



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Hot Springs Junior Academy _____

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Hot Springs Junior Academy

Grade Level(s) for the School: 7-8 Student Enrollment Cap: 600

Name of School District: Hot Springs School District

Name of Contact Person: Dr. Stephanie Nehus

Address: 400 Linwood Avenue City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372 FAX: (501) 620-7829

Email: nehuss@hssd.net

Charter Site Address: 701 Main Street

City: Hot Springs

ZIP: 71913 Date of Proposed Opening: August 2017

Name of Superintendent: Dr. Mike Hernandez

Address: 400 Linwood Avenue City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

At Hot Springs Junior Academy, we take pride in educating every student **ACADEMICALLY**, **EMOTIONALLY**, **PHYSICALLY**, **CULTURALLY** and **SOCIALLY** to become a contributing citizen in a global society.

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

Applicant Response:

Hot Springs Junior Academy will seek to meet the needs of each student

--**ACADEMICALLY** through

- MYP units of instruction using CCSS with interventions before, during, and after school for targeted student intervention

- providing intervention block classes for students below grade level

- flexible scheduling options to provide more elective opportunities for students on grade level, in addition

- teacher-led data team meetings to analyze individualized needs of students

- before and after school individualized interventions by certified staff

- 10 minutes of scheduled "quiet time" to refocus thoughts on instruction and goals

--**EMOTIONALLY** through school based mental health services in addition to peer mediation services through the school counselor

--**PHYSICALLY** through PBIS scheduled competitions and intramural competitions throughout the year

--**CULTURALLY** through an introduction of student-led career and college clubs before, during, and after school

--**SOCIALLY** through a school wide study of Covey's "The Leader in Me"

Hot Springs Junior Academy will focus on career exploration integrated in all core classes. It is the intent to provide all students with an opportunity to learn the various options they have for careers beyond their school age years. It is imperative to move to this focus to ensure the students will be prepared to be contributing citizens in the community and the global society as the mission statement desires.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The public hearing was held on Thursday, July 21, 2016, in the Auditorium at Hot Springs Middle School beginning at 6:00 pm. There were 19 recorded attendees, including 3 Steering Committee Members and 2 School Board Members .

Mrs. Lenox, HSMS Principal, and Dr. Nehus, Associate Superintendent of Learning Services, presented a Google Presentation to the audience stating background information and the proposed innovations and waivers requested through the application. The fact that our high school will begin in August 2016 as Hot Springs World Class High School, a district-conversion charter school, with career academy's was shared. The desire to be aligned in the district is a key component of this application process.

She ensured those attending that HSMS would still be a public school, this process simply allows some creativity in meeting the requirements set forth by legislation and the Arkansas Department of Education.

Questions were taken from the audience concerning areas such as curriculum, past district-conversion charter successes, continuation of IB, and reading, which were answered by Dr. Nehus and Dr. Hernandez, HSSD Superintendent. [A written transcript of the Public Hearing is included in Appendix A.] The Public Hearing was concluded by giving contact information for anyone who may have further questions that arise. Stakeholders can contact Mrs. Lenox or Dr. Nehus by email or phone.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

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

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

Applicant Response:

At Hot Springs Junior Academy, we take pride in educating every student **ACADEMICALLY, EMOTIONALLY, PHYSICALLY, CULTURALLY** and **SOCIALLY** to become a contributing citizen in a global society.

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

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Hot Springs School District		
District Status	2014 NEEDS IMPROVEMENT		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	31.54%	20.36%	59.7%
Targeted Achievement Gap Group	26.32%	16.79%	63.3%
African American	18.29%	10.10%	59.1%
Hispanic	26.39%	17.96%	71.4%
White/Caucasian	45.77%	31.73%	53.9%
Economically Disadvantaged	26.58%	16.86%	61.0%
English Language Learners/ Limited English Proficient	17.33%	13.84%	80.0%
Students with Disabilities	8.99%	9.45%	81.6%

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs Middle School		
Grade Levels	7-8		
Campus Status	2015 NEEDS IMPROVEMENT FOCUS - MET 1 YR		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	31.57%	12.47%	N/A
Targeted Achievement Gap Group	26.49%	9.88%	N/A
African American	20.51%	5.64%	N/A
Hispanic	23.81%	7.14%	N/A
White/Caucasian	44.91%	20.83%	N/A
Economically Disadvantaged	26.70%	9.80%	N/A
English Language Learners/ Limited English Proficient	9.26%	1.85%	N/A
Students with Disabilities	5.17%	3.39%	N/A

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Lakeside School District		
Campus Name	Lakeside High School		
Grade Levels	8-12		
Campus Status	2014 NEEDS IMPROVEMENT		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	48.58%	23.44%	86.1%
Targeted Achievement Gap Group	26.39%	13.31%	77.5%
African American	24.59%	10.00%	77.4%
Hispanic	37.18%	9.86%	100.0%
White/Caucasian	53.85%	26.19%	86.0%
Economically Disadvantaged	28.46%	13.33%	76.4%
English Language Learners/ Limited English Proficient	0.00%	4.35%	0.0%
Students with Disabilities	5.45%	11.11%	89.5%

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs Intermediate School		
Grade Levels	5-6		
Campus Status	2014 NEEDS IMPROVEMENT		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	31.25%	23.23%	N/A
Targeted Achievement Gap Group	26.24%	19.26%	N/A
African American	17.58%	10.30%	N/A
Hispanic	28.95%	23.38%	N/A
White/Caucasian	43.37%	35.20%	N/A
Economically Disadvantaged	26.45%	19.60%	N/A
English Language Learners/ Limited English Proficient	18.37%	20.00%	N/A
Students with Disabilities	9.38%	7.81%	N/A

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

Applicant Response:

As noted in the data above, Hot Springs Middle School is not meeting the level of academic performance needed for all students to be achieving at the proficiency level. In fact, compared to the feeder school, Hot Springs Intermediate School, HSMS performed 10.76% below HSIS in mathematics. The proposed charter will allow HSMS to focus on providing real world opportunities for students to reinforce mathematics and literacy skills through career explorations and project-based learning.

According to deficiencies noted in individual student data, additional mentors and interventions will be provided before, during, and after the school day. Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment (Baker et al., 2008; O'Connor et al., 2011; Silver et al., 2005). As this research shows, relationships must be built and continued to provide the most lasting influence for our student population. Mentors will be available virtually (digitally) outside of the school day, in addition to face-to-face contacts during the school day.

Henderson State University has just been notified of receipt of a grant to provide a College Readiness Coach. HSMS will partner with them as this will be a perfect fit for our future endeavors. Dr. Hernandez has been working with them and ADHE to establish this opportunity and to create a time line and schedule for how this College Readiness Coach will be implemented. It is intended for 7th and 8th graders to learn the importance of post-secondary education and the profile of a successful college student through varied activities from this partnership.

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

Applicant Response:

Garland County is unique in that it houses seven school districts. The opportunities provided our students and families is wonderful, while there are challenges including the school choice limitations in our county due to a standing desegregation order. Comparing the ADE Report Card data shows clearly that HSMS falls short of the majority of the other six districts in all areas including academic performance. Our outstanding faculty and staff give their all to provide the best education possible for our students and families. Now is the time to be more innovative to meet the individual needs of our diverse student population.

