

**RECEIVED**

Arkansas Department of Education  
Charter and Home School Office  
Oct 31, 2013



# ARKANSAS DEPARTMENT OF EDUCATION

## 2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

\_\_\_\_\_ The Academies of West Memphis \_\_\_\_\_

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  
2013 APPLICATION  
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: The Academies of West Memphis

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1900

Name of School District: West Memphis School District

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: Jon Collins, Superintendent of West Memphis School District

Address: 301 South Avalon City: West Memphis

ZIP: 72301 Daytime Phone Number: ( 870 ) 735-1915 FAX: ( 870 ) 732-8643

Email: collins@wmsd.net

Charter Site Address: 501 West Broadway

City: West Memphis

ZIP: 72301 Date of Proposed Opening: August 2014

Name of Superintendent: Jon Collins

Address: 301 South Avalon City: West Memphis

ZIP: 72301 Daytime Phone Number: ( 870 ) 735-1915

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

### **Applicant Response:**

The mission of the Academies of West Memphis is to provide a high quality, research based education and technical curricula which prepare students for global awareness, an appreciation for diversity, employment, and lifelong learning.

The mission statement will be measured through a variety of sources. The provision of high quality, research based education will be documented through teacher lesson plans, through Professional Learning Communities (PLC) agendas and minutes & through documentation of professional development. Through strong community stakeholder and business partnerships with some of the Mid-South's leading corporations, the Academies of WM will measure and analyze employment internships for relevance of course work.

Student achievement will be measured through End of Course (EOC) testing performance rates, student individual grades and graduation rate. TAGG and "All" student groups scores will also be documented as a measurement of how this model will reduce the achievement gap. The school master schedule will serve as the documentation & measurement of the expansion of the school curriculum over the course of the charter.

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

### **Applicant Response:**

The Academies of WM will increase the college and career readiness access of our students. We will introduce and implement the College and Career Readiness (CCR) piece as a keystone unit for all career orientation classes. This will provide planned learning experiences focused on the pathways designed to motivate, challenge, and reward excellence in those who utilize them.

In grades nine through twelve, we will offer Academy pathway courses in a joint effort between WMHS and our local secondary and career-technology center located at Mid South Community College (MSCC). We plan to partner with MSCC to share intellectual capacities and resources. Our freshmen will receive focused, technology driven instruction which will continue their career and technical orientation pathway. Students in grades ten through twelve will be provided access to alternative offerings in addition to the ones already in place. The Academies of WM will be centered around responsiveness to economic, cultural, social, and human development by serving as a catalyst for community and educational improvements. Our programs will contain the highest quality technical instruction and some of the most sophisticated use of career technology in the Delta. This charter will enable the Academies of WM to experience increased flexibility and establish innovative and bona fide pipelines towards jobs and economic prosperity for our high school graduates as well as the Delta.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

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

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

### **Applicant Response:**

A public hearing was held October 17<sup>th</sup>, 2013 at the West Memphis High School Performing Arts Center to discuss the proposed establishment of a Conversion Charter School at West Memphis High School. The meeting began at 6:30 p.m. and concluded at 7:45 p.m. The meeting was published for three consecutive weeks in the *Evening Times*, the local newspaper and was advertised over the district's Alert Now System, a telephone system that calls every parent in the district with a voice message and a text message. In addition, the meeting was advertised on the district's website. Information pertaining to the public meeting was also discussed at a community business meeting with local elected leaders.

Mr. Collins, Superintendent of the West Memphis School District, facilitated the meetings. The meetings were opened with a welcome and the following agenda was followed:

Welcome and Background - Mr. Jon Collins, Superintendent

Academy Overview and relevance - Mr. Dan Henderson, Principal WMHS

Waiver Discussion - Mrs. Susan Waggener, Asst. Principal WMHS

Behavioral & Academic ALE - Mr. Robert Gaines, Asst. Principal WMHS

Programs of Study - Mrs. Latarsha Johnson, Senior Counselor WMHS

Keystone Course Development - Mrs. Tamika Burnett, Sophomore Counselor WMHS

Outcomes - Mrs. Lisa Cloud, Junior Counselor WMHS

Question / Answer session

Conclusion - Mr. Collins

**\*SEE APPENDICES C1 - Newspaper PROOF and ADD / BlackBoard Connect voice/text/e-mail mass notification system documentation / Web-site snap shot / Attendee registration**

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

**Applicant Response:**

The mission of the Academies of West Memphis is to provide a high quality, research based education and technical curricula which prepare students for global awareness, an appreciation for diversity, employment, and lifelong learning.

The mission statement will be measured through a variety of sources. The provision of high quality, research based education will be documented through teacher lesson plans, through Professional Learning Communities (PLC) agendas and minutes & through documentation of professional development. Through strong community stakeholder and business partnerships with some of the Mid-South's leading corporations, the Academies of WM will measure and analyze employment internships for relevance of course work.

Student achievement will be measured through End of Course (EOC) testing performance rates, student individual grades and graduation rate. TAGG and "All" student groups scores will also be documented as a measurement of how this model will reduce the achievement gap. The school master schedule will serve as the documentation & measurement of the expansion of the school curriculum over the course of the charter.

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

**Applicant Response:**

For the last three years, economically disadvantaged students scored significantly lower on the End of Course Geometry Exam than other students. In 2010-2011, 63% of the economically disadvantaged students were proficient. There were only three non-economically disadvantaged students who took the exam that year. One student scored Below Basic, one student scored Proficient, and one student scored Advanced. In 2011-2012, 67% of the economically disadvantaged students were proficient. There were three non-economically disadvantaged students who took the exam that year, and all three were Below Basic. In 2012-2103, 59% of the economically disadvantaged students were proficient while 79% of the non-economically disadvantaged students were proficient on the exam. There was a 20% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 63% proficient or advanced.

For the last three years, economically disadvantaged students scored significantly lower on the 11<sup>th</sup> Grade Literacy Exam than other students. In 2010-2011, 47% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2011-2012, 40% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2012-2103, 48% of the economically disadvantaged students were proficient while 69% of the non-economically disadvantaged students were proficient on the exam. There was a 21% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 45% proficient or advanced.

Although many of the students at West Memphis High School continue to perform well and make substantial

academic gains, academic gaps continue to exist among our student population. The WMHS charter school will provide an alternative learning environment by providing hands on learning experiences through more individualized student-centric learning models. In the spring of 2013, the All Students group taking the 11<sup>th</sup> Grade Literacy Exam scored 53.59% proficient or advanced. This fell short of the 2013 AMO by 2.14%. The TAGG student group scored 47.91%, missing the 2013 AMO by 7.82%. In mathematics, the All Students group scored 64.44% proficient or advanced on the 2013 End of Course Exam. This fell short of the 2013 AMO by 5.09%. The TAGG student group scored 58.13%. This fell short of the 2013 AMO by 11.40%. The All Students group and the TAGG group failed to meet the Graduation AMO for 2012. The All Students group graduated 74.48% of the students, which is 1.45% below the AMO of 75.93%. The TAGG group graduated 75.24% of the students, which is 1.22% below the AMO of 76.46%.

The West Memphis story is simply unique. As a school district, we face similar challenges as many other schools: attendance rates, drop out concerns, post secondary remediation rates, college completion rates, etc. As a school district serving a poverty stricken Delta economy in the state of Arkansas, we have to be very aggressive in our efforts because our situation demands it. Maintaining the status quo in eastern Arkansas is not an option. Since we want different outcomes, we must continue to develop creative and innovative solutions that will take our students in a positive direction for the short and long term impact of their lives.

What separates our charter model needs from others are the innovative solutions our students and community could benefit from the positive directions of the Academies of West Memphis.

“The goal for everyone having a baccalaureate degree is in the past.” - Fred Smith, CEO & President FedEx

Historically, WMHS has experienced about 30% of graduating seniors pursuing higher education. Five percent enlist in the military and another five percent engage in some type of local sustaining work experience above minimum wage pay. Therefore, many others are leaving high school unprepared to enter the workforce and fall into the minimum wage line of employment. Research has shown that many of the college bound students will require remediation or intensive assistance to prevent dropout.

The WMSD has a student enrollment of 5,486 students. The community of West Memphis is 63.5% minority and the district is 77.67% minority. West Memphis Census Data shows a community loss of 1,421 people over the past ten years. The population growth patterns within the WMSD attendance zones reflect a greater urban demographic composition than that of neighboring districts within Crittenden County. The WMSD also experienced a decrease in enrollment (-124) from October 1, 2012 to October 1, 2013. Forty eight of those students moved from older and dilapidated Section 8/Public Housing Authority structures to newer assisted living homes and apartments in a neighboring district. This declining growth pattern coupled with the high mobility within district continues to challenge the WMSD to adequately meet the needs of such a diverse and mobile student population. We are a Provision II National School Lunch Program district feeding all 5,486 students free breakfast and lunch daily based on our community needs.

We must change the level and approach of education to provide value added skills, certificates, and meaningful experiences for students to achieve personal career success. The jobs of tomorrow are different. The tools are different. Global competition is different. Most importantly the prerequisites for success are different. The economic future of our area depends on our collective ability to understand our current reality and re-imagine a very different path for preparing our workforce. Skills have become the global currency of the 21<sup>st</sup> century.

By 2018, Department of Labor forecasts show the economy will create 46.8 million jobs - only 36% will require high school or less while 64% will require some college. An estimated 29 million jobs in the next five years will require workers who have a two year associates degree or an occupational certificate with some value. Obtaining a good job, one capable of providing a family-sustaining wage, has become the ultimate standard for educational adequacy.

Based on an analysis of Department of Labor statistics and forecasts, we chose the Academies of WM to respond and address the economic needs of our region. When Gallup asked people from all over the world what they needed to be happy, the result was they wanted a good job. While a traditional high school diploma adequately prepared graduates for 75 percent of the jobs in 1973, today almost 75 percent of jobs require more education and skills. A 2011 report from the National Skills Coalition for the Southern Governors' Association

concluded that “middle skill jobs, which require more than a high school diploma, but not a four year degree, currently make up the largest segment of the jobs in the U.S., nearly half.”

The expectations for return on investment for our education and workforce development dollars are rising. Given our changing reality, some questions for educators are “what can, and should, we do about it?” How can we prepare the workers our businesses need to be competitive in a global market place? How can our citizens acquire the skills they need to succeed in their jobs? How can we turn this turmoil into an advantage?

The Academies of WM will expand access to learning and career pathways by sharing intellectual capacities and resources with all of our partners. We aim to organize around industry themes, combining academic core classes, industry-specific classes, and work-based learning activities. The innovation is in linking education and work experience to create a direction connection for our students between the skills they learn in the classroom and the skills that are in demand today.



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

**Applicant Response:**

West Memphis is the largest city in Crittenden County, and the state's 17<sup>th</sup> largest city, as reported by the 2010 census. Our city is considered to be part of the Memphis metropolitan area and is directly across the Mississippi River from Memphis. Because of its central location and transportation infrastructure, West Memphis has become a hub for distribution and assembly operations. Top Mid-South area employers for Crittenden County residents include Schneider National Carriers, Family Dollar Distribution, Bosch Power Tools, Federal Express, and Hino Motors, as well as, West Memphis School District, Southland Park Gaming and Racing, and Crittenden Memorial Hospital. The Academies of West Memphis will serve as a catalyst for providing students with the educational foundation necessary to compete for careers in today's workforce and be academically prepared for the post- secondary level of their education.

As a conversion charter career academy, The Academies of West Memphis High School will be an institution that prepares all students for post-secondary studies and high demand, high wage careers. Students will be able to select a program of study that allows them to develop their talents, in a personalized, alternative learning environment offering more engaging curriculum and instruction.

Although our high school houses students in grades 10-12, our vision is to immerse students into the academy model beginning in 8<sup>th</sup> grade. Students in eighth and ninth grade will complete career assessments such as Explore and Kuder , and be exposed to the opportunities available at the Academies of West Memphis through classroom presentations, tours of the high school and community college campuses, community meetings, and evening showcase events. In addition to exposure opportunities, ninth grade students will receive academic and career counseling and participate in a Keystone course to be prepared to select a program of study and transition to the high school campus. An eight period schedule at our junior high campuses will facilitate the addition of the new Keystone course.

The long range vision for The Academies of West Memphis is to offer programs of study for all 16 career clusters, in small, personalized learning environments. These small, personalized learning environments (academies) will allow students to work with classmates that share similar interests and a common team of teachers, thus building stronger relationships, and promoting a sense of belonging, while completing rigorous and relevant coursework that will ensure readiness for post-secondary education and careers. The academy structure will be enhanced after visiting various sites of currently operational career academies and continuing to work collaboratively with our faculty, staff, students, parents, community members, and local community college.

