / Content Integration

SLE: _____

Strategy:

Teacher: Course: When:	How:
Teacher: Course: When:	How:
Teacher: Course: When:	How:
Teacher: Course: When:	How:

MHHS Career Academies Project Work-Day
October 8, 2014

8:00-8:55	First Block (2nd period) (55 minutes)
9:02-9:57	Second Block (4th period) (55 minutes)
10:05-11:00	Third Block (6th period) (55 minutes)
11:03-11:33	1st lunch --- 2nd lunch has Reading Period (30 minutes)
11:33-12:03	2nd lunch ---1st lunch has Reading Period (30 minutes)
12:08	Report to AAP: Take roll – dismiss to designated bus by intercom announcement
12:13-12:33	Travel to Panther Bay (David's Trail)
12:40-1:40	HHS: Zombie Walk-A-Thon on David's Trail ACME: NWH for Pinewood Derby Activity/Rest of ACME at MHHS Library for Movie CAB: Business Expo (Dunbar and CAB Hallway)
1:40-2:00	HHS: Awards presentation at Panther Bay Pavilion
2:00	HHS: Load Bus (Take Roll by AAP groups)
2:10-2:30	HHS: Travel to MHHS
2:30-3:10	Fourth Block (8th period) (40 minutes)

Drivers: Your bus must be back to the Bus Garage by 2:45

APPENDIX C

Tuning Protocol

Description: A format for presenting and receiving *feedback* for the purpose of *improving* work in progress.

Process:

1. **Select members to play important roles in the protocol.**

   Facilitator: Manages the protocol and keeps the group on task
   Timekeeper: Helps the group adhere to the time schedule

   ⊛ facilitator summarizes the flow of the process ea. time.

2. **Ask a focus question, depending on school improvement goals or focus for improving instruction.** For example, "How can we continue to raise expectations for students?" or "How can we continue to improve students' reading and writing skills?"

3. **Follow a specific procedure for the protocol.**

   Presentation of Work (5-10 minutes)

   The presenters describe the work. Be specific and describe the work in detail. The more thorough the description, the better the feedback. If presenters have specific request for areas of feedback, make that clear.

   Clarifying Questions (2-3 minutes)

   Participants ask questions eliciting more information needed to give feedback. Questions should be short, and so should answers. This is not the time to start giving feedback.

   Reflection Time (1 minute)

   Participants write down their input.

   Feedback

   Warm Feedback (5 minutes): Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters' request for feedback.

   - The supporting perspective
   - What are the strengths, features, and highlights of this work?

   Cool Feedback (5 minutes): Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

   - The questioning perspective
   - What could be improved, changed, refocused about this work?

   Presenters' Response (3 minutes)

   Presenters respond to feedback.

   Debrief (3-5 minutes)

   Critique the experience: What was helpful? What wasn't? What did we learn? What might be done differently or more thoroughly?

Team Roles

- **Facilitator –briefly introduces protocol goals, terminology, norms, and agenda.**

- **Presenter –describes the context for student work (its vision, coaching, scoring rubric, etc.) and presents samples of student work (such as photo- copied pieces of written work or video tapes of an exhibition) and provides information about the assignment for review including a focusing question for discussion.**

- **Participants – peers of the presenter who attend and participate in providing feedback and in the learning process.**

- **Timekeeper – carefully keeps the time for each segment of the Tuning Protocol.**

- **Recorder – takes notes of the proceedings.**

What Is A Focusing Question?

The focusing question reflects the main purpose of the meeting. Some focusing questions related to rigor might include:

How well is the unit aligned to the proficiency level of the standard?

What modifications can be made to this unit to increase the level of rigor?

What does this work tell us about what students know and are able to do?

How could the instruction that surrounds this work execute a better product?

What Is A Clarifying Question?

Clarifying are questions are questions of fact. They have brief, factual answers and don't provide any new "food for thought" for the presenter. Examples:

How long does this unit take?

How many assessments were included?

APPENDIX D

Red Flag Documentation Form

Student name: _____

Grade level: _____ Advisor_____

Date: _____

1. Deficiencies in school work:

2. Social difficulties:

3. Home situation:

4. Action Plan:

- Parent contact by?
  _____
  _____
  _____
  _____
- Teachersinvolved?_____
  _____
  _____
  _____
  _____
- Follow-up?

APPENDIX E

MHHS CAREER ACADEMY
Business Advisory Board
Lunch Meeting
September 23, 2014

ACME

11:00 Lunch

11:15-11:25 Welcome-Overview and minutes of the last meeting- Greg Mills

11:25-11:40 Boards next steps-Career Fair Focus- Set date, Time, Place. Gregg Mills

11:40- 11:55 Project planning—Career Fair

11:55-12:00 Set next meeting date

APPENDIX F

Dana Brown

Subject: FW: Parent Panel

From: April Webb [mailto:studio923moms@yahoo.com]
Sent: Thursday, January 12, 2012 2:47 PM
To: Dana Brown; Brigitte Shipman
Subject: Parent Panel

Mrs Brown-

The following are the parents that have agreed to participate in the parent panel. I have emailed them the Question Sheet you sent me as well as the days and times for their meetings. I am still waiting to hear back from two people.

ACME
Steve Dunn
John Reding
Julia Gist

HHS
Karen Heslep
Mindy Conner
Kathy Arp

CAB
Laura Chism
Senator Johnny Key
Trish Blair

I just realized there are all women in HHS. Karen mentors in ACME, so if we need to we could mover her over and I'm sure she wouldn't mind. I will secure the other two and let you know ASAP. If there are any changes you'd like me to make let me know.
Thanks-

April Webb

studio 9.2.3

637 Marquis Drive
Mountain Home, AR 72653
870-404-5754

Parental Involvement Panel Activity

Schedule for at least 2 hours for this activity

Debrief with faculty as a whole. Parents testify about the importance of teachers, school, and their children's learning and school experiences.

Parents and staff broken into academy groups to collaborate around essential questions:

1. What is most important in your child's education?
2. What are possible barriers to your child's success in school?
3. What are the best ways to keep open lines of communication between school and home? Current examples:

    a. EDLine
    b. Parent/Teacher Conferences
    c. Progress Reports
    d. Sr. Night with the Counseling Staff
    e. Report Cards
    f. Advisory/Advisor Relationship
    g. Content Teacher Contact on Individual Basis
    h. School Announcements Emailed to Parents
    i. Counselors' Office Newsletter
    j. Web Lockers
    k. School Messenger
    l. AIP information

4. Looking at the list above, as a parent how can we improve on parent communication when using any of the items?
5. From a parent perspective, can you provide us with any ideas on how to market MHHS Career Academies?
6. What has your experience been with your child's Academic Advisor?
7. How do you feel about the discipline policy?
8. What can you as a parent do to ensure your child's success (in cooperation with the school)?
9. What frustrates you the most about dealing with our school system?
10. Do you as a parent have any suggestions on how to reach less involved parents?
11. What would you like to see in the Open House Nights we currently host, how can we improve?
12. How can we use the information you have provided today to develop an action plan? Establish a timeline.

After faculty and parents met by academies, meet back together as a whole group to discuss and compare responses.

APPENDIX G

SOPHOMORE 2014-15

AAP Tuesday Lessons

The goal of each enrichment activity is to ensure that all sophomores will register for national testing, create an ARWorks account, understand graduation and completer requirements for MHHS, and be involved MHHS campus activities.

Month	Lesson
September 2	• Clubs/Activities/Assembly Etiquette
October 7	• Test Taking Strategies {ACT, SAT, COMPASS, ASVAB}
1Q Evaluation	☐ List of Extra-Curricular/Inter-School Activity ☐ Choose Testing Options {ACT, SAT, COMPASS, ASVAB}
November 4	• Arkansas Works
December 2	• CCAP/Study Skills/Organization of Binders & Artifacts
2Q Evaluation	☐ ARWorks Account Progress ☐ CCAP Binder Progress
January 6	• Pause Before You Post (Dunbar)
February 3	• CCAP/Finalize Binders/Mock Interview
March 3	• CCAP/Parent Presentation for Conferences March 5
3Q Evaluation	☐ CCAP Binder Finalized ☐ Mock Interview Completed ☐ SLC/CCAP Complete
April 7	• Registration Prep
May 7	• "Almost Juniors" • End-of-Year Celebration
4Q Evaluation	☐ High School Registration Complete ☐ End of Year Celebration Survey

JUNIORS 2014-15

AAP Tuesday Lessons

The goal of each enrichment activity is to ensure that all juniors are active participants in the MHHS community, and that each student feels as if he/she contributes a positive attitude and understands the importance of becoming life-long learners.

Month	Lesson
September 2	• **Meet and greet with AAP** • **Overview of Community Service - Focus and Goals**
October 7	• **Volunteerism Fair (Dunbar)**
November 4	• **ACT check / reminder** • **Continue Community Service: Set personal and group goals**
December 2	• **AR Works** • **Check Community Service logs**
January 6	• **Etiquette – Job interviews, volunteering, and 1st impression** • **CCAP**
February 3	• **GPA and Transcript check after semester grades**
March 3	• **Reflection and Report – Community Service (Goals met/next steps?)** • **Check Community Service logs**
April 7	• **Registration Prep**
May 7	• **"Almost Seniors"** • **End-of-Year Celebration** • **Check Community Service logs**

Senior 2014-2015

AAP Tuesday Lessons

The goal of each activity is to ensure that 100% of all seniors will have a post-secondary goal and will have completed steps toward reaching this goal.