According to a survey conducted by the Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, Garland County has the following types of industry: Manufacturing (32%), Business/Professional Services (26%), Retail (15%), Communications (9%), and Other (15%). The survey showed the greatest general skills needed by these industries to be computer skills (82%), mathematics, reading, and customer service (73%) followed by quality processes and safety (44%). The technical skills needed were assemblers and fabricators, manufacturing, and blueprint reading (34%) followed by drafting, hydraulics, and maintenance (25%).

According to Megan Greeson, Chamber of Commerce liaison with HSSD, 65% of the businesses were willing to meet with the school district to determine how to partner together to assist the district in preparing students for careers in local industry. Of those willing to work with the school district, 68% were willing to provide guest speakers for classes, 57% would provide facility tours, 42% were willing to serve on an advisory board, 39% would allow job shadowing, and 32% were willing to serve as mentors to students and faculty in order to help prepare HSMS students to enter the local workforce with the needed competencies.

A school wide study of Stephen Covey's "The Leader in Me" will incorporate employability and social skills for students to begin gaining needed soft skills for future successes at the next level of schooling and beyond the school doors.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

There are many innovations that will distinguish Hot Springs Junior Academy from other traditional schools. First, providing career explorations that are founded on the career clusters will be beneficial in meeting the needs of all individual students and will prepare students for entering Hot Springs World Class High School. Second, providing an exploration period for all students to participate in an enrichment activity will allow students to further an interest area and remain engaged in the learning environment. Third, all teachers will implement personalized learning for students through student accountability utilizing a standards-based matrix, project-based and/or blended learning opportunities, and standards-based, mastery grading.

CAREER EXPLORATION: Hot Springs Junior Academy will partner with area businesses and colleges to incorporate seminars, guest speakers, and job shadowing opportunities for all students throughout the school year. Collaboration with Hot Springs World Class High School will happen regularly to ensure the students are prepared to select a career academy and pathway when they enter HSWCHS. HSSD currently hosts an annual college and career fair each spring. This innovation will expand that to allow students exposure throughout the entire school year to go deeper into their interest areas. HSMS will join HSWCHS and the Hot Springs Metro Partnership to expand the business partner relationships that have been established. A College Readiness Coach provided by Henderson State University will assist in development and guidance, as well.

EXPLORATION PERIOD: While an exploration period may not seem to be an innovation, all teachers will be required to sponsor an activity to meet various student needs. Intramural sports, Robotics, Quiz Bowl, Cooking, Gardening, Spanish Club, etc. are just a few examples. An annual student survey will be conducted to determine the yearly exploration offerings built around student interests. Students will be allowed to select explorations each quarter to expand their exposure to various careers, activities, and interests, as well as motivate them in their academic learning. Each exploration will be centered around academic deficiencies noted from student achievement data, specifically in mathematics and reading. Exploration teachers will be an additional mentor for students.

PERSONALIZED LEARNING: Students will receive an overview of skills to be mastered in all classes. It will be their responsibility to track their mastery on their individual matrix. Teachers will also highlight as they move through the skills and monitor student progress to provide any needed additional supports. Students will move at their own pace with guidance from their teachers and mentors. Teachers will incorporate project-based learning, along with blended learning opportunities for all students. Opportunities to earn high school credits will be provided through Health, Algebra I, Spanish, Geometry, and Computer Business Applications. Students will have a digital portfolio that will house their mastery matrices, career explorations, and enrichment activities, along with their six year plan that will be created in conjunction with Hot Springs World Class High School to support their charter. Standards-based report cards will be explored. HSSD currently utilizes standards-based report cards in grades kindergarten and first and will look at expanding these all the way to the middle school level progressively to provide parents an opportunity to be informed of the processes.

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Increase Math Scores	ACT Aspire	Meet or exceed the state average in Math	Annual review beginning in June 2018, with attainment by 2020
Increase Literacy Scores	ACT Aspire Reading, English, and Writing	Meet or exceed the state average in Literacy	Annual review beginning in June 2018, with attainment by 2020

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Provide exposure to career opportunities	School Calendar of Activities Quarterly Focus Exploration Period	Monthly documented career explorations through varied activities - at least 9	May 2018
Standards-Based Report Card	Standards-Based Report Card	Incorporating a Standards-Based Report Card aligned with MYP grading.	2019-2020 school year
Monitor Student Progress	NWEA ACT Aspire Periodic Assessments Personalized Learning Student Portfolios	50% of students show growth on individual assessments, with a 5 % increase annually (75% in 5 years)	May 2018 and annually thereafter

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

Applicant Response:

When all goals have been attained, student achievement will have increased. As a result of increased achievement, attendance will be improved and discipline will be minimized. The mission of the school to impact students academically, emotionally, physically, culturally, and socially will be fulfilled when the students have improved performance and been exposed to future career opportunities.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

MIDDLE SCHOOL COURSES

GRADE(S): 7 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- PreAP Social Studies (358711), Social Studies (377710)
- PreAP Math (377315), Math (358330)
- PreAP Language Arts (377115), Language Arts (358110)
- PreAP Science (377215), Science (377210)

ELECTIVE COURSES

- Athletics (999821-Boys, 999820-Girls)
- PE (377810)
- Health (358850)
- JAG (399290)
- Dance (358570)
- Art (358530)
- Music Appreciation (388560)
- Choir (377530)
- Drama (399213)
- Chinese (358410)
- French (970900)
- Spanish (440001), PreAP Spanish (358411)
- Keyboarding (399050)
- Family and Consumer Science (399080)
- EAST (399190)
- Orchestra (358541)
- Band (358545)

GRADE(S): 8 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- PreAP American History (388715), American History (388710)
- PreAP Math (388310), Algebra I (430000), Math (358331)
- PreAP Science (388215), Science (388210)
- PreAP Language Arts (388115), Language Arts (358111)

ELECTIVE COURSES

- Athletics (999823-Boys, 999822-Girls)
- PE (388810)
- Health (358850)
- JAG (399290)
- Dance (358571)
- Art (358530)
- Music Appreciation (388560)
- Choir (388531)
- Drama (399213)
- French (970900)
- Spanish (358414), Spanish I (440001)
- Chinese (358410)
- Careers (399100)
- Family and Consumer Science (399070)
- EAST (399190)
- Orchestra (358541)
- Band (358545)

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The HSMS curriculum will continue to follow the IB MYP course/curriculum requirements. The curriculum for these classes is based upon unit planners, which incorporate key and related concepts, global context, statements of inquiry, inquiry questions, summative assessments, the IB approaches to learning, correlation to CCSS and MYP standards, learning processes, resources, and reflections. All students participate in the MYP curriculum as it is encompassed in all classes.

Career exploration opportunities will be available through seminars, site visits, and job shadowing in specific

career skill areas that will coordinate with the high school career academies that have been developed based on student interest and current high demand/high wage job needs. These explorations will be embedded in all units of instruction across the school.

Programs that support core classes are listed below:

- ** the EAST Initiative which applies career needs through project-based learning - EAST meets the IB MYP design requirement with approximately 8% of students participating by choice
- ** small group mentoring that helps to build character and soft skills needed both in the classroom and career/industry sites - through the Exploration Period
- ** exploration period to engage students in interest areas
- ** co-taught English and math courses to provide differentiation and extra supports for all students - funded through special education
- ** JAG and careers classes

Various instructional methods will be utilized to meet the needs of every individual student with an emphasis on real-world applications. Some instructional methods will include, but not be limited to, technical writing, oral presentations, cooperative learning, project-based learning, cross-curricular projects, community service, lecture, interactive technology opportunities, higher-order questioning, providing purpose, and authentic assessments. All teachers will receive systematic training to improve instructional current strategies and to introduce new methods of teaching. Teachers will, also, receive local professional development on integrating individual student matrices to document mastery of skills for personalized learning and standards-based grading. All staff received IB MYP training, as well, to incorporate best practices and planning. The Buck Institute for Education will be utilized to provide professional development on project based learning, along with Dawson Education Cooperative.