**Proposed Programs of Study and Areas of Concentration Include:**

**Proposed Academy Programs of Study**

Advanced Manufacturing and Bio-Fuels#  
Construction Technology\*  
Digital Media# , Performing Arts: Instrumental Music, Visual Arts, and Vocal Music  
Management\*@  
Education and Training\*

Accounting\*  
Army JROTC\*  
Health Science#  
Hospitality Management#  
Family and Consumer Sciences Education\*  
Computer Engineering# , Digital Communications\*  
Criminal Justice\*@  
Entrepreneurship\*@  
Advanced Manufacturing and Bio-Fuels#  
Applied Sciences@  
Automotive Service Technology\* , Diesel Technology# , Fed Ex Airframe and Power Plant#

### **Current Areas of Concentration to support Academy Programs**

Agriculture, Food and Natural Resources  
Architecture and Construction  
Arts, Audio/Visual Technology, and Communications  
Business Management and Administration  
Education and Training  
Finance  
Government and Public Administration  
Health Science  
Hospitality and Tourism  
Human Services  
Information Technology (IT)  
Law, Public Safety, Corrections and Security  
Marketing, Services, and Sales  
Manufacturing  
Science, Technology, Engineering and Mathematics  
Transportation, Distribution and Logistics

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*\*Students who complete the program of study receive Arkansas Department of Career Education's Completion Certificate*

*#Students who complete the program of study earn a certificate of proficiency or technical certificate from Mid-South Community College*

*@Projected program addition*

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Programs of study that lead to Arkansas Department of Career Educations' Completion Certificates will be taught at The Academies of West Memphis in the current structural space we have. Programs of study that lead to certificates of proficiency or technical certificates will be taught on Mid-South Community College's campus. Additional programs may be added based on the interests of students, licensure of faculty, and needs of the local economy.

One of the programs of study we plan to implement is Education and Training. Students in this program would continue to take courses necessary for graduation, in addition to the following:

**Semester Taken , Course Number , Course Title**

"Year 1, 1st Semester ",493020/493210,Child Development or Parenting  
"Year 1, 2nd Semester ",493020/493210,Child Development or Parenting  
"Year 2, 1st Semester ",493240,Orientation to Teaching I  
"Year 2, 2nd Semester ",493240,Orientation to Teaching I  
"Year 3, 1st Semester ",493290,Orientation to Teaching II  
"Year 3, 2nd Semester ",493290,Orientation to Teaching II  
"Optional: Year 3, 1st Semester",MSCC 513021,Freshman Composition I  
"Optional: Year 3, 1st Semester",MSCC 560900,Computer Fundamentals  
"Optional: Year 3, 2nd Semester",,English Composition I and Computer Fundamentals must be completed to take the following courses:  
"Optional: Year 3, 2nd Semester",MSCC,Intro to Educational Technology  
"Optional: Year 3, 2nd Semester",MSCC,Child Growth and Development  
"Optional: Year 3, 2nd Semester",MSCC,Survey of Early Childhood Education

Including this particular program of study is important, according to a report prepared by the National Commission on Teaching and America's Future, because a third of the nation's teachers have reached retirement age. Over the next seven years, districts could be looking for 1.7 million new teachers to replace the retiring "Baby Boomers." Our school district is currently experiencing a shortage of teacher applicants, with a severe shortage of minority applicants. The goal of this program is to allow students the opportunity to learn more about the profession, in hopes they will pursue this career path. After finishing this program of study at The Academies of West Memphis, graduates could obtain paraprofessional certification to be a teacher's assistant. An education degree will be attainable, even for our poorest students, through Mid-South Community College (MSCC) (one-half mile from our campus), which has a university center. The university center offers students an opportunity to obtain a bachelor's degree awarded by Arkansas State University (ASU), without having to leave West Memphis, an added plus for economically disadvantaged students with no means of transportation. All credits obtained at MSCC in this program fully transfer to ASU. This program, just like all of the other programs of study were chosen based on the needs of our local economy.

In order for the West Memphis School District, and its partnership with Mid South Community College, to meet their vision of graduating students who have successfully completed one of the Academies with a specialized career and technical certification based on a national assessment and/or a two year Associates degree and/or concurrent hours of credit within the Academy focus which can be utilized in any higher education setting, an alignment of the curriculum down to the 7<sup>th</sup> grade level must occur. The West Memphis School District will actively align the entire curriculum leading to a specific set of coursework for each of the Academies. Within this process, the District is requesting waivers that allow the embedding of specific courses into the redesigned curricular offerings and would include courses such as career orientation, keyboarding, oral communication and others.

In an analysis of the current Academies these courses have been identified to have the skills presented in the specific coursework at MSCC and each will be requested as part of the waiver process including:

An example of the type of embedding we are describing is when a specific course with the Academy at MSCC is counted as a required course at West Memphis High School for graduation purposes. As the partnership develops, specific coursework will need to become embedded. This is an initial listing of courses that need to be approved as part of the waiver addressing the embedding of curricular skills into a credit course offering from MSCC. Our current recommendations include the following courses:

**\*SEE APPENDICES C4 - "Recommended Embedded Course Equivalencies for Academies of West Memphis"**

The District will assure that the essential elements of the courses would be embedded and implemented within

the Academies' curricular design. With this flexibility and innovative design, West Memphis students will have the opportunity to utilize their high school focusing on their personalized learning plan which will lead to their mastery of a set of career skills that will prepare them for the postsecondary education and/or entry into the career of their choice.

There are several standards that will need to have waived, if West Memphis can utilize their innovative approach of curricular alignment to provide our students the opportunity to take higher level coursework specifically designed to address the rigor and relevance of the workplace. Some of these waivers include:

- Embedding of coursework including Speech and Oral Communications, Career Orientation, Keyboarding and Health and Safety are examples of the waivers necessary to facilitate the increase of content at the upper end of the student's high school career that is career focused. All of these courses include critical skill sets that are requirement for the career content identified in each of the Academies. Based on the curricular design utilizing project based learning activities, a focus on the ability to communicate in the workplace, and required presentation skills, the Academy design will meet or exceed the Common Core State Standards and the Arkansas Framework requirements in this embedded and real world format.
- Other areas of innovation that will need support includes flexibility on class size, teacher case load numbers, school calendar, required time of instruction weekly, units of credits that include the new career focused coursework.

These innovations would assure that within a student's secondary career in the West Memphis Public Schools, they would have an opportunity to participate in Academies that focus on increasing the rigor and relevance of the required courses by providing these curricular skills within an embedded MSCC which is taught at the national career and technical industrial standard. This is truly allowing West Memphis students to be college and career ready upon graduation.

The mission of The Academies of West Memphis aligns with the mission statement for West Memphis School District, "Committed to educating all students to the highest standards of excellence by providing a rigorous and varied curriculum in a safe and respectful environment that will empower them to become productive citizens of a culturally diverse society." Becoming a conversion charter career academy will offer the district the opportunity to take its commitment to the students of this community to an even higher level. We are not only responsible for providing students with an education that awards a diploma, but we must also provide them opportunities to discover and develop their talents to ensure a seamless transition to the world of work and post-secondary education.

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

**Applicant Response:**

As graduation day approaches most high school graduates across the nation ask one simple question - "what's next?". Students in a traditional high school are caught between a set of standards that teaches and measures one set of skills and a rapidly evolving workplace that demands another. Education equals jobs which lead to a new approach to economic development. Change at the margins is not what we are aiming for. The Academies of WM will be responding to the reality of the needs of our Delta region. We want to utilize our pathways to address the gap between the knowledge and skills of the workforce and what is necessary to increase successes in business and industry.

Traditional instructional delivery has often times been described as a shoehorning approach of packing as many of the "required" courses as one can get into a school day or year. The Academies aim to add value to new career and technical courses for relevance in the workplace. Our curricular offerings will be blending conceptual and contextual reading, writing, and math courses inside some of the pathways to offer more meaningful and applicable focus.

Our goal is to start this concept in the junior high campus around the career orientation class. The Academies of WM will become an integral part of the career cluster studies. We feel that college and career planning needs to be part of each student's course of study. Freshmen students will participate in a keystone class that will provide at least six activities per year from job shadowing to college visits to developing a digital career profile. This will help them choose a career academy option and develop a required Individual Graduation Plan (IGP) in high school.

As students transition to the campus of WMHS they will be allowed to enter specific academy pathways and take part in specialized industry training in a joint effort between the Academies at the campus of WMHS and Mid South Community College. We feel it is going to be important that students are exposed to some of the expertise instruction from the Career and Technical Center faculty which was recently recognized as one of the Top 10 workforce training and development centers by Southern Business & Development.

While there is certainly some overlap between academic and employability skills, the traditional high school approach of college and career readiness are not necessarily synonymous and are only partial answers. The Academies of WM plan to implement comprehensive strategies that bridge the gap between education and workforce preparation.

**\*SEE APPENDICES C5 - "Charter Model" for more details on our proposed Academy Model and strategies"**

6. 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:**

**A)** Staff, stakeholders and parents/guardians of the students enrolled in the Academies of West Memphis Conversion Charter School will be involved with the school and its educational program. As required by Arkansas Standards for Accreditation, the district will provide the following:

1. Annual Principal Report to the Public will be presented by the building administrators to each grade level at The Academies of West Memphis during the pre-school Open Houses.
2. The District Annual Report to the Public will be presented by the superintendent during a public meeting by November 1 or a date determined by state law. The report will address the district's progress toward goals, accreditation status, and proposals to correct any deficiencies. Inviting community input will help ensure the district's continued path toward building a community sense of investment for The Academies of West Memphis.
3. The District Annual Report will be published in a local newspaper and on the district website.
4. Staff, stakeholders and parents/guardians will continue to participate in the development of the ACSIP. The school's goals shall be compatible with state and national education goals and shall address the local needs of West Memphis. The plan will be filed and reviewed by the Arkansas Department of Education annually. The ACSIP will be viewable to the public through the school district's website or the ADE website.
5. Parent / Teacher conferences will be held at least two times per year.
6. College and Career Readiness seminars for students and parents will take place one time each quarter.
7. Opportunities will be for parents and stakeholders to serve on academy advisory committees.
8. Work to continue the expansion of The Academies of West Memphis through the building leadership team at WMHS. This team which is comprised of faculty, staff, parents and students will continue to evaluate current trend data and future needs of the conversion charter based on student performance and data feedback from the community.
9. The Academies of West Memphis is convinced the level of parental and stakeholder engagement will increase as its conversion to a charter status will remove barriers to economic partnerships in our community.

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:**

Obtaining a good job, one capable of providing a family-sustaining wage, has become the ultimate standard for educational adequacy. Our research from the Department of Labor shows that 80% of the jobs that will occur in the next ten years will require something past a high school diploma but something less than a baccalaureate degree. These jobs will require a level of skill and technology that afford employers a competitive edge in this global economy. Prior to The Academies of West Memphis, students have not had access to these skills and technology or have employers had access to a trained workforce.

From our perspective, our model of education is one driven by economic development initiatives. Our educational models and pathways will be put in place based on what local employers tell us they need in order for them to make money. There is a nation-wide disconnect in terms of what companies need and what we have traditionally delivered in terms of our labor market.

The global economy has brought about changes that are driven by economic development and initiatives that our traditional educational model has yet to address. We have to re-think how we are affording education and training access to those who we are trying to train as a new workforce. Our economy is only as good as our ability to supply a workforce to our industries and businesses. Right now, the truth in the Delta is there is a disconnect on how we finance student's education, what we are encouraging them to do as a part of their public high school experience, and what we are expecting them to do when they leave high school. Investing in The Academies of West Memphis Conversion Charter School will mean more relevance for a poverty stricken region of our state. We feel like one does not have to know Chaucer or have a college degree to become an airframe mechanic that could make \$100,000 per year annual salary with the training in our partnership with Mid South Community College.

While complying with all Arkansas Department of Education and United States Department of Education requirements and guidelines for curriculum, instruction, assessment and accountability, the Academies of West Memphis gives us a real strategy for providing a value added and marketable skill to put students to work in our local economy. This is our vision and model for improving our school as well as improving our student learning.

- C) List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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.

**Applicant Response:**

West Memphis High School's Reading and Reading Comprehension scores will increase to meet or exceed the following AMOs according to the 11<sup>th</sup> Grade Literacy Exam data.

