



ARKANSAS DEPARTMENT OF EDUCATION

2018 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 26, 2018, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Sims-Fayola International Academy Pine Bluff

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
2018 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Sims-Fayola International Academy Pine Bluff
 Grade Level(s) for the School: 5-8 Student Enrollment Cap: 200

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grades to be Offered at the Charter	5-8	5-8	5-8	5-8	5-8
Enrollment Cap at the Charter	200	200	200	200	200

Name of Sponsoring Entity: Sims-Fayola Foundation, Inc.

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Current Accreditation Status	Web Address for State Assessment Results
Southeast Arkansas Preparatory High School	Pine Bluff, AR	2018	Accredited	www.saphs.org

The applicant is an “eligible entity” under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Primary Point of Contact: Dedrick Sims
 Address: 4255 South Buckley Rd. Suite 418 City: Aurora
 State: CO ZIP: 80013 Daytime Phone Number: (303) 513-4723
 Email: dedrick@sffoundation.org

Charter Site Address: Not Determined Yet

City: _____ State: _____ ZIP: _____

Date of Proposed Opening: _____

Chief Operating Officer of Proposed Charter (if known): Dora Sergeant

Title: CFO Address: _____

City: _____ State: _____ ZIP: _____

Daytime Phone Number: (_____) _____

The proposed charter will be located in the Pine Bluff School District.

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

3,720 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Pine Bluff</u>	<u>Watson Chapel</u>	<u>White Hall</u>
<u>Dollarway</u>		

Describe the geographical area to be served by the charter.

Applicant Response:

Pine Bluff is the ninth largest city in the state of Arkansas. It is also the principal city of the Pine Bluff Metropolitan Statistical Area. The city is situated in the Southeast section of the Arkansas Delta. Agriculture is a mainstay in Pine Bluff. Jefferson County is located in the heart of a rich agricultural area in the Arkansas River Basin. The leading products include cotton, soybeans, cattle, rice, poultry, timber and catfish. Principal industries in the area are engaged in processing cotton; production of cottonseed oil, paper and wood products. Major area employers include Jefferson Regional Medical Center, Simmons First National Corp., Tyson Foods, Evergreen Packaging, the Pine Bluff Arsenal and the Union Pacific Railroad. The University of Arkansas at Pine Bluff is the second oldest public educational institution in the state of Arkansas and the oldest with a black heritage. It maintains one of the nation's few aquaculture research programs and the only one in the state of Arkansas. Southeast Arkansas College features technical career programs as well as a 2-year college curriculum. Pine Bluff has a full complement of educational facilities. The Pine Bluff School District includes elementary magnet schools to meet special interests in the fields of mathematics, science, foreign language, communications, and fine and performing arts. Watson Chapel School District, White Hall, and Dollarway Schools, as well as a number of private schools also serve the city.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark.Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name:	<u>Dedrick Sims</u>	Position:	<u>Sponsoring Entity Representative</u>	State of Residence:	<u>CO</u>
Name:	<u>Jeff Pulliam</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Cynthia Sims</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Equador Wiley</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Shalonda Liggins</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Mary Liddell</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Anthony Richardson</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Mission

The mission of Sims-Fayola International Academy-Pine Bluff (SFIA-PB) is to develop globally competent young men who possess the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st-century global environment.

Vision

The vision of SFIA-PB is to prepare young men to become creative and innovative thinkers and responsible world citizens through international awareness, competence, and a global perspective of excellence.

Organizational Goals

- For **100%** of our young men to attend and graduate high school.
- For **100%** of our young men to collaborate with students around the world.
- For **100%** of our young men to communicate effectively in a second language.
- To develop the 21st century skills of communication, collaboration, and critical thinking in **100%** of our young men.
- For **100%** of our young men to participate in the International Baccalaureate (IB) Middle Years Programme (MYP).

Sims-Fayola Student Goals

- Develop critical thinking and reflective skills.
- Engage in rigorous academic preparation for further education.
- Integrate skills and knowledge across grades and disciplines.
- Learn to communicate effectively in more than one language.
- Understand and appreciate complex global issues.
- Learn the value of positive community involvement by participation.
- Value healthful behavior and physical activity.

- * Develop inter and intra cultural understanding.

Explain how the mission statement was developed.

Applicant Response:

The Board of Directors and Sims-Fayola Foundation's CEO Dedrick Sims, through several workshops, worked together to develop a mission that reflected the goal of the school for the Pine Bluff metro area.

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

Applicant Response:

Our Model Components

While there are several facets to our model, there are nine (9) essential components that drive our school model. These components are: (1) Extended School Time; (2) Data-Driven Instruction; (3) Emphasis on Character Development; (4) Two-Phase Instructional Programming; (5) Single Gender Instructional Strategies; (6) Culturally Relevant Instruction and School Design; (7) Effective Effort Belief System; (8) Project Based Learning; and (9) a focus on International Studies and making global connections.

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:

SFIA-PB recognizes that one of the cornerstones in the academic success of its students is the involvement of parents in various aspects of the school's development and functioning. Our principal will build relationships and require a school environment that creates a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and families feel welcomed and empowered to help their students succeed. SFIA-PB will have an open-door policy and encourage parents to visit the school and be involved in day-to-day activities. In the beginning of each school year, home visits will be scheduled for all students attending the school as part of our relationship-building efforts.

SFIA-PB is dedicated to ensuring that parents have the opportunity to include their input in the direction of the school. We will be a school co-designed with local parents committed to creating better opportunities for children of the community. When our school opens, we will continue to practice 21st century initiatives by using social media (Facebook, Twitter, mass texts, internet forums, video, etc.) as a resource for parents to keep updated on activities, workshops, volunteer opportunities and meetings held that at the school.

After the opening of the school, our principal will facilitate the creation of a **Parent Advisory Council** that will meet monthly with administrators and teachers to provide parent input regarding school program designs and other school decisions. Parents and families will be asked to sign a commitment form at the beginning of the year agreeing to put forth an earnest effort to commit to 20 hours of parental involvement activities (two hours per month) for the school-year (as part of their parental obligation to the school), attending parenting/teacher conferences, ensuring regular school attendance, and assisting their child with timely completion of homework assignments. A Volunteer Binder will be available for parents to log-in hours in order to track the 20 hours asked

of each family. The Pine Bluff metro area has a prominent community of professionals with diverse skill sets. Sims-Fayola will tap into these resources by encouraging parents to contribute any professional skills they have to the school. SFIA-PB will monitor/track parental involvement and a parent will be recognized quarterly for his/her commitment/contributions. In addition, parents and community members are welcome to facilitate relevant workshops or support groups during “Parents for Parents” monthly events. These activities are designed to increase participation of parents who may not feel comfortable in a school setting. We will also partner with community organizations to bring workshops that benefit our parents.

A committee including, parent, school and community members will be put in place to offer guidance on budget decisions, hiring personnel and other decisions regarding the day-to-day school operations. A Parent, Teacher, and Student Organization will be developed to help with fundraising efforts, community and family workshops to assist families with effective strategies for assisting their students at home and with college planning. Workshops will be based on feedback from survey. The PTSO will also be responsible for development of newsletters, and the solicitation of volunteers for school events.

SFIA-PB recognizes that some of our parents may work evenings and/or may have more than one job. We also understand that our culturally diverse community includes parents with language barriers. To address these lifestyle and language challenges, SFIA-PB will try to identify any possible barriers that may prevent parental involvement through feedback from a parent survey to be completed as part of the registration process. The survey will be used to assess the following: convenient times for parent engagement, the volunteer interests, professional skills, “relationship – building” opportunities, native language, workshop interests and other relevant information. Feedback from these surveys will allow SFIA-PB to determine incentives to encourage parents to attend important school meetings as well as volunteer.

Families will come together for fellowship at Family Nights such as, Math Night, Science Night, Literacy Night, Health Night, Art Night, Multicultural Night and much more. These will be held at the school. Attendance at these workshops will also be considered “parent engagement” and can count toward their 20 hours. During the school year, progress reports will be provided for parents and they will be required to attend Parent/Teacher conferences each semester. In sum, parents will be involved in the operation of SFIA-PB in a myriad ways.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

On April 11, 2018, we held a public hearing at 615 South Main Street from 6pm - 7:30pm. 25 people were in attendance. The presentation covered areas of the school such as our model, our educational beliefs and goals, the need, why boys, why project-based learning, academic supports, assessments, culture, parent involvement, and next steps in the application process. The support was overwhelmingly positive for our proposed school as evidenced by the questions and comments during the Q&A session. All documentation pertaining to the meeting is located in the attachments.

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

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

- 2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.
 - D. Describe the plan for providing school board members with continuous professional development.

Applicant Response:

Governance Philosophy

Our governance philosophy comprises a belief that all students can succeed and a commitment to our mission and vision to develop male students who are equipped for success in a globally competitive environment. This philosophy is the cornerstone for the development of policies by the Board and for establishment of advisory bodies. Consistent with this philosophy, we will seek to maintain broad diversity on the Board and advisory bodies in terms of experiences, skills, cultural and community relationships. As an example, we will have 100% of our Board of Directors from the Pine Bluff metro area. Engagement with SFIA-PB by parents, professional educators, community members and other stakeholders will be pursued and valued. Leveraging their wisdom will be core to advancing and sustaining SFIA-PB's mission and vision.

Structure, Roles, Composition

Our Governing Board of Directors will comprise a culturally, professionally and globally diverse membership. We will include members with established relationships in Pine Bluff and the greater metropolitan area as well as with global stakeholders that support SFIA-PB's vision. This diversity will be critical to the enduring success of SFIA-PB.

The Board will have five (5) voting members for its nominal size. Our Bylaws preserve flexible to adjust the number of members with voting rights in the interest of the Board's effectiveness. SFIA-PB's Principal will be an ex officio, nonvoting member. The Board's core officers consist of a President, Vice President, Treasurer and Secretary. Our members are a highly talented group of professionals, including individuals with skills and experiences in organizational development and management, contract negotiation and management, administration, education, business, finance, budget management, community engagement, school governance, fundraising, facility and inventory management, data management and security, project management, and partnership development and management. This diverse scope of expertise and experience reduces SFIA-PB's exposure to many potential organizational and financial management risks that can threaten start-up operations.

Board Member Experiences and Expertise

The Governing Board will hold the charter for SFIA-PB and be accountable for the overall success of the school. As such, the Board is responsible for ensuring that SFIA-PB always has at its helm a Principal who are highly qualified, innovative and forward thinking. Clarity in the roles and responsibilities of the Board and administrative leaders is essential to SFIA-PB's ability to achieve its goals. In general terms, the Board is responsible for SFIA-PB "governance," and the Principal is responsible for school management and mission implementation.

Board Creation/Transition

Founding Board members are active participants in the design of SFIA-PB. These members will make-up the initial governing board for SFIA-PB after charter application approval.

Procedures

Board members were selected on the basis of commitment to the SFIA-PB mission and vision, and diversity of skills relative to their aggregate ability to achieve a successful and sustainable implementation of SFIA-PB. An Experience and Board Skills Matrix has been created to provide guidance on the qualifications to be pursued in candidates when it's necessary to fill open seats. It will be updated as needed over time to reflect the strategic and tactical needs of SFIA-PB.

SFIA-PB's board policies include a member Code of Conduct that documents personal responsibilities including required actions when a potential conflict of interest exists. The identification of a potential conflict of interest is based on the existence of a financial interest or personal interest. Conflict of interest responsibilities and situational examples will be incorporated into training and orientation that will be required of all Board members.

Following the initial opening of SFIA-PB, all meetings of the Board will be conducted in compliance with Arkansas Freedom of Information Act. The Board will meet monthly for two hours (at least 10 times each year) in a public space with dates, times and locations pre-announced and posted on our website. Meeting agenda also will be posted at least 24 hours prior to the meeting on website. The Board will record minutes of all meetings and will make these publicly available on our website in addition to other documents that may be required. After SFIA-PB begins operations, the typical focus of Board meetings will be on policy and programmatic needs to achieve the objectives and goals of the SFIA-PB strategic plan, and on related academic

achievements.

Standing and ad hoc committees will be established as needed to comply with application laws and regulatory provisions as well as to enhance SFIA-PB's performance. The initial committees that will support SFIA-PB's Board are highlighted below in the discussion of **Board Expansion, Development, and Succession**. Among the opportunities for parental engagement, a Parent Advisory Council (PAC) will be created to support our Principal in addressing school level accountability needs. More information on the PAC's role is provided in the Parent Involvement section of the charter.

Board Expansion, Development, Succession

Currently, all of our Board members are working to complete the Online Board Training Modules that were co-developed by the Colorado League of Charter Schools (CLCS), Colorado Department of Education (CDE) and CSI. This basic governance training combined with SFIA-PB specific governance will provide a foundation for SFIA-PB oversight and the fulfillment of fiduciary responsibilities by Board members. Additional and ongoing board development will be achieved through our membership with the Arkansas Public School Resource Center (APSRC). Furthermore, each summer, during the annual board retreat, we will dedicate at least 25% of the agenda to "back to basics" training. In general, the Board as a group to promote collaboration among members will receive training. Annual facilitated retreats will be conducted as vehicles for maintaining Board cohesion and alignment with the strategic plan.

The SFIA-PB process for filling Board vacancies is outlined in Section 3.6 of our Bylaws. Advisory bodies established by the Board will be the primary sources for the identification of Board candidates. The existing Board members will select new Board members. Candidates for the Board membership will be provided with documentation on qualifications and expectations for membership. Subsequently, candidates will be interviewed by the full Board for a fit to the needs of SFIA-PB. After interviewing candidates, the Board will discuss each candidate's qualifications and make a final determination of which candidate(s), if any, will be offered membership. Each candidate accepting an offer of membership will be notified in writing of the acceptance and expectations of board service. The nominal timeline from the initial interview of a Board candidate to response to an offer of membership is three weeks.

Advisory Bodies

A number of standing committees are expected to be established by the Board in support of SFIA-PB's mission and vision. The Board will establish an Executive Committee, a Finance Committee, and a Board Development Committee. The Board will also establish a School Advisory Council (SAC) to work alongside the Principal in matters regarding the health and wellness of the school. The Executive Committee will consist of Board officers only. Its responsibilities will include board activity planning, SFIA-PB contracting, management of board processes and all tasks relevant to ensuring the performance of all Board statutory responsibilities. The Executive Committee will be chaired by the Board President. The Finance Committee will be chaired by the Board Treasurer and will report to the rest of the board. It will be responsible for the integrity of all fiscal matters of SFIA-PB. It will provide leadership for budget planning and ensure the integrity of SFIA-PB's financial operations and records. The SAC will be formed with the goal of monitoring school effectiveness and providing recommendations to the Board for school improvements.

Additional standing or ad hoc advisory bodies may be established by the Board when needed. The creation of additional committees will be considered to address governance effectiveness, special education, ELL, the impact of global competitiveness on programmatic needs, stakeholder awareness and engagement, partnership network development, and donor development. We will use a variety of resources to identify candidates for services on advisory committees. These sources include the APSRC, local community organizations that have missions aligned with SFIA-PB, and personal networks of our Board members.

All advisory bodies will report back to the Board of Directors with their recommendations on a matter. The Board of Directors holds ultimate authority and will use the recommendations as needed.

Grievance Process

Written grievances will be accepted from adults (18 years or older) on behalf of students or themselves. Written grievances will be submitted to the Principal to be processed per our grievance process that will be distributed to parents upon enrollment. The Principal will have final decision-making authority for student discipline issues.

However, when it comes to expulsions, the Principal will be required to make a recommendation of expulsion to the Board of Directors. In the case of expulsions, the Board will have the final decision-making authority.

School policies and procedures in the form of a handbook as well as meeting agenda and minutes will be among documents that will be available free of charge as downloadable PDF files on the SFIA-PB website for access by stakeholders. Also, hardcopies of these documents will be maintained in the school office for reference.

3. Describe the educational need for the school by responding to the following prompts.

Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

Applicant Response:

EDUCATIONAL NEED

Pine Bluff Public Schools is one of the largest school districts in the Pine Bluff Metropolitan Statistical Area of Arkansas. Serving over 3,700 students, PBPS has a large number of economically disadvantaged students (as measured by those eligible to receive free and reduced lunch) in comparison to the state average. Comprised of seven schools, Pine Bluff High School (PBHS) is the only high school in the district. The school reports an enrollment of over 1,000 students, most of whom are economically disadvantaged students of color. The Pine Bluff School District offers families Jack Robey Junior High School and Belair Middle School as the sole middle school choices in the district. The Pine Bluff community, as evidenced by those (individuals and entities) who wrote letters of support, are in support of the proposed SFIA-PB as it will offer an additional free, open enrollment school option for young men in grades 5 – 8 who could benefit from an environment that focuses on the needs of young men, character development, mentorship, project-based learning, with a focus on service learning to the Pine Bluff community and neighboring Dollarway, Watson Chapel, and White Hall School Districts. Furthermore, the Pine Bluff School District has had a steady decline in enrollment from 2012, when the enrollment was 4,701 to 2017 where the enrollment was 3720.