The district has supported these initiatives in the past and will continue to utilize the same financial resources in the future. HSSD underwent a Reduction in Force in 2015-2016 to allow for efficient use of resources so that academic resources would be continued. The school board is committed to providing the best educational experience for every Trojan. The district will continue to pursue grants to provide additional resources and opportunities (i.e., 21st CCLC for before and after school career and educational opportunities).

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

Applicant Response:

All classes will have career explorations embedded leading to high demand/high wage jobs as determined by Hot Springs World Class High School through their career academies and pathways. Students will begin six year plans with an adult mentor who will support them throughout middle school and connect with their mentor as they move to the high school to encourage them to reach their goals. The mentors will work with students through the school wide book study on Stephen Covey's "The Leader in Me".

All students will continue to take the MYP required curriculum which incorporates English, math, science, social studies, foreign language, technology, fine arts, and physical education courses. Students will be exposed to classroom seminars provided through business partners and will have the opportunity to take field trips to companies.

The goal of Hot Springs School District is to provide all graduates with a value-added diploma. This may take the form of industry certifications, concurrent college credit, an associate degree, and/or documented work experience based on student's level of motivation and interest. Providing our middle school students with an opportunity to explore various careers and gain some high school credits will prepare them for entering high school and set them up for additional successes. The middle school charter will be the stepping stone to success at Hot Springs World Class High School. Business partners in place will be utilized for beginning this process of exploration. As a goal of the middle school charter, a school calendar will be established with at least 9 career explorations documented annually. Building administration will designate JAG and career teachers to oversee the implementation.

flexibility to meet the needs of the students. Current personnel will remain and future personnel will be hired based on experiences and expertise. Professional development will be provided for project based learning, standards-based grading, and embedding career exploration in all courses.

The Hot Springs School District follows an on-site budgeting policy so the administrative members of Hot Springs Middle School are already adept at being able to make budgetary decisions in tandem with the district office. This collaboration will be a valuable asset in working with a charter school budget by purchasing and distributing resources where they are most needed.

The Hot Springs Conversion Charter has an established administration to manage the day-to-day school operations. The principal will oversee the financial and personnel resources available to the school in addition to the physical facilities. This office will also oversee evaluating the faculty. The assistant principal will oversee the operation of the career explorations and will be responsible for maintaining a safe culture and environment by overseeing school discipline. We will also have a counselor that will aid in the community connections to careers and oversee the students in their 6 year plans.

One area in which the Hot Springs Conversion Charter might not exhibit as much autonomy would be in the area of the school calendar. Because Hot Springs Junior Academy would rely upon district transportation resources, the need to follow the same academic calendar would be crucial. However, one area of autonomy and flexibility could be within the school day itself. We will investigate the possibility of running a daily schedule that contains a Zero Hour (7:00 am class) or an Extended Hour (ending at 4:30 pm). These modifications would not exist in the beginning year of the charter but might evolve over time.

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

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

Applicant Response:

Under the direction of the Conversion Charter Steering Committee, which includes community partners, parents, students, and staff, the Hot Springs Middle School ACSIP Committees will meet once a quarter during the 2016-2017 year to plan and prepare for the transition to a career exploration school. These committees consist of parents, students, and staff and will work to develop an implementation plan, performance criteria, and an evaluation process for the effectiveness of the improvement plan. The ACSIP committees will determine the performance goals and criteria that will indicate the effectiveness of the school improvement plan. Performance data will be drawn from the ACT Aspire scores, which will include a career interest inventory, NWEA scores, student grades, student attendance, student discipline records, and student retention data.

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

Applicant Response:

Hot Springs Middle School has been a Needs Improvement Focus School for several years, so the school community is attuned to planning for improving student achievement. Through a career exploration program middle school students will be better prepared entering high school. The nearly 70% of HSHS students who do not go directly to college upon high school graduation will have more options to gain marketable skills in specific career paths. Adding partnerships with business and industry and local colleges will create opportunities for students to begin to determine their interest for future career plans. These expanded options are designed to increase the HSHS graduation rate. Throughout this process, supports such as mentoring, exploration enrichment classes, additional counselors, and instructional facilitators will be offered.

HSMS data shows 15% of students failing math the previous year and 13% failing English. Attendance data shows 10% of students missed 10 or more days in the fourth quarter of this past year. HSSD strongly believes the re-branding that comes with becoming a charter will positively impact student achievement, attendance, and discipline data.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Hot Springs Junior Academy will use the Arkansas Curriculum Frameworks and the Common Core State Standards to fulfill all curriculum requirements. As an International Baccalaureate school, the curriculum review and revision process is very regular. Annually all teachers must reflect on their written curriculum documents from the school year and make revisions as necessary. As frameworks are revised at the state level, teachers are provided ongoing professional development to support full implementation.

Our students will take mandated state assessments and those results will help us to evaluate the effectiveness of our curriculum as we plan teaching to ensure student achievement across all curricular areas. The process of integrating career exploration will allow teachers to provide real world learning experiences for students focused on their interests and provide opportunities for problem solving in the business community.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Hot Springs Middle School has one full-time and one part-time counselor. In addition, teachers will receive focused training to aid students in developing six-year educational plans through small group settings.

B) Health services;

Applicant Response:

Hot Springs Middle School will provide one full-time nurse, school-based mental health services through two community agencies, and an active Response to Intervention Committee, which meets at least twice a month to review academic, social, and health needs of students.

C) Media center;

Applicant Response:

Hot Springs Middle School will work to expand the media center to provide opportunities for students, community members, and graduates to investigate careers, job opportunities, and post-secondary options as well as perform the traditional services of a media center.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

Students identified with a disability and having an IEP will be served according to their programming needs. The middle school will offer specialized instruction, co-teaching in math and literacy, as well as indirect monitoring. Supportive services such as speech, occupational therapy, physical therapy, and specialized transportation will be offered.

E) Transportation;

Applicant Response:

Hot Springs Middle School will provide transportation to local companies in the community for career exploration. After school transportation is provided to allow students to attend additional tutoring and extra-curricular activities.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Students in grades 7-8 have the ability to be placed in the alternative learning environment located in the middle school building. This setting provides smaller classes and individualized programs for students at risk.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Hot Springs Middle School will comply with all federal, state, and local regulations pertaining to English Language Learners (ELL). Students that are identified as ELL will be given opportunities for equitable academic and language growth. Hot Springs Middle School will designate an endorsed ESL teacher to work collaboratively with parents and classroom teachers to provide intervention services to the students and teachers both in and out of the classroom. ELLs that require more intensive intervention will participate in enrichment classes to advance their vocabulary and language acquisition. In these enrichment classes ELLs will work in small group settings or one-on-one with the ESL teacher to adequately meet their specific individual need.

H) Gifted and Talented Program.

Applicant Response:

The needs of GT students at HSMS have always been met through our role as an authorized International Baccalaureate school. We plan to continue this policy as outlined below.

Students in grades 7-8 who qualify for GT services may be placed in pre-AP classrooms at their/their parents' request. Students in GT have the opportunity to earn Algebra I and Spanish I credits in grade 8.