Month	Lesson
September 2	• College and Post-Secondary Fair Prep
October 7	• Research Post-Secondary Goal/Student Selection for School Visits
November 4	• Post-Secondary Goal Reveal • Evaluation of Goal Process
December 2	• Application Mailing/Senior Celebration • Evaluation of Goal Process
January 6	• Interview Etiquette/Interview Sign Ups
February 3	• Interviews • Evaluation of Interview Process
March 3	• Career Day at Pinkston Middle School
April 7	• Graduation Etiquette
May 7	• Senior AAP Evaluation

2015 ADVISORS (Revised 8/17/2014)

ACME	1349 PRINCIPAL: Kyle McCarn 100		1204 LEADER: Dell Leonard - Gym			ADVISOR: Brigitte Shipman 101		
	ACME SOPHOMORES		ACME JUNIORS			ACME SENIORS		
	1254 Carol Norris 710	15	1199 Owen Carpenter 303	11		1500 Danielle Pugsley 711 (Bushey)	11	
	1213 Ronnie Blevins 304	14	1133 Tara Camp 702	12		1512 Richard Grissum 306	9	
	1313 David Rodriguez 108	13	2065 Damon Eikenhorst 709 (Williamson)	7		1130 Garrett Rucker 716	11	
	2063 Jamie Slay 708 (Ellis)	15	1288 Kathy Gonten 701	14		1253 Beth Goodwin 412	10	
	1209 Jacquelyn Meissner 302	13	1535 Tom Ethridge 715	14		1233 Josh Baker 310	12	
	2060 David Joyce 103 (Mahan)	17	1229 Grant Greenhaw 196	14		1227 Bradford Young 300	12	
	Total:	87	Total:	72		Total:	65	
CAB	1211 PRINCIPAL: Lindsey Blevins		1015 LEADER: Tom Chentnik Band Hall			1117 COUNSELOR: Stephanie Caraway 900		
	CAB SOPHOMORES		CAB JUNIORS			CAB SENIORS		
	1259 Karen Maupin 208	15	1366 Jim Tejcek 201	16		2014 Haley Wilhite 207	14	
	1580 Karla Bouck 603	14	1147 Debbie Teems 104	15		1473 Sheri Smith 200	16	
	1409 Danny Osburne 413	12	1137 Nancy Reed 106	16		1275 Norvella Calhoun 209	15	
	2079 John Jones 202 (Branham)	13	1119 Beth Ivens 113	20		1323 Marsha Daniel 203	12	
	2082 Jeff Obert 105 (Hardcastle)	16	1062 Fran Kemp 205	16		1094 Linda Thrasher 211	10	
	2005 Brooke Pierson 204	17	1350 Kathy Wham 198	14		1413 Jennifer Seaman 206	12	
	1093 Christy Lawrence 111	15						
	Total:	102	Total:	97		Total:	79	
HHS	PRINCIPAL: Dana Brown 100		1348 LEADER: Alecia Czanstowski 605			1281 COUNSELOR: Tina Killian 101		
	HHS SOPHOMORES		HHS JUNIORS			HHS SENIORS		
	1534 Shannon Wescoat 110	21	1412 Nancy Easterling 403	17		1537 Bobby Bevel 409	17	
	1132 Mitch Huskey 602	18	2083 Andi Arnold 414 (Cully)	18		1549 John Bouck 507	18	
	1546 Jennifer Brooks 411	20	1414 Philip Goodwin 401	21		2067 Chaseton McCarthy 407 (Sadler)	17	
	1128 Cathy Beckham 600	16	1205 Toni Rogers 400	17		2081 Johnny Caststeel 604 (Warden)	16	
			1567 Scott Small 403	17		1069 Kim Fowler 301	15	
			1022 Carol Wegerer 503	18		2086 Kathleen Ireland 505 (Keener)	12	
			1536 David LeMay 504	18		Total:	95	
	Total:	75	Total:	126		SENIOR ADVISORS:	18	
	SOPHOMORE ADVISORS:	18	JUNIOR ADVISORS:	19		1610 Cindy Perrin 700 (CBI)	12	
						TOTAL STUDENTS:	810	

HHS Teacher	Mentor	Profession
Andi Arnold	Misty Davis	Ceritfied Podiatric Med Assistant
John Bouck	Cindy Costa	Hospital Foundation
Nancy Easterling	Eric Arp	Podiatric Surgeon
	Kathy Arp	
Phillip Goodwin	David Ethridge	Lawyer
David LeMay	Mike Bradshaw	
	Julie Wright	
Scott Small	Jodi Owens	RN-Reppel Diabetes Center
Carol Wegerer	Mason Campbell	ASUMH
Kathleen Ireland	Mike and Julia Gist	Retired/CCC
Kim Fowler	Kim Schmuecker	Montessori Director
	Kelly Nosari	Personal Trainer
Johnny Casteel	Jerry & Kim McDonald	Personal Trainer
		Personal Trainer
Bobby Bevel	Mike Beam	DirectorActive Life Institute

HHS Teacher	**Mentor**	**Profession**
Chaseton McCarthy	India Cook	Nurse
Toni Rogers	Wynne Armstrong	BRMC
	Sai Kode	UAMS
Shannon Wescoat	Walt McKay	Counselor
	Eric Dryer	
Cathy Beckham	Helga Friedland	Medical Transcriptionist
Mitch Huskey	Sommer Rice	Realtor
Jennifer Brooks	Mark Keaton	Extension Office
	Bille Majors	
CAB Teacher	**Mentor**	**Profession**
Karla Bouck	Kyle Garreston	
Seaman	Chuck Stevens	Baxter Bulletin
Daniel	Dana Wehmeyer	Baxter County Juniville Servi
Ivens	Jackson Rhoades	Well Fargo Advisors
Kemp	Mollie Morgan	MHEF

CAB Teacher	Mentor	Profession
Calhoun	David Osmon	Mayor/Attorney
	Kerry Chism	Attorney/Prosecutor
Kathy Wham	Tobias Pugsley	Vision Amp
John Jones	John Dyer	Baxter County Library
Maupin	David Johnson	Pastor
Pierson	Steve Dunn	First Community Bank
	Salina Carter	First Community Bank
Osbourne	Andy Wescoat	Insurance Agent
	Dana Friedland	Landscaper
Reed	Emily Reed	Attorney
Smith	Bo Gregory	Chamber of Commerce
Teems	Paul Giglioti	Computer Automation
Tejeck	Eric Totty	Business Owner
Thrasher	Noel Morris	Business Owner
	Heather Loftis	KTLO Radio Station
Jeff Obert	Angela Justman	PIE President
Christy Lawrence	Bob Van Haaren	DJ
Wilhite	Stephen Yates	TLC Bank
	Carmen Rossen	TLC Bank

ACME Teacher	Mentor	Profession
Baker	Sean Tomlinson	Eaton
R. Blevins	James Ellis	Retired Teacher
Grissum	Bob Crider	Business Owner
Greenhaw	Ben Plumlee	
Danielle Pugsley	Charles Hubbard	Arkansas State Police
	Misty Hubbard	Kent Chevrolet
Camp	Timothy Jackson	Computer Sales
Carpenter	Jim Brown	Business Owner
Jamie Slay	Jason Schmeski	Business Owner
		School Board Member
Meissner	Sara Brozynski	Tech Center ASUMH
Kathy Gonten	Christi Cooper	Business Owner
		Uses this email more often
Ethridge	Dale Lundal	Workforce
	Tina	Workforce
Norris	Ben Bremer	Military
Cindy Perrin	Jonathan Perrin	Radio Shack
Rodriguez	Alan Vostatek	Business Owner

ACME Teacher	Mentor	Profession
Rucker	Rob Williams	Supreme/Shawneeboats
Damon Eikenhorst	Denis Dunderdale	Arkansas Game and Fish
Young	Eddie White	Fire Department
Beth Goodwin	Dallas Blasdell	Baxter Lab
David Joyce	Neal Pendergrass	Baxter Lab
		School Board Member

MENTORING PROGRAM 2014-2015

Mountain Home High School Career Academies

The Purpose of Mentoring

The purpose of the mentoring program is to develop relationships between MHHS students and community business leaders

To offer our students:

- A role model
- Insight into careers
- To aid in building relationships with their post-secondary plans and careers.

Mentor Volunteer Coordinators

Health and Human Services Academy

Kathy Arp

870-421-9447 ozarkfoot@suddenlinkmail.com

Communication, Arts and Business

Kelley Nosari

870-421-5691 nosari@suddenlink.net

Agriculture, Manufacturing, Construction &Engineering

April Webb

870-404-5754 studio923moms@yahoo.com

MHHS Career Academies

All three academies are rated at Model Status by the National Career Academy Coalition.