- a. 2014: All Students and TAGG Students, 60.16% Proficient
- b. 2015: All Students and TAGG Students, 64.59% Proficient
- c. 2016: All Students and TAGG Students, 69.01% Proficient
- d. 2017: All Students and TAGG Students, 73.44% Proficient

West Memphis High School's Math and Math Comprehension scores will increase to meet or exceed the following AMOs according to the End of Course Geometry Exam data:

- a. 2014: All Students and TAGG Students, 72.58% Proficient
- b. 2015: All Students and TAGG Students, 75.63% Proficient
- c. 2016: All Students and TAGG Students, 78.67% Proficient
- d. 2017: All Students and TAGG Students, 81.72% Proficient

West Memphis High School's Graduation Rate will increase to meet or exceed the following AMOs for Graduation Rate:

- a. 2014: All Students, 78.33% Graduation Rate; TAGG Students, 78.81% Graduation Rate
- b. 2015: All Students, 80.74% Graduation Rate; TAGG Students, 81.17% Graduation Rate
- c. 2016: All Students, 83.15% Graduation Rate; TAGG Students, 83.52% Graduation Rate
- d. 2017: All Students, 85.56% Graduation Rate; TAGG Students, 85.88% Graduation Rate



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

**Applicant Response:**

WMHS began the process of aligning the curriculum both vertically and horizontally five years ago. Geometry and eleventh grade literacy teachers have established professional learning communities to facilitate teaching and learning. WMHS expanded their Laying the Foundation professional development to include the junior high schools. Quarterly alignment meetings address standards, technology, assessment, instructional delivery and student learning. These meetings span from grades 7-12 in the core subject areas. Our district instructional facilitators meet weekly to discuss curriculum, instruction and alignment concerns as well.

The district continues to contract with Elbow-2-Elbow to serve as our external provider. Elbow-2-Elbow delivers Common Core State Standards embedded professional development to teachers in English, science, math, history and special education. They have centered their work on helping teachers develop lessons and instructional strategies that will support student engagement.

In a cooperative effort the staff at West Memphis High School and Mid South Community College are working to bridge the gap and connect the linkage between traditional academic course instruction and technical course instruction by embedding more contextual reading and writing into career and technical education.

Common Core State Standards have now been implemented across Arkansas in grades K-12. During the 2012-2013 school year, West Memphis High School implemented CCSS in all departments. Professional Learning Community meetings take place regularly and work is focused on developing lessons and delivering instruction based on the common core state standards.

West Memphis High School uses Target Interim Assessments for math and literacy departments. All other West Memphis High School Professional Learning Community departments have also begun to develop these same types of lessons and assessments this school year in order to fully immerse the campus with common core state standards. Therefore, all teachers of the Academies of West Memphis are ready to continue the immersion of the common core state standards across campus.

**\* SEE APPENDICES C7 - "CAREER PATHWAYS FOR NEW PROGRAMS" for detailed information of academy programs offered through MSCC partnership.**

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

A) Guidance program;

**Applicant Response:**

The maximum student enrollment at The Academy of West Memphis will require hiring Career Coaches. Until such time, all students at the Academy of West Memphis will be served by the three current counselors at West Memphis High School which meets current standards.

B) Health services;

**Applicant Response:**

The Academy of West Memphis High School will be served by one FTE licensed school nurse (RN). All mental health needs will be addressed through certified mental health providers in the West Memphis area which meets current standards.

C) Media center;

**Applicant Response:**

Students at the Academy of West Memphis will have access the media center at the current West Memphis High School site and the MSCC site both physically and virtually. The Media Center's creation of an integrated, seamless web of information will further streamline access. To serve future users, the Media center will preserve information across all formats that will ensure an effective storage and delivery systems. The Media Center's physical and virtual spaces will respond to the changing habits of its users to enrich the campuses experiences and to multiply the ways in which people can pursue inquiry. The current Media center's collaboration with its expanding partner (MSCC) will yield unified access, a broader knowledge, and enhanced services.

Both Media Center's sites will continue to embrace change and align it to thrive on diversity, to support professional growth and opportunity, and to reward flexibility and innovation. Certified media specialists will be available to assist the Academy of West Memphis students as needed and teachers will be able to reserve the use of the media centers, including the computers and technology resources, on an equal basis with their colleagues which meets current standards.

D) Special education;

**Applicant Response:**

The Academy of West Memphis will provide special education services to all students with Individual Education Plans (IEP). Certified teachers will work with students individually, in small groups, and indirectly as stated in their IEP. Co-taught classes will be the goal of the Academy of West Memphis when appropriate. Special education services will be overseen by the District Special Services Supervisor. These are the same services we currently provide which meet state and federal standards.

E) Transportation;

**Applicant Response:**

Transportation will be provided by the West Memphis School District and overseen by Transportation Supervisor. The West Memphis School District and the Academy of West Memphis will comply with all transportation regulations. Currently West Memphis High

School students attending MSCC are transported using a district school bus and driver. Students enrolled in the Academy of West Memphis will be transported in the same strategy.

## F) Alternative education, including Alternative Learning Environments;

### **Applicant Response:**

West Memphis School District (WMSD) currently provides alternative learning environment at the West Memphis Learning Center (WMLC). The WMLC is an extension of West Memphis High School and serves students in grades 7-12. Students assigned must follow existing placement procedures and recommendations as determined by the alternative learning placement team that is comprised of staff members from the feeder schools and the WMLC.

Additionally, the Academies of West Memphis anticipates that part of the Student Action Plan (see Section 4.02.4 of the ADE Rules Governing the Distribution of the Special Needs Funding) developed for each student receiving alternative education services from the WMSD for between two hundred fifty (250) and four hundred (400) of its students, will be the inclusion of such identified alternative learning environment students into either the Airframe and Power Plant or Bio-fuels Pathways or other Academies. The provision of classes specific to these pathways will be on the campus of MSCC; the core curriculum for these students will be provided at WMSD through the WMLC.

WMSD strongly believes that the structure and design of the educational offerings through the Academies of West Memphis both on its own campus and at MSCC, can be fairly and accurately be described as an "intervention service" which properly belongs in a student's Student Action Plan. Additionally, as with all Academies students, a personalized educational plan will be created for each student. The Academies experience will prove to be a valuable tool in removing impediments to such students' academic growth, and the MSCC coursework through the Academies will add enrichment to the students' academic plan.

All non-academic services which are to be provided to ALE students will continue to be provided by WMSD in conjunction with the WMLC, in full compliance with all applicable statutory and Rule requirements.

## G) English Language Learner (ELL) instruction

### **Applicant Response:**

West Memphis School District currently provides a balanced English as a Second Language (ESL) program that prepares English Language Learners (ELLs) to function both academically and socially. The Pre-K-12 English Language Proficiency Standards and English Language Proficiency Frameworks will be used to deliver instruction to help English Language Learners in Grades K-12 succeed in the content areas while learning academic skills in the areas of listening, speaking, reading and writing.

## H) Gifted and Talented Program.

### **Applicant Response:**

All students in the Academy of West Memphis will be engaged in differentiated instruction through project based learning, Personalized Learning Plans, and self paced technology based instruction. Students who require additional differentiation or gifted education services will be served by the West Memphis School District Gifted and Talented Supervisor.

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

**Applicant Response:**

As a Delta community - if we are going to truly build the future for our young people and sustain our community

- We've got to be ALL IN!

Frequent reviews will ensure continuous alignment with economic and workforce demands, as well as, student interests.

The two statements above are key factors in our conversion charter proposal. We obviously plan to communicate the anticipated progress and success of the program and participating students, but the question is how. Administrators of The Academies of West Memphis will compile feedback from periodic surveys given to students, parents, and staff. The compilation of data will be presented in a variety of ways. Spreadsheets of performance data for a variety of sub-populations (race, gender, socio-economic, at-risk, special needs, ALE, etc.) will be created from the survey feedback and participation data collected by the Academy teachers and administrators. This data will be utilized to render charts and graphs depicting the impact of the academies for those participating. Student academic performance, attendance, graduation rate, and enrollment increase/ decline will be included. Along with the charts and statistical data, the academy administrators will complete a narrative explaining both the objective data presented in the charts and subjective data gleaned from the surveys.

Reinforcement of the data gleaned from surveys will be carried out in the form of personal videos of student, staff, and community participants in the academies. These interviews will be video-recorded to capture the true perspective of participants and use this information to positively structure or re-structure the academies' implementation and/or offerings.

Resulting data, narratives, and *approved* videos will be shared periodically via the West Memphis School District website ([www.wmsd.net](http://www.wmsd.net)), the district Twitter feed (@WestMemphisSD), the district YouTube Channel, the district mass voice/text/email system (BlackBoard Connect), local newspaper, and public meetings.

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

**Applicant Response:**

All students who apply and are current residents of the West Memphis District will be eligible to attend the Academies at West Memphis High School. West Memphis High School will publicize its status on the district website, the marquee, an article in the *Evening Times* as well as through local news and radio announcements made by Superintendent, Jon Collins. The above publicity plan will allow for all community members to learn about the school and allow interested parties to apply. In each facet of the plan, two items will be clear: 1) Students will still be allowed to legally transfer into West Memphis School District via School Choice and legal transfer process; and 2) If West Memphis School meets its enrollment cap, (1300) students will be processed on a first come, first served basis. "Should more students be eligible for admission into the Academies than the Academies enrollment cap allows, the Applicant will utilize a random, anonymous lottery selection process. All applicants and the general public will be given advance notice of the date and time of the lottery and the specific procedures to be utilized.

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

Yes

No

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

**Applicant Response:**

• Administration (Building Principal and Assistant Principals) Responsibilities:

- >> Act as chief executive operating officer of the school and carry out the school and district missions.
- >> Select and hire/terminate faculty and staff
- >> Carry out the annual performance based appraisal by which each staff member will be held accountable.
- >> Monitor the status of resources in order to fulfill the school and the district's missions.

***~ APPLICATION RESTRICTIONS PREVENTING COMPLETION OF THIS RESPONSE THOUGH 8,500 CHARACTER LIMIT HAS NOT BEEN MET***

***\*SEE APPENDICES C11 - "Staff Responsibilities"***

12. 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

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

**Applicant Response:**

The Academies of West Memphis will be using facilities from our three junior high campuses to initiate the Keystone course for all 9<sup>th</sup> grade students as a follow up to 8<sup>th</sup> grade career orientation. Currently, all junior high campuses are being used daily for teaching and learning for students in the West Memphis School District in grades seven through nine. Academy classes will also be offered at the campus of West Memphis High School for students in grades ten through twelve.

East Junior High - 26 classrooms, library, cafeteria - 67,150 sq ft

West Junior High - 29 classrooms, library, cafeteria - 71,581 sq ft

Wonder Junior High - 53 classrooms, library, cafeteria - 74,586 sq ft

West Memphis High School - 68 classrooms, library, cafeteria - 219,317 sq ft

All of the West Memphis School District buildings meet all state facility requirements for instructional services, health and safety.

As a our cooperative higher education partner, Mid South Community College is less than ½ mile from the site of the West Memphis High School campus. These facilities comply with all requirements for instructional services, health and safety as well.

All sites comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The Academies of West Memphis will be housed in all of these sites and all meet the location requirements for restricting alcohol sales within 1000 feet of each of the facilities.

**Mid-South Community College Facilities**

**Workforce Technology Center - 40,000 sq ft**

The Workforce Technology Center currently houses the Mechatronics, Advanced Manufacturing, CNC Machining, Distribution and Logistics, and Airframe and Powerplant (Aviation Maintenance Technology) programs. Programs housed in the WTC in the past include Welding, Diesel Technology, Distribution and Logistics, and Computer Engineering.

The Aviation Maintenance Technology program is currently housed in MSCC's Workforce Technology Center, with two adjoining shops/labs, a total of 14,198 square feet. With the inclusion of the high school program, there will be three dedicated classrooms for college and high school programs, totaling 2,481 square feet.

MSCC has been awarded a \$1.5 million grant from the Economic Development Administration (U.S. Department of Commerce) and \$650,000 from the ASSISI Foundation to help support the construction of a \$3 million hangar and training facility at the West Memphis Airport, which will permanently house the program. The West Memphis Airport is adjacent to MSCC's South Campus.

**Marion Berry Renewable Energy Center - 30,721 sq ft**

The Marion Berry Renewable currently houses the Diesel Technology program. The Renewable Energy Technology program is being developed into a process control technology program.

**Southland Greyhound Science Center - 27,802 sq ft**

The Southland Greyhound Science Center houses Business Technology, Hospitality Management, Information Systems Technology, and much of the general education programming (including science laboratories). Prior to construction of the Allied Health Center, Southland also provided classroom/lab space for the secondary center Medical Professions program and the college CNA and EMT programs. The secondary center Computer Engineering program is now located in Southland.