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

Applicant Response:

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

This report will include the school's progress in meeting academic objectives such as performance on state mandated evaluations such as ACT Aspire. These measurements will help determine our progress in meeting our goals and objectives. We will also use the measurements to make adjustments where needed to make improvements to policies, instruction, and personnel placement. The Hot Springs Conversion Charter will also allow time for questions, feedback, and suggestions during the Town Hall meeting. We will also report local success stories and celebrate individual student achievement and accomplishments.

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

Applicant Response:

The Hot Springs Junior Academy will be a District Conversion Charter School, which is a public school. All students who are eligible to enroll in the Hot Springs School District and are in the middle school grade levels will be welcome to enroll and attend. There will be no enrollment criteria for admission. All students are invited. Garland County residency and school choice guidelines will be followed.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

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

Applicant Response:

There are no district personnel who have any prior involvement in the operation of other charter schools.

Hot Springs World Class High School, a District-Conversion Charter School, has been approved and will begin operations in August 2016.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Principal

Reports to: Associate Superintendent of Learning Services

Salary Range: \$93,522.74

Minimum Qualifications Required

Education Required:

Master's Degree in Educational Leadership

Experience Required:

3 years of experience

Certification Required:

Building Administration Licensure

Job Duties: List up to 5 key duties this individual will perform.

- Instructional Leader
- Evaluate Staff
- Manage Finances
- Execute Policies of School and District

Administrator Position: Assistant Principal

Reports to: Principal

Salary Range: \$76,494.49

Minimum Qualifications Required

Education Required:

Master's Degree in Educational Leadership

Experience Required:

At least 3 years of teaching experience

Certification Required:

Building Administration Licensure

Job Duties: List up to 5 key duties this individual will perform.

- Monitor Attendance

Job Duties: List up to 5 key duties this individual will perform.

- Administer General Student Discipline
 - Facilitate Rtl Process/Team Meetings
-

TEACHERS

Teacher Position: Instructional Facilitator

Reports to: Principal & District Instructional Specialist

Salary Range: \$42,000-\$61,000

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
At least 3 years of teaching experience

Certification Required:
Teaching License

Job Duties: List up to 5 key duties this individual will perform.

- Align Curriculum
 - Provide Professional Development
 - Observe and Coach Teachers, including modeling best practices
 - Analyze Data
 - Organize and Provide Resources
-

Teacher Position: SPED Designee

Reports to: Principal & Special Education Supervisor

Salary Range: \$42,000-\$61,000

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
At least 3 years of experience

Certification Required:
Teaching License (Special Education)

Job Duties: List up to 5 key duties this individual will perform.

- Maintain SPED Records
 - Develop SPED Student Schedules
 - Disseminate SPED Information
 - Assign Duties to SPED Paraprofessionals
-

Teacher Position: Counselor

Reports to: Principal

Salary Range: \$42,000-\$61,000

Minimum Qualifications Required

Education Required:

Master's Degree

Experience Required:

Preferred teaching experience

Certification Required:

Teaching Licensure (Counseling)

Job Duties: List up to 5 key duties this individual will perform.

- Teach Guidance Curriculum
 - Provide Academic, Social, & Career Counseling to Students
 - Maintain Accurate Records
 - Schedule Students
-

Teacher Position: Classroom Teacher

Reports to: Principal

Salary Range: \$38,749-\$56,441

Minimum Qualifications Required

Education Required:

Bachelor's Degree

Experience Required:

Preferred classroom experience

Certification Required:

Teaching Licensure

Job Duties: List up to 5 key duties this individual will perform.

- Deliver Effective Instruction
 - Provide Safe and Productive Environment
 - Monitor Student Achievement
 - Participate in the Rtl Process
-

SUPPORT STAFF

Support Staff Position: Secretary

Reports to: Principal

Salary Range: \$12.54/hr - \$18.92/hr

Minimum Qualifications Required

Education Required:

Minimum of high school diploma

Experience Required:

One year successful related experience

Certification Required:

Any related to required job duties

Job Duties: List up to 5 key duties this individual will perform.

- Be responsible for managing school office by greeting and assisting all visitors
 - Maintain use of telephone and intercom system
 - Maintain school records and files
 - To assist building administrators with any clerical duties
-

Support Staff Position: Nurse

Reports to: Principal

Salary Range: \$38,749 - \$51,139

Minimum Qualifications Required

Education Required:

Bachelor or Associate Degree

Experience Required:

One year related experience, preferably with children

Certification Required:

LPN or RN

Job Duties: List up to 5 key duties this individual will perform.

- Identify health needs of pupils and school personnel
 - Maintain updated health records and immunizations of all students
 - Screen students for vision, hearing, scoliosis, and BMI and refer to proper specialists
 - Administer medications in accordance with policy
 - Communicate with parents regarding student health needs
-

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

Yes

No

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

Applicant Response:

The current facilities at Hot Springs Middle School will continue to be the facilities used for Hot Springs Junior Academy.

Hot Springs Middle School was constructed in 1959. It is approximately 144,522 square feet and the annual utility cost averages area as follows; Municipal Utilities: \$16,828, Electricity Cost: \$89,629, and Gas Cost: \$30,328.

Hot Springs Middle School has 45 classrooms, 4 computer labs, 1 science labs, 1 family and consumer science kitchen lab, 1 main gymnasium, 1 physical education/practice gymnasium, 2 band/music rooms, 1 nurses station.

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

Yes

No

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

Applicant Response:

Not applicable.

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

Applicant Response:

The Hot Springs Junior Academy Conversion Charter will continue to participate in the National School Lunch program just as it has under the title of Hot Springs Middle School. The current facility contains a Commons area and we have two lunch periods. These meals will be under the oversight of the Food Service Coordinator employed by the Hot Springs School District and managed by our Food Service Management Company. Currently this is Chartwell's to ensure that the Hot Springs Junior Academy Conversion Charter follow all state and federal regulations.

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

Applicant Response:

An active Parent-Teacher Organization provides monthly faculty treats as well as support through finances and volunteers for the PBIS (Positive Behavior Intervention and Supports) program, which trains, encourages, and rewards positive student behaviors. A "Three for Me" initiative encourages parents to volunteer at the school at

least 3 hours per year, and the "Read 20 Minutes a Day" program encourages parents to be sure that students are reading at least 20 minutes each day. An Athletic Booster Club and a Band Booster Club actively provide supports to these extra-curricular programs. Each year parents are surveyed to determine ways to improve education for their students, and two Parent-Teacher Conferences plus an August Open House are held for parents to meet with faculty and staff at the school. To aid in a smooth transition for students entering the 7th grade, a transition day is offered for students to tour the school and learn school expectations and procedures. Communication with parents and the community is maintained through a Facebook, Twitter, and Instagram account as well as a website, accessible through the district website.

Community members will be invited to share their expertise through seminars. Community partners will be sought for field trip and job shadowing opportunities. An open door policy will be in place at the school to encourage anyone to come and visit our school. Hot Springs Middle School will work in conjunction with Hot Springs World Class High School in developing community partners and MOU's with community organizations.

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

Applicant Response:

The Hot Springs Administrative Team and School Board has been planning to change the way students are educated for the past two years. The District desires to prepare every student for success after high school which can be measured by the graduation rate and college going rate. In order to accomplish that goal the district saw the need to begin this change at the high school focusing on career pathways that are easily understood by both parents and students. These plans will be based on market needs and student interest. The market needs will be determined through business partnerships with the regional business and industry as well as the local chamber of commerce. We are now shifting our sites on the middle school in order to build the student understanding of various careers prior to entering high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

Hot Springs Junior Academy will be the foundation for career exploration, project-based learning, and standards-based (mastery) grading. The door will be open to earn high school credits before stepping foot into the high school building, which will in turn allow students more options for their value-added diploma. HSJA will pride itself in improving student achievement so that students are on grade level when they leave to begin their high school career. The research shows that "a whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long term student success" (<http://www.ascd.org/whole-child.aspx>, 2016).