- We have been showcased at the National Career Academy Coalition's National Conference as a top Career Academy School.
- MHHS Career Academies was featured on CNBC as one of the top 10 educational solutions in our nation.
- We have an *average* of 10 school visits a year that we mentor in the implementation of a career academy program.
- We are in our 14th year as Wall-to-Wall Career Academy high school
- We believe in student voice.
- Please visit our website to view our program and celebrations at ***http//bombers.k12.ar.us .***

Mentor's Frequently Asked Questions

- Who do I contact when I know I can not attend a mentoring session?
- What curriculum do I follow with my students?
- Where I can find information about our mentoring program?
- What is my responsibility for extended advisory as a mentor?
- Do I have to bring snacks?

Student Safety-Raptor and Background Checks for Mountain Home Public Schools

- You need to have your driver's license scanned only once, but you do need to retrieve a volunteer sticker when you check in each mentoring session.
- Please check in and out at the front office each mentoring session.
- Please turn in your volunteer sticker when you check-out each mentoring session.
- All information is on our website: http//bombers.k12.ar.us It is located under schools and our high school career academies mentoring program.
- The Process for Completion for a Volunteer Application for MHPS is efficient and quick. (see handout)

Mentoring Does Make a Difference

- Student Perspective
- Student Panel Q/A

We all appreciate our Mentors at MHHS Career Academies !!!!!!!!

Mentoring Program-- Schedule

Purpose: The purpose of the mentoring program is to develop relationships between MHHS students and community business leaders to offer students the following:

- Act as role models to demonstrate success in business and society
- Offer students insight into the mentor's careers
- Offer students insight into other careers within their academy career cluster
- To build relationships to aid with post-secondary success

Schedule times for mentoring: The mentoring sessions will take place the first Wednesday of each month during the Academic Advisory Period.

2014-2015 Mentoring Dates: **Mentor Orientation Wednesday September 3 ,**

Time: 12:00 pm to 1:00 pm—Orientation Luncheon
First Mentoring session will take place following the orientation.

Time for all Mentoring session with the exception of Our Extended Advisory: 1:10-2:00 pm

Oct. 1; Nov. 5; Dec.3; Jan. 7; Feb.4 March 4;

April 1 - Extended Advisory 12:45-2:45
Last Day of Mentoring Session!

Time: 1:15 - 2:00 in Advisory location

Communication Channels:

1. The Academy Volunteer Coordinator will keep an email list of all mentors in their academy. One week prior to the mentoring sessions, the Volunteer Coordinator will email or contact in some way all mentors and remind them of the upcoming Mentoring session.

2. If the mentor cannot come to a session, he/she will contact the Academy Volunteer Coordinator of their scheduled absence. If mentors have any questions, they should contact their Academy Volunteer Coordinator.

3. The Academy Volunteer Coordinator will email the Academy Coordinator and the AAP teacher affected by the absent mentor.

Mentors are encouraged to plan at least four sessions around Academy Career Clusters

Invite guest speakers and presentations;
Use some of the attached AAP session lessons;
Plan activities

Absolute Rules:

1. The faculty AAP advisors should be present with the mentors and advisees at all times;
2. Field trips must be approved by Ms. Brown (high school principal) and the teacher involved.

CAB Volunteer Coordinator: Kelley Nosari 421-5691 nosari@suddenlink.net

HHS Volunteer Coordinator: Kathy Arp *421-9447* ozarkfoot@suddenlinkmail.com

ACME Volunteer Coordinator: April Webb *404-5754* studio923moms@yahoo.com

Mountain Home Public Schools

Committed to Excellence in Education...
Every Student – Every Time!

We believe in:

- Cultivating and supporting life-long learners.
- Challenging every student to his or her highest potential.
- Partnering with home, school, and community for student success.
- Acknowledging that students must share in the responsibility for learning.
- Preparing students to be contributing citizens in the 21st Century.
- Practicing good citizenship among students and staff.
- Providing a safe, nurturing, and orderly environment as an essential part of learning.

Dana Brown

From: Dana Brown
Sent: Wednesday, March 19, 2014 7:24 AM
To: Lonnie Myers
Subject: Extended AAP with Mentors Today
Attachments: 2014 extended advisory by bus and driver Draft March 13.xlsx; ATT1500261.htm; Extended AAP Schedule-Mentor Field Trips.doc; ATT1500262.htm

Sent from my iPhone

Begin forwarded message:

From: "Dana Brown" <dbrown@mtnhome.k12.ar.us>
Date: March 18, 2014 at 11:57:46 AM CDT
To: "Alecia Czanstkowski" <aczanstkowski@mtnhome.k12.ar.us>, "Alicia Barcelona" <abarcelona@mtnhome.k12.ar.us>, "Amy Grissum" <agrissum@mtnhome.k12.ar.us>, "Ben Williamson" <bwilliamson@mtnhome.k12.ar.us>, "Benita Mealer" <bmealer@mtnhome.k12.ar.us>, "Beth Goodwin" <bgoodwin@mtnhome.k12.ar.us>, "Beth Ivens" <bivens@mtnhome.k12.ar.us>, "Bobby Bevel" <bbevel@mtnhome.k12.ar.us>, "Bradford Young" <bryoung@mtnhome.k12.ar.us>, "Brigitte Shipman" <bshipman@mtnhome.k12.ar.us>, "Brooke Pierson" <bpierson@mtnhome.k12.ar.us>, "Bubba Jones" <bjones@mtnhome.k12.ar.us>, "Carol Norris" <cnorris@mtnhome.k12.ar.us>, "Carol Wegerer" <cwegerer@mtnhome.k12.ar.us>, "Cathy Beckham" <cbeckham@mtnhome.k12.ar.us>, "Christy Lawrence" <clawrence@mtnhome.k12.ar.us>, "Cindy Burg" <cburg@mtnhome.k12.ar.us>, "Cindy Perrin" <cperrin@mtnhome.k12.ar.us>, "Danny Osburne" <dosburne@mtnhome.k12.ar.us>, "David Lemay" <dlemay@mtnhome.k12.ar.us>, "David Rodriguez" <drodriguez@mtnhome.k12.ar.us>, "Deborah Teems" <dteems@mtnhome.k12.ar.us>, "Dell Leonard" <dleonard@mtnhome.k12.ar.us>, "Devona Pendergrass" <dpendergrass@mtnhome.k12.ar.us>, "Diana Branham" <dbranham@mtnhome.k12.ar.us>, "Garrett Rucker" <grucker@mtnhome.k12.ar.us>, "Grant Greenhaw" <ggreenhaw@mtnhome.k12.ar.us>, "Haley Wilhite" <hwilhite@mtnhome.k12.ar.us>, "Heather Hardcastle" <hhardcastle@mtnhome.k12.ar.us>, "Jacquelyn Meissner" <jmeissner@mtnhome.k12.ar.us>, "James Ellis" <jellis@mtnhome.k12.ar.us>, "Janet Wood" <jwood@mtnhome.k12.ar.us>, "Jeanne Bushey" <jbushey@mtnhome.k12.ar.us>, "Jennifer Brooks" <jbrooks@mtnhome.k12.ar.us>, "Jennifer Seaman" <jseaman@mtnhome.k12.ar.us>, "Jill Roach" <jroach@mtnhome.k12.ar.us>, "Jim Tejcek" <jtejcek@mtnhome.k12.ar.us>, "John Bouck" <jbouck@mtnhome.k12.ar.us>, "John Katrosh" <jkatrosh@mtnhome.k12.ar.us>, "John Petrichko" <jpetrichko@mtnhome.k12.ar.us>, "John Wroe" <jwroe@mtnhome.k12.ar.us>, "Joseph Warden" <jwarden@mtnhome.k12.ar.us>, "Josh Baker" <jbaker@mtnhome.k12.ar.us>, "Judy McNabb"

Don't forget we have Extended AAP (with Mentors) on Wednesday, March 19. (No Club time this day)

First Lunch

AGS-	**8:00- 8:52 (CAB Covers with HHS/ACME meeting)**
1st Block-	**9:00- 9:45**
2nd Block-	**9:50- 10:35**
Lunch-	**10:40- 11:10**
3rd Block-	**11:15- 12:00**
1st half 4th Block-	**12:05- 12:35**

AAP/Roll call-	12:35- 12:40
Bus Loading-	12:40 (per loading schedule sent from Mrs. Brown) – see attachment on this email
Extended AAP-	12:45- 2:45
2nd half 4th Block-	2:50- 3:10

Second Lunch Schedule

AGS-	8:00- 8:52 (CAB Covers with HHS/ACME meeting)
1st Block-	9:00- 9:45
2nd Block-	9:50- 10:35
3rd Block-	10:40- 11:25
Lunch-	11:30- 12:00
1st half of 4th Block-	12:05- 12:35
AAP/ Roll call-	12:35- 12:40
Bus Loading-	12:40 (per loading schedule sent from Mrs. Brown) – see attachment on this email
Extended AAP	12:45- 2:45
2nd half of 4th Block-	2:50- 3:10

