# District Conversion Public Charter School Renewal Application

**Deadline for Submission: <u>4:00 PM on September 27, 2018</u>**

**Charter School:  Warren Middle School**

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

# Contact Information

| | |
|---|---|
| **Sponsoring Entity:** | **Warren School District** |
| **Name of Charter School:** | Warren Middle School |
| **School LEA #** | **702602** |
| **Name of Principal/Director:**<br>**Mailing Address:**<br>**Phone Number:**<br>**Fax Number:**<br>**E-mail address:** | **Kathy Cornish**<br>**210 Scobey Drive, Warren, AR 71671**<br>**870-226-8540-office**<br>**870-226-8511- fax**<br>**Kathy.cornish@warrensd.org** |
| **Name of Board Chairman:**<br>**Mailing Address:**<br>**Phone Number:**<br>**Fax Number:**<br>**E-mail address:** | **Bryan Cornish**<br>**408 North Cherry Street**<br>**870-226-8500**<br>**870-226-8531**<br>**bryan.cornish@warrensd.ort** |

**Number of Years Requested for Renewal (1-5)** \_\_\_\_5_____

**Renewal Application Approval Date by the School/Entity Board(s)** <u>September 25, 2018</u>

# Section 1 – Composition of the Charter School's Governing Board and Relationships to Others

**Part A:  Composition of Governing Board**
Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

By the authority of Article 14 of the Arkansas Constitution, the General Assembly has provided that locally elected school boards will be responsible for the lawful operation and maintenance of its local schools. White the Warren School Board of Education has a broad range of powers and duties; its individual members only have authority when exercising their responsibilities in a legally convened meeting acting as whole.  The sole exception is when an individual member has been delegated authority to represent the Board for a specific, defined purpose. It is the policy of the Warren School District Board of Education that its actions will be taken with due regard for its legal responsibilities and in the belief that its actions shall be in the best interest of its students and the district as a whole.

The Board shall elect a president, vice president, secretary, and legislative liaison at the first regular meeting following the later of: the certification of the results of the annual the certification of the results of a run-off election. Officers shall serve one-year terms and perform those duties as prescribed by policy of the Board. The Board shall also elect through a resolution passed by a majority vote one of its members to be the primary board disbursing officer and may designate one or more additional board members as alternate board disbursing officers. A copy of the resolution will be sent to the county treasurer and to the director of the Department of Finance and Administration.

When the position of an officer of the board becomes vacant, the officer's position shall be filled for the remainder of the year in the same manner as for the annual election of officers after the annual school election. Election of Board officers shall not occur except on a once per year basis or to fill an officer vacancy.

**Vacancies**
A vacancy shall exist on the Board if a board member:
1. Moves his or her bona fide permanent residence outside the boundaries of the school district;
2. Fails to physically attend three (3) consecutive regular meetings of the school district board of directors;
3. Fails to physically attend six (6) regularly scheduled board meetings of the school board of directors in a calendar year;
4. Fails to receive the mandatory hours of training within the statutory time period;
5. Is convicted of a felony;
6. Is called to active military duty;
7. Has served a full-length term as a holdover and has not subsequently been elected to another term;
8. Resigned from the school board of directors; or
9. Dies.

If credible evidence of a vacancy existing due to numbers 1 through 4 is presented to the president, vice president, or secretary of a school district board of directors, a majority of the members of the school district board of directors shall:
- Vote on whether to appoint an independent investigator to investigate the credible evidence presented; and
- Hold a hearing on the existence of a vacancy.

A vacancy does not exist for numbers 2, 3, and 4 if the reason for the member's absences or failure to receive training is either:

a. Military service of the board member; or
b. Illness of the board member that is verified by a written sworn statement of the board member's attending physician.

If a vacancy occurs on the board of directors, provided at least a quorum of the Board remains, the Board has thirty (30) days in which to appoint a successor[7] to a vacated position on the Board. The successor must be registered to vote in the District and, if applicable, resides in the zone of the vacant position. If less than a quorum of the Board remains or the Board fails to fill the vacancy within thirty (30) days of the vacancy, the position shall be filled by the county quorum court.

When a vacancy on the Board resulted from a board member's failure to receive the required training within the statutory time period, the board shall not appoint the individual who failed to receive the required training to fill the vacancy.

Except for a temporary vacancy due to military service, an individual appointed to fill a vacancy shall serve until the annual school election following the appointment. An individual appointed to fill a temporary vacancy due to military service shall serve until either the Board member who has been called to active military service returns and notifies the Board secretary of his/her desire to resume service on the Board or the Board member's term expires. If a Board member's term expires while the board member is on active military duty, the board member may run for re-election; if re-elected, the re-elected Board member's temporary vacancy shall be filled again in the manner prescribed in this policy.