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

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the

requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Career Courses

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.9 (“Career and Technical Education ”)

Rationale for Waiver

Hot Springs Middle School is required to teach Career and Technical Education curriculum requirements as separate classes, such as Keyboarding and Career Orientation/Development. HSMS is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be included within other courses to be provided by the conversion charter school. HSMS ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through inclusion in the curriculum within the students' required coursework.

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004
- 6-17-302

- 6-17-309
- 6-17-401
- 6-17-902
- 6-17-919

Standards for Accreditation

- Section 15.02
- Section 15.03

ADE Rules

- Governing Educator Licensure

Rationale for Waiver

HSMS is requesting a waiver from the above-listed statutes and rules to the extent that it is necessary for certified staff to teach outside of their area(s) of certification. As noted in the application, HSMS intends to leverage increased flexibility in its schedule to create more time for career exploration. To create such flexibility, HSMS plans to integrate its Health and Safety course as well as its Career and Technical Education (CTE) curriculum (i.e., Keyboarding and Career Orientation) into other courses. In such a scenario, we will need the flexibility to potentially use staff certified in other areas to teach CTE content as opposed to a licensed CTE teacher. HSMS will integrate the CTE curriculum and its Health and Safety course by following the regular course approval process in accordance with Section 9.04 of the Arkansas Standards for Accreditation, if necessary.

Waiver Topic: Class Size

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.02.4
- Section 10.02.5

Rationale for Waiver

HSMS requests a waiver of the Class Size and Teaching Load requirements. We believe that the addition of an exploration period that will be utilized in the charter school is an example of the exceptional case worthy of a waiver under Section 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 185 students, with a maximum of no more than 35 students per class. With the implementation of the charter's new enrichment/activity period, it is anticipated that some student interest selections may lend themselves to having more students in one particular section. With the new opportunity to be implemented by the charter school, some teachers may need to have a class load of 185 students. This waiver would be used on an as needed basis only.

Waiver Topic: Health and Safety Courses

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.7

Rationale for Waiver

HSMS is required to provide a Health and Safety Education course to meet the requirements of this Standard. We are asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all other applicable rubrics may be included within other courses to be provided by the conversion charter school. HSMS ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through inclusion in the curriculum within the students' required coursework. Specifically, we desire to include the course content from the Health and Safety class within our Science coursework offerings. The exception to this waiver would be offering this course for high school credit at the charter school with approval by ADE.

Waiver Topic: Seat Time and Planned Instructional Day

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.01.4
- Section 14.03

Rationale for Waiver

HSMS is seeking to increase scheduling flexibility and offer more opportunities during the day for career exploration which could necessitate that the planned instructional time be less than six (6) hours per day or thirty (30) hours per week. All required content will be provided with the exception of the courses requested for waivers above, but the time may need to be flexible.

**Hot Springs Middle School
District Conversion Charter School**

APPENDICES

Appendix A – Public Hearing Documentation

Appendix B – Parental and Community Support Letters

Appendix C – Proposed 2017-2018 School Calendar and Daily Bell Schedule

Appendix D – Statement of Assurances

APPENDIX A

I, Debe Johnson Manager, of The Sentinel-Record a newspaper of general circulation published, and having bonifide circulation in Hot Springs, Garland County, Arkansas, hereby certify that the legal notice hereto attached was published in said newspaper for

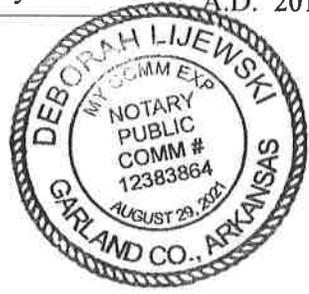
1 consecutive insertions and that the
First Insertion was on the 29th Day of June 2016
Second Insertion was _____ Day of _____ 2016
Third Insertion was _____ Day of _____ 2016
Fourth Insertion was _____ Day of _____ 2016
Fifth Insertion was _____ Day of _____ 2016
and the last insertion was 29th Day of June 2016

HOT SPRINGS SCHOOL DISTRICT
NOTICE OF PUBLIC HEARING
Hot Springs School District will host a public hearing regarding the Arkansas Department of Education's District Conversion Charter School process and the application for Hot Springs Middle School for approval as such. The hearing is scheduled for July 21, 2016 in the Hot Springs Middle School's auditorium at 6:00 pm. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Associate Superintendent of Learning Services (624-3372), or Natasha Lenox, Hot Springs Middle School Principal (624-5228).

Debe Johnson
Manager

Sworn before me this 5th Day of July A.D. 2016

Deborah Ljowski
Notary Public





Stephanie Nehus <nehuss@hssd.net>

HSMS DCCS Public Hearing Notice

Doug Upshaw <upshawd@hssd.net>

Wed, Jun 22, 2016 at 8:34 PM

To: cousers@hssd.net, hsteachers@hssd.net, msteachers@hssd.net, imteachers@hssd.net, gmteachers@hssd.net, omteachers@hssd.net, lmteachers@hssd.net, pmteachers@hssd.net

Please see attachment concerning a public hearing regarding the proposed public conversion charter plan for Hot Springs Middle School.



Notice of Public Hearing 6-22-16.docx

12K

**HOT SPRINGS SCHOOL DISTRICT
NOTICE OF PUBLIC HEARING**

Legal Notice

Subject: HOT SPRING SCHOOL DISTRICT WILL HOST A PUBLIC HEARING REGARDING THE ARKANSAS DEPARTMENT OF EDUCATION'S DISTRICT CONVERSION CHARTER SCHOOL PROCESS AND THE APPLICATION FOR HOT SPRINGS MIDDLE SCHOOL FOR APPROVAL AS SUCH.

THE HEARING IS SCHEDULED FOR JULY 21, 2016 IN THE HOT SPRINGS MIDDLE SCHOOL'S AUDITORIUM AT 6:00 PM. ALL INTERESTED PERSONS ARE INVITED TO ATTEND. FOR ADDITIONAL INFORMATION, PLEASE CONTACT DR. STEPHANIE NEHUS, ASSOCIATE SUPERINTENDENT OF LEARNING SERVICES (624-3372), OR NATASHA LENOX, HOT SPRINGS MIDDLE SCHOOL PRINCIPAL (624-5228).



Hot Springs School District shared a link.

June 27 · 🌐

Hot Springs School District

Invites you to a

PUBLIC MEETING

To Discuss the Application For Hot Springs Middle School's Conversion Charter Application



THE HEARING IS SCHEDULED FOR JULY 21, 2016 IN THE HOT SPRINGS MIDDLE SCHOOL'S AUDITORIUM AT 6:00 PM. ALL INTERESTED PERSONS ARE INVITED TO ATTEND. FOR ADDITIONAL INFORMATION, PLEASE CONTACT DR. STEPHANIE NEHUS, ASSOCIATE SUPERINTENDENT OF LEARNING SERVICES (624-3372), OR NATASHA LENOX, HOT SPRINGS MIDDLE SCHOOL PRINCIPAL (624-5228).