Thanks
Dana

<Extended AAP Schedule-Mentor Field Trips.doc>
<activity schedule 2013-14.xls>

	A	B	C	D	E	F
1	**Advisor**	**Mentor**	**# students**	**Plan**	**Bus Driver**	**Bus Loading/Bus #**
2	**Bushey**	Charles/Misty Hubbard	16	Gaston Center Bull Shoals	**Lawler**	**Bus Lane/87**
3	**Rodriguez**	Alan Vostatek	11	Gaston Center Bull Shoals	**Lawler**	**Bus Lane/87**
4	**Rucker**	Rob Williams	11	Shawnee Supreme Boats Midway	**Lawler**	**Bus Lane/87**
5	**Seaman**	Chuck Stevens	12	Bull Shoals Dam Observation Area	**Lawler**	**Bus Lane/87**
6	**Beckham**	Helga Friendland	8	Bull Shoals State Park	**Lawler**	**Bus Lane/87**
7		(5 AAP Teachers)	**63**			
8						
9						
10	**B. Goodwin**	Dallas Blasdell	12	Baxter Healthcare	**Allen**	**Bus Lane/88**
11	**Young**	Eddie White	12	Baxter Healthcare	**Allen**	**Bus Lane/88**
12	**Daniels**	Teri and Thomas Goats	13	Baxter Healthcare	**Allen**	**Bus Lane/88**
13	**J. Bouck**	Paulette Hill	18	Baxter Healthcare	**Allen**	**Bus Lane/88**
14		(4 AAP Teachers)	**59**			
15						
16	**Teems**	Paul Gigliotti	21	Computer Automations	**Chentnik**	**Band Lot/80**
17	**Kemp**	Mollie Morgan	23	Humane Society/Hickory Park	**Chentnik**	**Band Lot/80**
18		(2 AAP Teachers)	**46**			
19						
20	**Mahan/Wham**	Toby Pugsley	19	Dusit Thia Restaurant	**Greenhaw**	**Band Lot/86**
21	**Greenhaw**	Ben Plumlee	16	Taco Bell	**Greenhaw**	**Band Lot/86**
22		(1 AAP teacher)	**36**			
23	**Goodwin**	Michael Hernadez	18	Hickory Park	**Goodwin**	**Bus Lane/76**
24	**Thrasher**	Noel/Elaine Morris	11	KTLO	**Goodwin**	**Bus Lane/76**
25	**Easterling**	Dr. Eric and Kathy Arp	17	Arp Clinic	**Goodwin**	**Bus Lane/76**
26		(3 AAP Teachers)	**49**			
27	**Camp**	Timothy Jackson	12	VIP - Yellville	**Paden**	**Bus Lane/89**
28	**Keener/Paden**	Julie and Mike Gist	16	ASUMH Gotaas Health Science	**Paden**	**Bus Lane/89**
29	**Wilhite**	Stephen Yates/Carmen Rosson	13	TLC Bank (By Bypass)	**Paden**	**Bus Lane/89**
30		(3 AAP Teachers)	**44**			

	A	B	C	D	E	F
31						
32	**Advisor**	**Mentor**	**# students**	**Plan**	**Bus Driver**	**Bus Loading/Bus #**
33	**Williamson**	Tom Jordan	10	Chen's Garden	**Carpenter**	**Band Lot/44**
34	**Maupin**	David Johnson	20	Chilis	**Carpenter**	**Band Lot/44**
35	**Pierson**	Steve Dunn	15	Yoshi	**Carpenter**	**Band Lot/44**
36		(3 AAP Teachers)	**48**			
37						
38	**Lawrence**	Martha Grant/Bob Van Haaren	11	Dusit Thia Rest/All About Golf	**Huskey**	**Leave 10:30**
39	**Osburne**	Dana Friendland/Andy Wescoat	15	All About Golf	**Huskey**	**Bomber/92**
40	**Cully**	Misty Davis	19	All About Golf	**Huskey**	**Bomber/92**
41		(3 AAP Teachers)	**48**			
42						
43	**Grissum**	Bob Crider	8	Amons Lake and Soccer Fields	**W. Macnak**	**Bomber/ 38**
44	**Ethridge**	Jeremy Wilson	12	Norfork Dam Campground	**W. Macnak**	**Bomber/ 38**
45	**Smith**	Bo Gregory	10	Food Bank of North Central AR	**W. Macnak**	**Bomber/ 38**
46		(3 AAP Teachers)	**33**			
47						
48	**Rogers**	Wynne Armstrong/Sai Kode	18	Baxter Regional Medical Center	**Warden**	**Bomber/93**
49	**Small**	Jodi Owens	15	Reppell Diabetes House (BRMC)	**Warden**	**Bomber/93**
50	**Warden**	Kim/Jerry McDonald	17	Cooper Park	**Warden**	**Bomber/93**
51		(2 AAP Teachers)	**52**			
52						
53	**D. Leonard**	Christi Cooper	13	MH Hot Rods (Buzzard Roost)	**D. Leonard**	**Bomber/20**
54	**Reed**	Emily Reed/Kim Richardson	21	ElChico	**D. Leonard**	**Bomber/20**
55	**Branham**	Patty Marion	15	ElChico	**D. Leonard**	**Bomber/20**
56	**Calhoun**	David Osmon/Kerry Chism	17	Cooper Park	**D. Leonard**	**Bomber/20**
57		(3 AAP Teachers)	**69**			
58						
59						
60						
61						
62						

	A	B	C	D	E	F
63	**Advisor**	**Mentor**	**# students**	**Plan**	**Bus Driver**	**Bus Loading/Bus #**
64	**R. Blevins**	Brandy Jordan	16	Norfork (Sheriff Langes Property)	**Hardcastle**	**Leave 12:05**
65	**Ellis**	Sheriff Lange	11	Norfork (Sheriff Langes Property)	**Hardcastle**	**Bomber/85**
66		(2 AAP Teachers)	**29**			
67						
68						
69	**Baker**	Sean Tomilinson	11	Eaton	**Baker**	**Pavillion/21**
70	**Wegerer**	Mason Campbell	19	Baxter County Sheriff Dept	**Baker**	**Pavillion/21**
71	**LeMay**	Mike Bradshaw/Julie Wright	18	Baxter County Sheriff Dept	**Baker**	**Pavillion/21**
72	**Brooks**	Billie Collins	12	Baxter County Sheriff Dept	**Baker**	**Pavillion/21**
73		(3 AAP Teachers)	**63**			
74						
75	**Sadler**	India Cook	17	Cooper Park	**Sadler**	**Pavillion/82**
76	**Norris**	Ben Bremer	10	Cooper Park	**Sadler**	**Pavillion/82**
77	**Meissner**	Stacy Helmert	14	Cooper Park	**Sadler**	**Pavillion/82**
78		(2 AAP Teachers)	**43**			
79						
80	**Tejcek**	Eric Totty	20	Cooper Park	**Tejcek**	**Pavillion/74**
81	**Bevel**	Mike Beam	18	Cooper Park	**Tejcek**	**Pavillion/74**
82						
83	**All Day**					
84	**K. Bouck**	Elka King	18	Crystal Bridges	**B. DePierro**	**Bomber/95(Leave 8)**
85						
86	**Hardcastle**	Mary Vasiloff	20	Branson Promise Land Zoo	**D. DePriest**	**Bomber/94 (Leave 8)**
87	**Wescoat**	Walt McKay and Eric Dwyer	13	Branson Go-Karts	D. DePriest	**Bomber/93**
88	**Remaining on Campus**					
89	**Huskey**	Sommer Rice	13	On campus movie - Library		
90	**Ivens**	Jackson Rhoades	20	On campus ElChico Catering		
91	**Perrin**	Jill Czanstanski	18	On Campus Picnic		
92	**Carpenter**	Jim Brown	11	On Campus ASP Demo/Pizza		
93	Fowler	Kellye Nosari	16	On Campus Movie Dunbar		

APPENDIX H

Dana Brown

From: Brigitte Shipman
Sent: Monday, May 12, 2014 11:29 AM
To: Amy Grissum; Alan Hardcastle; Alecia Czanstkowski; Alicia Barcelona; Ben Williamson; Benita Mealer; Benji Mahan; Beth Goodwin; Beth Ivens; Bobby Bevel; Bradford Young; Brooke Pierson; Bubba Jones; Carol Norris; Carol Wegerer; Cathy Beckham; Chris Francis; Christy Lawrence; Cindy Burg; Cindy Perrin; Dana Brown; Danny Osburne; Darla Deatherage; David Joyce; David Lemay; David Moore; David Rodriguez; Debbie Atkinson; Deborah Teems; Dell Leonard; Devona Pendergrass; Diana Branham; Chris Francis; Garrett Rucker; Gary Maupin; Grant Greenhaw; Haley Wilhite; Heather Guthrie; Heather Hardcastle; 'Heather Martin'; Jacquelyn Meissner; James Ellis; Janet Wood; Jeanne Bushey; Jennifer Brooks; Jennifer Seaman; Jim Tejcek; John Bouck; John Katrosh; John Wroe; Joseph Warden; Josh Baker; Judy McNabb; Karen Maupin; Karla Bouck; Kathryn Gonten; Kathy Wham; Keith Alman; Kelly Martin; Keri Mahan; Kim Fowler; Kyle McCarn; Lee Sadler; Leisa Simons; Linda Thrasher; Lindsey Blevins; Lindsey Leonard; Marcus McCain; Mark Paden; Marsha Daniel; Marsha Partney; Mike Cully; Mitch Huskey; Morgan Keener; Nancy Easterling; Nancy Reed; Norvella Calhoun; Owen Carpenter; Paula Engeler; Phillip Goodwin; Ray Chrenko; Regina Burleson; Richard Grissum; Robert Blades; Ronnie Blevins; Rose Liggett; Sandra Hitt; Sarah Kemp; Scott Small; Shannon Wescoat; Sheila Partee; Sheri Smith; Stephanie McGraw; Sue Wepprecht; Susan Giovanini; Tara Camp; Tina Killian; Tom Chentnik; Tom Ethridge; Toni Rogers; Tracy Myers; Trish Beck; Wes Oldham
Cc: Jodi Tejcek; Ron Czanstkowski; Alicia Barcelona
Subject: Transition Day
Attachments: 10th grade rotations 2014 (a).xls; Transition Day Dunbar Rotations 2014.doc