The secretary of the school district board of directors shall notify the county clerk of an appointment to the school district board of directors within five (5) days of the appointment being made. The notice shall include the name of the appointed board member and the expiration date of his or her term.

An individual appointed to fill a vacancy must submit proof of having received the oath of office to the county clerk before the individual may assume any duties.

**Responsibilities of the Board**

The Warren School District Board of Education, operating with State and Federal laws, assumes its responsibilities for the operation of the Warren Public Schools.  The board shall concern itself primarily with the board questions of policy as it exercises its legislative and judicial duties.  The administrative functions of the district are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the district.

Duties of the Board include:
- Developing and adopting policies to the effect the vision, mission, and direction of the district;
- Understanding and abiding by the proper role of the Board of Directors through the study and by obtaining the necessary training;
- Electing and employing a Superintendent and giving him/her support needed to be able to effectively implement the Board's policies;
- Conducting formal and informal evaluations of the Superintendent annually or no less than prior to any contract extension;
- Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
- Reviewing, adopting, and publishing the District's budget for the ensuing year;
- Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades of schools are offered and taught;
- Being responsible for providing sufficient facilities, grounds, and property and ensuring they are managed and maintained for the benefit of the district;
- Monitoring district finances and receiving, reviewing, and approving each annual financial audit;

- Understanding and overseeing finances to ensure alignment with the District's academic and facility needs and goals.
- Visiting school and classrooms when students are present;
- Setting an annual salary schedule;
- Involving the members of the community in the decision making to the fullest extent practicable;
- Attend all meetings;
- Striving to assure that all students are challenged and are given an equitable educational opportunity;
- Having general knowledge of the educational goals and objectives of the school district;
- Voting and acting in the board meeting for the good of the whole school district;
- Representing the Board in such a way as to promote public interest and supporting board-related activities;
- Referring complaints to the proper school authorities and abstaining from individual counsel and action.

## Officer Duties

**President's Duties:**
1. Preside at all meetings of the board;
2. Call special meetings of the board;
3. Work with Superintendent to develop board meeting agendas;
4. Sign all official documents that require signature of the chief officer of the board;
5. Appoint committees of the board and serve as ex-officio member of such committees;
6. Perform other duties as may be prescribed by law or action of the board.

**Vice-President's Duties:**
1. Serve as presiding officer at all school board meetings from which the president is absent;
2. Perform such other duties as may be prescribed by action of the board.

**Secretary's Duties**
1. Be responsible to see that a full and accurate record of the proceedings of the board are kept;
2. Serve as presiding officer in the absence of the President and Vice-President;
3. Be responsible for official correspondence of the board;
4. Sign all official documents that requires the signature of the secretary of the board;
5. Call special meetings of the board;
6. Perform such other duties as may be prescribed by the Board.

## Part B:  Disclosure Information

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

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

Warren Middle School does not have any disclosures at this time.

Complete the table on the following page.

## Relationship Disclosures

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

| Charter School Board Member's/ Administrator's Name and Contact Information | Name and Title of Individual Related to Board Member | Relationship |
|---|---|---|
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# Section 2 – School Mission and Performance Goals

**Part A:  Current School Mission**

The charter's school mission, as approved by the authorizer, is provided.  Describe the charter's progress in maintaining this mission.  If the mission is not being maintained, provide a revised mission.

The mission of the Warren Middle School is to do whatever it takes to teach each student the necessary skills for a productive life by implementing research-based instructional strategies in a learner-centered, standards-based setting that promotes academic and social growth as measured by on-going assessments (formative, interim, summative) and adherence to the code of conduct established for students and adults as measured by discipline records, perceptual surveys, and walk-through results indicating culture.

The Warren Middle School has made significant progress in transforming to a personalized learning (standards-based education) system. We are still striving to do whatever it takes to teach each student the necessary skills for productive life.  Over the course of the last four years, we have implemented many new components of personalized learning to promote the academic, social, and emotional growth for all students.  Components of personalized learning that have been put in place to reach our mission are as follows:

- Building an Environment of Shared Leadership and Building Collegiality
  - The district created a strategic plan that outlined its moral purpose, vision, and mission. A group consisting of school personnel, students, parents, board members and community members collaborated to create the strategic plan.
  - The district created a personalized learning team to ensure systematic alignment of guidelines for implementing a personalized learning system and alignment of core beliefs and actions.
  - The district and school have provided professional development in the areas of shared leadership development, policy infrastructure, student-centered culture, classroom delivery and design, and instructional design by consultants from Competency Based Education Systems.
  - The district created a personalized learning guidebook and code of conduct with staff that outlines expectations in a learner-centered system.
  - The school, in collaboration with staff and students, created school-wide Habits of Work and Code of Conduct expectations for building an environment that supports learner-centered culture.