The ACT Aspire serves as the primary state assessment in the state of Arkansas. Careful review of the 2016 ESSA District Report shared that the overall district status for the Pine Bluff School District as "Needs Improvement" and the ESEA Status of Jack Robey Junior High School, the only middle school option in the district, is "Needs Improvement-Priority." Furthermore, the district's 2017-18 "State of the District" presentation lists all six schools in the district as on "probationary" status. Academically, PBS middle school students did not equal or beat the state's percent of students scoring ready or exceeding in any assessed subject on the 2017 Spring ACT Aspire state assessment. Specifically, the male students in performed as follows as it relates to scoring "ready" on the assessment.

Percent of Male Students Scoring "Ready" on the ACT Aspire 2017

Math

5th- 18.18%

6th- 21.14%

7th- 11.73

8th- 10.43

Literacy

5th- 10.61

6th- 12.20

7th- 11.25

8th- 15.95

Science
5th- 6.82
6th- 15.65
7th- 9.20
8th- 9.87

ACT averages of PBSC graduates over the past five years are well below state and benchmark averages. This is relevant to us, because ACT preparation starts in middle school. Our instructional framework includes the ACT College Readiness Standards incorporated in our interim assessments that will help us in evaluating our young men's early progress toward college readiness so that timely interventions can be made in our Safety Nets. Additionally, the graduation rate for all students, plus students in each ESSA sub category, was lower in every category.

With a self-reported 66% district graduation rate in 2017 (lower than the state average of 78%), we believe another middle school option that specifically is aligned to the needs of young men will increase the graduation numbers of the entire district over time.

The Larger Need

According to *Education Week*, more than half of all African-American male students drop out of high school. U.S. Census data show that less than 8% of young African-American men (ages 18-29) have graduated from college, compared to 17% of young White men and 35% of young Asian men. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in their late twenties in prison than in a job. SFIA-PB represents a response to these alarming trends. We believe that success in school leads to success in life. For our boys, success begins with embracing the becoming of a Fayola Man.

SFIA-PB believes every child deserves to attend an excellent school, regardless of their socioeconomic status, ethnicity, or geography. We intend to provide a high quality middle school option for the families with young men that not only bridges gaps in the existing middle school options, but also provides opportunity and access to the kinds of skills and education necessary for these young men to innovate, lead, and thrive in the 21st century and beyond. We envision fostering a learning environment that elevates our students by providing personally empowering and culturally relevant learning experiences that lend themselves to the way young men interact and engage with the world. Every SFIA-PB student will demonstrate growth toward mastering academic, interpersonal, creative, and leadership skills that will prepare them to take on challenges in high school and life.

Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

Applicant Response:

The innovations of our model directly address the issues of academics, character, and college and global competitiveness. Our academic program is appropriate because it addresses the problem of low rigor and relevance, cultural relevance and sensitivity, lack of global competitiveness, and ineffective instructional strategies in the classroom for urban males. The lack of rigor in the classroom and the low rate of urban males taking advanced level courses contribute to the low competitiveness for college admission and successful graduation. Our focus on Project Based Learning (PBL) directly prepares our young men to think critically about problems, work through collaboration, and be able to communicate ideas effectively instead of relying on rote memorization of uninteresting facts. PBL puts our young men directly in the middle of the project and draws on their preference for kinesthetic learning activities as well, thus increasing the retention, relevance, and transfer of

the learned skills to all their subjects. Our focus on making international connections in our lessons directly addresses the lack of global competitiveness by providing a deep and entrenched learning experience that includes collaboration on projects with students from around the world using technology.

Our character education curriculum, Empowered Ambition Youth Development Program (EAYD), directly addresses the notion of poor character in the urban male population, which leads to incarceration and high mortality rates. It also address the notion of low efficacy or the self confidence that's required to persist through the challenging learning experiences and the persistence it takes to work hard to address reading deficiencies. EAYD is a character development curriculum, developed by the Sims-Fayola Foundation in collaboration with professors from the University of Denver, designed to equip young men with the skills needed to make *their futures* look like *their dreams*. The EAYD Program engages young men in deep, reflective work using restorative practices, conflict resolution, mentoring, and goal setting practices. The overarching goal of our EAYD Program is to assist our young men in increasing their capacity to be better stewards of their choices, careers, and ultimately their lives, while developing into positive role models.

In order to attain higher levels of student achievement we must raise academic standards, strengthen and diversify the academic curriculum, provide a supportive and intimate learning environment, and attract and retain high performing teachers. SFIA-PB will ensure that the curricula and instruction are aligned to state, national, and college readiness standards. Teachers will be developed around a coherent set of highly effective and gender targeted instructional strategies and will know that meaningful student data is the foundation for all lesson planning, teacher team meetings, professional development, and academic interventions for struggling students.

SFIA-PB will create such a school by providing a rigorous, college preparatory curriculum to our young men with an emphasis on making international connections in a small middle school environment. Sims-Fayola International Academy Pine Bluff will also be a school that not only promotes excellence, but we will have adults who nourish growth through building meaningful relationships with our young men.

Mission and Vision Alignment

SFIA-PB's academic program is rooted in our mission and vision by providing our male scholars with a college preparatory curriculum with a component to increase the global awareness of our young men through an awareness and understanding of global cultures. The mission and vision is and will continue to be the guiding principles for decisions affecting the educational program, instructional methodology, and school culture.

Academic Philosophy and Framework

SFIA-PB's academic philosophy is founded on two core beliefs: **all students can achieve at high levels, and international competence and awareness are absolutely necessary for success in the 21st century and beyond.** Both of those core beliefs speak to the importance of hard work and high expectations. In line with our core belief of "all students can learn", we will seek to become an IB World School using the IB MYP Programme during our second charter reauthorization cycle. It is clear from the research that IB, in a nurturing academic environment, can provoke the intellectual growth of ALL students. However, because we are fully aware that our target population of urban males traditionally is 3 to 4 years below grade level, we have tailored our curricular programming, instructional approach, and adopted the Coalition of Essential Schools (CES) 10 Principles to ensure our scholars are ultimately successful. Our middle school curricular approach will be directly aligned with state, national, and college readiness standards and take more of a graduated instructional approach that will focus on getting students on grade level in Reading, English Language Arts, and Mathematics. The focus in grades 5 and 6 will be to have a laser-like focus on "catching up" our young men to grade level performance. While, in grades 7 and 8, our focus will be more on preparing our young men to be successful in high school using a college preparatory approach.

With so much attention being given to the academic gap between students of color and their White peers, while we are aware of their existence, we have not given the proper attention to the other two gaps that are threatening our students' ability to be globally competitive. Those gaps are the gap between male and female academic achievement (gender gap) and the gap between students in the United States and the other 30 developed countries (global gap). On the latest TIMS (Trends in International Mathematics and Science) Report, the Unites States ranks 25th in Mathematics and 21st in Science. This achievement gap threatens students' ability to be globally competitive and ultimately our future ability to compete in a global economy as a

country. The leadership at Sims-Fayola has decided to focus on reducing all three gaps - achievement, gender, and global.

To address the grade level achievement gap, our middle school grades will use a traditional college prep approach delivered through Project-Based Learning (PBL) and CES Principles that are aligned to the state, national, and college readiness standards, with the appropriate academic supports with the goal of bringing students who are below grade level to grade level in Reading, English Language Arts, and Mathematics.

To address the global academic gap, our instructional framework will include requirement to make global connections in most of our lessons. This framework will assist us in adhering to our mission to prepare urban males to become informed, independent thinkers and responsible world citizens that are headed to high school.

To address the gender gap that exists between male and female students, we are using instructional strategies that are proven by research to be effective with male students, particularly boys of color.

Additionally, we will create a school culture that reduces misbehavior and foster a more corrective than punitive approach to help our young men make better decisions that lead to significant academic gains and ultimately closing the gender gap.

Sims-Fayola International Academy Pine Bluff is also distinguished from other middle schools in the Pine Bluff metro area by the following components:

1. Single Gender - All Male
2. Project-Based Learning
3. IB for All (upon reauthorization)
4. Focus on making international connections
5. Blended learning for interventions (STAR, Compass Learning, Khan Academy)
6. Extended day and year to catch students up
7. Data-Driven instruction and reteach time for standards not mastered
8. Restorative Mediation as the primary student discipline platform
9. College preparatory curriculum
10. Service learning requirement
11. Fayola week for students
12. Dedicated time to focus on character development
13. 3 years of foreign language required

4. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
To improve student performance in English/ Reading/Writing	ACT Aspire	<ol style="list-style-type: none"> To increase each cohort (grade level) percentage of students scoring Ready of Exceeding by 5% Increasing percentage of students scoring Ready of Exceeding by at least 15% 	<ol style="list-style-type: none"> After the first year of operation (2019-2020) only Annually beginning in 2020-2021 after a baseline is established in 2019-2020
To improve student performance in Mathematics	ACT Aspire	<ol style="list-style-type: none"> To increase each cohort (grade level) percentage of students scoring Ready of Exceeding by 5% Increasing percentage of students scoring Ready of Exceeding by at least 15% 	<ol style="list-style-type: none"> After the first year of operation (2019-2020) only Annually beginning in 2020-2021 after a baseline is established in 2019-2020
To improve student performance in Science	ACT Aspire	<ol style="list-style-type: none"> To increase each cohort (grade level) percentage of students scoring Ready of Exceeding by 5% Increasing percentage of students scoring Ready of Exceeding by at least 15% 	<ol style="list-style-type: none"> After the first year of operation (2019-2020) only Annually beginning in 2020-2021 after a baseline is established in 2019-2020
75% of 5th grade students will attain a Reading RIT Score of 212 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 5th grade students will attain a Mathematics RIT Score of 221 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 5th grade students will attain a General Science RIT Score of 206 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 6th grade students will attain a Math RIT Score of 225 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 6th grade students will attain a Reading RIT Score of 216 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year

75% of 6th grade students will attain a General Science RIT Score of 209 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 7th grade students will attain a Math RIT Score of 229 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 7th grade students will attain a Reading RIT Score of 218 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 7th grade students will attain a General Science RIT Score of 211 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 8th grade students will attain a Math RIT Score of 231 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 8th grade students will attain a Reading RIT Score of 220 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of 8th grade students will attain a General Science RIT Score of 214 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of th 5th grade students will attain a Language Usage RIT Score of 211 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of th 6th grade students will attain a Language Usage RIT Score of 215 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
75% of th 7th grade students will attain a Language Usage RIT Score of 218 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year

75% of th 8th grade students will attain a Language Usage RIT Score of 219 or above	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAPS)	50th Percentile or higher	End of Grade - Annually beginning the Spring of 2018-2019 school year
5th grade students who are 2 years behind or more, in Reading will grow 2 years or more	Fountas and Pinnell Reading Assessments	2 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
6th grade students who are 2 years behind or more, in Reading will grow 2 years or more	Fountas and Pinnell Reading Assessments	2 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
7th grade students who are 2 years behind or more, in Reading will grow 2 years or more	Fountas and Pinnell Reading Assessments	2 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
8th grade students who are 2 years behind or more, in Reading will grow 2 years or more	Fountas and Pinnell Reading Assessments	2 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
5th grade students who are on grade level in Reading will grow 1.5 years or more	Fountas and Pinnell Reading Assessments	1.5 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
6th grade students who are on grade level in Reading will grow 1.5 years or more	Fountas and Pinnell Reading Assessments	1.5 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
7th grade students who are on grade level in Reading will grow 1.5 years or more	Fountas and Pinnell Reading Assessments	1.5 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year
8th grade students who are on grade level in Reading will grow 1.5 years or more	Fountas and Pinnell Reading Assessments	1.5 years or more growth	End of Grade - Annually beginning the Spring of 2018-2019 school year

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

Applicant Response:

Accountability is a strong driver of student achievement and requires clear, measurable, data-driven goals that

fully align with the school’s mission. A comprehensive and transparent assessment system best supports student achievement, ensuring all stakeholders are aware of individual, class-wide, subgroup, and school-wide performance results. A detailed and rigorous Accountability Plan guides our academic goals for the term of the charter. Development of SFIA-PB's performance standards align to the accreditation indicators of the Arkansas Board of Education and the authorizers by considering student achievement on statewide assessments and progress made on closing the achievement and growth gaps. SFIA-PB's goals and objectives fully support the state-mandated requirements as outlined by the Arkansas Department of Education. Our goals and objectives correlate with our mission to develop globally competent young men who possess the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st-century global environment. Our goals, if met, will position our students to be ready to engage in grade-level work in high school, have the realistic option to attend post-secondary institutions, and ultimately compete in a global market.

To ensure we are preparing our students for competition and success at the high school level, SFIA-PB will use a series of performance-based academic goals using absolute, comparative, and longitudinal measures that provide us with data regarding how our students are ranked locally, statewide, and nationally. Students take criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas. SFIA-PB provides data on student performance as it relates to proficiency, but also growth as well as comparative and trend analyses, and reporting includes all subgroups. SFIA-PB’s current goals meet or exceed the expectations of Arkansas standards, and they include absolute measures, growth measures, comparative measures, and indicators for academic progress, as required by the accreditation indicators of the Arkansas Board of Education.

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

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

MIDDLE SCHOOL COURSES

GRADE(S): 5 YEAR OFFERED: 2019

REQUIRED COURSES

- Language Arts 5
- Mathematics 5

- Science 5 _____
- Social Studies 5 _____
- Spartan Reading/Writing 5 _____
- Spanish I _____
- Physical Education/Fayola 101 _____
- _____

ELECTIVE COURSES

- Art _____
- Music _____

GRADE(S): 6th YEAR OFFERED: 2019

REQUIRED COURSES

- Language Arts 6 _____
- Mathematics 6 _____
- Science 6 _____
- Social Studies 6 _____
- Spartan Reading/Writing 6 _____
- Spanish II _____
- Physical Education/Fayola 101 _____

ELECTIVE COURSES

- Art _____
- Music _____

GRADE(S): 7th YEAR OFFERED: 2019

REQUIRED COURSES

- Language Arts 7 _____
- Mathematics 7 _____
- Science 7 _____
- Social Studies 7 _____
- Spartan Reading/Writing 7 _____

- Spanish III _____
- Physical Education/Elective _____

ELECTIVE COURSES

- Art _____
- Music _____
- Debate _____
- Computer Science _____

GRADE(S): 8th YEAR OFFERED: 2019

REQUIRED COURSES

- Language Arts 8 _____
- Mathematics 8 _____
- Science 8 _____
- Social Studies 8 _____
- Spartan Reading/Writing _____
- Senior Project _____
- Physical Education/Elective _____

ELECTIVE COURSES

- Art _____
- Music _____
- Computer Science _____
- Debate _____

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

CURRICULUM

SFIA-PB will develop curriculum that allow teachers to teach to the Arkansas and College Readiness Standards. We will use a variety of sources to accomplish that goal. However, there are some researched based curriculums we will use as baseline resources to build from in the core subjects. They are listed below for review.

ENGLISH LANGUAGE ARTS – The EngageNY ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC and Arkansas Frameworks. Each module will culminate in an end-of-module performance task that is aligned to the PARCC and Arkansas Frameworks. Our young men will also focus on literature standards such as plot, types of conflict, literary terms, figurative language, etc. Teachers will guide and engage students in this literary analysis using novels that have relevant cultural and gender specific texts that are at or above grade level and have complex themes.

MATHEMATICS – Math: SFIA-PB will use Saxon Math as our math curriculum. Saxon Math is a K-12 skills-based mathematics program with a proven record of success. Its instructional approach is supported by scientific research, and its spiraling approach is based on instruction, practice, and assessment distributed throughout the school year. Saxon Math has been shown to produce significant results with economically disadvantaged urban school students. A 2001 study documented improved mathematics proficiency of all students using Saxon Math, but most particularly of Hispanic and African American students. Further studies have proven Saxon Math’s ability to outperform other math curricula in relative and absolute terms using results from ITBS, California Achievement Test, and Stanford 9, among others. Saxon Math is purposely structured in order to maximize student learning and produce the highest academic mathematic gains from all students. It provides unique math instruction by ensuring that all concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Flexibility is inherent in this approach as all concepts are developed, reviewed, and practiced over time throughout the entire academic year. Given that the steps in Saxon Math build upon each other, students can achieve success by retaining learned skills and teachers can see immediate, measurable and long lasting results.

SOCIAL STUDIES – SFIA-PB will take guidance from the National Council for Social Studies (NCSS). NCSS recommends three curriculum development approaches of which we are selecting the Social Studies Within A Global Education approach because of its alignment with our mission to produce globally competent young me. The global approach to the curriculum at each grade level is as follows:

Grade 5: A thematic approach to U.S. history dominates the program with special attention to concepts of interdependence, conflict, scarcity, and human rights, as well as emphasis on selected ideas that make the U.S. unique.