Importance: High

Good Morning,

I have attached the Transition Day schedules. ***This day does not affect our HS teachers unless they are participating in the rotations.*** If you are a upcoming Sophomore advisor you will see you name on the rotation schedule. Your name is there only to help with scheduling students by their upcoming AAP class for 2014-2015.

Our upcoming Sophomores will be on the High School campus all day rotating through the designated areas listed on the schedule. They will be eating lunch with us and have been asked to keep students in the Commons area with a Junior High teachers.

Here are the clubs who are participating in our club fair:
Art Club
French Club
AYAA
The Bomb Squad
National Honor Society
FFA
Thrift Store
FEA
HOSA
Thespian Troupe
FCCLA
Interact Club
FBLA
German Club
NHS

If your club is not listed and you are participating you will need to get me your name and Club name ASAP. The deadline was Friday May 9th at 3:00 pm. This is an important part of Transition Day. This gives our upcoming Sophomores an opportunity to understand how to engage as a high school student first hand.

If you have any questions please let me know. We are looking forward to another great Transition Day!

Brigitte

Sophmore Rotations for 2014

GROUP 1

	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE
Time	Group A Albright/Norris	Group A Lawrence/Hardcastle	Group B Banter/Joyce	Group B Ellington/Mrs. Dr. Bouck	Group C Luttrell/Osburne	Group C Fulcher/Huskey	Group D Davis(SUB)/Meissner	Group D Mattox/R. Blevins
8:15 - 8:25	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR
8:30 - 10:55	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR
11:00-11:35	LUNCH IN COMMONS* Relieved by Beaver	LUNCH IN COMMONS * Relieved by Walker	LUNCH IN COMMONS * Relieved by Copeland	LUNCH IN COMMONS * Relieved by Criner	LUNCH IN COMMONS * Relieved by Dement	LUNCH IN COMMONS * Relieved by Cudworth	LUNCH IN COMMONS * Relieved by Taylor	LUNCH IN COMMONS * Relieved by Hickey
11:40-12:25	LIBRARY	LIBRARY	208	208	OLD GYM	OLD GYM	210	210
12:30 - 1:15	208	208	210	210	LIBRARY	LIBRARY	OLD GYM	OLD GYM
1:20 - 2:05	210	210	OLD GYM	OLD GYM	208	208	LIBRARY	LIBRARY
2:10 - 2:50	OLD GYM	OLD GYM	LIBRARY	LIBRARY	210	210	208	208

GROUP 2

	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE	ADVISOR/GUIDE
Time	Group E Dixon/Maupin	Group E Gatewood/Brnaham	Group F Ludwig/Brooks	Group F Stansfield/Wescoat	Group G Padgett/Pierson	Group G (Quick/Lawrence/ Yancey/Beckham	Group H Zorman/Rodriguez	Group H M. Jones/Ellis
8:15 - 8:25	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR
8:30 - 9:15	LIBRARY	LIBRARY	208	208	210	210	OLD GYM	OLD GYM
9:20 - 10:05	208	208	210	210	OLD GYM	OLD GYM	LIBRARY	LIBRARY
10:10 - 10:55	210	210	OLD GYM	OLD GYM	LIBRARY	LIBRARY	208	208
11:00-11:40	OLD GYM	OLD GYM	LIBRARY	LIBRARY	208	208	210	210
11:45 - 12:15	LUNCH IN COMMONS *Relieved by Hendrickson	LUNCH IN COMMONS *Relieved by S. Jones	LUNCH IN COMMONS *Relieved by Story	LUNCH IN COMMONS* Relieved by Morris	LUNCH IN COMMONS *Relieved by Reid(SUB)	LUNCH IN COMMONS Relieved by Maze/Barnhill	LUNCH IN COMMONS *Relieved by Blades	LUNCH IN COMMONSRelieved by Hickman
12:20 - 2:50	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR	DUNBAR

Transition Day Agenda

Dunbar Rotation

8:15-8:30 Welcome to all freshmen

- Ms. Shipman will introduce herself and all HS staff present. HS Student Council President will welcome all freshmen.
- Dismiss half of freshmen to their rotations

8:30-9:00 Student Council/Cheerleaders Pep Rally/Drum Line

- The half of students who are in the Dunbar Rotation will divide in thirds and rotate.
- 9:00-9:10 Travel Time—Break into your rotation groups

3 Rotations:

Times of Rotations: 9:10-9:45---9:50-10:15---10:20-10:55

- Rotation 1—Dunbar/Academy Reps
- Rotation 2—Club Booths—Dunbar Lobby
- Rotation 3—Tour of Campus—Academy Reps/Student Council
- Lunch for Dunbar Rotation is 11:00-11:35
- PM Rotations from 11:40-2:50—See Attachment

Academy Rep Dunbar Rotation: *If you begin with this rotation your next rotation will be Clubs, then Tour, then Lunch.*

- Introduce yourself
- Mrs. Wham
- Discuss what and why they should sign-up to become an Academy Representative. Explain CAB WRAP
- What are Mentors?
- Year End Review—15 minutes
- Q/A Student Panel if time allows.
- Mrs. Wham

  If we need more time we can show the Choral Reading that is on our website.

Club Booth Rotation: *If you begin with this rotation your next rotation will be Tour, then Dunbar, then Lunch.*

- Students will travel from Club to Club booth to gain information and ask questions about each club.
- They will also have the option to sign-up for each club for their upcoming sophomore year.

Tour of Campus Rotation: *If you begin with this rotation your next rotation will be Dunbar, then Clubs, then Lunch.*

- **Students will get a tour of the MHHS Career Academy Campus led by our Academy Student Representatives and also our Student Council Members.**

Students will be divided into 3 tour groups. They should stay with their AAP Class and Freshman Day Guides for these tours.

Afternoon Dunbar Agenda

12:20-12:25 Welcome to Dunbar afternoon Rotation

- **Ms. Shipman will introduce herself and all HS staff present.**

12:30-1:00 Student Council/Cheerleaders Pep Rally/Drum Line

- **The half of students who are in the Dunbar Rotation will divide in thirds and rotate.**
- **1:00-1:10 Travel Time—Break into your rotation groups**

3 Rotations:

Times of Rotations: 1:10-1:40---1:45-2:15---2:20-2:55

- **Rotation 1—Dunbar/Academy Reps**
- **Rotation 2—Club Booths—Dunbar Lobby**
- **Rotation 3—Tour of Campus—Academy Reps/Student Council**

Academy Rep Dunbar Rotation: ***If you begin with this rotation your next rotation will be Clubs, then Tour, then Lunch.***

- **Introduce yourself**

- **Mrs. Wham**
- **Discuss what and why they should sign-up to become an Academy Representative. Explain CAB WRAP**
- **What are Mentors?**
- **Year End Review—15 minutes**
- **Q/A Student Panel if time allows.**
- **Mrs. Wham**

  If we need more time we can show the Choral Reading that is on our website.