- Learner Centered Culture
  - Redesign of school-wide vision: A school-wide vision statement was created by staff and students. The vision statement was created on four core beliefs the school had in their previous vision statement- Respectful, Accountable, Ready to Learn and Engaged.  Through a process of collaboration and use of the affinity diagram, stakeholders came to a consensus for the vision statement to be "Jr. Jacks are R.A.R.E. (respectful, accountable, ready to learn and engaged)."
  - Code of Conduct matrix was developed collaboratively with staff and students around "R.A.R.E" expectations in the hallways, cafeteria, bathrooms, playground and classroom to guide students in self-assessing and to set behavior goals.

- o Student voice in the decision-making process was established through the use of student ambassadors.
  - o Celebration assemblies are conducted each nine weeks to recognize students who have displayed R.A.R.E behavior.
  - o School-wide and classrooms have created by students and staff SOPs (Standard Operating Procedures) to guide procedures and routines.
- Developing a Transparent Curriculum
  - o Core content teachers identified essentials, supporting, and enduring standards based on the Arkansas Curriculum Frameworks.
  - o Learning Progression levels (scoring scales) were created using Marzano's Taxonomy and DOK to ensure rigor at each level.
  - o Teacher developed scope and sequence to guide and pace instruction.
  - o Teachers create units of instruction that include learning progressions, rigor, instructional strategies, evidences, pre, formative and summative assessments, and reteaching and reassessing opportunities for students.
  - o Essential standards are un-packed with students at the beginning of the unit to assist students in setting learning goals.
  - o  Interim, pre, formative, and summative assessments are created to establish placement on progression levels, progress monitor, provide feedback and determine mastery of essential and supporting standards.
  - o Scoring does not include zeros or averaging. Non-academic scores for Habits of Work is tracked separately.
- Personalizing Learning
  - o A system for grouping and regrouping of students by their learning goals has been established and is being utilized in classrooms.
  - o A pretest or preliminary test is administered after unpacking the standard to determine a student's baseline knowledge or preparedness for a measurement topic or course of study. A student may move to the next measurement topic (Essential Standard/Learning Progression), if they score a 3.5 or better on their pretest.
  - o At the end of a level of the progression, the teacher offers a formative assessment that is used to gauge where students are at on the progression for a particular performance indicator or learning goal. A teacher can group students depending on where their needs are at. Students can move through the learning progression at teacher pace or better.
  - o Flexible grouping allows for small group settings for students to gain a better understanding and receive direct instruction. The grouping is "flexible" because students can move between groups if they increase their pace of learning or if they need to slow down their pace.
  - o Small groups are implemented into the unit on a daily basis as needed, but scheduled at the end of each learning level after the formative assessments. Small groups are also scheduled during the two-week period from the summative to the scheduled retest day.
  - o Technology is integrated as a learning tool to inquire, analyze, create and collaborate.
  - o Students track their own progress on specific learning goals on their learning progression pathway.
  - o Teachers encourage learners to build manage and maintain their own learning by giving them voice and choice in some of their learning. Teacher and learner roles shift in a "voice and choice" environment. Students are presented with choices in demonstrating their skills and abilities. The teacher offers plenty of options in types of projects/assessments that can be used to demonstrate students' skills and abilities.
  - o Reteach and reassess is required until a student has mastered a skill or measurement topic. Informal reteaching should be taking place on a daily basis after informal formatives. Formal reteaching should be taking place after a formative assessment with grouping and regrouping.

The progress of transitioning from a traditional educational system to a personalized system has been a second order change process. We have had to lead teachers, parents, and students through a process of seeing education in a new way. The first two years were spent creating the foundational pieces of a growth mindset and the what and why of personalized learning by providing professional development and presenting to various community organizations

and parental meetings. During this time, we systematically aligned the school vision, mission and code of conduct. The third and fourth years of this process, we focused on classroom delivery and design and the delivery of instruction in a personalized setting. Now that we have the foundational pieces in place, we will now focus the movement of students in and out of learning levels as they demonstrate mastery.

## Part B:  Current Performance Goals

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

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION**.