Embedded within the Hospitality Management program, the Food Service Management program will also use allocated space in the Delta Cuisine Southern Kitchen Incubator facility, located on the MSCC campus. The planned facility for the Southern Kitchen Incubator will be approximately 6,000 square feet, with MSCC's Food Service Management program having access to approximately 1,000 square feet of kitchen facilities. The Food Service Management program will continue to have access to classroom space and instructional resources on the MSCC campus.

Allied Health - 15,507 sq ft

The Allied Health Building houses Medical Assisting, Respiratory Therapy, Pharmacy Tech, CNA, and EMT programs.

**Other**

This information was not requested, but the secondary center AV Tech & Film program will be housed in the University Center (40,000 sq ft), using the same classroom/lab (1,134) that the college Digital Media program uses.

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

Yes

No



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

**Applicant Response:**

All facilities meet compliance standards.

14. 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 Academies of West Memphis will continue to operate under the same food service format as West Memphis High School currently operates. The West Memphis School District is a *provision II* school district under the federal National School Lunch program. We provide every child a free breakfast and a free lunch. The Academies of West Memphis will provide the same free breakfast and free lunch provisions under the conversion charter. We will master schedule our courses around our campus lunch times to continue to provide our students this free breakfast and lunch opportunity. The Academies of West Memphis will take into account the need for our poverty stricken students to have free and adequate nutrition access as they progress through their career and technical pathways.

15. 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:**

The parents and guardians of the enrolled students and other members of our community will be involved with the school to positively impact the charter school's educational programs by many of the points we have outlined in item 7. The Academies of West Memphis will adopt the philosophy of "include everyone, exclude no one". We will be holding parent and community meetings over the course of the next year to orientate West Memphis to the conversion charter approach. As the conversion charter evolves and progresses over the next five years so will these meetings with our stakeholders. The guidance counselor team at West Memphis High School as well as East, West and Wonder Junior High Schools will be conducting seminars at Parent-Teacher conferences to provide information and gather feedback on developing stronger relevant career pathways for our students. The Academies of West Memphis will be developing advisory committees with parents and community members to glean information from the local West Memphis and greater Memphis area economic needs. Our intent is for each student to serve half day in the Academies at West Memphis High School and have all the privileges of that campus as well as taking classes in our value added pathways at Mid South Community College during the other half day and enjoy the higher education privileges MSCC has to offer. With both institutions working cooperatively to impact the economic needs of the local Delta area, all parents and community members will be involved to positively impact and influence the charter's programs. The Academies of West Memphis will continue to involve parents and stakeholders in the school improvement and accreditation process on the state and federal level.

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

**Applicant Response:**

1.) Waivers”

- a.) Section 9.03.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

“The West Memphis School District is required to teach Oral Communications as a separate class to its tenth (10<sup>th</sup>) grade students.

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

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework. “

- b.) Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation:

“The West Memphis School District is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its seventh (7<sup>th</sup>) and eighth (8<sup>th</sup>) grade students.

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

The Applicant 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 embedding the curriculum within the students' required coursework.”

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

“Due to the nature of the Academies experience as outlined in this application, the Applicant is requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings of the Academies, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.”

- d.) Section 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5:

"In order to fully implement and optimize the Academies experience, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academies is truly an example of the "exceptional case" worthy of a waiver under Section 10.02.5 of the Standard.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class."

- e.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:

"To allow for the teaching of simultaneous and/or embedded courses within the Academies structure, and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.

The Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses."

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

"The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.

- g.) Section 9.03.4.9 ("Health and Safety Education") of the ADE Rules Governing the Standards for Accreditation:

"The West Memphis High School is required to provide a one-half unit Health and Safety Education course to the meet the requirements of this Standard.

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

The Applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the content from the Health and Safety class within the OSHA Industrial Health and Safety Class to be taught at MSCC.

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

## **APPENDICES**

West Memphis School District

2013 Application

District Conversion or Limited Public Charter School

\*C1 a

https://connect.blackboardconnect.com/Messages/Sent

Blackboardconnect<sup>®</sup> Behind the Blackboard WEST MEMPHIS SCHOOL DISTRICT Jim Robb

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Drafts  
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**Sent**  
Templates  
Scripts

### Sent

87 sent messages found

WEST MEMPHIS SCHOOL DISTRICT All

Type	Message Title	Delivery Date	Recipients	Status
	Public Meeting: Conversion Ch	16 October 2013 6:30PM (CT)	6,312	Completed
	Public Meeting: Conversion Ch	15 October 2013 6:30PM (CT)	6,314	Completed
	Employee Insurance Meeting	30 September 2013 9:01PM (CT)	693	Completed



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## Sent

**87** sent messages found

WEST MEMPHIS SCHOOL DISTRICT

Type	Message Title	Delivery Date	Recipients	Status
	Public Meeting: Conversion Ch	16 October 2013 6:30PM (CT)	6,312	Completed
	Public Meeting: Conversion Ch	15 October 2013 6:30PM (CT)	6,314	Completed
	Employee Insurance Meeting	30 September 2013 9:01PM (CT)	693	Completed

Send

Drafts

Outbox

Sent

Templates

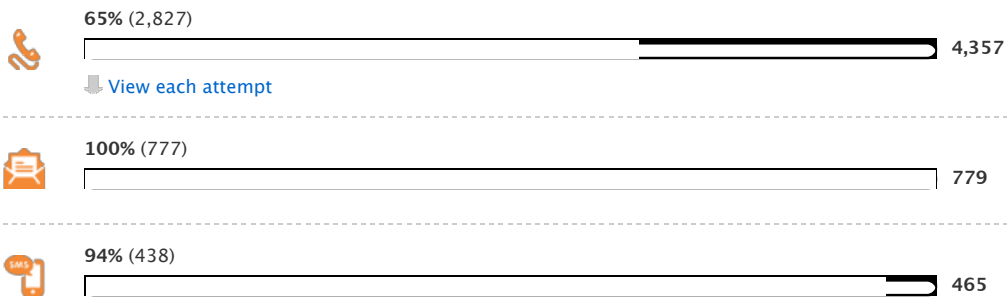
Scripts

### Delivery Results

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<b>Title</b>	Public Meeting: Conversion Charter
<b>Message Type</b>	Outreach
<b>Site</b>	WEST MEMPHIS SCHOOL DISTRICT
<b>Scheduled By</b>	Jim Robb
<b>Send Time</b>	15 October 2013 6:30PM (CT)
<b>Voice Completed</b>	15 October 2013 6:59PM (CT) (First attempt completed at 15 October 2013 6:58PM (CT))
<b>Text Completed</b>	15 October 2013 6:32PM (CT)
<b>Email Completed</b>	15 October 2013 6:31PM (CT)
<b>Selected Contacts</b>	<b>6,314</b> Successfully reached 3,573 (56%)
<b>Languages</b>	<b>English*</b>


#### DEVICE DELIVERIES

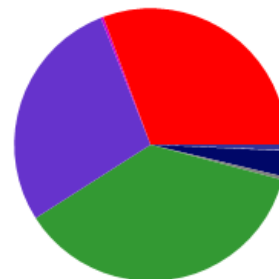


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#### DETAILED DELIVERY RESULTS

[Select all](#)

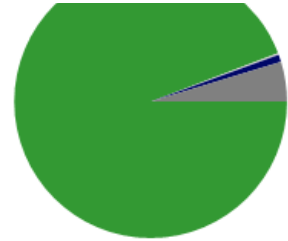
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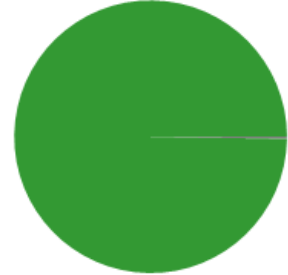
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**Email**

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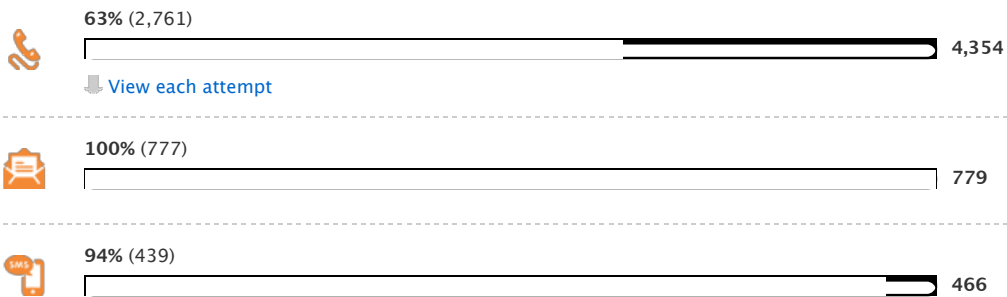
Scripts

### Delivery Results

[Back to Sent](#) | [Print](#)

<b>Title</b>	Public Meeting: Conversion Charter
<b>Message Type</b>	Outreach
<b>Site</b>	WEST MEMPHIS SCHOOL DISTRICT
<b>Scheduled By</b>	Jim Robb
<b>Send Time</b>	16 October 2013 6:30PM (CT)
<b>Voice Completed</b>	16 October 2013 7:02PM (CT) (First attempt completed at 16 October 2013 6:39PM (CT))
<b>Text Completed</b>	16 October 2013 6:32PM (CT)
<b>Email Completed</b>	16 October 2013 6:32PM (CT)
<b>Selected Contacts</b>	<b>6,312</b> Successfully reached 3,492 (55%)
<b>Languages</b>	<b>English*</b>

#### DEVICE DELIVERIES



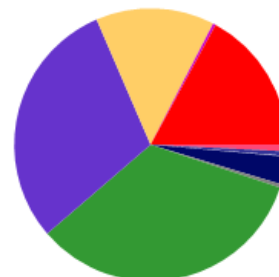
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#### DETAILED DELIVERY RESULTS

[Select all](#)

**Voice**

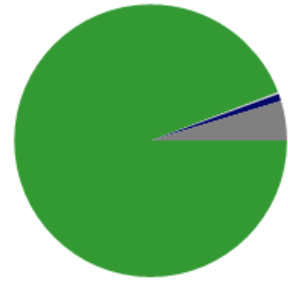
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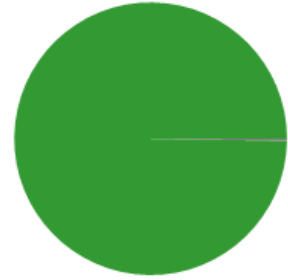
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 **Email**

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<input type="checkbox"/>	E-mailed	777