Club Booth Rotation: ***If you begin with this rotation your next rotation will be Tour, then Dunbar, then Lunch.***

- **Students will travel from Club to Club booth to gain information and ask questions about each club.**
- **They will also have the option to sign-up for each club for their upcoming sophomore year.**

Tour of Campus Rotation: ***If you begin with this rotation your next rotation will be Dunbar, then Clubs, then Lunch.***

- **Students will get a tour of the MHHS Career Academy Campus led by our Academy Student Representatives and also our Student Council Members.**
- ***Students will be divided into 3 tour groups. They should stay with their AAP Class and Freshman Day Guides for these tours.***

APPENDIX I

Dana Brown

From: Brigitte Shipman
Sent: Monday, May 12, 2014 11:29 AM
To: Amy Grissum; Alan Hardcastle; Alecia Czanstkowski; Alicia Barcelona; Ben Williamson; Benita Mealer; Benji Mahan; Beth Goodwin; Beth Ivens; Bobby Bevel; Bradford Young; Brooke Pierson; Bubba Jones; Carol Norris; Carol Wegerer; Cathy Beckham; Chris Francis; Christy Lawrence; Cindy Burg; Cindy Perrin; Dana Brown; Danny Osburne; Darla Deatherage; David Joyce; David Lemay; David Moore; David Rodriguez; Debbie Atkinson; Deborah Teems; Dell Leonard; Devona Pendergrass; Diana Branham; Chris Francis; Garrett Rucker; Gary Maupin; Grant Greenhaw; Haley Wilhite; Heather Guthrie; Heather Hardcastle; 'Heather Martin'; Jacquelyn Meissner; James Ellis; Janet Wood; Jeanne Bushey; Jennifer Brooks; Jennifer Seaman; Jim Tejcek; John Bouck; John Katrosh; John Wroe; Joseph Warden; Josh Baker; Judy McNabb; Karen Maupin; Karla Bouck; Kathryn Gonten; Kathy Wham; Keith Alman; Kelly Martin; Keri Mahan; Kim Fowler; Kyle McCarn; Lee Sadler; Leisa Simons; Linda Thrasher; Lindsey Blevins; Lindsey Leonard; Marcus McCain; Mark Paden; Marsha Daniel; Marsha Partney; Mike Cully; Mitch Huskey; Morgan Keener; Nancy Easterling; Nancy Reed; Norvella Calhoun; Owen Carpenter; Paula Engeler; Phillip Goodwin; Ray Chrenko; Regina Burleson; Richard Grissum; Robert Blades; Ronnie Blevins; Rose Liggett; Sandra Hitt; Sarah Kemp; Scott Small; Shannon Wescoat; Sheila Partee; Sheri Smith; Stephanie McGraw; Sue Wepprecht; Susan Giovanini; Tara Camp; Tina Killian; Tom Chentnik; Tom Ethridge; Toni Rogers; Tracy Myers; Trish Beck; Wes Oldham
Cc: Jodi Tejcek; Ron Czanstkowski; Alicia Barcelona
Subject: Transition Day
Attachments: 10th grade rotations 2014 (a).xls; Transition Day Dunbar Rotations 2014.doc

Importance: High

Good Morning,

I have attached the Transition Day schedules. ***This day does not affect our HS teachers unless they are participating in the rotations.*** If you are a upcoming Sophomore advisor you will see you name on the rotation schedule. Your name is there only to help with scheduling students by their upcoming AAP class for 2014-2015.

Our upcoming Sophomores will be on the High School campus all day rotating through the designated areas listed on the schedule. They will be eating lunch with us and have been asked to keep students in the Commons area with a Junior High teachers.

Here are the clubs who are participating in our club fair:
Art Club
French Club
AYAA
The Bomb Squad
National Honor Society
FFA
Thrift Store
FEA
HOSA
Thespian Troupe
FCCLA
Interact Club
FBLA
German Club
NHS

If your club is not listed and you are participating you will need to get me your name and Club name ASAP. The deadline was Friday May 9th at 3:00 pm. This is an important part of Transition Day. This gives our upcoming Sophomores an opportunity to understand how to engage as a high school student first hand.

If you have any questions please let me know. We are looking forward to another great Transition Day!

Brigitte

Transition Day Agenda

Dunbar Rotation

8:15-8:30 Welcome to all freshmen

- **Ms. Shipman will introduce herself and all HS staff present. HS Student Council President will welcome all freshmen.**
- **Dismiss half of freshmen to their rotations**

8:30-9:00 Student Council/Cheerleaders Pep Rally/Drum Line

- **The half of students who are in the Dunbar Rotation will divide in thirds and rotate.**
- **9:00-9:10 Travel Time—Break into your rotation groups**

3 Rotations:

Times of Rotations: 9:10-9:45---9:50-10:15---10:20-10:55

- **Rotation 1—Dunbar/Academy Reps**
- **Rotation 2—Club Booths—Dunbar Lobby**
- **Rotation 3—Tour of Campus—Academy Reps/Student Council**
- **Lunch for Dunbar Rotation is 11:00-11:35**
- **PM Rotations from 11:40-2:50—See Attachment**

Academy Rep Dunbar Rotation: ***If you begin with this rotation your next rotation will be Clubs, then Tour, then Lunch.***

- **Introduce yourself**
- **Mrs. Wham**
- **Discuss what and why they should sign-up to become an Academy Representative. Explain CAB WRAP**
- **What are Mentors?**
- **Year End Review—15 minutes**
- **Q/A Student Panel if time allows.**
- **Mrs. Wham**

  If we need more time we can show the Choral Reading that is on our website.

Club Booth Rotation: ***If you begin with this rotation your next rotation will be Tour, then Dunbar, then Lunch.***

- **Students will travel from Club to Club booth to gain information and ask questions about each club.**
- **They will also have the option to sign-up for each club for their upcoming sophomore year.**

Tour of Campus Rotation: ***If you begin with this rotation your next rotation will be Dunbar, then Clubs, then Lunch.***

- **Students will get a tour of the MHHS Career Academy Campus led by our Academy Student Representatives and also our Student Council Members.**

Students will be divided into 3 tour groups. They should stay with their AAP Class and Freshman Day Guides for these tours.

Afternoon Dunbar Agenda

12:20-12:25 Welcome to Dunbar afternoon Rotation

- **Ms. Shipman will introduce herself and all HS staff present.**

12:30-1:00 Student Council/Cheerleaders Pep Rally/Drum Line

- **The half of students who are in the Dunbar Rotation will divide in thirds and rotate.**
- **1:00-1:10 Travel Time—Break into your rotation groups**

3 Rotations:

Times of Rotations: 1:10-1:40---1:45-2:15---2:20-2:55

- **Rotation 1—Dunbar/Academy Reps**
- **Rotation 2—Club Booths—Dunbar Lobby**
- **Rotation 3—Tour of Campus—Academy Reps/Student Council**

Academy Rep Dunbar Rotation: ***If you begin with this rotation your next rotation will be Clubs, then Tour, then Lunch.***

- **Introduce yourself**

- **Mrs. Wham**
- **Discuss what and why they should sign-up to become an Academy Representative. Explain CAB WRAP**
- **What are Mentors?**
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- ***Students will be divided into 3 tour groups. They should stay with their AAP Class and Freshman Day Guides for these tours.***

APPENDIX J

Worksite Instruction

School Coordinator Responsibilities

- Approve individual worksites.
- Conduct interviews and approve applications.
- Visit each student on site once a quarter.
- Maintain all student learning logs, code of conduct agreements, insurance disclaimer records, and other documentation.
- Adjust all complaints with the cooperation of all parties concerned and will have the authority to transfer or withdraw a student.

Business Industry Mentor Responsibilities

- Provide the student with supervision by a qualified and experienced employer.
- Provide the student with the same consideration given to other employees in regard to safety, health, social, security, and other general employment conditions.
- Evaluate the student at the end of semester internship.
- Notify the school coordinator at once of any unsatisfactory development.

Parent's Responsibilities

- Agree to the conditions of the student's participation in the internship program.
- Be responsible for the student's conduct both in school and on the job.

Bombers

For More Information, contact:

Brigette Shipman

MHHS Career Academy Coordinator

Mountain Home High School

500 Bomber Blvd.

Mountain Home, AR 72653

870-425-1215

E-mail: bshipman@mtnhome.k12.ar.us

MHHS Career Academy

Internship Program

ACME

Three Academies--

One School

CAB

Internship Guidelines

What is An Internship Program?

- Internship is a credit/ no credit experience for all students in programs of study leading to a career goal. Internships rely on well-defined partnerships between high schools, business communities, and post-secondary institutions and apprenticeship programs.

- The purpose of the program is to help students successfully transition from a high school environment to the environment of their chosen career field. Individualized and "real world" experiences that are competency based lie at the heart of every quality internship program.

Who Can Apply for Internship?

- Seniors who have successfully met the prerequisites for internships may apply. Internships are not reserved for students who plan to begin their careers immediately upon high school graduation. The experience and training that students' gain from internships can also be extremely valuable to those whose career goals require additional education and/or training prior to entering the work force.

Internship Prerequisites

All students participating in an internship program must meet the following:

- A demonstrated commitment to the area of interest through prior course selection.
- A 2.0 GPA and are on track to graduate.
- An exemplary attendance and behavior record.
- Two recommendations–teacher/employer.
- Membership in a student organization that reflects the interns chosen career area.
- A completed resume and an interview prior to admission in the internship program.

Internship Responsibilities

- Report promptly on the scheduled internship time.
- Notify the employer and coordinator in advance of absence.
- Cooperate with the employing supervisor, engage in the assignment as a learning experience.

- Complete learning log entry for each internship day.
- Maintain a strong relationship with the business partner.
- Participate in the related student organization activities.