Grade 6: _This level focuses on Latin America, Africa, and Asia with emphasis on the concepts of change, culture, conflict, interdependence, and development. The U.S. relationship with the developing world is examined throughout the year.

Grade 7: This level emphasizes the functions of major global systems with the first semester focused on economic systems and interdependence. A similar approach is used in the second semester to focus on political system.

Grade 8: This level begins with an analysis of basic values in U.S. society such as individual freedoms and rights, work ethic, majority rule, and equity. The second part of the program takes a similar approach to the study of non-Western traditions.

SCIENCE – Full-Option Science System (FOSS) is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The curriculum emphasizes that science is an active enterprise.. In alignment with our Project-Based Learning instructional approach, research shows that the best way to learn science is by doing science. This is why we are choosing to use FOSS Science as our science curriculum. With FOSS, our young men will learn science by doing science. They will develop a deep, durable understanding of science concepts and principles through authentic investigations, analysis, and reflection. FOSS Next Generation curriculum puts the Next Generation Science Standards (NGSS) into practice by integrating all three dimensions: the Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, all within their classroom-proven tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed world. Each of the

curriculum's 33 modules is appropriate across two grade levels, giving flexibility to better align instruction to the Arkansas Frameworks as well as the College Readiness Standards.

READING/WRITING - The Reading component focuses on building student phonemic awareness, comprehension, accuracy, fluency, and vocabulary. The ultimate goal of the reading program is that students effectively utilize the seven (7) reading comprehension strategies of proficient readers. These seven (7) comprehension strategies are activating schema, creating sensory images, monitoring comprehension, questioning, determining importance, inferring, and synthesis. Students will receive whole group mini-lessons, small group instruction, and one-on-one support in an effort to move all students towards mastery of each strategy. The writing curriculum utilized will be The Collins Writing Program. The Collins Writing Program presents a model for writing-across-the-curriculum and writing to learn. It is a practical program that requires students to engage in curriculum content as they improve writing, thinking, listening, and speaking skills. Noble Street high schools, in Chicago, has used the Collins Writing Program to outscore the state average on the writing PSAE. We expect that our usage of the curriculum will yield similar results.

FAYOLA 101 - Our focus is not only on the academic health our students, but also their character. SFIA-PB will have a character development course for our students called Fayola 101. Fayola 101 is a proprietary comprehensive character development program, developed by the Sims-Fayola Foundation, that teaches and reinforces positive character traits, incorporates critical thinking exercises and reinforcement skills, and demonstrates example of individuals with high character. Fayola 101's curriculum is called Empowered Ambition Youth Development Program for Young Men (EAYD). EAYD is a character development curriculum, developed by the Sims-Fayola Foundation in collaboration with professors from the University of Denver, designed to equip young men with the skills needed to make *their futures* look like *their dreams*. EAYD directly addresses the notion of poor character in the urban male population, which leads to incarceration and high mortality rates. It also address the notion of low efficacy or the self confidence that's required to persist through the challenging learning experiences and the persistence it takes to work hard to address reading deficiencies. The EAYD Program engages young men in deep, reflective work using restorative practices, conflict resolution, mentoring, and goal setting practices. The overarching goal of our EAYD Program is to assist our young men in increasing their capacity to be better stewards of their choices, careers, and ultimately their lives, while developing into positive role models.

ART- The art curriculum objectives include a basic introduction to the Seven Elements of Design. Line, Shape, Form, Space, Color, Value and Texture are all explored in individual or combined projects using a variety of materials and techniques. Students will gain a strong understanding of how the elements relate to one another in a finished artwork and will be able to assess their work using the language of design.

MUSIC - The general music program consists of a number of mini-units. Each unit has at least one of the following incorporated into it: singing, composition, listening, group projects or instrumental playing. Composers and performers are explored along with musical form, instruments, theatre, music history and style. Learning experiences will also include investigation and practical experiences with music from international cultures.

DEBATE - This course seeks to develop students' oral communication skills through the lens of Model United Nations simulations. The course introduces the beginning speech student to a study of poise, use of body and voice, public speaking, oral interpretation of literature, and beginning argumentation. MUN simulations will serve as a vehicle for students to practice public speaking, as well as become familiar with basic international relations and current global issues. Simulations will also provide culminating experiences where students demonstrate both the knowledge of global issues they have acquired, as well as the public speaking methods they have honed. Over the course of the year, students will construct and deliver speeches on a variety of topics and lengths, both personal and academic. They will also practice selecting and deploying various public speaking techniques and styles to help them achieve their objectives. The book that will be used for this course will be *The World is Flat* by Thomas L. Friedman.

PHYSICAL EDUCATION- SFIA-PB will develop a Physical Education program that provides students with exercise, physical skills, and instruction in healthy lifestyles. Lessons will be designed specifically for the needs of our students who will value and maintain good health. The goal of physical education will be to develop physically educated young people who will have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Lessons will be modeled after national physical education standards.

SPANISH I- Students learn basic vocabulary and structures. They will be able to understand and communicate in the foreign language in everyday situations. Reading and writing are introduced and cultural activities are included. Communicative skill development is achieved through a variety of activities and media.

SPANISH II- Speaking and comprehension abilities continue to be the major goals of these courses. Vocabulary building and structures are expanded and several verb tenses are introduced. Reading and writing skills receive a greater focus. Students expand their cultural study through readings, reports, and use of media.

SPANISH III- At this level the grammatical concepts from previous levels are reviewed in depth and advanced grammar is introduced. Vocabulary is greatly expanded through literature, cultural readings, tapes, and videos. Oral skills are enhanced through tapes, films, and the foreign language laboratory.

SUPPLEMENTAL PROGRAMING

FAYOLA ACADEMY (SUMMER SCHOOL)- SFIA-PB students who have failed to meet their RIT goals in Mathematics, Language, and Science will be required to attend a three-week, four-hour day summer school program. During our summer semester, students will engage in blended learning and targeted lessons that will be aligned to the skill deficits identified on the Northwest Evaluation Association Measure of Academic Progress assessment (NWEA MAP).

ADVISORY- Each student is assigned an advisory teacher who is responsible for the students' well-being and meets with them as a group and on a one-to-one basis in order to monitor their academic and social development. The homeroom advisory teacher provides ongoing guidance for each student, forms a student-teacher supportive relationship, listens to students and helps them to think critically and develop problem-solving skills. The homeroom advisory teacher may call together other teachers, parents, counselors and/or administrators when needed to assess special student needs. Advisory teachers at each level work as a team under the guidance and supervision of the Principal to plan not only instructional programs, but also student activities and co-curricular projects. The advisory teacher has the responsibility for gathering information concerning students to be conveyed to the parents.

MATH ZONE- This after-school Math Zone is designed to provide either remediation or accelerated learning based on student needs. Students who did not master a concept/standards or skill with an 75% or greater during regular class time/unit/interim assessment will get small group or one on one instruction until mastery is reached. Students who scored 75% or above on the interim assessment will accelerate their learning by receiving small group instruction as well as independent study assignments on the ACT College Readiness Standards in Mathematics.

INTERNATIONALIZING SFIA-PB CORE COURSES

At the heart of SFIA-PB school design is the reframing of traditional courses and the development of new ones that systematically integrate knowledge about the world and skills to understand how it works. Below are some examples of how we will internationalize our young men's learning experience:

SCIENCE- Throughout the program, there is a deliberate attempt to engage students at every level with the ethical and social implications of scientific ideas and the technology based on them. Students also learn that science is an international enterprise that observes no frontiers; scientists build their ideas upon the ideas of other scientists, both men and women, representing every country and every continent. In science courses, for example, applying scientific study to world problems helps students understand the need for science, contextualize scientific knowledge, and see how "everything is interconnected" through various systems in the world. And when students learn science by doing science, it contributes to global competence by developing analytic and synthetic reasoning skills and the ability to frame and solve complex problems. For example, you may witness in our science class fish tanks that simulate lake ecosystems where student designed experiments with tropical fish show how changes in ecosystems can affect wild populations worldwide.

SOCIAL STUDIES- Social studies courses are fertile ground for developing deep global content knowledge and strong reasoning skills. Social studies courses provide opportunities to look at the lessons of history over time

and in multiple contexts as a way for students to apply it to world challenges today. By connecting the local to global and the past to the future, issues in school become as real, complicated and connected as they are in the world out of school. For example, when we study the civil rights movement we will compare it to the Truth and Reconciliation processes of South Africa and Chile to examine the theme of “conflict and healing” in order to understand those nations’ responses to civil rights as well as to more deeply understand our own nation’s response and the historical trajectory that it spurred. We will involve simulations that engage students in a debate about when a country should go to war as part of a WWII unit allow students to take on the perspective of the Japanese in the months leading up to the bombing of Pearl Harbor and then provide an immediate link to the current challenges in Iraq and the U.S.’s decision to use pre-emptive strikes.

ENGLISH LANGUAGE ARTS- We will internationalize English language arts courses to by expanding the traditional canon of literature to include works written from around the world, and teaching students methods of literary analysis that illuminate commonalities and differences across cultures as well as common themes woven throughout world literature. Literature from Asia, Africa, Latin America, as well as the U.S. provide hundreds of “coming of age” stories and fables as well as poignant works of non-fiction, creating a cultural comparative study melded with a topic of high relevance to teen-agers. The course is specifically designed to incorporate within this rich global context, intensive literacy development skills to support our students who are well below grade level expectations in reading and writing.

MATHEMATICS- The Mathematics program is sequential, unified and integrated and links to other disciplines and real life experiences. Mathematics is viewed as a language that is essential to our understanding of events that occur around the natural world. Mathematical knowledge provides an understanding of the world in which we live. We are committed to serve the needs of all students of different abilities and backgrounds. A variety of strategies are used to present each concept in order to respond to students’ varied developmental levels and cultural backgrounds. With each successive year of study, the knowledge of Mathematics is enhanced and the capacity for abstract thought is expanded. The Mathematics program in each grade provides the foundation for success in subsequent grades/courses. We select tasks to engage students’ interest and intellect. We provide opportunities for students to deepen their understanding of the Mathematics being studied and its applications. We seek connections to previously acquired knowledge as well as developing knowledge.

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

All curriculum options will be assessed for direct alignment with the performance goals set by Arkansas Academic Standards. As curriculums are being assessed for adoption, the review will include an

Ongoing Curriculum Development

SFIA-PB instructional and support staff will engage in intense curriculum development that aligns with the Arkansas Curriculum Frameworks and ACT College Readiness Standards that also that meets the needs of our targeted population and satisfies our commitment to a college preparatory learning experience with an eye towards implementing the IB Middle Years Program (MYP). Curriculum identification has already begun with the writing of this proposal and we fully intend to continue this process to ensure we are prepared with a rigorous, college preparatory and project-based curriculum for our young men. We also understand the importance of creating effective curriculum that is culturally relevant and engaging for all races and ethnicities of the students that we serve. Because there is new information happening regularly, we will review our curriculum every year. There will be formative reviews of the curriculum during data days where teachers develop reteach plan as well as the summer when a more formal comprehensive review of the curriculum will be analyzed to ensure we are providing our students with the most relevant and up to date information that will allow for a better understanding and demonstration of the standards. During both the informal formative review of the curriculum and the end of

year formal review, the entire staff will play a role in curriculum review and alignment.

Spartan Lesson Design/Planning Model and the Rigorous Curriculum Design Model

In visiting some of the nation's top-performing schools, a noted practice was the use of a defined system to align state standards, curriculum, and planning and delivery. Every lesson at SFIA-PB will be designed using the Spartan Lesson Design/Planning model and the Rigorous Curriculum Design framework; a backwards planning model for designing or redesigning curriculum so that it truly represents a rigorous 21st Century set of comprehensive units of study aligned with the Arkansas Curriculum Frameworks and ACT College Readiness Standards. Our curriculum will consist of a set of intentionally aligned lessons with clear learning outcomes, matching formative and summative assessments, engaging project-based learning experiences, and instructional strategies that are geared towards the learning styles of young men. This process also allows for curriculum to be aligned across grade levels, articulating a connected curriculum that details progression of standards and skills from one grade level to the next.

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

A) Guidance program;

Applicant Response:

SFIA-PB will include some of the traditional duties of a counselor into the role and responsibilities of our Dean of Student Services and the Dean of Academic Services. These deans will work with the principal in building strong community stakeholder presence and partnerships with SFIA-PB that are in alignment with school model and goals for our young men. One role of the Dean of Student Services will be to connect our young men to opportunities in the community that will allow them to connect the abstract ideas that are learning in classroom with those in our community and ultimately participate in real-world learning. The real-world learning will be in the form of their required service learning projects. The Dean of Academic Services will also work with the teaching staff to design individual learning plans that will enhance their learning experience at SFIA-PB. Additionally, the Dean of Student Services will connect our young men to international students and other opportunities to make global connects to what they are learning each day. The Dean of Student Services also is coordinator of all parent services and outreach.

B) Health services;

Applicant Response:

SFIA-PB is requesting a waiver from having a full-time nurse on staff. Instead we will contract with an external licensed RN for 16 hours per week to provide nursing services for our students.

C) Media center;

Applicant Response:

The Media Center at SFIA-B will be a "digital lab" on campus that made up of mobile computers, shared among teachers, for the optimum digital media experience. SFIA-PB's mobile media center will allow for greater flexibility to combine research, hands-on project based learning and connections with international students. The media center experience will be utilized to enhance project-based learning with real-world connections in the classrooms.

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

Applicant Response:

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be provided a free, appropriate public education in the least restrictive environment. SFIA-PB focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment rather than a more restrictive special education non-inclusive learning environment. Decisions regarding services to special education students shall be the responsibility of the Individualized Education Program (IEP) Team, as formulated in a written plan and with full parental participation and consent. While SFIA-PB fully supports the federal and state statute and regulatory provisions that require special education services be provided in the least restrictive environment, it is cognizant of the need to craft the delivery of such services “appropriately.”

SFIA-PB’s special education services shall be provided by a credentialed special education teacher. The teacher may also serve as the case manager for each special education student and oversee the provisions of all services included within each IEP. SFIA-PB may contract with independent service providers for any required element of special education support such as psychological services, speech therapy and other related services necessary for the provision of a free appropriate public education. Further, SFIA-PB shall pursue the development of contracts with neighboring school districts for educational services beyond the expertise of its special education teaching staff.

SFIA-PB students with disabilities will participate in state assessments using either the ACT Aspire with accommodations or the **Multi-State Alternate Assessment-Alternate Achievement Standards** for Math and ELA for students in grades 5-8 and the Arkansas Alternate Portfolio Assessment in Science for grades 5 & 7.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a “child find” process. Instructional staff is instructed about the characteristics of special education handicapping conditions and referral procedures. SFIA-PB will provide psycho-educational diagnostic services to assess students for each of the 13 disabilities as defined by federal law.

SFIA-PB makes the following assurances

- **Free Appropriate Public Education:** SFIA-PB shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- **Full Educational Opportunity:** SFIA-PB shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
- **Child Find:** SFIA-PB shall assure that all students with disabilities are identified, located and evaluated.
- **Individualized Education Program (IEP):** SFIA-PB shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.
- **Least Restrictive Environment:** SFIA-PB shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education environment.
- **Procedural Safeguards:** SFIA-PB shall assure that children with disabilities and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
- **Annual/Triennial Assessment:** SFIA-PB shall assure that an IEP review shall be conducted on at least an

annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.

- **Confidentiality:** SFIA-PB shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.
- **Personnel Standards:** SFIA-PB shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.
- **Compliance with Section 504:** SFIA-PB will comply with all applicable requirements of Section 504 of the

E) Dyslexia Services;

Applicant Response:

Dyslexia: Since dyslexia often involve reading and language challenges, the following strategies, as part of our universal instructional framework for teachers, also serve as some of the best practices for serving students with dyslexia. All teachers, para-professionals, and administrators will be responsible for implementing these strategies. However, ultimately, the Principal will oversee the instructional program at SFIA-PB.

- Audiobooks
- A lot of visual pictures
- Large print options
- Provide guided reading notes
- Repetition of directions and posting them for students to read on their own.
- Small group work
- Multiple ways to demonstrate understanding
- Use of sentence starters that show how to begin a written response

F) Transportation;

Applicant Response:

SFIA-PB will not offer transportation services. However, we are in conversations with Scholars First Transportation to explore the costs of bus sharing with other emerging charter schools in the Pine Bluff area. These costs are included in our budget.