HSMS Conversion Charter Public Meeting

HOT SPRINGS SCHOOL DISTRICT NOTICE OF PUBLIC HEARING Legal Notice
Subject: HOT SPRING SCHOOL DISTRICT WILL HOST A PUBLIC HEARING REGARDING THE ARKANSAS DEPARTMENT OF EDUCATION'S DISTRICT CONVERSION CHARTER SCHOOL PROCESS AND THE APPLICATION FOR...

👍 Like

💬 Comment

➦ Share

👍 You, Amy Bramlett, Melissa Brake Burris and 6 others

Hot Springs School District Facebook post reminding the community and school stakeholders of the Public Hearing.

HSMS District Conversion Charter Public Hearing

July 21, 2016

Nancy Nelson HSMS	Kathleen Dewey GALE
Eric Leno HSMS	Gerry Riphan
Dr. Stephanie Nehus HSSD	Debbie Upade
Anny Idair	Cheryl Munnell
Joy J. HSMS	Christine Lamm
Chenyu Long OVPA/HSMS parent	Mary Wittebert
Kristina Johnson HSMS	
Katelyn Walker	
Karen Etter	
Cheryl L. Batts Phoebe	
Woodie La Durs PH.D. B.E.	
Mike Hernandez	
Kerby Dewey HSMS	

7-21-16 DCCS Public Hearing - transcript of audience questions

6:00 p.m.

19 in attendance

1. In november if we are denied what is the next step?
The state is realizing that education needs to be different. Asking for waivers without conversion charter is an option. Possible reapply.
2. Separate from curriculum standards in order to do this?
We will still abide by the arkansas state curriculum frameworks standards. The only deviation is from the waiver request
3. Are we still teaching reading, writing, etc?
Students will still have the traditional english, math science ss, but it may be through projects based
4. Are you having any trouble with core teachers teaching the sciences (health, careers)?
I do not want to answer for the teachers but we are going to provide you the supports through professional development. Across the board...
5. How do we reach out into the community to help provide support at home?
Our district is amazing...Dr. hernandez is heading the charge in Garland County beginning at the pre-k level with the announcement of the county wide prek. We know it is important to begin there. We also focused on literacy academy by making sure all elementary student are on grade level by third grade. We are laying the foundation. It is a focus of the district this year for increased parental involvement. Accountability district wide for making connections with parents. We know it is a hard task and we look for volunteers and we want our kids to see that there are people that care about me. The community cares about kids.
6. You spoke about the conversion around the state, but you did not mention results of the conversion schools.
The point about results is that each application is different and results will vary. Results will be based on measurement that have been placed in the application. Our goal is in middle school they don't have parents that expose them to various experiences so a measure for our charter is to increase exposure to various careers in 7th & 8th grades by bringing in speakers and providing opportunities for shadowing.
7. Is reading a key to that success?
What we have done kids should be reading then reading for learning. We have provided summer school and various other activities that have not been successful so we offered a literacy academy focused on k-4 district wide. We provide an 8 period day that is not flexible, so with the conversion, we have flexibility to offer and provide what students need. Individualized instruction. Other things that we are doing at the middle school for the intervention students we utilize read 180 and math 180. Read 180 was implemented with fidelity and 64% of students grew a year. Still below grade level, but made growth. Math was not as exciting but various factors contributed with the results.
8. How does this work in the IB? Are foreign language offered?

Yes, spanish, mandarin chinese, and french offered. This will not change any of the MYP units of instruction. All of these pieces are in conjunction

9. Since we had great results with intervention 180 is there any way that this could go done to elementary?

Yes. we are looking at down and looking at up.

10. Success shared from charter visit at Pea Ridge--two things that stand out. Culture of the high school, no fight in 5 years. One student earned CNA and completed classes early and was able to go to school half day and work half day to earn money.

HSMS District Conversion Charter School Public Hearing

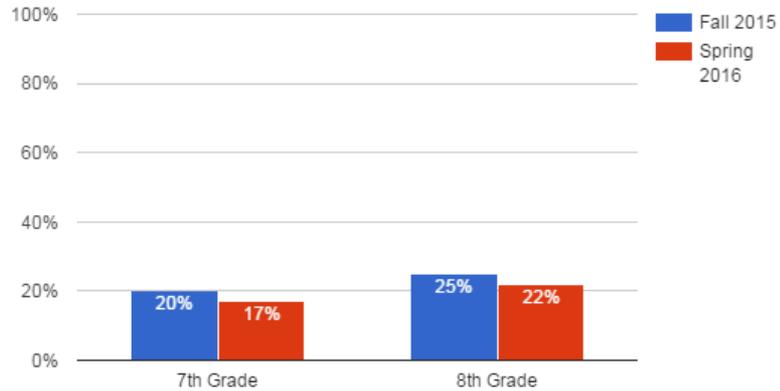
Thursday, July 21, 2016

Student and Community Needs

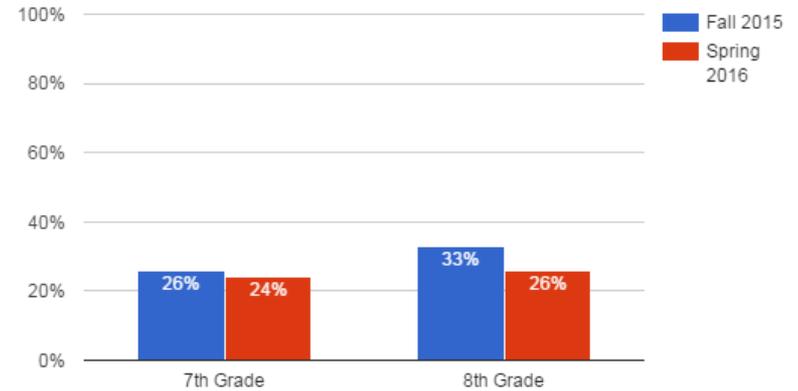
- ❖ 67% of our students do not leave HSHS and immediately enroll in college classes.
- ❖ The Hot Springs business community needs our students prepared to enter the workforce upon graduation.

Purpose

NWEA % of students 3 or more years below grade placement in Math



NWEA % of students 3 or more years below grade placement in ELA



Association for Supervision Curriculum Development Report

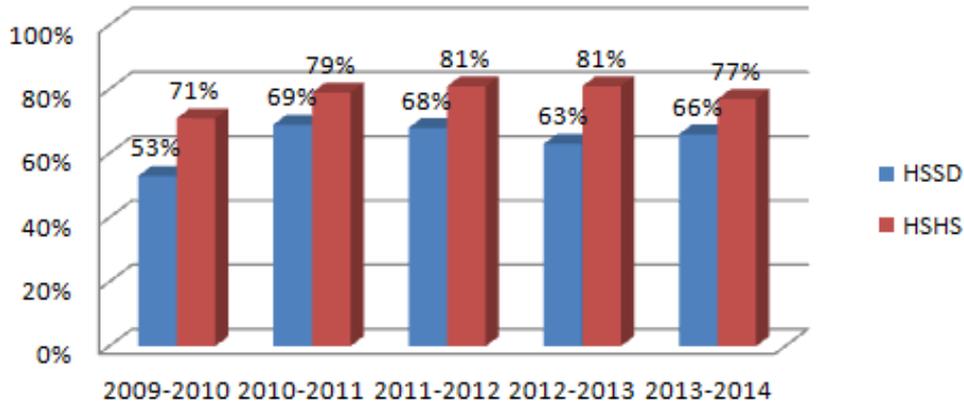
"A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long term student success" (<http://www.ascd.org/whole-child.aspx>, 2016)