INTERNSHIP BUSINESS PARTNERS

Aeroquip Inc
All Creatures Great and Small Vet. Clinic
Arkansas Game and Fish
Arkansas State Police
Arkansas State University MH
Army Corps of Engineers
Bailey Insurance
Baxter Bulletin Newspaper
Baxter County Alternative School
Baxter County Animal Clinic
Baxter County History Museum
Baxter County Library
Baxter County Judicial System
Baxter County Sheriff's Dept.
Baxter Healthcare Inc.
Baxter Regional Medical Center
Baxter Regional Pediatric Clinic
Beauty Central
Burnett Lincoln Paden Clinic
Cabinets and Interior Design
Chism Attorney-at-Law
Club 178
Cockrum Vision
Computer Automations
Crawford Electric
DiJohn Design
Entergy Inc.
First Baptist Church Youth Ministry
First National Bank
First United Methodist Church
Game Shack
Gaston's Resort
Good Samaritan Nursing Home
Haven Air Tech
Headliners Salon
Heather Guthrie, Sports Medicine
Holiday Inn Motel
Humane Society of North Central Arkansas
Kelley Thomas Nursery
Kent Chevrolet
Kirby & Family Funeral Home
KTLO Broadcasting
Literacy Council
Medi Save Pharmacy
Montessori Pre-school
Mountain Home
- Athletic Club, Personal Training
- Banking Industry
- Chamber of Commerce
- Police Department
- Public Schools
- School of Arts

Noah's Ark Pre-school
Ozark Surgical
Pine Lane Nursing Home
Ponder Pharmacy
Presley Veterinary Clinic
62 Auto Repair
Regional Family Medicine
Small World Pre-School
Southern Tag & Label
Spring Park Animal Hospital
Staples
Strider Engineering
Strother Law Firm
Sullivant Dentistry
Tasha Harris, Occupational Therapy
That Print Shop
Twin Lakes Little Theater

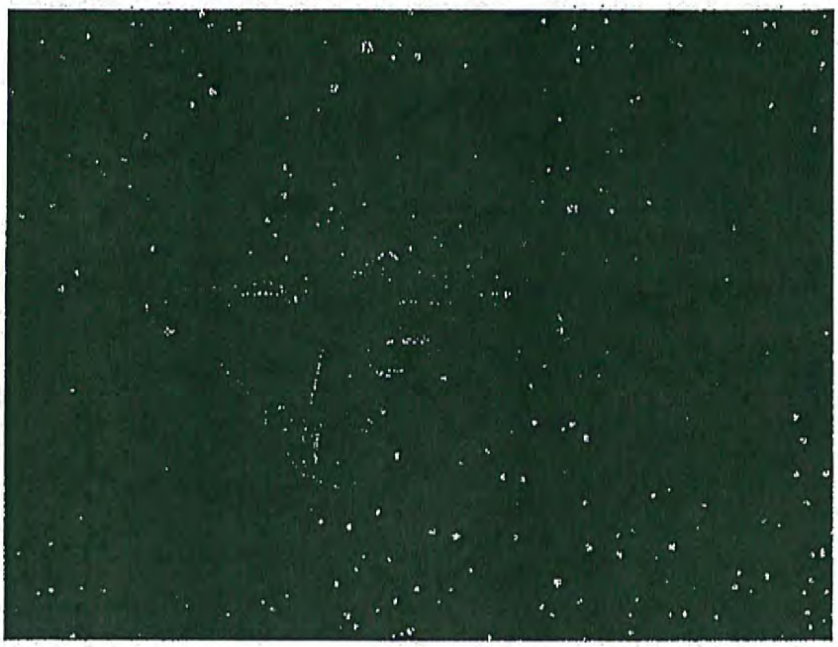
APPENDIX K

Teacher Externships

- Baxter Healthcare Inc.
- Baxter Regional Medical Center
- Baxter County Sheriff's Department
- Baxter County Court System
- Yelcot Inc.
- The Mansion – Branson
- KTLO – Radio Station
- Wachovia Securities Inc.– St. Louis
- Volt Industrial Plastics
- Computer Automations
- Gaston's Resort
- Ozark Medieval Fortress Project
- Mountain Home Police Department
- Titanic Exhibition – Branson
- Vada Sheid Community Development Center
- Mountain Home Chamber of Commerce
- Mountain Home Fire Department
- Southern Tag and Label
- Corp of Engineers

Educator Externship

The Final Frontier



**"To Boldly Go
Where No Educator
Has Gone Before"**

**Sandy Mittelsteadt
Ford Motor Company Fund**

Educator Externship

Company Name:_____

Contact Name:_____

Department:_____

Telephone_____ Fax:_____

E-mail address:_____

Externship Date:_____ Time:_____

Check-in Location:_____

Directions to Company:_____

_____

Parking:_____

Dress Requirement:_____

Educator Externship Perspective

Points to Ponder Before the Educator Externship:

Describe your greatest learning experience.

Did it occur in school?

Why was it powerful learning?

What goals do you want to accomplish while job shadowing?

Why did you pick this company?

What do you think you will observe that will be relevant to your students?

What areas or department do you think would interest your students?

What positions in the company do you think would be of interest to your students?

What job skills do you think you will see?

What will be the employees' attitudes?

What communication skills do you think you will witness?

What examples of teamwork do you think you will see?

What math do you think will be used on the job?

What scientific concepts will be used?

That technology/equipment do you think the company has?

What "hands-on" teaching/counseling activities do you think you can incorporate?

What business concepts do you think you can utilize?

Do you think you will find a role model for your students?

How do you think that your curriculum or counseling will be more rigorous after this externship?

How do you think you will describe your externship experience?

What do you think will be the most positive aspect of your externship?

What do you think will be the most negative aspect of your experience?

Check List:

Arrive at the agreed upon time.

Follow all company guidelines at the site.

Act professionally at all times.

Give employees time to answer your questions. (Let them do most of the talking.)

Be enthusiastic about what you see.

Thank contact for externship visit.

Leave at agreed upon time.

Send thank-you note.

General Questions That Could be Asked

Please give me a brief description of your company?
Who are your clients or customers?
How is your company organized?
During the past several years, what major industry changes/issues have impacted your company?
What changes/issues does your company anticipate having an impact on the company's future development?
What is the company dress policy?
How many employees are with the company?
- **Full-time**
- **Part-time**
- **Temporarily/seasonal**

What job classifications does your company have?
- **Clerical**
- **Unskilled**
- **Semi-skilled**
- **Skilled**
- **Sales/Marketing**
- **Professional**
- **Technical**
- **Managerial**
- **Other**

What job classifications do you expect to have the greatest demand within the next five years?
What are the titles of entry-level positions in your company?
What level of education, training, skills, or experiences does an applicant need for an entry-level position?
How do you locate future employees?
Given two equally qualified applicants, how does the company choose which one to hire?
Who interviews the applicants?
How many applications are received (week, month, year)?
How many applicants are interviewed?
What training do you give employees?
How do you evaluate employees?
What is your company policy on attendance/tardies?
What advice would you give a student who is interested I working for your company?
How is your company involved in education?
How is your company involved in the community?

Specific Questions That Could be Asked

Describe your typical work day.
What level of education is needed?
What academic and career and technical skills are required for your job?
What is the salary range for this job?
What hours do you work?
What are the positive aspects of your job?
What are the negative aspects of your job?
What advice would you give a student who is interested in working in your occupation?
How did you get your job?
Would you be willing to speak to my class?

Teacher Externship Observation Form

Category Observed _____ **Evidence** _____

Employee Attire _____

Communication Activities _____

Reading _____

Writing _____

Speaking _____

Listening _____

Body language _____

Team interactions _____

Scientific concepts _____

Mathematical concepts _____

Historical perspective _____

Technology used _____

Software used _____

Employee training _____

Leadership skills_____

Employee Attitudes_____

General job skills_____

Specific job skills_____

Category Observed **Evidence**

Integrated activities_____

Good work habits/behaviors_____

Poor work habits/behaviors_____

Materials/equipment/tools_____

Visual aids/posters/videos/graphs, maps_____

Time issues_____

Health/safety issues_____

Diversity respected_____

Motivational activities_____

Quality control_____

Evaluation/performance reviews_____

Problem solving/trouble shooting_____

Acquiring information_____

Evaluating information_____

Organizing information_____

Interpreting information_____

Critical thinking/decision making_____

Liability/insurance concerns_____

"Trek" Souvenirs

Terms/Vocabulary	Concerns
"Real Life" Examples	**"Hands-on" Activities**

"The more you learn, the more you earn."

Teacher Externship Reflections

Write 3 facts you learned.

1. _____
2. _____
3. _____

Describe your experience
How did this externship influence you?
What statement did you hear that you will quote to your students?
Write an activity you observed that you will use in your classroom.
Would this site be beneficial for a student to job-shadow?
What occurred during your externship that has relevancy for your classroom?
What occurred that would interest/excite students?
What activities did you observe that would appeal to auditory learners?
What activities did you observe that would appeal to visual learners?
What activities did you observe that would appeal to kinesthetic/tactile learners?
What concepts or activities could you integrate with other subjects?
What activities would enhance concepts you already teach?
What life-long learning activities were seen during the externships?
List strategies you know to teach the new concepts/activities you observed?
What will you tell the school administration about this experience?
What will you tell teachers about this experience?
What will you tell counselors about this experience?
What will you tell students abut this experience?
What activities would motivate students?
What ideas can you use to create a bulletin board?
How did you grow professionally?
What level would you rate your overall teacher externship – 5 being the highest, 4, 3, 2, 1
What grade would you give yourself for your "trek" – A, B, C, D, F?
Any other reflections?