G) Alternative education, including Alternative Learning Environments;

Applicant Response:

Because of the hands-on nature of our instructional framework and Project-Based Learning, we are confident that our instructional approaches are in alignment with best practices for student profile usually assigned to alternative learning sites. These students usually find success in environments that have smaller class sizes and more personalized learning structures. Our instructional framework is considerate of both of these parameters because of our focus on an Project-Based Learning as well as our mandatory safety nets for students who need extra support. One of the unique features of our model is that we take the Response-To-Intervention (RTI) model and turn it upside down and have designed an instructional framework that assumes all students need at least Tier 2 support academically and socially/behaviorally. This assumption benefits students who struggle academically and socially. The curriculum of SFIA-PB will be designed to accommodate a wide range of learning styles. In general, instruction will be child-specific and will be accelerated, not decelerated, for students with all types of special needs. SFIA-PB has developed a number of strategies to address the needs of students with a

range of prior experience and achievement:

1. Because of the project-based curriculum and small class size, teachers are able to spend time with students needing extra support on both projects and basic skills and can remain quite flexible in how they challenge individual students. This personalized approach is critical to any student's eventual success.
2. Project-Based Learning lends itself nicely to building basic skills because students come to understand how math, language arts, social studies, and science skills are necessary to address real-world problems. Project-Based curricula also have the advantage of requiring a variety of skills from students, not just the narrow competencies that have traditionally defined children as gifted or needing remediation. Our goal is that all students will be challenged to move beyond self-imposed limits. Because we believe that all students have intellectual ability, we see it as our responsibility to provide a variety of routes to let them exercise it.
3. Designated intervention time in reading allows for building content knowledge while reading levels improve through books and other texts at varied levels of difficulty. The same intervention time is given for mathematics support as well.
4. SFIA-PB offers summer school programs for students needing additional support in the core areas of Math, Science, and English Language Arts.

H) English Language Learner (ELL) instruction, including appropriate state assessments for English Language Proficiency; and

Applicant Response:

English proficiency is a goal for all students, regardless of linguistic background. The goal is to develop high quality instructional programs and services for English Language Learners (ELL) that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards as native-English speaking students. Faculty members will receive support from the Arkansas Department of Education's Teacher Center Coordinators and share responsibility for implementation of this plan.

SFIA-PB implements the following six-step support program to comply with federal regulations and best serve our ELL students:

- 1. Identification.** All students, regardless of racial or ethnic background, complete a Home Language Survey (HLS). The purpose of the survey is to identify students who come from homes in which a language other than English is spoken. Students with limited English skills will be identified through interviews and reviews of academic records.
- 2. Initial Assessment.** If the HLS indicates that a language other than English is spoken at home, SFIA-PB is responsible for assessing the student's English language proficiency in the areas of speaking, reading, writing, and comprehension of English.
- 3. Placement.** SFIA-PB provides language support to students qualifying as ELL. The counselor will work individually with ELL students, along with the students' families and advisors, to determine the most appropriate support strategies.
- 4. Transitioning/Exiting.** As ELL students are working toward English proficiency, they are still expected to practice and learn the skills and content as required in their core academic courses. SFIA-PB will outline specific skills for transitioning from language support services so that students and SFIA-PB have a clear sense of goals and accomplishment.
- 5. Monitoring.** Students who no longer need language support services are monitored by the counselor to make sure they are performing adequately across their classes. Individual and group coaching for ELL students will take place during intervention and flex block classes, or during the time that their peers are taking Spanish. By using these times for additional English-language study, ELL students remain fully involved in their core classes.

Continuum of Services: SFIA-PB will offer a continuum of services available to meet the varied needs of students with disabilities. This continuum represents services that are available both at the school level as well as through ADE approved agencies through the Arkansas Collaborative Consultants and other state-supported programs. We will also partner with the Arkansas Public School Resource Center, through membership, for these resources as well.

- **General Education Programs:** In this setting, students with a disability receive the same services and supports available to all students. These services include, when necessary, academic intervention services in the content area and specialized reading instruction. The general education teacher may also receive

consultation from our special education teacher and administrators.

- **Related Services:** Students with disabilities may receive a number of periods per week of related services provided by appropriate specialists. These services include counseling, physical therapy, occupational therapy, and teacher of the visually impaired/hearing impaired, mobility training, and behavioral support. The extent of these services may range from daily sessions to less frequent contacts depending upon the delivery plan outlined in the IEP.
- **Consultant Services:** Consultant teacher service is direct or indirect consultation provided by a certified special education teacher to the general education teacher(s) within the general education environment.
- **Resource Services:** Our resource services are designed as a parallel support system to the general education class program for students with disabilities. The student's specific learning needs are such that he/she needs specialized supplementary instruction in an individual or small group setting.
- **Declassification Support Service:** When a student is being declassified, he/she may continue to receive support services for up to one year from the date of declassification.
- **Special Class Integrated/Non-Integrated:** When it is deemed necessary, students receive primary instruction in math, reading and writing. This service can be delivered within the classroom (integrated-co-teaching) or as a pullout program (non-integrated). Special class options are provided if a student's needs are such that a combination of other services within the general education environment is not successful.

I) Gifted and Talented Program.

Applicant Response:

SFIA-PB does not track students into low or high tracks. Rather, within each class, teachers challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring, encouraging, and recognizing high achievement. However, we do recognize that some students would benefit from a greater level of rigor and learning experiences. At SFIA-PB those opportunities are readily available because of our focus on Project-Based Learning (PBL).

Aside from the obvious motivational characteristics of working with authentic problems in an environment that nurtures independence, self-selection of topics, and an emphasis on professional products, gifted students exhibit qualities often associated with expert problem solvers, making PBL a natural methodology for them. In addition to the skills of problem solving, PBL also appeals to gifted students because the content is conceptual, the pace is appropriate because so much of it is self-directed, and they can regroup within the larger group with students who want to pursue similar aspects of the overall problem.

Additionally, alternative "challenge" assignments for reading, writing, problem solving, and inquiry are routinely offered to students to give them the opportunity to gain a deeper understanding of course content. Any student may choose to pursue any, all, or none of these "challenge" assignments during the course of the term.

We feel very confident that our PBL learning environment will engage and challenge all of our students, including those who are considered gifted and talented.

- Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

In addition to the general school progress reports that will be a part of our Spartan Awards ceremonies after each interim assessment cycle, parents will be invited to a State of the School presentation by the Principal at the end of each semester. Additionally, the Principal will issue a joint annual report to our families, donors, and other community stakeholders via our website platform as well as in print at the front desk of the school. All rules governing reporting school status to ADE will be observed as required. Finally, we will adhere to and disseminate the school Annual Report in accordance with ADE reporting rule 7.02.2 by publishing a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies in a newspaper with general circulation by November 15 of each year as well as sending a copy of the report to the ADE by January 15th following publication.

- Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Applicant Response:

SFIA-PB will accept applications to fill 200 spaces for young men in grades 5-8. SFIA-PB will utilize an aggressive and comprehensive marketing plan to recruit and attract students. In accordance with local and federal laws, we will use a non-discriminatory enrollment policy that provides equal access to all students living in Pine Bluff Metro Area.

Plan for Student Recruitment and Marketing

We will ensure that we provide all print materials and radio and television advertisements in both English and other representative languages represented in the demographics of the Pine Bluff Metro Area. Through these efforts, those whose primary language is other than English are provided with the same information and given equal opportunity to enroll in SFIA-PB. In addition to posting enrollment notifications on our website and other social media platforms, SFIA-PB will work with middle schools and youth support organizations to recruit students who are currently in the 8th grade and ready to transition to high school. We will speak at these schools and at these youth support functions to qualifying families. This type of grassroots effort is indicative of how we will engage the communities and families we serve for years to come.

Throughout the recruitment process, SFIA-PB will provide parents of potential students with additional information about the programs and services provided by the school. When possible and helpful, recruitment efforts will be bilingual. In compliance with federal law, our recruitment efforts will target all populations in the community, regardless of race, disability, or ethnicity. Additionally, SFIA-PB will actively seek to serve an equally equivalent percentage of students as the Pine Bluff School District who qualify for free or reduced lunch prices and identify as English Language Learners.

Enrollment Policy and Timeline

SFIA-PB is a public school and is open to all students eligible for enrollment in the Pine Bluff Metro Area. SFIA-

PB will not discriminate on the basis of race, color, national origin, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor will SFIA-PB set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

All enrollment policies and procedures have been designed in alignment with the Arkansas Quality Charter Schools Act. Should we receive a greater number of applicants than seats available, SFIA-PB will hold a public lottery according to all state and local laws. All applications should be in by March 31, 2019, and the lottery will take place on April 15, 2019 if the number of applications exceeds 200. Upon completion of a lottery, if needed, all applicants will be notified whether or not they have been accepted by email, phone or both. Parents / guardians have 72 hours to complete all required registration documents. If all documents are not submitted by the stated deadline in the acceptance email, the spot will be returned to the lottery at the end of the 72-hour deadline. SFIA-PB expects the 2019-2020 school year application period to begin immediately after approval and continue through March 31, 2019. SFIA-PB will protect student information on our public waiting list by using random numbers that are known only to the student and their families, not by using their name or other sensitive information that's protected by law. If a student who was on our wait list has received a placement in the school, we will notify the parents by email, phone, or both. Parents/guardians will have 72 hours to complete all required registration documents.

Enrollment Requirements

As a public charter school, SFIA-PB will be open to all students who wish to attend and will not have selective admissions criteria or practices. However, potential parents will be strongly encouraged (not required) to attend at least one of several information sessions regarding SFIA-PB's mission, culture parent/student expectations, and educational program. All recruitment materials and communications will be designed to inform families about the school. SFIA-PB will make it as easy as possible for students and families to complete the enrollment application by translating the application in languages spoken by the prospective population and making the application available in multiple locations (including the school building, neighboring non-profit organizations, our website, youth centers, etc.). SFIA-PB will make a strong and concerted effort to reach out to students and families throughout the community, and to administer our enrollment process in a way that is open, inclusive and fair. SFIA-PB will enroll students with disabilities in compliance with all applicable laws.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

We will recruit students in a manner that ensures equal access to the school and does not discriminate against students of a particular race, color, national origin, religion, language of origin, sexual orientation, or sex, academic skill level, or against students with disabilities.

Priority enrollment will be given to:

1. Children of founding families
2. Siblings of currently enrolled students

No more than 10% of SAPHS's total enrollment will be allocated to these priority groups per the Arkansas Code 6-23-306.

Sibling Enrollment

All incoming siblings of enrolled students must submit an enrollment application to receive their priority status. The siblings of enrolled students will be automatically admitted to their respective grades assuming there are

openings in their grade.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

It is not believed by SFIA-PB's Board of Directors that the use of a weighted lottery is required by federal court or administrative order.

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

Yes

No

Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

At the conclusion of SFIA-PB's initial application period on March 31, 2019, following the admission of students entitled to a preference, if there are spaces available and the number of applications exceeds the spaces available, we will conduct a random and anonymous lottery, with a disinterested party not affiliated with SFIA-PB, to fill slots per Arkansas Code 6.07.1.14.1. The lottery will be held with reasonable public notice given at least one week prior to the lottery (an official date for the lottery will be established post-charter approval). Even after all spaces in the school are filled through the lottery, we will continue to draw the names of all students who apply and place the names of students not selected for an available space on a waiting list in the order the names were drawn per Arkansas Code 6.07.1.14.1.1. SFIA-PB will keep and make public the waiting list and explicitly specify rules for the waiting list clearly and in writing as part of our enrollment policies. SFIA-PB will protect student information on our public waiting list by using random numbers that are known only to the student and their families, not by using their name or other sensitive information that's protected by law. If a student who was on our waitlist has received a placement in the school, we will notify the parents by email, phone, or both. Parents/guardians will have 72 hours to complete all required registration documents.

Once the lottery is complete, SFIA-PB will send notification to students that submitted an application a status update of their application. Students who were chosen in the lottery will be given explicit instructions on how they accept admission to the school and pertinent information regarding the start of the school year. SFIA-PB will require a parent or guardian to accept admission to the school by notifying the school of his or her intent to attend. If the enrollment process fails to fill all the available slots, and all names on the waiting list have been given an opportunity to enroll, SFIA-PB may repeat the process of accepting applications for enrollment. This

process will be well documented by specified dates and clear to all prospective families and students. As spaces become available during the school year, SFIA-PB may repeat the application process to fill these openings, provided that all students on a current waiting list have first been selected.

Should SFIA-PB have admitted students that do not show up on the first day of school, we will hold a slot for 5 school days. Thus, if an admitted student does not attend school for one week, that slot will be released and given to a student on the waiting list. In such cases, SFIA-PB will:

- Notify the parent/guardian after three (3) days of student absence to discuss their intent to send their child to the school.
- State that in order for the slot to be held, the student must attend school within the next two (2) days.
- If the student does not attend within those five days, SFIA-PB will release that particular slot and may fill it with a child from the waiting list. If no waiting exists, we may receive applications for that slot.

Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

Applicant Response:

If an opening is created from a student leaving SFIA-PB during the school year, we will contact students from the waiting list in the order of their lottery designation and offer them the seat. If there is not a waiting list, we will accept applications for the seat.

11. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Dedrick Sims, CEO of the Sims-Fayola Foundation, has had prior involvement in the operation and development of other charter schools. Specifically, Sims-Fayola International Academy-Denver, which closed May 2015 and Southeast Arkansas Preparatory High School, which was approved during the last charter cycle and opens in August of 2018. Dedrick Sims has also served as the principal of a KIPP charter school as well as Miller McCoy Academy of Mathematics and Science in New Orleans. Dedrick is also currently consulting with groups in Dallas, Ft-Worth, Atlanta, and Detroit who are in the process of designing both co-ed and single gender charter schools under the Sims-Fayola Foundation umbrella.

12. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

Applicant Response:

Financial Management and Internal Controls/Procedures

The Board of Directors will bear responsibility for the financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance or accounting, and will convene a standing Finance Committee. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances. The Finance Committee will work with the Principal and the Sims-Fayola Foundation to develop the annual budget and will also ensure that quarterly financial reports with analyses of actual spending versus budgeted amounts are submitted to the Board, as well as work with the Principal to ensure that an annual audit is completed. While the Board will be responsible for financial oversight, the Principal, with the support of the Sims-Fayola Foundation, will be responsible for the day-to-day financial management of the school.

Delegation of Duties

A team of staff members will work collaboratively to manage the school's finances. The Principal will work with the Business Manager to ensure procurement of supplies, equipment, and services. The Principal will issue monthly financial reports to the Board, and the Principal will hold quarterly meetings with the Finance Committee, chaired by the Board's Treasurer. SFIA-PB will contract with the Sims-Fayola Foundation for back office support to provide support to the school in analyzing, reconciling and adjusting account balances and to ensure that records are maintained in accordance with generally accepted accounting principles (GAAP). The Sims-Fayola Foundation will also support SFIA-PB with business manager training, payroll, benefits processing, health care, tax and compliance, and accounting.

We recognize that as a publicly supported entity, SFIA-PB has additional responsibilities to ensure the public's confidence and the integrity of the school's activities. The Board will develop and approve financial policies and the Principal will implement those policies using approved internal financial controls that provide SFIA-PB with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with Federal laws and regulations, and produce timely and accurate financial information. This manual will cover the roles and responsibilities of all financial management duties, including content, frequency, and process of reporting and reconciling bank accounts and ledger books for all financial transactions of the school. The manual will also include procedures for banking and cash management; procurement; expenses and accounts payable; payroll and related liabilities; fixed assets; grants, donations and in-kind services; debt; investments; and security of financial data.

Internal Controls and Financial Systems

SFIA-PB will implement tight internal controls. These fiscal policies and procedures will address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement. The following systems are examples of controls that will be established for SFIA-PB to ensure proper accounting and records of finances:

- Cash Flow: SFIA-PB will maintain a monthly cash flow forecast with an ongoing 12-month view. It will be updated on a monthly basis and be provided to the finance committee for review.
- Check Signing and Contract Approval: The Principal will have authorization to sign all school checks; however, all checks and contracts in excess of \$2,500 will require the additional signature of the Board Treasurer.
- Purchasing: SFIA-PB will ensure that funds are disbursed only for valid business purposes. The Business Manager will be responsible for processing all purchase requests and will be required to obtain approval by the Principal via a mandated purchase order form before making any purchases. The Principal will review all invoices upon receipt and will compare purchase order forms and packing slips before approving payment of any invoice.

Payments and Incoming Funds

The Principal will sign all checks and have the responsibility for approved purchases. The Business Manager will

prepare all checks for the Principal's signature and the Principal will monitor approved expenditures. Checks or contracts in excess of \$2,500 will require the signature of the Principal and the Board Treasurer. Checks will be issued only when within the approved budget and with the approval of the Principal. Voided checks will be retained to ensure proper maintenance of checking account records. Incoming receipts will be filed by the Business Manager and entered. All checks will be deposited, and a copy of each check will be attached to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement. The Board of Directors will review all cash receipts monthly, including a comparison of amounts received to the budget.

Internal Accounting and Reporting Procedures

SFIA-PB will use the Arkansas Public School Computer Network, as required by state statute and by the State Board of Education rule to aid in the preparation of monthly financial reports and end-of-year audits. Using this type of system will allow the school to generate financial reports virtually instantaneously. The school will keep paper backup copies of all check registers and journal entries and will back-up the electronic file regularly to maintain the integrity of the school's financial systems. Financial statements such as a Balance Sheet, Budget vs. Actual Income Statement, and Statement of Cash Flow will be prepared monthly by the Business Manager. Monthly financial reports will be provided to the Board's finance committee, and the finance committee chair will provide a summary report at each full Board meeting. Board Members will use the financial statements to confirm compliance with existing policies and to monitor the extent to which the school is staying within budget.