# West Memphis SD Calendar [ October 2013 ]

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	<p>1</p> <p>East Jr. 7th Grade Football vs. Wynne <i>Friendship Field</i></p> <hr/> <p><b>Starts at 5:00pm</b> West Jr. Volleyball 7, Jr. A-B vs. Wynne <i>WMHS Girl's Gym</i></p> <hr/> <p><b>Starts at 5:00pm</b> WMHS Volleyball Sr. A-B <i>@Central</i></p>	2	3	<p>4</p> <p><b>Starts at 5:30pm</b> WMHS Chilli Supper</p> <hr/> <p><b>Starts at 7:00pm</b> WMHS Football Homecoming vs. N. Little Rock</p>	5
6	<p>7</p> <p>WMHS Golf Tournament <i>Boys State Tournament</i></p> <hr/> <p><b>Starts at 5:00pm</b> West Jr. Volleyball 7, Jr. A-B <i>@Hughes</i></p>	<p>8</p> <p>Wonder Jr. 7th Grade vs. West Jr. 7th Grade Football <i>Friendship Field</i></p> <hr/> <p><b>Starts at 4:30pm</b> WMHS Volleyball Sr. A-B <i>@ Searcy</i></p>	9	<p>10</p> <p><b>Starts at 5:00pm</b> WMHS Volleyball Sr. A-B vs. Jonesboro <i>WMHS Girl's Gym</i></p> <hr/> <p><b>Starts at 6:30pm</b> West Jr. Homecoming vs. Wonder Jr. Football <i>Hamilton Shultz Field</i></p> <hr/> <p><b>Starts at 7:00pm</b> East Jr. Football <i>@ Annie Camp</i></p>	<p>11</p> <p><b>Starts at 7:00pm</b> WMHS Football <i>@L.R. Central</i></p>	12
13	<p>14</p> <p>Flu Shots @Bragg, Richland, &amp; WMHS</p>	<p>15</p> <p>East Jr. 7th Grade Football vs. Blytheville <i>Friendship Field</i></p> <hr/> <p><b>Starts at 4:30pm</b> WMHS &amp; West Jr. Volleyball 7, Jr. A-B, Sr. A-B vs. Marion <i>WMHS Girl's Gym</i></p>	<p>16</p> <p>Flu Shots @Faulk, East Jr., &amp; West Jr.</p>	<p>17</p> <p>Flu Shots @Wonder E., Wonder Jr., &amp; WM Learning Center</p> <hr/> <p><b>Starts at 4:30pm</b> WMHS Volleyball Sr. A-B vs. Mountain Home <i>WMHS Girl's Gym</i></p> <hr/> <p><b>Starts at 5:00pm</b> West Jr. Volleyball 7, Jr. A-B <i>@ MacArthur</i></p> <hr/> <p><b>6:30pm - 7:30pm</b> Public Meeting: Conversion Charter <i>WMHS Performing Arts Center</i></p> <hr/> <p><b>Starts at 7:00pm</b> East Jr. Football <i>@ Marion</i></p> <p>More &gt;</p>	<p>18</p> <p>End First Quarter 44 Days</p> <hr/> <p><b>Starts at 7:00pm</b> WMHS Football vs. Marion</p>	19
20	21	<p>22</p> <p>West Jr. 7th Grade Football vs. Wynne <i>Friendship Field</i></p>	23	<p>24</p> <p><b>Starts at 7:00pm</b> West Jr. vs. East Jr. Football <i>Hamilton Shultz Field</i></p> <hr/> <p><b>Starts at 7:00pm</b> Wonder Jr. Football vs. MacArthur <i>Friendship Field</i></p>	<p>25</p> <p><b>Starts at 7:00pm</b> WMHS Football <i>@ Cabot</i></p>	26
27	<p>28</p> <p><b>Starts at 2:30pm</b> Parent/Teacher Conference</p>	<p>29</p> <p>East Jr. 7th Grade vs. West Jr. 7th Grade Football <i>Friendship Field</i></p>	30	<p>31</p> <p>Staff Development-No School</p> <hr/> <p><b>Starts at 7:00pm</b></p>	1	2

		<i>Friendship Field</i> Flu Shots @Jackson, Maddux, & Weaver		<del>Starts at 7:00pm</del> East Jr. vs. Wonder Jr. Football <i>Hamilton Shultz Field</i> <b>Starts at 7:00pm</b> West Jr. Football vs. Marion <i>Friendship Field</i>	
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# West Memphis School District Conversion Charter Meeting

Signature	Position
Kim Dexter	Parent
Christy Brown	Parent
Jeraldine Mitchell	Parent
Lisa Adams	Parent / Teacher
Sheila Sussman	parent / Teacher
Steve	Parent
Sam Thibault	Parent
Lee Kulland	Parent
Janice M. Donald	Principal
Pindarius Lewis	parent
Serderick Lewis	parent
Dominica Ellis	parent
Lela Traylor	parent
Cynthia Traylor	Student
Cannon McCoy	Student
Kellan McCann	Student
Haley Scalzo	Student
Vivkie R. Moore	Parent / Sub.
Alison Easonhaw	Parent



# West Memphis School District Conversion Charter Meeting

Signature	Position
Freddie Bowman	Teacher
Bobbie Henderson	Para at L.R. Jackson
William Miller	Attendance Officer (WMUSD)
June Adams	Student
Jetta Lewis	Principal East
Shelley Williams	Assist. Principal-East
Wanda Harris	Acct. Supt. WMUSD
Bep Cole	BUSINESS MANAGER
Larri Knowlton	K-2 Literacy Coach
	Associate VP for Workforce Programs - MSEC
Doranda Kirkland	High School Teacher
Anella Hall	Teacher
Demetrius McMillon	Student
Quilla Jones	Student
Eria Brown	Student
Jimmario Mason	Student

# West Memphis School District Conversion Charter Meeting

Signature	Position
Jennifer Presley	Teacher WMHS
Jark Lundy	GT Coordinator
Gardyn Hanaf	Student
April Paige	Parent
Dorothy C Smith	Parent
Roshunda Nelson	Parent
James Allen	Parent
Jamie Spotts	
<del>James Belmont</del>	Seaton Hacks Remontary
Jordan Brown	Student
Nicole Foster	Parent
Alma Troxier	A/c
Deon Blawely	
Detavious James	



# West Memphis School District Conversion Charter Meeting

Signature	Position
Susan Waggener	Teacher Evaluator
Mike Allen	Sheriff
Mark Randall	Evening Times
Lisa Cloud	WMHS Guidance
Bill Johnson	W. Memphis Mayo
Nancy Moore	Instructional Center
Janet Stately	Instructional Center
Paul Bomer	Instructional Center
Jim Johnson	West Memphis Tourism
Jennifer Burnett	WMHS Counselor
Ramona Taylor	Center for Regional Hospital
Tom Sullivan	City of W. Mem
Clayton McEldon	Boys + Girls Club
Wade Smith	Men Making A Difference Everyday
Harold Smith	Federal Bank
Gary Masner	School Board
Philip Seneel	City Engineer
Arthur McEldon	Arkansas Art Council
Mitchell Smith	Nicks Conveys
Charles Elliott	Real Estate Investments
Alex Collier	TIWA
Vernon D. Oyster	Chief of Police
Holmes Powell	<del>Deborah</del>
Deborah Ferguson	State Rep
LORENZO PARKER	Quorum Courts
Ramona Kalum	City Council
JASON GUYON	Business

# West Memphis School District Conversion Charter Meeting

Signature	Position
Dowanda Kirkland	Teacher
Gabriel Halliburton	Teacher
CHARLIE RICKS	TEACHER JROTC
Orinial m. chine	Teacher Auto
Deved Name	Teacher Construction
William Milliner	Attendance Officer
Tiffany Shumpert	Teacher
Rosie Hays	Teacher
Robin Nantz	Teacher
Brent D. Butler	Teacher
Janet R. Laye	Teacher
Sheryllyn Jennie	Teacher
Dana Bradway	Teacher
Reita Gorman	Teacher
Dana Fredrick	Teacher
Nathan Kfir	Teacher
Dr. LaLif Kellie	Teacher
Maiznie Koster	Teacher
Anica Kelly	Teacher
Audrey Crowen	Teacher
Brenda Branch	Teacher
Jennifer Presley	Teacher
Stacy Shupe	Teacher
Dr. [Signature]	Teacher





\*C1 b

# Advertising Receipt

## Evening Times

P.O. Box 459  
West Memphis, AR 72303

Phone: 870-735-1010

Fax: 870-735-1020

WEST MEMPHIS SCHOOL DISTRICT/

P.O. BOX 826

WEST MEMPHIS , AR 72303

**Acct #:** 02100756

**Ad #:** 00064987

**Phone:** (870)735-1915

**Date:** 09/26/2013

**Ad taker:** tc

**Salesperson:**

**Sort Line:** WEST MEMPHIS HIGH SCHOOL PUBLI

**Classification:** 011

Description	Start	Stop	Ins.	Cost/Day	Total
01 Evening Times	09/27/2013	10/16/2013	4	7.40	29.60



**RECEIVED**  
10-18-13

**RECEIVED**



**Total:** 29.60  
**Tax:** 0.00  
**Net:** 29.60  
**Prepaid:** 0.00

**Total Due** 29.60



STATE OF ARKANSAS  
COUNTY OF CRITTENDEN

I, Alexander P. Coulter, do solemnly swear that I am publisher of the Times, a daily newspaper, published in the county and state aforesaid that I was so related to this publication at and during the publication of their annexed legal advertisement in the case of

Warning Order No. \_\_\_\_\_

Probate Notice No. \_\_\_\_\_

Commissioner's Sale No. \_\_\_\_\_

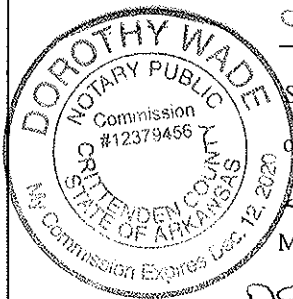
County Court Notice re. \_\_\_\_\_

WEST MEMPHIS  
HIGH SCHOOL  
PUBLIC MEETING  
For discussion of a proposed  
Conversion Charter School Ap-  
plication, Thursday, October  
17th, WMHS Performing  
Arts Center 6:30 pm. 27,29,16

pending in the (Circuit-Chancery-County) Court in said county; that the dates of the several publications of said advertisements are hereinafter stated, and that during said periods and said dates said newspaper was printed and published in said county and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular issues of said newspaper for 4 consecutive times; publication thereof was made on the following dates:

- |                    |           |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|
| 1. <u>9/27/13</u>  | 6. _____  | 11. _____ | 16. _____ | 21. _____ |
| 2. <u>10/2/13</u>  | 7. _____  | 12. _____ | 17. _____ | 22. _____ |
| 3. <u>10/9/13</u>  | 8. _____  | 13. _____ | 18. _____ | 23. _____ |
| 4. <u>10/16/13</u> | 9. _____  | 14. _____ | 19. _____ | 24. _____ |
| 5. _____           | 10. _____ | 15. _____ | 20. _____ | 25. _____ |

Alexander P. Coulter, Publisher



Subscribed and sworn to before me this 16<sup>th</sup> day

of October, 2013

by Dorothy Wade Notary Public

My Commission Expires 12-12-2020

Fee for Printing \$ 29.00

Possible Embedment Course Equivalencies for Academies of West Memphis

West Memphis Graduation Requirement	HS Credit Requirement
Math Electives	2
Geometry	1
Science Elective	1
Social Studies Elective	0.5
Physical Education	0.5
Health	0.5

MSCC Course	Credit Hours
MATH-1104 Applied Technical Math	4
BUSN-1303 Business Mathematics	3
HMGY-2023 Food and Beverage Cost Controls	3
TECH-1003 Intro to Blueprint Reading	3
PHAR-1023 Pharmaceutical Mathematics	3
TECH-1013 Shop Essentials	3
PSCI-1003 Applied Physics	3
ENER-2043 Bioprocess Practices	3
TECH-2033 Basic Electricity & Electronics	3
PILT-1012 Aviation History	2
ECON-2213 Macroeconomics	3
ECON-2223 Microeconomics	3
HIST-2153 Arkansas History	3
HPED-1702 Concepts of Physical Activity	2
HPED-1801 Fitness	1
HPED-1113 Helath & Safety	3
HMGY-1513 Nutrition and Menu Planning	3

## C5 Charter Model

### Appendices

#### ACADEMIES:

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Teacher Education Academy – Recruiting a workforce to West Memphis and to the Delta has become increasingly challenging due to a variety of economic and demographic factors. Students in this academy will focus on preparing for a post-secondary education or profession in the field of education. This academy will offer course work in planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services. Students will have the opportunity to obtain a paraprofessional certification as well as continue post-secondary work in the MSCC University Center and potentially receive a four year degree without ever leaving West Memphis. Our “catch phrase” to recruit high quality students into highly qualified teachers is “Start here. Go Anywhere. Stay Home.”

Potential Careers & Earnings:

Paraprofessional / \$12,500

Administrative Asst. / \$20,000

Teacher / \$40,000+

Administrator / \$60,000+

Advanced Manufacturing Academy – This pathway will prepare students for an exciting career that may include designing and planning processes and supervising production. They will have the opportunity to learn high demand skills in industrial and business processes, technology management, and manufacturing procedures. This dynamic field includes a variety of opportunities in using, testing, and managing systems and robotics. Students will have the chance to develop high tech, high demand skills in computer-aided drafting (CAD) and manufacturing (CAM), and computer-integrated manufacturing (CIM). Students will also learn problem solving management skills.

The Advanced Manufacturing Academy will also offer courses in Welding Technology. Based on skill standards established by the American Welding Society, the Welding Tech pathway provides theory and practical skills application in welding and cutting. Students will have the opportunity to develop skills in arc welding, plasma and air carbon arc cutting and oxyacetylene, TIG,MIG, and gas metal and flux-core arc welding. In the process, students will also learn welding inspection testing principles and fabrication techniques. Small, medium, and large facilities throughout the Mid South are in need of entry level welders, and this pathway will give students the training to find a quality job.

Potential Careers & Earnings:

Quality Assurance Tech / \$30,000

Safety Technicians / \$25,700

Machine Repairer / \$39,000

Maintenance Technician / \$43,200

Machine Operator / \$42,900

Chemical Plant Operator / \$47,300

Welding Machine Operator / \$40,000

Welder / Cutter / \$65,000

Combination Welder / \$65,000

FedEx Airframe & Power Plant Academy – The FedEx Airframe & Power Plant Academy will teach students all they need to know for the airframe and power plant (A&P) licensure exam, opening the door to a rewarding and dynamic career in the aviation industry and jobs maintaining a broad spectrum of aircraft from small aircraft to large scale commercial jets. The aviation maintenance technology curriculum starts with general entry level subjects such as aircraft familiarization, math, physics, and basic electricity as applicable to aircraft before moving on to airframe and power plant subjects such as hydraulics, landing gear, flight controls, and the teardown, inspection, buildup and testing of reciprocating and turbine engines.