Integration/Lesson Plan Developed Through Externship

Objectives:
Advance Preparation:

Resources/Materials:

Pre-learning Activities:

Learning Activities:

Closure/Homework:

Assessment:

Educator Externship

A New Perspective

Educator Externship Evaluation Form

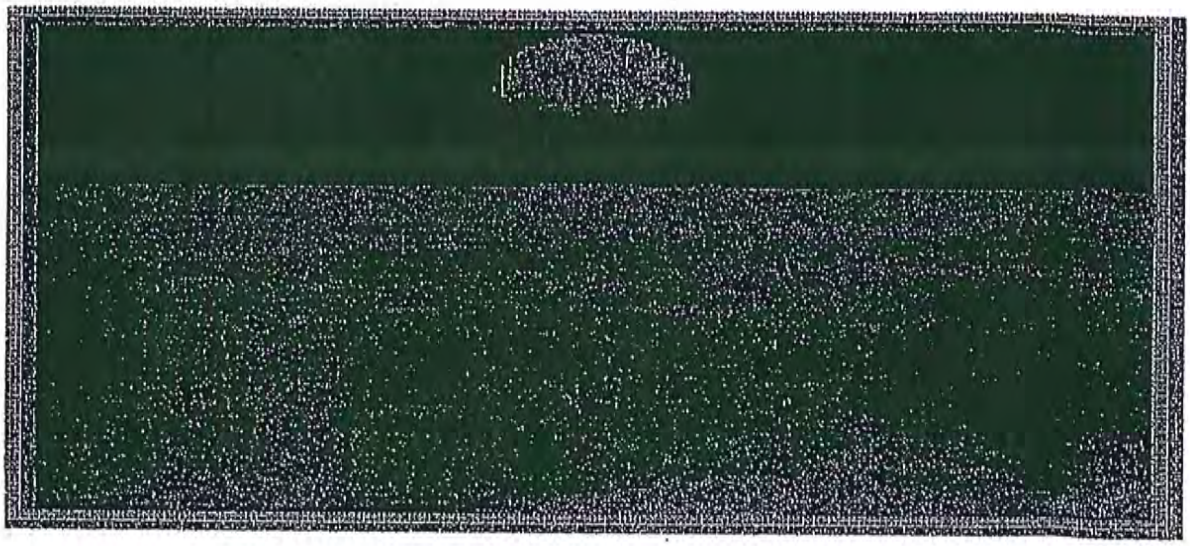
Thank you for participating in the Educator Externship! Please compete this brief evaluation and return it to:

Please rate the following on a scale of 1 through 5 (1 indicates that you strongly agree with the statement, and 5 indicates that you strongly disagree).

I gained a new perspective about careers.	1 2 3 4 5
I was at ease with my educator throughout the externship.	1 2 3 4 5
I enjoyed my experience and would be willing to do it again.	1 2 3 4 5
I would recommend the Educator Externship to other educators.	1 2 3 4 5

For a successful Externship experience in the future, you might:

_____



APPENDIX L

Internships

- Two ways to help you get an internship

-Be an Academic Concentrator

-**Be a Program of Study Completer**

Reasons to be a Completer

1. MONEY—$cholarships have been established for completers.
2. Have a better foundation for post-secondary education.
3. Increase the possibility of receiving an internship.
4. **Looks good in letters of recommendation and on a resume**
5. MAKES SELECTING ELECTIVES EASIER

Completer

A student who has completed three Carnegie units in grades 9-12 including all the required core classes in a Career Focus/Program of Study and graduates from high school.

Animal Systems - Agricultural Science/Animal **HHS**	Survey of Agriculture Systems		yes	1
	Animal Science I		yes	0.5
	Animal Science II		yes	0.5
	Small Engine Technology			0.5
	Agricultural Metals I			1
	Agricultural Electricity			0.5
	Leadership & Communicat. Managing Natural Resource			0.5 0.5
	Agricultural Business			0.5
	Ag. Structures			0.5
	Agricultural Mechanics Forestry			1 0.5
	Capstone			0.5
	JAG			1

Power, Structural, & Technical Systems - Agri Mechanics **ACME**	Survey of Agriculture Systems		yes	1
	Animal Science I		yes	0.5
	Animal Science II		yes	0.5
	Agricultural Electricity			0.5
	Agricultural Metals I			1
	Agricultural Mechanics			1
	Leadership and Communications			0.5
	Agricultural Business			0.5
	Ag. Structures			0.5
	JAG Small Engine Technology			1
	Capstone			0.5
	Forestry Managing Natural Resource			0.5 0.5

Accounting **CAB**	Computer Applications 1			0.5
	Computer Applications II			0.5
	Accounting I			1
	Accounting II			1
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Digital Communications **CAB**	Computer Applications I		yes	0.5
	Computer Applications II		yes	0.5
	DC I - Layout & Design			0.5
	DC II - Imaging			0.5
	DC III - Media			0.5
	DC IV – Audio/Video Production			0.5
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Management **CAB**	Computerized Applications I		yes	0.5
	Computerized Applications II		yes	0.5
	Accounting I			1
	Management			1
	JAG			1
	Capstone			0.5

Travel and Tourism **CAB**	Computer Applications I		yes	0.5
	Computer Applications II		yes	0.5
	Intro to Hospitality			0.5
	Intro to Travel & Tourism			0.5
	Lodging Management			1
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Computer Engineering **ACME**	Diagnostics (2013-2014)		yes	1
	Operations (2014-2015)		yes	1
	Networking			1
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Construction Technology **ACME**	Fundamentals of Construction		yes	1
	Carpentry		yes	1
	Plumbing (alternating years)			1
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Early Childhood Development & Services - Child Care **HHS**	Parenting		yes	0.5
	Child Development		yes	0.5
	Child Care & Guid., Mgmt & Ser.		yes	1
	Family & Consumer Sciences			1
	Nutrition & Wellness			0.5
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Family & Community Services - Family & Consumer Sciences Education **HHS**	Family & Consumer Sciences		yes	1
	Parenting			0.5
	Child Development			0.5
	Foods & Nutrition			0.5
	Entrepreneurial Experience			1
	Nutrition & Wellness			0.5
	Clothing			0.5
	Capstone			0.5
	JAG (Jobs for Arkansas Graduates)			1

Education And Training **HHS**	Orientation to Teaching		yes	1
	Child Development		yes	0.5
	Parenting			0.5
	Family and Consumer Science			1
	Child Care Guidance, Management & Services			1
	Orientation to Teaching II			1
	Psychology			0.5
	Capstone			0.5
	JAG (Jobs for Arkansas Graduates)			1
	Working on concurrent credit w/ ASU MH			

Medical Professions Education **HHS**	Introduction to Medical Professions		yes	0.5
	Medical Human A & P or Human A & P		yes	1
	Medical Terminology			0.5
	Medical Procedures			0.5
	Medical Clinical Specialization/ Internship			0.5
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Navy National Defense Cadet Corps **HHS**	Navy ROTC I		yes	1
	Navy ROTC II		yes	1
	Navy ROTC III		yes	1
	JAG (Jobs for Arkansas Graduates)			1
	Capstone			0.5

Reasons to be a Completer

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2. Have a better foundation for post-secondary education.
3. Increase the possibility of receiving an internship.
4. **Looks good in letters of recommendation and on a resume**
5. MAKES SELECTING ELECTIVES EASIER

MHHS 2011-2012 Completers

Total number of Programs Completed 176

Agriculture - Mr. Baker and Mr. Grissum –Total 32

Animal Systems - 14

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Power and Structural - 18

1.
2.
3.
4.
5.
6.
7.
8.
9.
10
11
12
13
14
15
16
17
18

Updated on 1/31/2012 9:19 AM

Business/Marketing Technology – Mrs. Marion and Mrs. Smith- 46 Total

Accounting - 8

1.
2.
3.
4.
5.
6.
7.
8.

Banking - 4

1.
2.
3.
4.

Management – 3

1.
2.
3.

Digital Communications – 31

Desktop Publishing - 19

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.

Multimedia Applications - 12

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Updated on 1/31/2012 9:19 AM

Construction – Mr. Carpenter - 10

1.
2.
3.
4.
5.
6.
7.
8.
9.
10

Engineering & Technology – Mr. Hatch - 22

Computer Engineering -

1.
2.
3.
4.
5.
6.
7.
8.
9.
10
11
12
13

Pre-Engineering -

1.
2.
3.
4.
5.
6.
7.
8.
9.

Family and Consumer Sciences – Mrs. Fowler and Mrs. Beckham – 32 total

Family and Community Services - 15

1.
2.
3.
4.
5.
6.
7.
8.
9.
10
11
12
13
14
15

Childcare Development - 10

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Education and Training 7

1.
2.
3.
4.
5.
6.
7.

Updated on 1/31/2012 9:19 AM

Medical Professions Completers – Nurse Czanstkowski - 29

1.
2.
3.
4.
5.
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12.
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26.
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28.
29.

ROTC – Cmdr. Duyran - 5

1.
2.
3.
4.
5.