Cash flow Management Plan

SFIA-PB's cash management plan includes processes and procedures that help signal a potential cash management problem and allow for immediate attention. The Principal bears ultimate responsibility to ensure that all forms are completed and procedures are followed to ensure that all expected public and private dollars flow to the school without significant gaps in time. On a weekly basis, during the Operations Meetings, the Business Manager will provide a cash flow update to the Principal indicating any expected revenues to be received and budgeted expenses to be made. This ensures that the school maintains a positive cash flow and to the extent possible, a cash reserve each month. Over time, the Principal, with the support of the Sims-Fayola Foundation and the Board Treasurer will produce budgets that include cash surpluses each year to help offset any potential shortfalls in revenue and to help meet any short-term cash flow challenges. There will be financial management policies and procedures in place to help ensure that all purchases and other expenditures are approved and accounted for with an eye towards fiscal prudence and long-term value. These procedures for purchases and accounts payable will allow the Principal to quickly curtail the rate of spending if necessary. In the event that revenues do not fully cover expenses, the Principal and Board Treasurer will take necessary steps to protect payroll and facilities needs. Options would include how revenue through private donations and fundraising can be improved, how non-payroll and facilities expenses and purchases can be delayed, or seeing if the schedule for payments of contracts or services can be renegotiated.

Describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Budget Process

The Principal will work with the Sims-Fayola Foundation, Board Treasurer, and the Business Manager to prepare and propose to the Finance Committee a detailed budget by March 30 of each year that shows line-item expenses and that includes an analysis of the budget's relation to the school's Accountability Plan. The budget will include a monthly cash-flow analysis to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Finance Committee will present the proposed budget(s) to the Board for review and vote during the April Board meeting. The Board will approve the subsequent fiscal year budget during the May board meeting. The Principal will present a variance report of spending in quarterly meetings with the Finance Committee. These reports will be sent to the entire Board quarterly.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Please note that all revenue must be formally committed.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability, or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

Contingency Budget Narrative

The contingency budget assumes that the YR 1 student count is ~ 85%, 170 students, of expected enrollment of 200 students, which is the minimum number of students needed for financial viability. This was determined by multiplying the number of students times the charter school aid categories and tracking revenue against expenses required to execute our program. Some line item cuts were made in accordance with the 15% shortfall of anticipated students. The budget

Staffing

In a strategic effort to ensure that SAPHS will not be overstaffed during the start-up years, a set of core teachers will be hired initially. When the population starts to grow and we approach reaching enrollment goals, additional positions will be filled to support the students.

Assumptions

If SAPHS faces reduced enrollment or financial variables that impact the financial position of the school, the following adjustments will be made:

1. Staffing changes –
 - a. Eliminate the 2 aides
 - b. Eliminate the Dean of Student Services
 - c. Eliminate the Business Manager

2. Professional development & travel
 - a. We hope that this budget line is not impacted; however, if the student population is not there to fund it, the PD fund will be reduced by 15%.
 - b. Sims-Fayola Foundation will reduce their fees by 15%

- 3. Salaries –
 - a. The salary of school Principal will be reduced the minimum salary of \$65K.
- 4. Supplies & Equipment –
 - a. Administration supplies and equipment line will be reduced by 50%.
 - b. Classroom supplies and material will be reduced by 50%.
- 5. Technology –
 - a. We will purchase 100 chrome books instead of 200.
 - c. The technology contracted services amount will be reduced by \$5K.
- 6. Assessments-
 - a. Assessment costs will be reduced in proportion to the reduction in students since this cost is based on a per pupil cost.
- 7. Transportation
 - a. Bus passes will be eliminated.
- 9. Textbooks and Periodicals
 - a. Textbooks will be reduced by 15%.
- 10. Food Services-
 - a. Food services costs will be reduced in proportion to the reduction in students since this cost is based on a per pupil cost.
- 11. Special Activities-
 - a. Special activities budget will be reduced by 15%.

- 13. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: Principal

Reports to: Board of Directors

Salary Range: 65K - 75K

Minimum Qualifications Required

Education Required:
 Bachelors Degree

Experience Required:
 1. At least 5 years teaching experience
 2. Instructional intervention training a plus

3. Highly effective interpersonal and group communication skills
4. A solid understanding of advanced instructional strategies
5. Strong knowledge base of best practices in instruction
6. Self-directed and self motivated
7. Experience with single gender education is a plus

Certification Required:

Waiver Requested

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

- Develop, implement, and manage the school's academic program in a manner consistent with the school's mission
- Guide the development, consistent implementation, and continuous revision of a high quality, rigorous, standards-based curriculum
- Guide faculty in the establishment and commitment to clear student achievement goals and provide direction and professional development in the accomplishment of the goals
- Develop and sustain a school culture and learning community that embodies SFIA-PB's commitment to to develop globally competent young men who possess the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st-century global environment

Administrator Position: Dean of Student Services

Reports to: Principal

Salary Range: 40K-50K

Minimum Qualifications Required

Education Required:

Masters Degree in Education Leadership

Experience Required:

1. At least 5 years teaching experience
2. Instructional intervention training a plus
3. Highly effective interpersonal and group communication skills
4. A solid understanding of advanced instructional strategies
5. Strong knowledge base of best practices in instruction
6. Self-directed and self motivated
7. Experience with single gender education is a plus

Certification Required:

Waiver Requested

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

- Establishes a school culture that is centered on core values that ultimately shows deep care for each student and staff member, and holds each student and staff member to the highest level of accountability.
- Supervise the consistent and fair administration and tracking of student conduct and discipline data
- Shall be responsible for the attendance, conduct, and discipline of the students at the middle school.

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

- Shall provide support and leadership for staff members in the enforcement of building rules and regulations.
- Coordinate summer service-learning opportunities

Administrator Position: Dean of Academic Services

Reports to: Principal

Salary Range:

Minimum Qualifications Required

Education Required:

Masters Degree in Education

Experience Required:

1. At least 5 years teaching experience
2. Instructional intervention training a plus
3. Highly effective interpersonal and group communication skills
4. A solid understanding of advanced instructional strategies
5. Strong knowledge base of best practices in instruction
6. Self-directed and self motivated
7. Experience with single gender education is a plus

Certification Required:

Waiver Requested

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

- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs
- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management
- Responsible for coaching teachers on instructional delivery and methods
- Assist in administration of scheduling and standardized assessments
- Assist Principal in developing staff development programming

TEACHERS

Teacher Position: Classroom

Reports to: Principal

Salary Range: 33K - 36K

Minimum Qualifications Required

Education Required:

Bachelors Degree in Content Area

Experience Required:

Documented successful, relevant work experience in the content area to be taught, established by at least one year of employment

Certification Required:

Waiver requested

Demonstration of Content Knowledge as outlined in the Arkansas Qualified Teacher Rule

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

- Utilize the Arkansas state standards to create rigorous lessons in their content area and differentiate instruction for individual students' needs
- Deliver instruction by providing varied opportunities for students to achieve mastery promoting achievement by all students
- Communicate (respectively and regularly) and work collaboratively with parents and members of the community while involving them in academic activities and displaying cultural sensitivity
- Display high levels of professionalism; collaborate with colleagues; and fulfill all duties professionally and in a timely manner
- Create lessons that engage students in project based learning learning

Teacher Position: Special Education

Reports to: Principal

Salary Range: 33K - 36K

Minimum Qualifications Required

Education Required:

Bachelors Degree in Content Area

Experience Required:

Documented successful, relevant work experience in the content area to be taught, established by at least one year of employment.

Certification Required:

Special Education license for a Special Education class

Demonstration of Content Knowledge as outlined in the Arkansas Qualified Teacher Rule

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

- Implements the SFIA-PB curriculum which includes the incorporation of project based learning and service learning.
- Collaborates with the general education teachers to modify curriculum as needed
- Writes objectives and goals for IEP's and interprets and measures student achievement
- Provides progress reports to parents as outlined in the IEP while maintaining timely communication with parent/guardian concerning student progress

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

- Communicates and enforces high academic and behavioral expectations and standards in order to create and maintain a strong school/classroom culture and climate
-

SUPPORT STAFF

Support Staff Position: Business Manager

Reports to: Principal

Salary Range: 30K-40K

Minimum Qualifications Required

Education Required:

Bachelors Degree in Business, Finance and Accounting

Experience Required:

Two years of successful experience as a Business Manager

Certification Required:

none

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

- Ensuring operational excellence and high level of detail in all areas of operations, from school aesthetics, to school health and safety protocols
 - Advocating for all policies, procedures, and communications across the school community to drive successful student outcomes
 - Overseeing all logistics for school-wide events, parent communications, student data collection, technology, and inventory management
 - Establishing and maintaining successful relationships with all school stakeholders and building partners to drive the goals and mission of SFIA-PB
-

Support Staff Position: Receptionist

Reports to: Principal

Salary Range: 20K - 25K

Minimum Qualifications Required

Education Required:

High School Diploma

Experience Required:

Two years previous previous experience that includes secretarial or clerical work

Certification Required:

none

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

- Greet and receive students, school visitors, and staff in the main office while organizing/maintaining the main office area for efficiency, safety, and appearance
 - Check identification of parent/guardian when dismissing students and verifying information against student's information on file
 - Answer incoming phone calls, take messages and direct calls as appropriate
 - Assist with the distribution of internal and external communications as needed
-

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

We will use the Legislative Auditor to perform our audits. We are aware that prior approval must be obtained by the authorizer to change this preference.

15. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Department of Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to IRS, ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

Yes
 No

It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

Yes
 No

16. Describe in general terms the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

If the facility to be used for the school has been identified and is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility has been identified and is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The board of directors of SFIA-PB in collaboration with the Sims-Fayola Foundation seeks to locate a facility within the Pine Bluff city limits. Pine Bluff is the ninth largest city in the state of Arkansas. It is also the principal city of the Pine Bluff Metropolitan Statistical Area. The city is situated in the Southeast section of the Arkansas Delta. Major area employers include Jefferson Regional Medical Center, Simmons First National Corp., Tyson

Foods, Evergreen Packaging, the Pine Bluff Arsenal and the Union Pacific Railroad. The University of Arkansas at Pine Bluff is the second oldest public educational institution in the state of Arkansas and the oldest with a black heritage. Southeast Arkansas College features technical career programs as well as a 2-year college curriculum. Pine Bluff has a full complement of educational facilities. The Pine Bluff School District includes elementary magnet schools to meet special interests in the fields of mathematics, science, foreign language, communications, and fine and performing arts. Watson Chapel School District, the Dollarway School District, as well as a number of private schools also serve the city.

If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

We have not identified a facility at the submission of this charter application. We are in conversations with Quest Middle School and the Pine Bluff School District in regards to their upcoming or already vacant buildings.

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

Yes

No

If the facility to be used has been identified and 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:

We have not identified a facility at the submission of this charter application, but when we select a facility we will ensure we are in compliance with local zoning authority use as well as the distance requirement from any alcohol sales.

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

Applicant Response:

SFIA-PB intends to offer healthy meals every school day through contracted meals with a private food provider to provide lunch meals for all students Monday through Friday. We will ensure that we follow all federal laws and regulations regarding school nutrition to meet the nutritional needs of our students. SFIA-PB intends to participate in the Arkansas Department of Education's National School Lunch Program. SFIA-PB further plans to meet free and reduced priced lunch eligibility guidelines through application for such funds to the state of Arkansas Department of Education's Child Nutrition Unit. SFIA-PB will use formal procurement procedures will be used as required by 2 CFR Part 200.318-326, formerly 7 CFR §3016.36 to secure a food vendor that will comply with all Child Nutrition standards.

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Dedrick Sims is the CEO of the Sims-Fayola Foundation. The Sims-Fayola Foundation will provide support services to SFIA-PB for a fee. Dedrick Sims will not receive direct compensation from SFIA-PB, but as an employee of the Sims-Fayola Foundation.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

Whenever a director or officer has a financial or personal interest in any matter coming before the Board of Directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of the corporation to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

19. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

Applicant Response:

Because SFIA-PB is being sponsored by the Sims-Fayola Foundation, the creator of the school model, a change in school leadership and board composition will not impact school operations as much as if it was a stand alone school without support. The responsibility of the Sims-Fayola Foundation is to provide back office support, leadership training and coaching, instructional framework development, leadership hiring, teacher professional development in the core elements of the model, and board training and development. The Sims-Fayola Foundation serves as the "keeper of the model" and therefore will always have a hand in the efficient operation of the model regardless of who is the leader or on the board. The systems that are used by the Foundation are designed to support and increase the capacity of the people selected for the positions. The Sims-Fayola Foundation's model of support is modeled after the KIPP Foundation and Achievement First Network. Two very success CMO's who support over 100 schools in their networks together.

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

Applicant Response:

To date, desegregation monitoring exists in Garland and Pulaski Counties. The two aforementioned counties do not include the districts that the proposed SFIA-PB will serve in Jefferson County. After researching court orders in Garland and Pulaski Counties regarding desegregation, the Board of Directors concludes that SFIA-PB will not impact a public school district(s) ability to comply with court orders and statutory obligations to create and maintain a unitary system of desegregation.

Resources:http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Desegregation/Garland_County_Desegregation_Settlement_Agreement.pdf)

<http://www.arkansased.gov/divisions/public-school-accountability/desegregation-monitoring/pulaski-county-desegregation-case>

21. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

Waiver Topic: Start and End Dates for School Year

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-10-106	Start and End Dates for School Year

Rationale for Waiver

We would like to provide an extended year and extended day as a means of providing instructional time, which will significantly help our students who are 2-3 grades behind in Reading and Mathematics. This will also accommodate our project-based learning instructional model and provide more time to design and develop projects. We are also seeking this exemption so we can start our official school year on August 13th.

Waiver Topic: Superintendent Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-13-109	Superintendent Licensure
● 6-17-427	Superintendent Licensure

Standards for Accreditation

Section Number	Section Title
● 15.01	Superintendent Licensure

Rationale for Waiver

SFIA-PB seeks exemption from these portions of the Education Code and the ADE Rules. SFIA-PB plans to employ a principal who will serve as the Superintendent with a student population of 200.

Waiver Topic: Teacher & Administrator Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-15-1004	Teacher & Administrator Licensure
● 6-17-302	Teacher & Administrator Licensure
● 6-17-309	Teacher & Administrator Licensure
● 6-17-401	Teacher & Administrator Licensure
● 6-17-902	Teacher & Administrator Licensure
● 6-17-919	Teacher & Administrator Licensure

Standards for Accreditation

Section Number	Section Title
● 15.02	Teacher & Administrator Licensure
● 15.03	Teacher & Administrator Licensure

Rationale for Waiver

SFIA-PB seeks exemption from these portions of the Education Code. While we will ensure that all core teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is important to our unique model that we have flexibility to hire teachers and administrators who are most qualified and best positioned to implement our unique programmatic plan. We will provide extensive training, support, and coaching for our teachers and administrators to have the capacity to implement our model for young men. Furthermore, we are aware of the shortage of teachers in the Pine Bluff area and we would like to request this waiver so that we are not subject to a limited pool of teachers. However, please note that it our intent to use the AQT rules as a guideline for hiring all teachers.

Waiver Topic: Public School Student Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-18-706	Public School Student Services

Standards for Accreditation

Section Number	Section Title
● 16.03	Public School Student Services
● 3.01.6	Public School Student Services

Rationale for Waiver

SFIA-PB seeks exemption from these portions of the Education Code and the ADE rules to allow us to have the flexibility to provide quality health services without hiring a full-time nurse. We will provide a part-time nurse to our students instead.

Waiver Topic: Library Media and Technology

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-25-103	Library Media and Technology
● 6-25-104	Library Media and Technology

Rationale for Waiver

SFIA-PB is requesting a waiver from having our library media services program defined as well as having a traditional media specialist. The Media Center at SFIA-PB will be a "digital lab" on campus that made up of mobile computers, shared among teachers, for the optimum digital media experience. SFIA-PB mobile Media Center will allow for greater flexibility to combine research and the hands-on project based learning and assessment. It will also allow for greater ability to make international connections with lessons. The media center experience will be utilized to enhance project-based learning with real-world connections in the classrooms.

ATTACHMENT A – Proof of Non-Profit Status

- IRS Determination Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 09 2016**

SIMS-FAYOLA FOUNDATION INC
4165 CIMARRON WAY 1024
DENVER, CO 80014-0000

Employer Identification Number:
47-5349323
DLN:
26053617002476
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
October 19, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 5436

ATTACHMENT B – Public Hearing

- Email to impacted districts' Superintendent
 - Public Hearing Sign-In Sheet
 - Copies of Posted Notices

Note of Omission

The email to impacted district Superintendent is not included in this submission. We correctly included the impacted Superintendent on the Letter of Intent email sent to ADE on March 6th, but did not send an email regarding the public meeting on April 11 within 7 days of the first notice being published on March 18th. Our plan of correction is to redo the entire process of advertising another public meeting prior to the capacity hearings in August and send the email within the required timeframe.