Potential Annual Salary for Aviation Maintenance Careers:

\$30,000 - \$100,000+

Digital Media Academy The Digital Media Academy will focus on designing, producing, exhibiting, performing, writing, and publishing multimedia content including video and film production certificates. This academy will prepare students for entry level positions in fields such as film, graphic design, web design and advertising as well as the recording industry, radio, and internet-based films. Students pursuing a AAS degree from our partner MSCC in Digital Media Production provides a comprehensive introduction to the field while helping students develop a skill set that prepares them for employment. This academy will teach: advanced cinematography and lighting techniques for film and video, the entire film production process from pre-production through post-production, beginning and advanced graphic design techniques using industry standard software, the process of creating and maintaining dynamic web content specific to the needs of the industry professionals, standard operation of a digital radio station while receiving hands on experience with MSCC's own KWEM radio station.

Potential Careers & Earnings:

Editors and Camera Operators / \$45,490

Graphic Designers / \$43,500

Desktop Publishers / \$36,610

Web Developers / \$44,880

Information Technology –Certificate programs will be available in this track as well as exposure to degrees if a desire to go further exists. This will be a cooperative effort between shared staff at WMHS and MSCC to offer Networking Design and Administration options for students pursuing networking skills and knowledge needed for today's multiplatform networking environment, while the Certified Internet Web

Professional option includes website design, e-learning tutorial design, principles of ecommerce, and more. This academy will provide students with a core of general education courses, as well as courses which prepare them for certifications in Cisco Networking or Certified Internet Web Professional (CIW) technology. MSCC is a Certificate Partners training institution and a Regional Cisco Networking Academy where students can prepare for certification in Cisco Networking.

Potential Careers & Earnings:

Website Designer / \$25,000 - \$28,000

E-learning Design Specialist / \$32,000

Cisco CCNP / \$40,000 - \$50,000

Cisco CCNA / \$60,000 - \$70,000

Southland Gaming & Racing Hospitality Management Academy- Hospitality continues to be one of the world's most dynamic and growing industries. In the U.S. hospitality-related jobs employ 8.6 percent of the overall workforce (Bureau of Labor statistics, May 2013), and 29,000 jobs being added each month. According to the World Trade Organization, industry growth is expected to triple by 2020. If that growth is realized, the hospitality profession would become one of the largest employers around the globe. This academy will prepare students to work in supervisory positions upon completion of the seamless degree. Since local growth in the hospitality industry is projected to continue, individuals with this degree and relevant work experience will have opportunity for rewarding careers. The Jeremy Jacobs Hospitality Management degree program would be a seamless transition for students in this academy. The skills and knowledge needed for industry employment in the first two years of this academy curriculum can lead to a four year degree in hospitality management or related fields for those who want to transfer. This program includes a 320 hour internship which exposes students to the different facets of the industry such as tourism, hotels, events, conventions and resorts.

Possible Careers & Earnings:

Front Desk Associate / \$21,000

Sous Chef / \$36,000

Sales Manager / \$46,100

Director of Catering / \$65,400

Allied Health Academy- This academy will cover a broad array of services in the health profession field. Crittenden Regional Hospital, West Memphis Fire Department and local privatized EMT services have all committed to assist in job shadowing and field experiences for students in this academy. The EMT program will focus on basic life support skills such as airway maintenance and ventilator support, cardiopulmonary resuscitation, fracture immobilization, patient assessment and use of emergency medical services equipment. Upon successful completion of the semester long program, students will receive a Certificate of Proficiency and will sit for the EMT National Registry Exam.

The Bureau of Labor Statistics projects that more than 4.7 million new health care jobs will be created by 2014, and the increasing demand for health care services is expected to continue for 50 years. The

Medical Assistant program will introduce students to the overall operations of a physician's office and train students to assist in the examination room, to perform routine laboratory procedures, and to handle financial records, correspondence, insurance forms and other administrative functions. Upon completion of this program, students will be qualified to work in doctor's offices, clinics, public and private hospitals, and inpatient and outpatient facilities. Upon successful completion of this program, students will earn an associate of applied science degree and are prepared to sit for the CMA exam.

Nursing assistants, under the supervision of a Registered Nurse or Licensed Practical Nurse, work closely with patients and provide assistance with daily living tasks, such as dressing, bathing and feeding. Job opportunities include nursing homes, hospitals, hospice programs, rehabilitation centers and home care agencies. The certificate of proficiency in Nursing Assistant provides students with academic and clinical education in nursing related services for long term residents.

This program focuses on classroom and lab training including communication skills, infection prevention and control, safety/emergency procedures/ residents' rights, personal care, basic nursing skills, and basic restorative services. The final weeks allow the students to practice their classroom experience and lab skills under instructor supervision in long term care facilities. Upon successful completion of this semester program, students will receive a certificate of proficiency and will sit for the State of Arkansas CNA exam.

The Pharmacy Technology program is designed in accordance with the standards of the American Society of Health-System Pharmacists and prepares students for the opportunity to earn a technical certificate in three semesters and learn the skills and knowledge needed to pass the Pharmacy Technician Certification exam. Pharmacy technicians work under the direct supervision of a licensed pharmacist and perform many important tasks. Pharmacy techs work in a wide variety of practice settings, including community pharmacies, hospitals, the military, in-home health care settings, long term care facilities, mail service pharmacies, managed health care organizations, and educational programs.

Potential Annual Salary:

Emergency Medical Technicians / \$21,873 - \$37,877

Certified Medical Assistant / \$26,715 - \$33,076

Nursing Assistant / \$20,566 - \$30,867

Pharmacy Technicians / \$23,766 - \$27,000

## **SCALE TECHNOLOGY**

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To enrich and extend the students' academy experience, students will be able to explore Massive Open Online Courses (MOOCs). It is the goal of the Academies of WM to scale technology access so that every student can benefit from a high quality, personalized learning experience. We intend for these developmental on-line courses to help reduce the number of students needing remedial courses in college. Support for e-textbooks is growing and we want to explore their potential for a more enriched learning experience, including embedded video clips, personalized quizzes, and updated data. Career and technical education today demands more blended and on-line services for learning options and we fully intend to take advantage of the digital learning access that best meets our students' needs, abilities, and circumstances.

## **RE-ENGAGE DISCONNECTED LEARNERS**

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Non-traditional students demand more customized pathways to diploma, degree, or credential completion and a focus away from credit hours to the ability to demonstrate and apply knowledge. Research from the Social Science Research Council states that the lack of connection to a viable career option can leave scars that last a lifetime, affecting everything from earnings and financial independence to physical and mental health and even marital problems. The Academies of WM will utilize compressed specific pathways to balance the social support services and coordination with other agencies such as mental & behavioral health agencies and juvenile services. The Academies of WM will serve as the anchor of school or work at this stage of life for disconnected youth.

## **PROJECT BASED LEARNING**

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

We feel like the conversion charter status coupled with the academy approach better prepares our students for more options with a rigorous and relevant blend of academic core and high-skill projects that will lead to more advanced training, more college access & exposure and ultimately more options for jobs.

Career Pathways for New Programs.txt

CAREER PATHWAYS FOR NEW PROGRAMS

Aviation Technology

Aviation Mechanics (this is the ADCE name) will align with the Certificate of Proficiency (CP) in General Aviation Maintenance Technology. The complete pathway is as follows:

Certificate of Proficiency (CP) in General Aviation Maintenance Technology, 17 credit hours  
Technical Certificate (TC) in Aviation Airframe Maintenance Technology, 32 credit hours  
Technical Certificate (TC) in Aviation Powerplant Maintenance Technology, 31 credit hours  
Associate of Applied Science (AAS) Degree in Aviation Maintenance Technology, 101 credit hours

The capstone component of the career pathway is the bachelor's degree, which has been implemented through articulation with the Bachelor of Science in Aerospace, Embry-Riddle Aeronautical University.

High school students who successfully complete the MSCC Technical Center Aviation Mechanics I and II courses will receive concurrent credit applicable toward the CP in General Aviation Maintenance Technology, both TCs, and the AAS degree.

Food Service Management

High school students who successfully complete MSCC Technical Center Food Service Management courses will receive concurrent credit applicable toward the CP and TC in Food Service Management and the AAS and AS Degrees in Hospitality Management.

Certificate of Proficiency (CP) in Food Service Management, 12 credit hours  
Certificate of Proficiency (CP) in Hospitality Management, 18 credit hours  
Technical Certificate (TC) in Food Service Management, 32/33 credit hours  
Associate of Applied Science (AAS) Degree in Hospitality Management, 60/61 credit hours  
Associate of Science (AS) Degree in Hospitality Management, 61 credit hours

The capstone component of the career pathway is the Bachelor of Arts degree with a major in Hospitality and Resort Management that articulates MSCC's Associate of Science degree with the Kemmons Wilson School of Hospitality and Resort Management of The University of Memphis. MSCC is the first community college to have a 2+2 seamless transfer into the Kemmons Wilson School of Hospitality and Resort Management that meets SACS accreditation standards. SACS is the Southern Association of Colleges and Schools.

A/V Tech and Film

High school students who successfully complete MSCC Technical Center A/V Tech & Film courses will receive concurrent credit applicable toward the CP in Film and Video Production and the Associate of Applied Science Degree in Digital Media.



Career Pathways for New Programs.txt

Certificate of Proficiency (CP) in Film and Video Production, 12 credit hours

Associate of Applied Science (AAS) Degree in Digital Media, 60 credit hours

MSCC has initiated discussion with The University of Memphis regarding the articulation of a bachelor's degree with the UM Department of Communications, which would be the capstone of the career pathway.

app C11 - Staff Responsibilities

- Administration (Building Principal and Assistant Principals) Responsibilities:
  - >> Act as chief executive operating officer of the school and carry out the school and district missions.
  - >> Select and hire/terminate faculty and staff
  - >> Carry out the annual performance based appraisal by which each staff member will be held accountable.
  - >> Monitor the status of resources in order to fulfill the school and the district's missions.
  - >> Prepare an annual budget to be presented to the West Memphis School District Board of Education.
  - >> Ensure building maintenance and safety
  - >> Oversee the implementation of the curriculum
  - >> Monitor student academic achievement regularly in conjunction with the district level literacy and math specialists.
  - >> Qualifications: The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced degree in the field of education.
  
- Teacher responsibilities:
  - >> Conduct classroom instruction
  - >> Monitor student learning
  - >> Work collaboratively with colleagues to plan and teach courses
  - >> Maintain an atmosphere conducive to learning
  - >> Reach as many different levels and kinds of learners as possible
  - >> Attend workshops and training for professional development as required by the ADE and the local district.
  - >> Continue to teach, assess and modify for each student
  - >> Meet regularly with the departmental Professional Learning Community to plan common formative assessments and to assess student learning both vertically and horizontally.
  - >> Qualifications: All teachers, with the exception of the instructors teaching career preparedness courses, must be highly qualified as according to NCLB, ESEA and they must hold a valid Arkansas Teaching License.
  
- Counselor responsibilities:
  - >> Assist students in course and pathway selection for accurate, successful completion of graduation requirements.
  - >> Aid students in understanding, selecting, and moving forward with a college or career readiness plan.
  - >> Disseminating and clarifying graduation requirements
  - >> Qualifications: The counselor's qualifications will be a Master's degree, a current Arkansas teaching license with an endorsement for counseling and experience within the field of education.
  
- Board of Education and staffing plan
  - >> The West Memphis School District Board of Education, who is responsible for overseeing all functions of the school district, is therefore responsible for the staffing and salary schedule. (See Appendix)  
As we incorporate the Academies of West Memphis and expand our course offerings and pathways to meet our local economic needs, we will be cooperating with our high education partner, Mid South Community College, for teaching assignments and needs. Mid South Community College meets all the qualifications set forth by the Arkansas Department of Higher Education for staffing the career and technical education pathways in our

app C11 - Staff Responsibilities.txt

Academies. We will be evolving job descriptions as we expand and progress the Academies over the course of the conversion charter to better meet the local economic needs of our business and industry partners.