Boosting Graduation Rates

According to a survey of high school dropouts, "Eighty-one percent of survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school." (The Silent Epidemic, Gates Foundation; 2006)

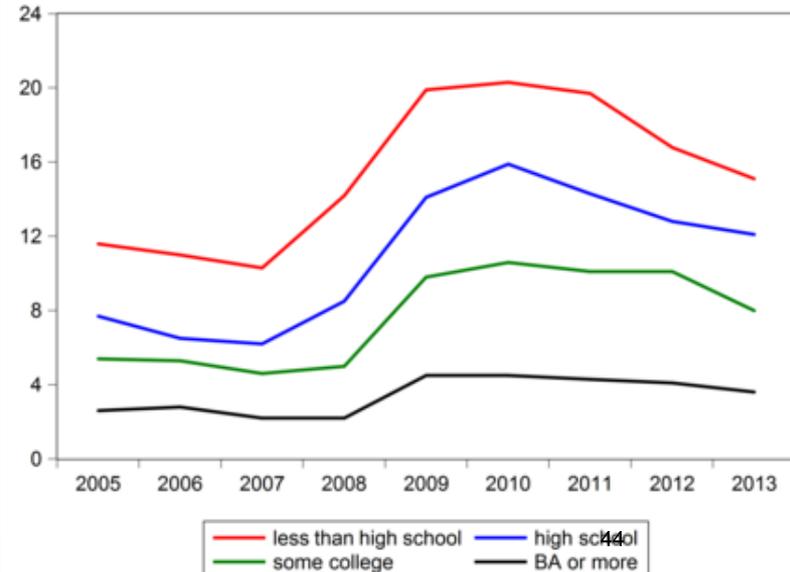
100% CAREER READINESS

Graduation Rate 5 Year Trend



College Going Rate
32.9%

Unemployment rates by education level



Conversion Charter Process

Potential applicants submit letters of intent to apply for charters to staff at the **Arkansas Department of Education** (ADE)

ADE staff conducts a technical assistance conference

Applicants submit their applications

Applications are reviewed and evaluated, based on a rubric published as part of the application packet, by staff from various divisions at the ADE

Applicants receive evaluations with comments from ADE staff

Applicants respond to the comments and submit the responses

ADE staff who reviewed and evaluated the original applications review responses and reevaluate

The Charter Authorizing Panel interviews applicants and takes action on the applications in a

Steering Committee Members

Dr. Mike Hernandez, HSSD Superintendent

Dr. Stephanie Nehus, HSSD Associate Superintendent of Learning Services

Natasha Lenox, HSMS Principal

Utana Newborn, HSMS Assistant Principal

Erika Cross, HSSD McKinney-Vento Liaison/Parent

Jason Hudnell, Higher Education

Minnie Lenox, Community

Nancy Scott, HSSD MYP Coordinator

Lara Veazey, HSMS Science Teacher

Kim Walker, HSMS Spanish Teacher

HSMS' Timeline of Events

Date	Activity
September 16, 2015	Initial Steering Committee Meeting
October 2015 - July 2016	Monthly Steering Committee Meetings
March 1, 2016	Charter Letter of Intent Due to ADE
March 3, 2016	ADE Charter Conference Call
June 29, 2016	Latest Date for Announcement of Public Hearing in the Newspaper
July 21, 2016	Public Hearing
July 29, 2016	HSMS Deadline to submit application
August 4, 2016	Charter Application Due to ADE
October 19-20, 2016	Charter Panel holds hearings
November 2016	State Board of Education decides on Charter approvals

Current District Conversion Charter Schools in Arkansas

**Academies of West Memphis 10-12 (Open 2014)

Badger Academy - Beebe 7-12 (Open 2007)

Bauxite Miner Academy 6-12 (Open 2013)

Blytheville High School - A New Tech School 9-12 (Open 2013)

Brunson New Vision Charter - Warren 4-5 (Open 2013)

Cabot Academic Center of Excellence 7-12 (Open 2004)

Cross County Elementary Technology Academy K-6 (Open 2012)

Cross County High School - A New Tech School 7-12 (Open 2011)

Eastside New Vision Charter - Warren K-3 (Open 2012)

**Farmington Career Academies 10-12 (Open 2015)

**Fountain Lake Charter High School 9-12 (Open 2015)

Fountain Lake Middle School Cobra Digital Prep Academy 5-8 (Open 2014)

Current District Conversion Charter Schools in Arkansas

Lincoln High School New Tech 8-12 (Open 2012)

**Mountain Home High School Career Academy 9-12 (Open 2003)

Osceola STEM Academy 5-8 (Open 2012)

**Pea Ridge Manufacturing and Business Academy 11-12 (Open 2014)

Rogers New Technology High School 9-11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Southside Charter High School 9-12 (Open 2015)

**The Academies at Jonesboro High School 10-12 (Open 2013)

Warren High School 9-12 (Open 2015)

****Warren Middle School 6-8 (Open 2014)

Washington Academy - Texarkana 9-12 (Open 2013)

District Conversion Charter Schools in Arkansas Approved to Open in Fall 2016

Cave City High School Career and Collegiate Preparatory School 9-12

Fayetteville Virtual Academy K-12

Gentry High School Conversion Charter 9-12

****Hot Springs World Class High School 9-12**

Springdale School of Innovation K-12

Innovations

Career Exploration - founded on the career clusters

Exploration Period - quarterly choice based on student interest

Personalized Learning

Stephen Covey's "The Leader in Me"

Project-based Learning (PBL) PD and implementation

Hot Springs Junior Academy Requested Waivers

- Class Size
- Teacher Certification
- Career Courses
- Health & Safety Courses
- Seat Time

HOT SPRINGS
MIDDLE SCHOOL
HOME OF THE TROJANS

APPENDIX B

The Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B

To Whom it may Concern,

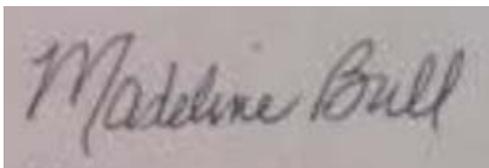
As a parent of a current fourth generation student at Hot Springs School District, I wish to offer my full support to the Hot Spring's School District's effort to implement a Conversion Charter School at the Hot Springs Middle School. I am confident that this effort will better prepare my son and his fellow students for lifelong learning, academic attainment and professional success.

Hot Springs School District has been cutting edge in education. Always thinking ahead to what is best for it's students future success in the world after graduation . I truly believe that allowing HSMS to become a Conversion Charter school will open up new possibilities for student achievement by providing a more hands-on, skills based curriculum for today's student. This we ensure their students are more prepared and qualified for tomorrow's educational and workforce possibilities.

I am excited for my son to experience the limitless possibilities that a public charter school has to offer. To have a rock solid foundation provided by this opportunity.

Thank you for your consideration.

Sincerely,

A rectangular area containing a handwritten signature in cursive script that reads "Madeline Bull".

Madeline Bull
Proud Trojan Parent
Hot Springs School District



CHAMBER
Greater Hot Springs Chamber of Commerce
Growing Hot Springs

To Whom It Concerns,

The Greater Hot Springs Chamber Of Commerce and the Hot Springs Metro Partnership fully support the implementation of a District Conversion Charter School at Hot Springs Middle School. The Hot Springs School District is a vital component of our thriving economy and has continued to be involved in community initiatives. We believe that work readiness is highly important and we stand behind any efforts to provide improved curriculum for students in Garland County.