Sims-Fayola International Academy-Pine Bluff

FOR IMMEDIATE RELEASE

March 14, 2017 - Dedrick Sims

CONTACT

Sims-Fayola Foundation
303-513-4723
info@sffoundation.org

ANNOUNCING A NOTICE OF PUBLIC HEARING AND INFORMATION SESSION FOR THE PROPOSED SIMS-FAYOLA INTERNATIONAL ACADEMY-PINE BLUFF

The Board of Directors of the proposed Sims-Fayola International Academy-Pine Bluff in Pine Bluff, Arkansas would like to invite all interested parties to a public hearing and information session regarding their proposed charter middle school for young men on April 11, 2017. The public information session will take place from 6pm-7:30 pm at the UAPB Business Incubator building 615 South Main Street, Pine Bluff, Arkansas.

The Board of Directors of Sims-Fayola International Academy-Pine Bluff submitted a letter of intent on March 6th to open its charter middle school in the fall of 2019 serving young men in grades 6-8 to the Arkansas Department of Education, to followed by a charter application on April 26, 2018. Enrollment will be open to the public and in accordance with the rules governing public charter schools in Arkansas. This meeting will focus on the grade configuration, school model overview, instructional approach, application timeline, future information sessions, and enrollment protocols.

Please reach out to Dedrick Sims at 303-513-4723 for any questions about Sims-Fayola International Academy-Pine-Bluff.

Sims-Fayola International Academy-Pine Bluff

FOR IMMEDIATE RELEASE

March 14, 2017 - Dedrick Sims

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Please reach out to Dedrick Sims at 303-513-4723 for any questions about Sims-Fayola International Academy-Pine-Bluff.



**Sims-Fayola International Academy Pine Bluff
Sign-In Sheet**

	Name	Email Address
B	Cynthia Sims	
B	Shalonda Liggins	
B	Mary Liddell	
	Alexander Noguera	
	Alisa Smith	
B	Kim Richards	
B	Frederick Wylie	
	Shirley Washington	
	Clayton Smith	
	Jada Jones	
	John Ray Brown	
	Michael Turley	
?	Dannie H Daniel	
B	Jeff Pulliam	
	Michael Ray	
	Drew Lowell	
	John Smith	
	Mark Ray	
	Sandy Brown	

Send cythra a brief talking
point to talk to chancellor

ATTACHMENT C – Evidence of Community Support

- Mayor Shirley Washington- City of Pine Bluff
- Chancellor Davis - University of Arkansas at Pine Bluff
 - Former Mayor Debe Hollingsworth
 - Gerald Robinson – Jefferson County Sheriff
 - Safety First Alarms- Community Business
 - Southeast Arkansas Preparatory High School
- Pastor Joyce A. Campbell - Ward Chapel AME Church
- Dr. Carolyn Blakley – UAPB Professor Emeritus
- Mrs. Dorothy McFadden- Community Member



CITY OF PINE BLUFF

Office of the Mayor
Shirley M. Washington

April 24, 2018

Alexandra Boyd, Director
Arkansas Department of Education
Charter School Office
4 State Capitol Mall
Little Rock, AR 72201

Dear Director Boyd,

The City of Pine Bluff is pleased to write a letter of support on behalf of the Sims-Fayola International Academy's application for approval to become a public charter school in Pine Bluff to serve young men in our community.

As Pine Bluff continues to move forward and attract industry to the Southeast Arkansas area, we will benefit from our population being globally proficient to compete and contribute to the 21st century environment. I applaud Sims-Fayola International Academy's desire to develop young men to meet this challenge.

This school will promote critical thinking skills, rigorous academic preparation, effective communication skills, positive community involvement and so much more. The young men in our community will benefit greatly from the culture of core values of discipline, hard work, character, commitment, vision, and global awareness. Sims-Fayola International Academy will provide a well-rounded, quality education for young men in the Pine Bluff community.

The City of Pine Bluff fully supports Sims-Fayola International Academy's initiative to become a public charter school serving young men in grades 5 - 8. If I can be of further assistance to move this initiative forward please do not hesitate to contact my office.

Sincerely,

Mayor Shirley M. Washington



UNIVERSITY
of ARKANSAS
AT PINE BLUFF
1873

Office of the Chancellor

April 24, 2018

Dr. Alexandra Boyd, Director
Arkansas Department of Education
Charter School Office
4 State Capitol Mall
Little Rock, AR 72201

Dear Dr. Boyd:

The University of Arkansas at Pine Bluff (UAPB) is pleased to support the efforts of Sims-Fayola International Academy – Pine Bluff. As you are aware, education is our pathway to success, achievement, and excellence while providing the means for our overall well-being in life. We are committed to excellence here at the university through our curriculum and initiatives while providing the necessary resources to ensure that our students are well-prepared to take their places in the 21st century globalized society. As student success is our top priority, we embrace our land-grant mission of providing cutting edge research, teaching, outreach, and service projects that respond to the social and economic needs of the state and the region. To that end, Sims-Fayola International Academy – Pine Bluff provides an opportunity for an academic partnership.

This letter of support is the first of many joint endeavors that are possible with the opening of this all male charter school. At the university, we have a Males of Color Initiative, which was established to empower, support, and assist our young men with academic success. We hope that developing a relationship between this charter school and our Males of Color Initiative would help to inspire, motivate, uplift, and challenge our young men to succeed and compete in a global society. We are excited about the potential collaboration.

I look forward to the great impact our institutions will make in this community.

Sincerely,

Laurence B. Alexander, J.D., Ph.D.
Chancellor

1200 North University Drive, Mail Slot 4982 · Pine Bluff, AR 71601
Office: (870) 575-8470 · Fax: (870) 575-4645 · Email: chancellor@uapb.edu

www.uapb.edu/chancellor

UAPB is an Equal Opportunity/Affirmative Action Institution

DEBE HOLLINGSWORTH

1305 West Forty-Sixth Avenue
Pine Bluff, Arkansas 71603

April 24, 2018

To Whom It May Concern:

As an advocate of public education, I am extremely honored to write this letter of support on behalf of the Sims-Fayola International Academy. I have lived in this city my entire adult life, my children graduated from Pine Bluff High School and I am the former Mayor of this great City of Pine Bluff,(2013-2016). I truly believe and have learned that quality education is the foundation for any successful, thriving and healthy community. During my term, all decisions were statically driven and based upon through research. A report was created regarding crime from the ages of 12-18, which literally took our breath away; this was and still is our reality! Therefore, I am extremely excited about the prospect that the Sims-Fayola International Academy for boys (grades fifth through eight) may be considered for Pine Bluff.

A healthy city first reveals itself by education, thus, allowing for sustainable growth, economic development and a community that empowers their youth!

The educational concepts and culture that will drive this Academy will have a life-changing impact on our young men. Therefore; my hope and prayer will be that you look upon our community with favor, allowing the Sims-Fayola International Academy to be established within our city and be an educational conduit for our children!

Sincerely,

Debe Hollingsworth



GERALD ROBINSON

SHERIFF OF JEFFERSON COUNTY

P.O. BOX 7837

PINE BLUFF, ARKANSAS 71611

CHIEF DEPUTY, Stanley James
OPERATIONS COMMANDER, Major Lafayette Woods, Jr.
JAIL ADMINISTRATOR, Greg Bolin

ADMINISTRATIVE OFFICE: 870-541-5351 • FAX 870-541-5348

INVESTIGATIONS: 870-541-5496

PATROL: 870-541-5376

WARRANTS/CIVIL PROCESS: 870-541-5349

DUB BRASSELL DETENTION CENTER: 870-541-4620

website: www.jeffcso.org



April 26, 2018

TO Whom It May Concern,

On behalf of the Jefferson County Sheriff Office, I am pleased to write this letter of support for the Sims-Fayola international Academy. As we eagerly anticipate the opening of SAPHS this fall, we are also excited about the prospect that the Sims-Fayola international Academy for young men (grades six through eight) may be coming to Pine Bluff. With no further justification required, the severe need for educational improvement in Jefferson County (that prompted the board of SAPHS to apply for a charter last year) and the high number of at risk boys in the area certainly validate the need for this charter school for boys in Jefferson County.

Not only could the proposed boys' middle school provide a highly motivation educational option for the young men but also an incredible opportunity for SAPHS to partner with the Sims-Fayola International Academy in mutually beneficial ways. It is logical that students who do well in middle school would benefit from the opportunity to continue to excel in an innovative high school such as SAPHS, and SAPHS would certainly commit to serve as an educational resource and partner to the middle school.

Because I believe that the parents and students of Jefferson County deserve educational options and I also believe that a public school option that is equally available to all boys is a great opportunity, we do hereby express our enthusiastic support for the Sims-Fayola International Academy for boys.

Thank you so much for allowing me to share my views as the Sheriff of Jefferson County Sheriff's Office. We hope that Pine Bluff will soon welcome the Sims-Fayola International Academy for boys

Sincerely,

A handwritten signature in cursive script that reads "Gerald Robinson".

Gerald Robinson, Jefferson County Sheriff

Safety 1st Alarm
2917 South Hazel
Pine Bluff, Arkansas 71603
(870) 534-7271

April 24, 2018

Arkansas Department of Education
Charter School Office
4 State Capital Mall, Room 304-B
Little Rock, Arkansas, 72201

To Whom It May Concern:

I am writing this letter to show my support for the Sims Fayola School for boys. It is an honor to send this letter of support for this school. I have lived in this area my entire life, and I fully support the innovative mission and vision of this school to provide quality education to "at risk" student populations.

The mission of Sims Fayola International Academy to develop globally competent young men who possess the knowledge and habits of mind necessary to succeed and contribute in the 21st-century global environment will provide a much-needed shot in the arm to our educational system. Our young men deserve the extraordinary opportunity.

The commitment of the school to uphold its academic core values through the creation of a culture that reflects its values will, from day one, encourage its students not only to memorize but live out its six educational core values.

Sims Fayola International Academy will provide an excellent opportunity for this generation of men and generations to come to receive a world-class education that prepares them to compete in a global society.

I support this initiative and look forward to the great impact it will make in our community.

Respectfully

Chestine Sims

Owner, Safety 1st Alarm, LLC



1501 West 73rd
Pine Bluff, AR 71603

April 23, 2018

To Whom It May Concern:

On behalf of the SAPHS Board of Directors, I am pleased to write this letter of support for the Sims-Fayola International Academy. As we eagerly anticipate the opening of SAPHS this fall, we are also excited about the prospect that the Sims-Fayola International Academy for boys (grades five through eight) may be coming to Pine Bluff. With no further justification required, the severe need for educational improvement in Jefferson County (that prompted the board of SAPHS to apply for a charter last year) and the high number of at-risk boys in the area certainly validate the need for this charter school for boys in Jefferson County.

Not only could the proposed boys' middle school provide a highly motivating educational option for boys but also an incredible opportunity for SAPHS to partner with the Sims-Fayola International Academy in mutually beneficial ways. It is logical that students who do well in middle school would benefit from the opportunity to continue to excel in an innovative high school such as SAPHS, and SAPHS would certainly commit to serve as an educational resource and partner to the middle school.

Because we believe that the parents and students of Jefferson County deserve educational options, because we have an ongoing relationship with and respect for the Sims-Fayola Foundation, and because we believe that a public school option that is equally available to all boys is a great opportunity, we do hereby express our enthusiastic support for the Sims-Fayola International Academy for boys.

It is our collective belief that the educational concepts and culture that will drive this school will have a life-changing impact on the young men who will be blessed to attend. What an opportunity to contribute to the city by improving the educational performance and outlook of young boys.

Thank you so much for allowing me to share the views of the board. We hope that Pine Bluff will soon welcome the Sims-Fayola International Academy for boys.

Sincerely,

Pat Hart

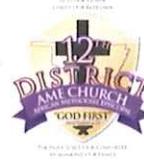
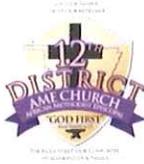
President, SAPHS Board of Directors

GREATER WARD CHAPEL AME CHURCH

3700 W. 6th Street

Pine Bluff, Arkansas 71603

The Reverend Joyce A. Campbell, Pastor



“God Our Father, Christ Our Redeemer, The Holy Spirit our Comforter, Humankind Our Family”

April 23, 2018

To Whom It May Concern:

I am pleased to provide this letter in support of the application proposal to establish the SIMS-FAYOLA INTERNATIONAL ACADEMY in Pine Bluff, Arkansas.

The mission of this single gender public charter school serving young men in grades 5-8 will be a welcomed addition in this community. The Academy education vision to prepare young men to become creative and innovative thinkers and responsible citizens is definitely an asset to the city of Pine Blue and Jefferson County. The SIMS-FAYOLA student goals and core values of Discipline, Hard Work, Commitment, Vision, Character and Global Awareness can serve to develop a culture that can lead to stronger graduation rates, reduction in dropout rates and increased enrollment in post-secondary education by students of color.

One-size does not fit all. As taxpayers, parents and children should have choices concerning their education. Under the growing umbrella of public school choices, a single-gender school targeting males in this city provides a diverse choice. I believe that the SIMS-FAYOLA INTERNATIONAL Academy with its broader instructional menu can provide an avenue for a richer education that can impact the long-term quality of life for children, households, families, and the continued growth of our city.

We, the pastor and members of the Greater Ward Chapel African Methodist Episcopal Church (AMEC) are in full support of this initiative to establish an open enrollment public charter school academy. As a pastor I look forward to seeing the difference a school of this caliber can make in this city.

Sincerely,

Rev. Joyce A. Campbell, Pastor
Greater Ward AMEC
(214) 557-6141
jacampbell@smu.edu

CAROLYN F. BLAKELY, Ph.D.
2105 Mt. Vernon Court
Pine Bluff, Arkansas 71603

April 23, 2018

Arkansas Department of Education
Charter School Office
4 State Capital Mall, Room 304-B
Little Rock, Arkansas 72201

To Whom It May Concern:

It is a distinct pleasure for me to add my support to the request for a Sims-Fayola International Academy Preparatory charter school here in Jefferson County. Certainly the focus of this educational proposal has a great potential to prepare students to access and engage in careers locally, nationally and globally.

Access to the curricula that will be provided will expose and prepare students, through STEM-focused learning, personal mentoring, character development, confidence, assuming personal responsibility, and being determined to assume positive and productive positions in their chosen communities.

Such an educational institution that provides individual attention to the personal needs, aspirations, and individual learning methods is direly needed in our area in order to increase and improve the skills that will make those students available and capable in various career arenas.

I do support this proposal and anticipate this enhancement to our educational system.

Sincerely,



Carolyn F. Blakely, Ph.D.
Professor Emeritus
University of Arkansas at Pine Bluff

April 23, 2018

Dorothy McFadden
28 Nottingham Lane
Pine Bluff, AR 71603
(870) 329-0018

To Whom It May Concern:

It is indeed a pleasure to write this letter of support for the Sims-Fayola International Academy for boys in grades six-eight for the Pine Bluff Community.

I met Dedrick Sims many years ago as a youth in Greater Ward Chapel A.M.E. Church. Dedrick's mother was a member of the Greater Ward Chapel family where I served as her class leader.

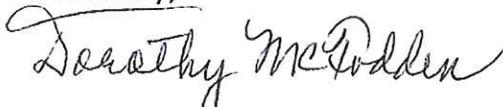
Dedrick was extremely bright, articulate and conscientious even then. However, believing that he would one day do something phenomenal, but not realizing his pursuit would be in education, makes it even more amazing.

As a teacher and educational leader for over forty years, I had recognized his genius in educational leadership. To that end, working with middle level educators and children, especially boys, has been a passion of Dedrick's for some time.

It is my hope that this boy's middle school will deter many of the problems that so many at that age face. In addition, it will help challenge them to excel in a chosen profession after high school and perpetuate life-long learning.

I would like to once again support Dedrick Sims in this endeavor and thank you for giving me an opportunity to write this letter as a show of support.

Sincerely,

A handwritten signature in cursive script that reads "Dorothy McFadden". The signature is written in black ink and is positioned above the printed name.