This is a copy of our current 2013-2014 school calendar. We anticipate a calendar very similar to this for the 2014-2015 school year. The West Memphis School District Board of Education adopts the school calendar for the upcoming school year in March. Please accept this as a tentative plan and we amend as soon as our school board adopts the 2014-2015 school calendar.

Board Approved 3/18/2013  
**WEST MEMPHIS SCHOOL DISTRICT**  
**SCHOOL CALENDAR**  
**2013-2014**

03/07/2013

August 12,13,14,15,16	Staff Development
August 19	First Day of School
September 2	Labor Day
October 18	End First Quarter 44 Days
*October 28	Parent/Teacher Conference
October 31 & November 1	Staff Development
November 27, 28 & 29	Thanksgiving Holiday
December 20	End First Semester End 2 <sup>nd</sup> Quarter 40 Days
December 23 –January 3	Christmas Break
January 6	Staff Development
January 7	Classes Resume
January 20	Martin Luther King Holiday
February 17	President’s Day Holiday
March 14	End 3 <sup>rd</sup> Quarter 47 days
March 20	Parent/Teacher Conferences
March 21	Staff Development
March 24-March 28	Spring Break
April 18	Good Friday
May 26	Memorial Day Holiday
May 30-Last Day for Students/Staff Development Double Day or teachers come back on May 31	End Fourth Quarter 47- Days End Second Semester Staff Development
<b>Total teaching Days</b>	<b>178</b>
<b>Total Staff Development Days</b>	<b>10</b>
<b>Total Parent/Teacher Conference Days</b>	<b>2</b>

*This calendar is subject to any changes made by the ADE not foreseen at this date: 02/13/2013*

\*October 28 and April 13 will count as both a full day of school and a parent/teacher conference day.

\*First Day of school for student Attendance-on or after the Monday of the week in which August 19<sup>th</sup> falls. Not earlier than August 14<sup>th</sup> and not later than August 26<sup>th</sup>. (AR Code § 610-106)

\*Spring Break – must begin on Monday of the 38<sup>th</sup> week of the school year beginning July 1<sup>st</sup>. (AR Code § 610-106d)

There have been no days included in this calendar for inclement weather. Any days missed will be added at the end of the school year. If the days are needed we will use the Presidents Day and Good Friday Holidays as make-up days.

A quarter may not exceed 50 days nor be less than 40 days in length. (Directive 93-7 ADE)

## West Memphis High School Bell Schedule

8:09	Warning bell / Students enter the building
8:15 – 9:05	First Period
9:10 – 10:00	Second Period
10:05 – 11:00	Third Period
11:05 – 12:00	Fourth Period (for B lunch students)
11:00-11:40	A Lunch
11:45-12:40	Fourth Period (for A lunch students)
12:00-12:40	B Lunch
12:45 – 1:35	Fifth Period
1:40 – 2:30	Sixth Period
2:35 – 3:25	Seventh Period
3:30 -	Building cleared except for tutoring and extra-curricular activities

WEST MEMPHIS SCHOOL DISTRICT  
2013-2014  
TEACHER SALARY SCHEDULE  
APPROVED BY THE BOARD ON NOVEMBER 20, 2012

Years of Exp.	Bachelor's DEGREE	Master's DEGREE	Specialist DEGREE	Doctoral DEGREE
0	\$ 41,500.00	\$ 43,775.00	\$ 44,575.00	\$ 45,375.00
1	\$ 41,950.00	\$ 44,225.00	\$ 45,025.00	\$ 45,825.00
2	\$ 42,400.00	\$ 44,675.00	\$ 45,475.00	\$ 46,275.00
3	\$ 42,850.00	\$ 45,125.00	\$ 45,925.00	\$ 46,725.00
4	\$ 43,300.00	\$ 45,575.00	\$ 46,375.00	\$ 47,175.00
5	\$ 43,750.00	\$ 46,025.00	\$ 46,825.00	\$ 47,625.00
6	\$ 44,200.00	\$ 46,475.00	\$ 47,275.00	\$ 48,075.00
7	\$ 44,650.00	\$ 46,925.00	\$ 47,725.00	\$ 48,525.00
8	\$ 45,100.00	\$ 47,375.00	\$ 48,175.00	\$ 48,975.00
9	\$ 45,550.00	\$ 47,825.00	\$ 48,625.00	\$ 49,425.00
10	\$ 46,000.00	\$ 48,275.00	\$ 49,075.00	\$ 49,875.00
11	\$ 46,450.00	\$ 48,725.00	\$ 49,525.00	\$ 50,325.00
12	\$ 46,900.00	\$ 49,175.00	\$ 49,975.00	\$ 50,775.00
13	\$ 47,350.00	\$ 49,625.00	\$ 50,425.00	\$ 51,225.00
14	\$ 47,800.00	\$ 50,075.00	\$ 50,875.00	\$ 51,675.00
15	\$ 48,250.00	\$ 50,525.00	\$ 51,325.00	\$ 52,125.00
16	\$ 48,700.00	\$ 50,975.00	\$ 51,775.00	\$ 52,575.00
17	\$ 49,150.00	\$ 51,425.00	\$ 52,225.00	\$ 53,025.00
18	\$ 49,600.00	\$ 51,875.00	\$ 52,675.00	\$ 53,475.00
19	\$ 50,050.00	\$ 52,325.00	\$ 53,125.00	\$ 53,925.00
20	\$ 50,500.00	\$ 52,775.00	\$ 53,575.00	\$ 54,375.00
21	\$ 50,950.00	\$ 53,225.00	\$ 54,025.00	\$ 54,825.00
22	\$ 51,400.00	\$ 53,675.00	\$ 54,475.00	\$ 55,275.00
23	\$ 51,850.00	\$ 54,125.00	\$ 54,925.00	\$ 55,725.00
24	\$ 52,300.00	\$ 54,575.00	\$ 55,375.00	\$ 56,175.00
25	\$ 52,750.00	\$ 55,025.00	\$ 55,825.00	\$ 56,625.00
26	\$ 53,200.00	\$ 55,475.00	\$ 56,275.00	\$ 57,075.00
27	\$ 53,650.00	\$ 55,925.00	\$ 56,725.00	\$ 57,525.00
28	\$ 54,100.00	\$ 56,375.00	\$ 57,175.00	\$ 57,975.00

\*Based on 190 days

## **Data for Conversion Charter School Grant West Memphis High School**

For the last three years, economically disadvantaged students scored significantly lower on the End of Course Geometry Exam than other students. In 2010-2011, 63% of the economically disadvantaged students were proficient. There were only three non-economically disadvantaged students who took the exam that year. One student scored Below Basic, one student scored Proficient, and one student scored Advanced. In 2011-2012, 67% of the economically disadvantaged students were proficient. There were three non-economically disadvantaged students who took the exam that year, and all three were Below Basic. In 2012-2103, 59% of the economically disadvantaged students were proficient while 79% of the non-economically disadvantaged students were proficient on the exam. There was a 20% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 63% proficient or advanced.

For the last three years, economically disadvantaged students scored significantly lower on the 11<sup>th</sup> Grade Literacy Exam than other students. In 2010-2011, 47% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2011-2012, 40% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2012-2103, 48% of the economically disadvantaged students were proficient while 69% of the non-economically disadvantaged students were proficient on the exam. There was a 21% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 45% proficient or advanced.

Although many of the students at West Memphis High School continue to perform well and make substantial academic gains, academic gaps continue to exist among our student population. In the spring of 2013, the All Students group taking the 11<sup>th</sup> Grade Literacy Exam scored 53.59% proficient or advanced. This fell short of the 2013 AMO by 2.14%. The TAGG student group scored 47.91%, missing the 2013 AMO by 7.82%. In mathematics, the All Students group scored 64.44% proficient or advanced on the 2013 End of Course Exam. This fell short of the 2013 AMO by 5.09%. The TAGG student group scored 58.13%. This fell short of the 2013 AMO by 11.40%. The All Students group and the TAGG group failed to meet the Graduation AMO for 2012. The All Students group graduated 74.48% of the students, which is 1.45% below the AMO of 75.93%. The TAGG group graduated 75.24% of the students, which is 1.22% below the AMO of 76.46%.



West Memphis High School's Reading and Reading Comprehension scores will increase to meet or exceed the following AMOs according to the 11<sup>th</sup> Grade Literacy Exam data.

- a. 2014: All Students and TAGG Students, 60.16% Proficient
- b. 2015: All Students and TAGG Students, 64.59% Proficient
- c. 2016: All Students and TAGG Students, 69.01% Proficient
- d. 2017: All Students and TAGG Students, 73.44% Proficient

West Memphis High School's Math and Math Comprehension scores will increase to meet or exceed the following AMOs according to the End of Course Geometry Exam data:

- a. 2014: All Students and TAGG Students, 72.58% Proficient
- b. 2015: All Students and TAGG Students, 75.63% Proficient
- c. 2016: All Students and TAGG Students, 78.67% Proficient
- d. 2017: All Students and TAGG Students, 81.72% Proficient

West Memphis High School's Graduation Rate will increase to meet or exceed the following AMOs for Graduation Rate:

- a. 2014: All Students, 78.33% Graduation Rate; TAGG Students, 78.81% Graduation Rate
- b. 2015: All Students, 80.74% Graduation Rate; TAGG Students, 81.17% Graduation Rate
- c. 2016: All Students, 83.15% Graduation Rate; TAGG Students, 83.52% Graduation Rate
- d. 2017: All Students, 85.56% Graduation Rate; TAGG Students, 85.88% Graduation Rate



# City of West Memphis

William H. Johnson

Mayor

Arkansas Department of Education:

As the Mayor of West Memphis, I wholeheartedly support the Academies of West Memphis, which encourages underachieving students to stay in school and, of equal or greater importance, prepares high school graduates to enter college or the workforce.

The West Memphis School District consists of eight elementary schools, three junior high schools, and one high school located in high poverty areas in the Delta Region. West Memphis has a population of approximately 28,000 people with the racial make-up of 63.5% Black/African American, 34.4% White/Caucasian, 0.2% Native American, 0.4% Asian, and 1.6% Hispanic. The average income in West Memphis is below the national average, and the city is listed in the Top 101 cities with the most people below 50% of the poverty level. Statistics show that 29.5% of the families in West Memphis are below poverty level and 31.1% of individuals are listed below poverty level. In the population category of 25 years and over, 23.1% of the males and 50.2% of females, with less than a high school diploma, are at poverty level as opposed to 12.6% of males and 21.9% of females, with a high school diploma, are at poverty level. These unsettling figures demonstrate the high risk of our current students facing the same local statistics if they are not provided with educational opportunities to overcome limitations and barriers resulting in dropping out of school or failing to qualify for college admissions.

West Memphis High School contains a majority of low-income, minority, single-parent children who are at high risk for dropping out of school. The Academies of West Memphis will provide an Alternate Learning Environment for high risk students that promote success in school and advancement to post-secondary education and/or the workforce through individualized academic pathways. Research shows that income and career choices increase with students' increased level of education. Thus, a high school and college education will allow these students to set their goals for a productive life with rewarding career opportunities.

These personal statistics of my hometown is one of the main reasons I am 100% behind the Conversion Charter at West Memphis High School. I see the Academies of West Memphis as a plan that changes not just individual student's lives or a high school's mission statement. No, I see this Conversion Charter as an action plan that has the power to change an entire community.

William H. Johnson  
Mayor of West Memphis, Arkansas

KEITH M. INGRAM  
MINORITY LEADER

SENATOR  
24TH DISTRICT  
OFFICE: 870-735-9580  
kmingram@aol.com

POST OFFICE BOX 1028  
WEST MEMPHIS, ARKANSAS 72303-1028



**THE SENATE  
STATE OF ARKANSAS**

VICE-CHAIR:  
INSURANCE & COMMERCE

MEMBER  
LEGISLATIVE COUNCIL  
JOINT PERFORMANCE REVIEW  
JOINT AUDIT  
JUDICIARY  
EFFICIENCY  
LEGISLATIVE FACILITIES

October 28, 2013

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

Dear Sir or Madam:

It is my pleasure to give my support to the West Memphis School District in their efforts to establish the Academies of West Memphis Conversion Charter School.

The Academies will offer students, grades 9 through 12, a specialized learning environment of personal interest to them which will lead to more graduates that are better prepared for college and other career opportunities. The local business community will be encouraged to partner with the college to provide internships and job-shadowing, engaging the student in practical work experience and further preparing the student for the workforce. An educated workforce is essential to further economic development.

I wholeheartedly support the Academies of West Memphis Conversion Charter School. It is my belief that we will see greater student achievement and more confident, workforce-ready individuals prepared to provide for themselves and their families.