Whenever possible, we will help facilitate opportunities for job shadowing, internships, field trips, and apprenticeships with local industry. By providing a more hands-on, skills-based curriculum for today's students, we ensure a more qualified workforce for tomorrow's economy.

Sincerely,

Jim Fram
President/CEO
Greater Hot Springs Chamber of Commerce

TO: Whom It May Concern
FROM: Minnie Lenox, Human Resources Director
DATE: August 2, 2016
RE: Charter School for Hot Springs School District

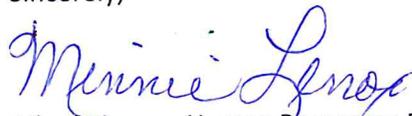
I deem it an honor and a privilege to write a letter in support of the Charter School for the Hot Springs School District. I attend schools in the Hot Springs School District and graduated here. I have raised a family of four children that all attended the Hot Springs School District and have had grandchildren to attend and graduate from the Hot Springs School District. So as you can see, I have a vested interest in the Hot Springs School District.

I am proud to have been a part of the changes that have taken place over the years and I am excited that Hot Springs is moving in the direction of taking the education of our youth to the next to the next level by undertaking this initiative with a balanced approach.

Our academies will be grounded in a deep understanding of child development and works to recognize and value each child as an individual with unique talents and needs. A balanced approach to education nurtures all dimensions of the human being so that thinking, feeling, and doing are integrated and capable of functioning to help the unfolding child meet his or her full potential. Social and emotional intelligence will be developed along with a growing cognitive ability to best prepare them for the challenges and opportunities of life. Rigorous traditional academics will be infused with artistic and practical activities.

This Charter School will be an educational choice for families in our community.

Sincerely,



Minnie Lenox, Human Resources Director
City of Hot Springs
An Alumni, Parent, Grandparent

August 2, 2016

To Whom It May Concern,

I recently attended the public meeting to discuss the application for the Hot Springs Middle School's Conversion Charter application. My daughter will be attending HSMS this school year and has attended Hot Springs School District since kindergarten. I also have a son that recently graduated and attended HSSD schools K-12.

I have always been pleased with the educational opportunities that have been provided to my children at HSSD. However, the opportunities this charter conversion would offer our students is remarkable. Our world is quickly changing, and we have to prepare our children for what is ahead of them. With the charter conversion, HSMS would have the ability to restructure the school day to give students opportunities for job shadowing, internships, apprenticeships, and access to professionals in our community to learn from. This is a real world experience that could change a student's life forever. As a parent, I want to see my child set high goals for him/herself. I also want them to be given the tools needed to accomplish those goals. I strongly believe the charter conversion will allow students access to those tools.

As a proud parent, I support the implementation of a District Conversion Charter School at Hot Springs Middle School. I appreciate and support the effort Hot Springs School District is making to provide its students with the tools needed in their future successes.

Thank you for your consideration,

Cheryll Long

Debbie Ugbade
101 Tirelli Street
Hot Springs, AR 71901
dugbade@np.edu

August 1, 2016

To Whom It May Concern:

Please accept this letter of support for the Hot Springs School District's proposal to establish an innovative conversion charter (Junior Academy) for Hot Springs Middle School. The district was approved for a conversion charter at the high school level earlier this year and the Hot Springs World Class High School will begin with the upcoming school year.

The conversion charter for Hot Springs Middle School will help to engage and motivate our students at a young age to continue their education and to begin making preparations for their future careers. It will lay the foundations of career exploration that will help our students as they progress into grades 9-12. The mission of the Hot Springs School District is to assure that all students have the essential skills to compete in a global society, value and respect diversity and possess the ethical standards of integrity. I believe this conversion charter for Hot Springs Middle School will help ensure that we achieve our mission.

Our board, staff, and community are committed to providing our students with quality academic programs that will prepare them for the future. This is a unique opportunity that will bring the business community together with the school to work hand-in-hand to begin developing a workforce capable of meeting their demands for quality employees.

I strongly support this project and believe the program will provide our students the knowledge and skills that are necessary to successfully compete in today's job market.

Thank you for your consideration.



Debbie Ugbade
Hot Springs School Board

APPENDIX C

Hot Springs School District
 SCHOOL CALENDAR
 2017-2018

Summer	3 Flex Days of Professional Development	
August 7, 8, 9	Professional Development	
August 14	Student's First Day of School	
	1 st Qtr Begins	
September 4	Labor Day – School & Offices CLOSED	
September 19	Parent Teacher Conference 3:30 pm – 6:30 pm - <i>Interim Reports</i>	
September 21	Parent Teacher Conference 3:30 pm – 6:30 pm - <i>Interim Reports</i>	
September 22	<i>Professional Development – NO SCHOOL</i>	
October 13	End of 1 st Qtr.	43 Days
October 16	2 nd Qtr Begins	
October 27	<i>Report Cards to Parents</i>	
November 17	<i>Interim Reports to Parents</i>	
November 20-24	Thanksgiving Holiday – School & Offices CLOSED	
December 20	Last Day of School for Christmas Break	
	End of 2 nd Qtr.	43 Days
	End of 1 st Semester	86 Days
December 21 - Jan. 3	Winter Break	
January 4	Teachers/Students Return	
	3 rd Qtr./2 nd Semester Begins	
	<i>Report Cards to Parents</i>	
January 12	MLK Holiday – School & Offices CLOSED	
January 15	<i>Interim Reports to Parents</i>	
February 9	President's Day – School & Offices CLOSED	
February 19	Parent Teacher Conference 3:30 pm – 6:30 pm	
February 20	Parent Teacher Conference 3:30 pm – 6:30 pm	
February 22	<i>Professional Development - NO SCHOOL (optional makeup day)</i>	
February 23		
March 13	End of 3 rd Qtr.	46 Days
March 14	4 th Qtr. Begins	
March 16	<i>Professional Development – NO SCHOOL (optional makeup day)</i>	
March 19-23	Spring Break - NO SCHOOL	
March 27	<i>Report Cards to Parents</i>	
March 30	Good Friday - School/Offices Closed	
April 24	<i>Interim Reports to Parents</i>	
May 25	Students Last day of School/ <i>Report Cards to Parents</i>	
	End of 4 th Qtr.	46 Days
	Ends 2 nd Semester	92 Days
	End of Year	178 Days
May 28	Memorial Day Holiday – Offices Closed	
May 29	<i>Professional Development- Teachers Last Day</i>	190 Days
Make Up Days	May 29, 30, 31, June 1, 4	

HOT SPRINGS JUNIOR ACADEMY BELL SCHEDULE

7th Grade

8:00 - 8:49 (49) 1A
8:49 - 9:38 (49) 1B
9:42-10:31 (49) 2A
10:31-11:20 (49) 2B
11:24-12:13 (49) 3A
12:13-12:45 (32) Lunch
12:49-1:38 (49) 3B
1:42-2:31 (49) 4A
2:31-3:20 (49) 4B

8th Grade

8:00-8:49 (49) 1A
8:49-9:38 (49) 1B
9:42-10:31(49) 2A
10:31-11:20 (49) 2B
11:20-11:56 (36) Lunch
12:00-12:49 (49) 3A
12:49-1:38 (49) 3B
1:42-2:31 (49) 4A
2:31-3:20 (49) 4B

APPENDIX D

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

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

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

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



Signature of Superintendent of School District

8/1/16

Date

Dr. Mike Hernandez

Printed Name