Dorothy McFadden, Science Educator

ATTACHMENT D - 2019-2020 Proposed School Calendar

**Sims-Fayola International
Academy-Pine Bluff
2018-2019 Calendar**

July 2019							August 2019							September 2019							October 2019							November 2019							December 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat

ATTACHMENT E – Budget & Salary Schedule

**2018 Application
Open-Enrollment Public Charter School
Personnel Salary Schedule**

Administrative Positions:		2019-2020	2019-2020	2020-2021	2020-2021
Line #		No. FTEs	Salary	No. FTEs	Salary
1	Principal	1	\$65,000.00	1	\$65,000.00
2	Dean of Academic Services	1	\$50,000.00	1	\$50,000.00
3	Dean of Student Services	1	\$45,000.00	1	\$45,000.00
4	Business Manager	1	\$35,000.00	1	\$35,000.00
5	Receptionist	1	\$25,000.00	1	\$25,000.00
6	Subtotal:		\$220,000.00		\$220,000.00
7	Fringe Benefits (rate used 27 %)		\$59,400.00		\$59,400.00
8	Total Administrative Positions:		\$279,400.00		\$279,400.00
Regular Classroom Instruction:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
9	Teachers	16	\$34,000.00	16	\$34,000.00
10	Aides	2	\$18,000.00	2	\$18,000.00
11	Subtotal:		\$580,000.00		\$580,000.00
12	Teacher Fringe Benefits (rate used 27 %)		\$146,880.00		\$146,880.00
13	Aide Fringe Benefits (rate used 27 %)		\$9,720.00		\$9,720.00
14	Total Regular Classroom Instruction:		\$736,600.00		\$736,600.00
Special Education:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
15	Teachers	2	\$34,000.00	2	\$34,000.00
16	Aides				
17	Subtotal:		\$68,000.00		\$68,000.00
18	Teacher Fringe Benefits (rate used 27 %)		\$18,360.00		\$18,360.00
19	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
20	Total Special Education:		\$86,360.00		\$86,360.00
Gifted and Talented Program:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
21	Teachers				
22	Aides				
23	Subtotal:				
24	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
25	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
26	Total Gifted and Talented Program:		\$0.00		\$0.00

Alternative Education Program/ Alternative Learning Environments:		2019-2020 No. FTEs	2019-2020 Salary	2020-2021 No. FTEs	2020-2021 Salary
27	Teachers				
28	Aides				
29	Subtotal:				
30	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
31	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
32	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2019-2020 No. FTEs	2019-2020 Salary	2020-2021 No. FTEs	2020-2021 Salary
33					
34	Subtotal:				
35	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
36	Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:		2019-2020 No. FTEs	2019-2020 Salary	2020-2021 No. FTEs	2020-2021 Salary
37					
38	Subtotal:				
39	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
40	Total Guidance Services:		\$0.00		\$0.00

Health Services:		2019-2020 No. FTEs	2019-2020 Salary	2020-2021 No. FTEs	2020-2021 Salary
41	Contracted Nurse				
42	Subtotal:				
43	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
44	Total Health Services:		\$0.00		\$0.00

Media Services:		2019-2020 No. FTEs	2019-2020 Salary	2020-2021 No. FTEs	2020-2021 Salary
45	Contracted Media/Tech Support				
46	Subtotal:				
47	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
48	Total Media Services:		\$0.00		\$0.00

Fiscal Services:		2019-2020 No. FTEs	2019-2020 Salary	2020-2021 No. FTEs	2020-2021 Salary
49	Contracted Back Office Support				
50	Subtotal:				
51	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
52	Total Fiscal Services:		\$0.00		\$0.00

Maintenance and Operation:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
53	Contracted Custodial _____				
54	Subtotal:				
55	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
56	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
57	_____				
58	Subtotal:				
59	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
60	Total Pupil Transportation:		\$0.00		\$0.00
Food Services:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
61	Contracted Food Vendor _____				
62	Subtotal:				
63	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
64	Total Food Services:		\$0.00		\$0.00
Data Processing:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
65	_____				
66	Subtotal:				
67	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
68	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2019-2020	2019-2020	2020-2021	2020-2021
		No. FTEs	Salary	No. FTEs	Salary
69	Number of Certified Substitutes _____				
70	Number of Classified Substitutes _____				
71	Subtotal:				
72	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
73	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
74	Total Substitute Personnel:		\$0.00		\$0.00
75	TOTAL EXPENDITURES FOR SALARIES:		\$1,102,360.00		\$1,102,360.00

**2016 Application
Open-Enrollment Public Charter School
Estimated Budget Template**

REVENUES

State Public Charter School Aid:		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
<i>Line #</i>	2019-2020		
1	Number of Students <u>200</u> X <u>\$6,781.00</u> State Foundation Funding	<u>\$1,356,200.00</u>	
2	Number of Students <u>200</u> X <u>\$26.00</u> Professional Development	<u>\$5,200.00</u>	
3	Number of Students <u>180</u> X <u>\$1,576.00</u> NSL Funding: 90-100%	<u>\$283,680.00</u>	
4	Number of Students _____ X _____ Other: <i>Explain Below</i>	_____	
5	Number of Students _____ X _____ Other: <i>Explain Below</i>	_____	
6	Number of Students _____ X _____ Other: <i>Explain Below</i>	_____	
	2020-2021		
7	Number of Students <u>200</u> X <u>\$6,781.00</u> State Foundation Funding		<u>\$1,356,200.00</u>
8	Number of Students <u>200</u> X <u>\$26.00</u> Professional Development		<u>\$5,200.00</u>
9	Number of Students <u>180</u> X <u>\$1,576.00</u> NSL Funding: 90-100%		<u>\$283,680.00</u>
10	Number of Students _____ X _____ Other: <i>Explain Below</i>		_____
11	Total State Public Charter School Aid:	<u>\$1,645,080.00</u>	<u>\$1,645,080.00</u>
Federal Charter School Aid:		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
12	Title I	_____	_____
13	Special Education	_____	_____
14	Child Nutrition	_____	_____
15	Other: _____	_____	_____
16	Total Federal Charter School Aid:	_____	_____
Other Sources of Revenues:		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
17	Private Donations or Gifts	_____	_____
18	Special Grants (<i>List the amount</i>)	_____	_____
19	Other (<i>Specifically Describe</i>) _____	_____	_____
20	Total Other Sources of Revenues:	_____	_____
21	TOTAL REVENUES:	<u>\$1,645,080.00</u>	<u>\$1,645,080.00</u>

EXPENDITURES

		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
Administration:			
22	Salaries and Benefits	<u>\$279,400.00</u>	<u>\$279,400.00</u>
	Purchased Services (List Vendors Below)		
23	V - AD 1 _____		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	4 Laptop Computers	<u>\$5,000.00</u>	
27	Total Administration:	<u>\$284,400.00</u>	<u>\$279,400.00</u>
Regular Classroom Instruction:			
28	Salaries and Benefits	<u>\$736,600.00</u>	<u>\$736,600.00</u>
	Purchased Services (List Vendors Below)		
29	V - CI 1 _____		
30	Supplies and Materials		
31	Equipment	<u>\$40,000.00</u>	<u>\$0.00</u>
	Other (List Below)		
32	Diagnostic, Formative, and Summative Assessments	<u>\$11,000.00</u>	<u>\$11,000.00</u>
33	Staff PD (External)	<u>\$10,000.00</u>	<u>\$10,000.00</u>
34	Textbooks	<u>\$35,000.00</u>	<u>\$35,000.00</u>
35	Laptops for teachers	<u>\$12,000.00</u>	<u>\$0.00</u>
36	Total Regular Classroom Instruction:	<u>\$844,600.00</u>	<u>\$792,600.00</u>
Special Education:			
37	Salaries and Benefits	<u>\$86,360.00</u>	<u>\$86,360.00</u>
	Purchased Services (List Vendors Below)		
38	V - SE 1 _____		
39	Supplies and Materials	<u>\$5,000.00</u>	<u>\$5,000.00</u>
40	Equipment	<u>\$5,000.00</u>	<u>\$5,000.00</u>
	Other (List Below)		
41	_____		
42	Total Special Education:	<u>\$96,360.00</u>	<u>\$96,360.00</u>
Gifted and Talented Program:			
43	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
44	V - GT 1 _____		
45	Supplies and Materials		
46	Equipment		
	Other (List Below)		
47	_____		
48	Total Gifted and Talented Program:	<u>\$0.00</u>	<u>\$0.00</u>

Alternative Education Program/ Alternative Learning Environments:		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
49	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
50	V - ALE 1 _____		
51	Supplies and Materials		
52	Equipment		
	Other (List Below)		
53	_____		
54	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
 English Language Learner Program:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
55	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
56	V - ELL 1 _____		
57	Supplies and Materials	\$5,000.00	\$5,000.00
58	Equipment		
	Other (List Below)		
59	_____		
60	Total English Language Learner Program:	\$5,000.00	\$5,000.00
 Guidance Services:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
61	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
62	V - GS 1 _____		
63	Supplies and Materials	\$5,000.00	\$5,000.00
64	Equipment		
	Other (List Below)		
65	_____		
66	Total Guidance Services:	\$5,000.00	\$5,000.00
 Health Services:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
67	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
68	V - HS 1 Contracted Nurse	\$12,800.00	\$12,800.00
69	Supplies and Materials	\$3,000.00	\$3,000.00
70	Equipment	\$5,000.00	\$2,500.00
	Other (List Below)		
71	_____		
72	Total Health Services:	\$20,800.00	\$18,300.00
 Media Services:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
73	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
74	V - MS 1 Contracted Tech Support	\$25,000.00	\$25,000.00
75	Supplies and Materials		
76	Equipment		
	Other (List Below)		
77	200 Chrome Books	\$40,000.00	\$0.00
78	Total Media Services:	\$65,000.00	\$25,000.00

Fiscal Services:		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
79	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
80	V - FS 1 _____		
81	Supplies and Materials		
82	Equipment		
	Other (List Below)		
83	_____		
84	Total Fiscal Services:	\$0.00	\$0.00
 Maintenance and Operation:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
86	V - MO 1 Contracted Custodial _____	\$20,000.00	\$20,000.00
87	Supplies and Materials	\$5,000.00	\$5,000.00
88	Equipment	\$2,500.00	\$1,500.00
	Other (List Below)		
89	Electric _____	\$18,000.00	\$18,000.00
90	Gas _____	\$5,000.00	\$5,000.00
91	Water _____	\$5,000.00	\$5,000.00
92	Trash _____	\$5,000.00	\$5,000.00
93	Internet _____	\$1,500.00	\$1,500.00
94	Telephone _____	\$1,500.00	\$1,500.00
95	Security System _____	\$500.00	\$500.00
96	Copier Lease _____	\$6,000.00	\$6,000.00
97	Total Maintenance and Operation:	\$70,000.00	\$69,000.00
 Pupil Transportation:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
98	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
99	V - PT 1 Scholars First Transportation _____	\$30,000.00	\$30,000.00
100	Supplies and Materials		
101	Equipment		
	Other (List Below)		
102	_____		
103	Total Pupil Transportation:	\$30,000.00	\$30,000.00
 Food Services:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
104	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
105	V - FD 1 Contracted Food Service _____	\$50,000.00	\$50,000.00
106	Supplies and Materials		
107	Equipment		
	Other (List Below)		
108	_____		
109	Total Food Services:	\$50,000.00	\$50,000.00

Data Processing:		<u>2019-2020 Amount:</u>	<u>2020-2021 Amount:</u>
110	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
111	V - DP 1 _____		
112	Supplies and Materials		
113	Equipment		
	Other (List Below)		
114	_____		
115	Total Data Processing:	\$0.00	\$0.00
 Substitute Personnel:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
117	V - SB 1 _____		
118	Total Substitute Personnel:	\$0.00	\$0.00
 CMO Fee (if applicable)		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
119	Back Office Support	\$35,000.00	\$35,000.00
120	Advertising/Marketing	\$10,000.00	\$10,000.00
121	Professional Development	\$50,000.00	\$50,000.00
122	Legal Services		
	Other (Describe Below)		
123	_____		
124	Total CMO Fee:	\$95,000.00	\$95,000.00
 Facilities:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
125	Lease/Purchase Contract for One Full Year	\$60,000.00	\$60,000.00
	Facility Upgrades (List Upgrades Below)		
126	_____		
127	Property Insurance for One Full Year		
128	Content Insurance for One Full Year		
129	Total Facilities:	\$60,000.00	\$60,000.00
 Debt Expenditures:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
	List Debts Below		
130	_____		
131	Total Debt Expenditures:		
 Other Expenditures:		 <u>2019-2020 Amount:</u>	 <u>2020-2021 Amount:</u>
	List Other Expenditures Below		
132	Arkansas Public School Resource Center	\$3,500.00	\$3,500.00
133	E-Rate	\$1,000.00	\$1,000.00
134	Legal Fees	\$3,000.00	\$3,000.00
135	Special Activities	\$5,000.00	\$5,000.00
136	Total Other Expenditures:	\$12,500.00	\$12,500.00

137 **TOTAL EXPENDITURES:**

\$1,638,660.00

\$1,538,160.00

138 **NET REVENUE OVER EXPENDITURES:**

\$6,420.00

\$106,920.00

ATTACHMENT F – Prior Involvement Template

Name of Individual with Prior Charter Experience Dedrick Sims

Position with Proposed Charter Consultant

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Sims-Fayola International Academy Denver	Founder	Voluntarily Closed	N/A	Colorado Department of Education (2012-2013 school results are in the attachments)
Southeast Arkansas Preparatory High School	Consultant	Operating	1501 West 73rd Pine Bluff, AR 71601	N/A

ATTACHMENT G – Statement of Assurances

2018 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF
ASSURANCES

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them.

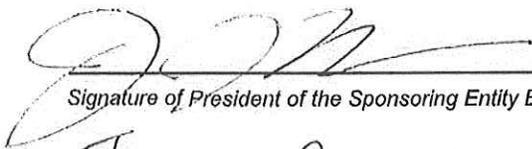
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we expect to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available 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, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual random and anonymous public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment 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.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Ark. Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the State of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment 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.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Ark. Code Ann. § 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 Ark. Code Ann. § 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 state and local governmental entities.
14. 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.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the

school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.


Signature of President of the Sponsoring Entity Board of Directors

4/25/18
Date

Janeen Cameron, Sims-Fayola Foundation
Printed Name

ATTACHMENT H – Sims-Fayola International Academy Denver

- 2012-2013 School Performance

Data Perspective

Reflection and Lessons Learned

The data that you are reviewing is the data from year one of SFIA-D. You can clearly see the growth of the young men in the high school, but not so much in the middle school. After the reflection of our leadership team we came to the conclusion that the differences in the scores were attributed to high teacher turnover in the middle school and inconsistent implementation of the safety nets (supporting interventions) in the middle school. The focus the first year was to hire teachers who had international teaching and travel experience in an effort to bring a more authentic international environment to our young men in the middle school. However, we underestimated what it would take to deal with the significant behavior issues that were presented and the effort it would take to get these young men to believe in themselves and get them to grade level. These obstacles led to a number of resignations that caused instability in the middle school. However, by the middle of the year, we were able to stabilize the turnover, but it was a tall task to expect the kind of results we anticipated with only 3 months before state testing. Another fact we considered was how we underestimated the amount of teacher support it takes to bring in teachers who have never taught in an all-boys environment to compensate for their learning curve as well.

Bright Spots

Contrarily, in the high school, where there were significantly fewer turnovers and a more consistent implementation of our safety nets, the student performance is starkly different. In fact, we were publically lauded as one of the top “high growth” high schools in Denver Public Schools that year. We were extremely proud of that accomplishment given our student demographics of:

- 88% minority
- 26% English Language Learner
- 28% Special Education
- 70% FRL
- 6th grade average Reading level

As you can see from the data printouts, our young men outperformed the District and the State in every tested subject in the category of “growth” and earned a designation of “exceeds” in those categories. We felt the student performance validated the ability of our model to produce gains in young men who were significantly behind academically and for those who had language barriers and on IEPs when implemented with fidelity.

Our model is built on the presumption that every young man that walks in our door needs significant support to improve academic and behavioral performance. It’s why our instructional framework’s foundation starts with

Tier II academic support. Our model challenges the young men to demonstrate that they don't need the support rather than wait until they start to struggle before we implement supports. The student performance in our high school validated our assumptions regarding the impact of the model. We also saw what could happen when the model is not implemented with fidelity.

Pivoting and Moving Forward

The lessons we learned are the lessons we bring to Sims-Fayola International Academy-Pine Bluff. Our hiring focus is on teachers who have significant experience with urban students, have demonstrated grit, personal responsibility, resourcefulness, and achievement.

Our teacher development model includes significant professional development time, significant support with instructional strategies that are "best practices" for young men, the implementation of peer-to-peer support, more efficient behavior supports from the Dean of Student Services, and significant equity training.

Our student supports as it relates to behavior includes the use of restorative justice/mediation protocols, peer mentoring, socio-emotional wrap around services, and the in-house development of a character development/core values class called Fayola 101 (Empowered Ambition Youth Development Program for Young Men) that's required of all of our young men for two years.

Our hope is that you see the potential in this model to significantly contribute to the improved outcomes of the young men in the Pine Bluff metro area in grades 5-8. We are confident that we have a model that can improve academic performance, reduce the student to prison pipeline, reduce suspensions and expulsions, and improve the attendance and graduation rates of young men of color.

We are willing to answer any further questions you may have regarding the data as you review our application and we are looking forward to serving the young men in the Pine Bluff metro area.