Sincerely,

A handwritten signature in blue ink that reads "Keith M. Ingram".

Keith M. Ingram  
Minority Leader  
District 24

KMI/db



STATE OF ARKANSAS

# House of Representatives

REPRESENTATIVE

Deborah Ferguson  
200 South Rhodes Street, Suite B  
West Memphis, Arkansas 72301-4212

870-735-7098 Legislative Office  
deborah.ferguson@arkansashouse.org

DISTRICT 51

Counties:  
Part Crittenden

COMMITTEES:

Public Health, Welfare and Labor  
Vice Chairperson,  
Labor and Environment Subcommittee

Aging, Children and Youth, Legislative  
and Military Affairs  
Children and Youth Subcommittee

Rules

October 24, 2013

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

Dear Sir/Madam:

I am pleased to provide this letter of support for the establishment of the Academies of West Memphis Conversion Charter School.

As you are aware, a petition to establish and operate the Academies of West Memphis Conversion Charter School in the West Memphis School District has been submitted. I believe this form of public school will provide increased opportunities for learning and will encourage more parent and community involvement in public schools. The Academies of West Memphis Conversion Charter School will serve students in grades 9-12 and will better prepare these students for college and other career opportunities.

I support the conversion approach and I believe it will provide the West Memphis School District help in improving student achievement, and will help in improving the economy in the Delta.

Sincerely,

A handwritten signature in cursive script that reads "Deborah Ferguson".

Deborah Ferguson  
State Representative  
District 51



October 28, 2013

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

Dear Madam/Sir:

We are pleased to offer the support of Mid-South Community College to the West Memphis School District and the Academies of West Memphis conversion model.

We have worked closely with area public schools for the last twelve years. Correspondingly, this partnership will allow for an expansion of our Career and Technical education offerings, which will give students additional pathways for future academic and professional success. We look forward to this exciting endeavor and welcome the benefits it will provide our schools, region and most importantly, our students.

If we can be of further assistance to you, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Glen Fenter", written over the word "Sincerely,".

Dr. Glen Fenter  
President

GFF:dw

Dr. Glen F. Fenter, President



Chamber of Commerce  
W E S T M E M P H I S

October 28, 2013

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

Dear Sir / Madam:

The West Memphis Chamber of Commerce is in full support of the Academies of West Memphis Conversion Charter effort of West Memphis High School. The Chamber and the West Memphis School District have a long tradition of working together to create a community in which education is the foundation for a growing economy and increased economic opportunities for its citizens, thus producing a better prepared workforce.

As a Delta community we will benefit tremendously from this concept. The needs of our local economy stand to grow as more graduates move through these pathways and gain more technical and career skills than the traditional model has afforded them. This is a win-win scenario for everyone involved.

I welcome the support of this concept. Please feel free to contact me if I can be of further assistance in this process.

Sincerely,

Holmes Hammett  
Executive Director

October 24, 2013

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

Dear Sir / Madam:

The Economic Development Office for the city of West Memphis is pleased to endorse the Academies of West Memphis Conversion Charter application. We believe the implementation of the conversion charter school at West Memphis High School will serve to strengthen the local economic needs of our community.

As the city of West Memphis continues to prosper, we realize that educating and preparing our graduates for a career or technical skill will serve us well. Economic Development has an established, strong relationship with the West Memphis School District. We envision this relationship growing as West Memphis High School implements this program. I am pleased to firmly support this application for a West Memphis School District Conversion Charter School.

Sincerely,



Ward Wimbish

Director Economic Development

City of West Memphis

**Public Charter School Application  
Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2014-2015</b>	<b>Salary 2014-2015</b>	<b>2015-2016</b>	<b>Salary 2015-2016</b>
<i>Line#</i>	<b>List Positions</b>	<b>No. FTEs</b>		<b>No. FTEs</b>	
1	Director of Academies	1	\$25,000.00	1	\$25,500.00
2					
3					
4					
5					
6					
7	<b>Subtotal:</b>		\$25,000.00		\$25,500.00
8	Fringe Benefits (rate used <u>27%</u> )		\$6,750.00		\$6,885.00
9	<b>Total Administration:</b>		\$31,750.00		\$32,385.00

<b>Regular Classroom Instruction:</b>		<b>2014-2015</b>		<b>2015-2016</b>
		<b>No. FTEs</b>		<b>No. FTEs</b>
10	Teachers			
11	Aides			
12	<b>Subtotal:</b>			
13	Teacher Fringe Benefits (rate used <u>      </u> )			
14	Aide Fringe Benefits (rate used <u>      </u> )			
15	<b>Total Regular Classroom Instruction:</b>			

<b>Special Education:</b>		<b>2014-2015</b>		<b>2015-2016</b>
		<b>No. FTEs</b>		<b>No. FTEs</b>
16	Teachers			
17	Aides			
18	<b>Subtotal:</b>			
19	Teacher Fringe Benefits (rate used <u>      </u> )			
20	Aide Fringe Benefits (rate used <u>      </u> )			
21	<b>Total Special Education:</b>			

<b>Gifted and Talented Program:</b>		<b>2014-2015</b>		<b>2015-2016</b>
		<b>No. FTEs</b>		<b>No. FTEs</b>
22	Teachers			
23	Aides			
24	<b>Subtotal:</b>			
25	Teacher Fringe Benefits (rate used <u>      </u> )			
26	Aide Fringe Benefits (rate used <u>      </u> )			
27	<b>Total Gifted and Talented Program:</b>			



**Alternative Education Program/  
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 <b>Subtotal:</b>		
40 Fringe Benefits (rate used _____)		
41 <b>Total English Language Learner Program:</b>		

**Guidance Services:**

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 College/Career Coach	1	1
43 School Resource Officer	1	1
44 _____		
45 _____		
46 _____		
47 <b>Subtotal:</b>		
48 Fringe Benefits (rate used 27%)		
49 <b>Total Guidance Services:</b>		

**Health Services:**

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 <b>Subtotal:</b>		
56 Fringe Benefits (rate used _____)		
57 <b>Total Health Services:</b>		

**Media Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59 _____		
60 _____		
61 _____		
62 _____		
63 <b>Subtotal:</b>		
64 Fringe Benefits (rate used _____)		
65 <b>Total Media Services:</b>		

**Fiscal Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67 _____		
68 _____		
69 _____		
70 _____		
71 <b>Subtotal:</b>		
72 Fringe Benefits (rate used _____)		
73 <b>Total Fiscal Services:</b>		

**Maintenance and Operation:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 I.T. Support Technician	1	1
75 _____		
76 _____		
77 _____		
78 _____		
79 <b>Subtotal:</b>	\$27,000.00	\$28,000.00
80 Fringe Benefits (rate used 27% )	\$7,290.00	\$7,560.00
81 <b>Total Maintenance and Operation:</b>	\$34,290.00	\$35,560.00

**Pupil Transportation:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 Bus Driver	1	1
83 _____		
84 _____		
85 _____		
86 _____		
87 <b>Subtotal:</b>	\$5,000.00	\$5,100.00
88 Fringe Benefits (rate used 27% )	\$1,350.00	\$1,377.00
89 <b>Total Pupil Transportation:</b>	\$6,350.00	\$6,477.00

**Food Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions		
91		
92		
93		
94		
95 <b>Subtotal:</b>		
96 Fringe Benefits (rate used _____)		
97 <b>Total Food Services:</b>		

**Data Processing:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions		
99		
100		
101		
102		
103 <b>Subtotal:</b>		
104 Fringe Benefits (rate used _____)		
105 <b>Total Data Processing:</b>		

**Substitute Personnel:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of <b>Certified</b> Substitutes _____		
107 Number of <b>Classified</b> Substitutes _____		
108 <b>Subtotal:</b>		
109 Certified Fringe Benefits (rate used _____)		
110 Classified Fringe Benefits (rate used _____)		
111 <b>Total Substitute Personnel:</b>		

112 <b>TOTAL EXPENDITURES FOR SALARIES:</b>	<b>\$135,890.00</b>	<b>\$139,192.00</b>
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>State Public Charter School Aid:</b>			
<b>2014-2015</b>			
1	No. of Students <u>1900</u> x <u>\$6,521.00</u> State Foundation Funding	<u>12,389,900</u>	
2	No. of Students <u>1900</u> x <u>\$44.00</u> Professional Development	<u>\$83,600.00</u>	
3	No. of Students <u>1900</u> x _____ eligible rate* NSL Funding	<u>\$0.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
<b>2015-2016</b>			
6	No. of Students <u>1900</u> x <u>\$6,521.00</u> State Foundation Funding		<u>12,389,900</u>
7	No. of Students <u>1900</u> x <u>\$44.00</u> Professional Development		<u>\$83,600.00</u>
8	No. of Students <u>1900</u> x _____ eligible rate* NSL Funding		<u>\$0.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>12,473,500</u></u>	<u><u>12,473,500</u></u>
 <b>Other Sources of Revenues:</b>			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other ( <i>Specifically Describe</i> )		
16			
16	<b>Total Other Sources of Revenues:</b>		
17	<b>TOTAL REVENUES:</b>	<u><u>12,473,500</u></u>	<u><u>12,473,500</u></u>

**EXPENDITURES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>Administration:</b>			
18	Salaries and Benefits	<u>\$31,750.00</u>	<u>\$32,385.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Responsive Ed. Consulting</u>	<u>\$60,000.00</u>	<u>\$60,000.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials		
25	Equipment		
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$91,750.00</u></u>	<u><u>\$92,385.00</u></u>

**Regular Classroom Instruction:**

2014-2015 Amount:

2015-2016 Amount:

32	Salaries and Benefits		
	Purchased Services - List Vendors Below		
33	V - CI 1 Laptop/Tablet 1 to 1 Student Devices	\$300,000.00	\$120,000.00
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	<b>Total Regular Classroom Instruction:</b>	<b>\$300,000.00</b>	<b>\$120,000.00</b>

**Special Education:**

46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	<b>Total Special Education:</b>		

**Gifted and Talented Program:**

60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	<b>Total Gifted and Talented Program:</b>		

**Alternative Education Program/ Alternative Learning Environments:**

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<b>_____</b>	<b>_____</b>

**English Language Learner Program:**

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
96	Other (List Below)	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	<b>Total English Language Learner Program:</b>	<b>_____</b>	<b>_____</b>

**Guidance Services:**

102	Salaries and Benefits	<u>\$63,500.00</u>	<u>\$64,770.00</u>
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
110	Other (List Below)	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	<b>Total Guidance Services:</b>	<b><u>\$63,500.00</u></b>	<b><u>\$64,770.00</u></b>

**Health Services:**

2014-2015 Amount:

2015-2016 Amount:

116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>		

**Media Services:**

130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	<b>Total Media Services:</b>		

**Fiscal Services:**

144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>		

<b>Maintenance and Operation:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$34,290.00</u>	<u>\$35,560.00</u>
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 _____	_____	_____
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	_____	_____
166	Other (List Below)	_____	_____
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	<b>Total Maintenance and Operation:</b>	<u><u>\$34,290.00</u></u>	<u><u>\$35,560.00</u></u>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	<u>\$6,350.00</u>	<u>\$6,477.00</u>
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
180	Other (List Below)	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	<b>Total Pupil Transportation:</b>	<u><u>\$6,350.00</u></u>	<u><u>\$6,477.00</u></u>

<b>Food Services:</b>			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
194	Other (List Below)	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	<b>Total Food Services:</b>	_____	_____



<b>Data Processing:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	<b>Total Data Processing:</b>		
<b>Substitute Personnel:</b>			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>		
<b>Facilities:</b>			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222			
223	Network Infrastructure Additions/Upgrades	\$50,000.00	\$10,000.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	<b>Total Facilities:</b>	\$50,000.00	\$10,000.00

**Debt Expenditures:**

2014-2015 Amount:

2015-2016 Amount:

List Debts Below

232  
233  
234

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Total Debts:**

=====

**Other Expenditures:**

List Other Expenditures Below

235  
236  
237  
238  
239  
240  
241

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL EXPENDITURES:**

\$545,890.00

\$329,192.00

**Net Revenue over Expenditures:**

11,927,610

12,144,308

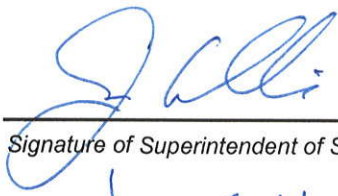
*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

**2013 APPLICATION  
DISTRICT CONVERSION AND LIMITED  
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 or limited public 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 or limited public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (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*  
  
Jon Collins  
\_\_\_\_\_  
*Printed Name*

10-31-13  
\_\_\_\_\_  
*Date*