*Goals as stated in the prior application:*

Describe the charter's progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**Goals**

| Goal | Assessment Instrument For Measuring Performance | Performance Level that Demonstrates Achievement | When Attainment of Goal will be Assessed | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Met Goal Yes or No |
|---|---|---|---|---|---|---|---|---|---|
| 1. WMS will annually increase the number and percentage of all students and students in sub-groups who are on track to being college and career ready as indicated by reaching proficiency standards on the state assessment and/or NWEA MAP in reading, reading | State assessment/ NWEA MAP | All Students: Lit Performance – 3.19% Lit Growth – 3.09% Math Performance – 2.21% Math Growth – 2.47% | Annually | All Students: Lit Performance- 1.59% Lit. Growth- 1.84% Math Performance -7.675 | PARCC: Math: 6th grade: Exceeded, Met or Approached Expectations: 33% 7th grade: | **ESSA INDEX SCORES:** All Students: 66.71 African Am.: 60.84 Hispanic: 64.93 | **ESSA INDEX SCORES:** All Students: 66.22 African Am.: 59.23 Hispanic: 64.64 | Will post when official report out. | |

| comprehension and math and mathematics reasoning. | | TAGG:<br>Lit Performance – 3.74%<br>Lit Growth – 3.52%<br>Math Performance – 2.63%<br>Math Growth – 2.82% | | Math Growth- -6.64<br><br>TAGG:<br>Lit. Performance- -.96%<br>Lit Growth -.52%<br>Math Performance -7.96%<br>Math Growth -6% | Exceed, Met, or Approached 39%<br>8th grade: Exceeded, Met or Approached Expectations: 41%<br><br>Literacy:<br>6th grade: Exceeded, Met or Approached Expectations: 52%<br>7th grade: Exceeded, Met or Approached Expectations: 55%<br>8th grade: Exceeded, Met or Approached Expectations: 35% | White: 71.14<br><br>Econ. Dis: 63.04<br><br>ELL: 66.89<br><br>Students with Dis.: 47.59<br>**Weighted Achievement Scores:**<br>All students- 54.38<br><br>AA- 40.89<br>Hispanic- 49.37<br>White- 68.04<br>ED- 46.02<br>ELL-34.09<br>Students with Disabilities- 7.26 | White: 71.32<br><br>Econ. Dis. 62.12<br><br>ELL: 56.60<br><br>Students with Dis.: 50.84<br>**Weighted Achievement Scores:**<br>All Students- 55.91<br><br>AA- 39.96<br>Hispanic- 51.20<br>White- 68.45<br>ED- 46.38<br>ELL-28.57<br>Students with Disabilities- 13.27<br>**Value-added Growth:** | | |

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| | | | | | | **SQSS Overall Score:**<br>All students: 49.74<br>Af. Am.- 42.88<br>Hispanic- 51.12<br>White- 52.86<br>Ec. Dis.- 45.32<br>ELL- 43.33<br>Students with Dis.- 33.74 | All Students: 80.33<br>Afr. Am.- 80.06<br>Hispanic- 81.08<br>White- 80.16<br>Ec. Dis.- 81.38<br>ELL- 83.01<br>Students with Dis.- 82.64<br>**SQSS Overall Score:**<br>All students: 43.27<br>Af. Am.- 36.14<br>Hispanic- 41.17<br>White- 48.52<br>Ec. Dis.- 34.65<br>ELL- 33.96<br>Students with Dis.- 32.50 | |

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| 2. Learners will demonstrate on-track for college and career readiness as measured by being active at the content level equal to or above their grade level. Annual targets are based on growth from baseline year 2015. | Educate | Students will be active at the content level at or above grade their level | Annually | | *see notes below | | | | |
| 3. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment. (To include reading/reading comprehension and math/mathematic reasoning). Tests will be administered each season. | NWEA MAP | Students meet 60% of learning goals | Annually | Not Available | **Math:** 6th grade: 35% 7th grade: 34% 8th grade: 47% **Reading:** 6th grade: 40% 7th grade: 24% 8th grade: 18% | **Math:** 6th grade: 57% 7th grade: 42% 8th grade: 26% **Reading:** 6th grade: 31% 7th grade: 46% 8th grade: 37% | **Math:** 6th grade: 64% 7th grade: 61% 8th grade: 71% **Reading:** 6th grade: 46% 7th grade: 69% 8th grade: 53% | **TBA** | NO |
| 4. All students will utilize Compass Odyssey for a minimum of 100 minutes weekly and will show an increase of 5% in their pre and post- | Compass Odyssey | Increase of 5% from pre to post scores, 10% increase in literacy and math | Annually | Discontinued Use of Compass Odyssey | Discontinued Use of Compass Odyssey | Discontinued Use of Compass Odyssey | Discontinued Use of Compass Odyssey | Discontinued Use of Compass Odyssey | NO |