ALL DETAIL

School Performance Framework 2012-2013

Sims-Fayola International Academy

High School Level

2.5 % CSAP Advanced 0 2 Does not meet

2.6 Access Status

Post Secondary Readiness-Status	Earned Points	Possible Points	Stoplight
% of Points Earned - 67%	2	3	Meets
4.2a COACT Similar Schools - Reading			
4.2b COACT Similar Schools - Math			
4.2c COACT Similar Schools - English			
4.2d COACT Similar Schools - Science			
4.4 CDE Graduation Rate Similar Schools			
4.5 On Track to Graduation	2	3	Meets

Re-Enrollment	Earned Points	Possible Points	Stoplight
6.1 Re-Enrollment Rate Similar Schools			
6.4 Enrollment Change Bonus Points*	0	0	0 Bonus Points

Student Engagement	Earned Points	Possible Points	Stoplight
% of Points Earned - 50%	3	6	Approaching
5.1 Attendance Rate	1	3	Approaching
5.2 Student Satisfaction	2	3	Meets
5.3 Center-Based Program Offerings*			

Parent Satisfaction	Earned Points	Possible Points	Stoplight
% of Points Earned - 83%	5	6	Exceeds
7.1 Parent Satisfaction Survey	4	4	Meets
7.2 Parent Response Rate	1	2	Approaching

Post Secondary Readiness-Growth	Earned	Possible	Stoplight
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ALL DETAIL

School Performance Framework 2012-2013

Sims-Fayola International Academy

High School Level

Growth	Earned Points	Possible Points	Stoplight
% of Points Earned - 95%	40	42	Exceeds
1.1a Growth Percentile - Reading	6	6	Exceeds
1.1b Growth Percentile - Math	4	6	Meets
1.1c Growth Percentile - Writing	6	6	Exceeds
1.2a Growth Percentile Similar Schools - Reading	6	6	Exceeds
1.2b Growth Percentile Similar Schools - Math	6	6	Exceeds
1.2c Growth Percentile Similar Schools - Writing	6	6	Exceeds
1.3a Catch-Up Growth-Reading			
1.3b Catch-Up Growth-Math			
1.3c Catch-Up Growth-Writing			
1.4a Keep-Up Growth-Reading			
1.4b Keep-Up Growth-Math			
1.7b FRL Growth	3	3	Exceeds
1.7c Minority Growth	3	3	Exceeds
1.10 Access Growth			

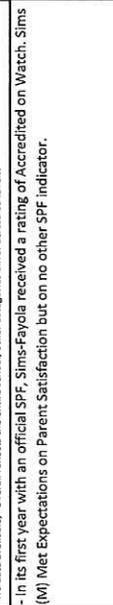
Status	Earned Points	Possible Points	Stoplight
% of Points Earned - 14%	3	21	Does Not Meet
2.1a % CSAP Proficient - Reading	0	2	Does not meet
2.1b % CSAP Proficient - Math	0	2	Does not meet
2.1c % CSAP Proficient - Writing	0	2	Does not meet
2.2a % CSAP Proficient Similar Schools - Reading	0	3	Does not meet
2.2b % CSAP Proficient Similar Schools - Math	2	3	Meets
2.2c % CSAP Proficient Similar Schools - Writing	1	3	Approaching
2.2d % CSAP Proficient Similar Schools - Science			
2.3b FRL Subgroup Status	0	2	Does not meet
2.3c Minority Subgroup Status	0	2	Does not meet



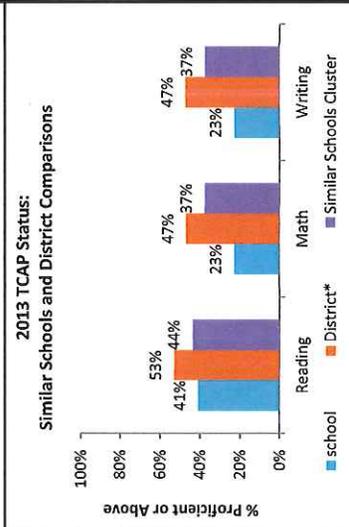
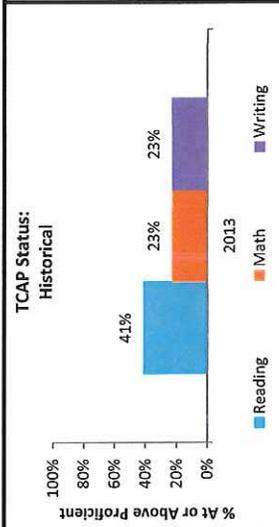
Sims-Fayola International Academy MS (M)

District School Performance Framework					
2010-2011					
Overall	Growth	Status	Student Engagement	Re-Enrollment	Parent Satisfaction
*	*	*	*	*	*
2011-2012					
Overall	Growth	Status	Student Engagement	Re-Enrollment	Parent Satisfaction
*	*	*	*	*	*
2012-2013					
Overall ¹	Growth	Status	Student Engagement	Re-Enrollment	Parent Satisfaction
41%	18%	15%	50%	0%	75%

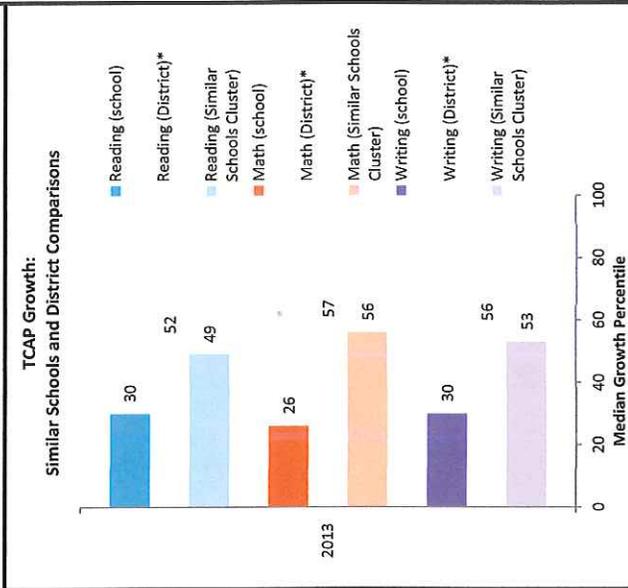
*No data available; ¹Overall reflects the entire school, other categories differ across ed levels.
 - In its first year with an official SPF, Sims-Fayola received a rating of Accredited on Watch. Sims (M) Met Expectations on Parent Satisfaction but on no other SPF indicator.



- In its first year open, Sims-Fayola (M) enrolled a total of 76 students at October Count. Of those 76 students, 22% were ELLs, 82% were FRL students, 91% were minority students and 13% were students with disabilities.



Historical Status:
 - In 2013, Sims-Fayola (M) had a Reading proficiency rate of 41%.
 - In 2013, Sims-Fayola (M) had a Math proficiency rate of 23%.
 - In 2013, Sims-Fayola (M) had a Writing proficiency rate of 23%.
 2013 Status Comparisons:
 - Sims-Fayola (M) did not match the District's performance in any TCAP content area.
 - Sims-Fayola (M) did not match the performance of its Similar Schools Cluster in any TCAP content area.

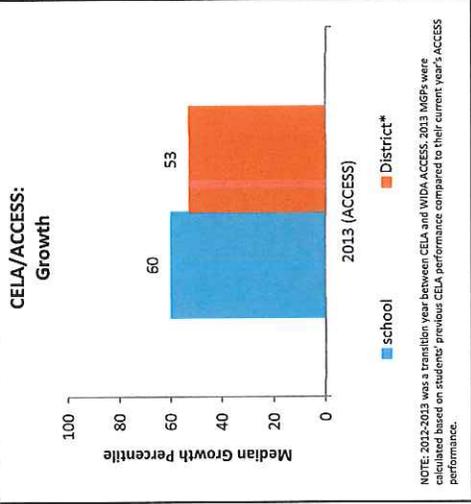
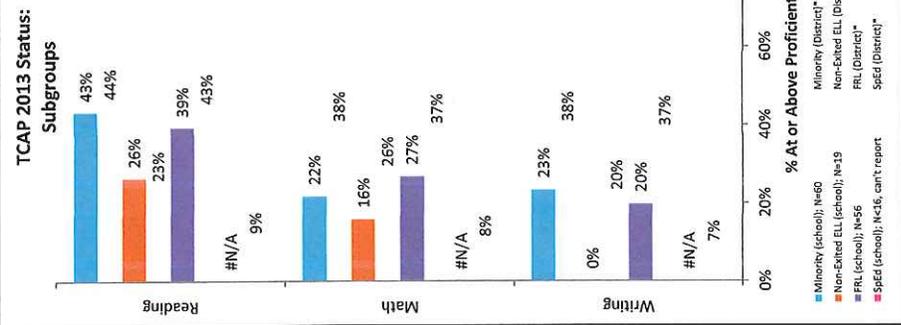


- A Median Growth Percentile of 50 suggests growth that is on pace with the rest of the state, and a MGP of 65 or higher is considered high growth. Sims-Fayola (M) did not earn a MGP of 50 in any TCAP content area in 2013.
 - Sims-Fayola (M) did not match the performance of the District in any TCAP content area in 2013.
 - Sims-Fayola (M) did not match the performance of its Similar Schools Cluster in any TCAP content area in 2013.

District* - rate calculated by ed level

Charter School Annual Feedback Report

Sims-Fayola International Academy MS (M)

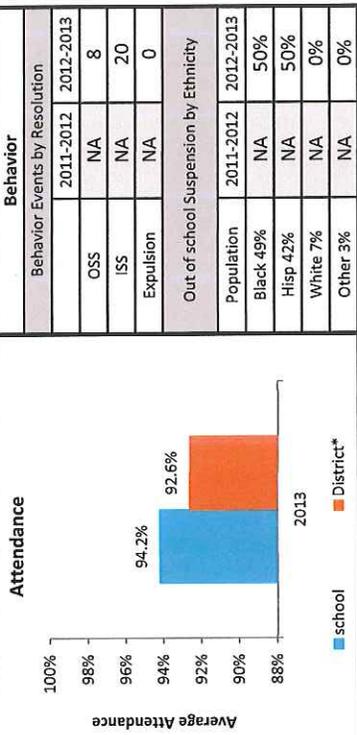


2013 TCAP Performance:

- Minority students' proficiency rates at Sims-Fayola (M) were lower than minority students District-wide in Reading, Writing and Math.
- Non-exited ELLs' proficiency rates at Sims-Fayola (M) were higher than non-exited ELLs District-wide in Reading but were lower in Math and Writing.
- FRL students' proficiency rates at Sims-Fayola (M) were lower than FRL students District-wide in TCAP Reading, Writing and Math.
- Disaggregated proficiency rates for students with disabilities at Sims-Fayola (M) cannot be reported due to small N size (N<16).

CELA/ACCESS Growth:

- A Median Growth Percentile of 50 suggests growth that is on pace with the rest of the state, and a MGP of 65 or higher is considered high growth. Sims-Fayola (M) earned a MGP above 50 on ACCESS in 2013.
- Sims-Fayola (M) earned a higher MGP on ACCESS in 2013 than the District.



Behavior Events by Resolution	2011-2012		2012-2013	
	2011-2012	2012-2013	2011-2012	2012-2013
OSS	NA	8	NA	8
ISS	NA	20	NA	20
Expulsion	NA	0	NA	0
Out of school Suspension by Ethnicity				
Population	2011-2012	2012-2013	2011-2012	2012-2013
Black	49%	50%	NA	50%
Hisp	42%	50%	NA	50%
White	7%	0%	NA	0%
Other	3%	0%	NA	0%

No additional data available for Middle schools.

District* - rate calculated by ed level

Charter School Annual Feedback Report

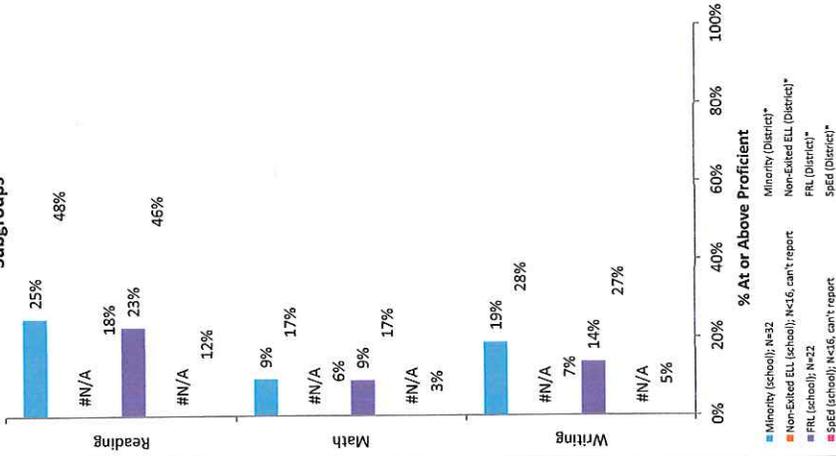


District School Performance Framework					
Sims-Fayola International Academy HS (H)					
TCAP Status: Historical					
TCAP Status: 2013					
Similar Schools and District Comparisons					
<p>- A Median Growth Percentile of 50 suggests growth that is on pace with the rest of the state, and a MGP of 65 or higher, is considered high growth. Sims-Fayola (H) earned MGPs above 50 in all content areas and achieved high growth in Reading and Writing in 2013.</p> <p>- Sims-Fayola (H) exceeded the performance of the District in every TCAP content area in 2013.</p> <p>- Sims-Fayola (H) exceeded the performance of its Similar Schools Cluster in every TCAP content area in 2013.</p>					
Enrollment Trends					
<p>- In its first year open, Sims-Fayola (H) enrolled a total of 43 students at October Count. Of those 43 students, 26% were ELLs, 70% were FRL students, 88% were minority students and 28% were students with disabilities.</p>					
District School Performance Framework					
2010-2011					
Overall	Growth	Status	Student Engagement	Re-Enrollment	Parent Satisfaction
*	*	*	*	*	*
2011-2012					
Overall	Growth	Status	Student Engagement	Re-Enrollment	Parent Satisfaction
*	*	*	*	*	*
2012-2013					
Overall ¹	Growth	Status	Student Engagement	Post Secondary Status	Post Secondary Growth
41%	95%	14%	50%	67%	*
<p>*No data available; ¹Overall reflects the entire school, other categories differ across ed levels.</p> <p>- In its first year with an official SPF, Sims-Fayola received a rating of Accredited on Watch. Sims (H) Met or Exceeded expectations on Growth and Post Secondary Status but on no other SPF indicators.</p>					
Historical Status:					
<p>- In 2013, Sims-Fayola (H) had a Reading proficiency rate of 24%.</p> <p>- In 2013, Sims-Fayola (H) had a Math proficiency rate of 9%.</p> <p>- In 2013, Sims-Fayola (H) had a Writing proficiency rate of 18%.</p>					
2013 Status Comparisons:					
<p>- Sims-Fayola (H) did not match the District's performance in any content area.</p> <p>- Sims-Fayola (H) did not match the performance of its Similar Schools Cluster in any TCAP content area.</p>					



Sims-Fayola International Academy HS (H)

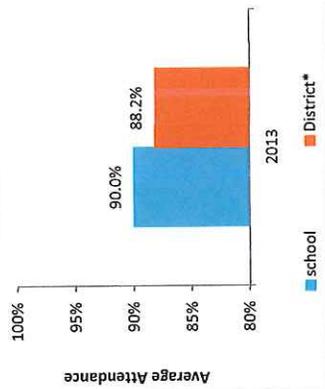
TCAP 2013 Status: Subgroups



Due to small N size (N<20), no CELA/ACCESS data available.

2013 TCAP Performance:
 - Minority students' proficiency rates at Sims-Fayola (H) were lower than minority students' proficiency rates in Reading, Writing and Math.
 - FRL students' proficiency rates at Sims-Fayola (H) were lower than FRL students' proficiency rates in TCAP Reading, Writing and Math.
 - Disaggregated proficiency rates for ELLs and students with disabilities at Sims-Fayola (H) cannot be reported due to small N size (N<16).

Attendance



Graduation Rates Over Time

	2010		2011		2012	
	school	District ¹	school	District ¹	school	District ¹
4 year	*	67.1%	*	70.7%	*	73.6%
5 year	*	70.2%	*	76.4%	*	79.2%
6 year	*	69.7%	*	74.1%	*	79.4%
7 year	*	68.4%	*	71.4%	*	75.9%

¹District rate calculated for traditional high schools only.

COACT: % Students Above Benchmark

	2012		2013	
	English	Math	Reading	Science
school	*	*	*	*
Similar Schools	*	*	*	*
District ¹	40%	22%	26%	13%
school	*	*	*	*
Similar Schools	24%	9%	13%	5%
District ¹	41%	22%	32%	17%

¹District rate calculated for traditional high schools only. * No data available

- Sims-Fayola (H) does not yet have graduation rates or ACT data.

District* - rate calculated by ed level

Charter School Annual Feedback Report