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| scores of their focus area.  Another Compass Odyssey success measure is the increase of 10% (year 1) in literacy and math.  Goals beyond year 1 will be set annually based upon pre-assessment scores with an expected increase of at least 5% on Compass Odyssey post-test scores. | | | | | | | | | |
| 5. Increase Social-Emotional Development: As soon as we have scales written for social-emotional goals, we will be able to track student performance and will have as a goal to increase by at least 2% annually the number of students meeting social-emotional goals. | Educate | 2% increase in students meeting social-emotional goals | Annually | 850 discipline referrals filed | 400 office discipline referrals filed | 387discipline referrals filed | 313 discipline referrals filed | | |

1. WMS will annually increase the number and percentage of all students and students in sub-groups who are on track to being college and career ready as indicated by reaching proficiency standards on the state assessment and/or NWEA MAP in reading, reading comprehension and math and mathematics reasoning.
<mark>Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.</mark>

When this goal was written, one of the measurements tools was the PARCC assessment. Since this time the state moved to schools taken the ACT Aspire as a tool to measure student readiness.  Last year, we used our ESSA report in the areas of weighted achievement, value added growth, school quality and student success.   The school continued to assess students using the NWEA MAP assessment three times a year.  The MAP/NWEA assessment was given in

the fall, winter, spring. The fall assessment set each student a growth goal to be met in the spring. Our MAP data and value growth index scores indicate that students are showing growth. Both assessments indicate we are in the high growth/low achievement quadrant.

2. Learners will demonstrate on-track for college and career readiness as measured by being active at the content level equal to or above their grade level. Annual targets are based on growth from baseline year 2015.
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

We discontinued the use of Educate in the 2015/16school year. The reason for our separation with Educate was due to the digital platform not being developed by the company in a timely manner. We will track student's pathway to graduation, college/career readiness in our student success plans that are being developed and will be utilized this school year with all 8th graders.

3. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment. (To include reading/reading comprehension and math/mathematic reasoning). Tests will be administered each season.
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Students have taken the MAP/NWEA since Kindergarten or enrolling the Warren School District. We use the MAP data to measure student's meeting their growth goals and to track their progress from year to year. Data from the MAP test indicate that we have increased the number of students meeting or exceeding their growth goals that are set annually.

4. All students will utilize Compass Odyssey for a minimum of 100 minutes weekly and will show an increase of 5% in their pre and post-scores of their focus area. Another Compass Odyssey success measure is the increase of 10% (year 1) in literacy and math. Goals beyond year 1 will be set annually based upon pre-assessment scores with an expected increase of at least 5% on Compass Odyssey post-test scores.
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

We discontinue use of Compass Odyssey in the 2015/2016 school year. We are using the MAP/NWEA growth goals in place of Compass Odyssey.

5. Increase Social-Emotional Development: As soon as we have scales written for social-emotional goals, we will be able to track student performance and will have as a goal to increase by at least 2% annually the number of students meeting social-emotional goals.
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

When digital platform, Educate, did not house the social-emotional competencies as first planned, we developed our own competencies based on our school's core beliefs. The vision statement Jr. Jacks are R.A.R.E (Responsible, Accountable, Ready to Learn and Engaged) is the foundation of our student and teacher Code of Conduct. Students are given a R.A.R.E score based on competencies in each of these areas. Students and teachers collaboratively built the classroom R.A.R.E Habits of Work chart. R.A.R.E goals are set by students are the beginning of each unit. We will begin tracking student progress in these competencies in the student success plans being developed this year. Since implementing the R.A.R.E. Code of Conduct, our discipline referrals has dropped 65% since the implementation of R.A.R.E Code of Conduct.

## Part C: New Performance Goals

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

<u>List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:</u>

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

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

**<u>Goals</u>**

| Goal | Assessment Instrument For Measuring Performance | Performance Level that Demonstrates Achievement | When Attainment of Goal will be Assessed | Year 1 Following Renewal | Year 2 Following Renewal | Year 3 Following Renewal | Year 4 Following Renewal | Year 5 Following Renewal |
|---|---|---|---|---|---|---|---|---|
| **1,** We will increase the number of students who meet their MAP growth goals for | **<u>NWEA MAP</u>** | **60% of students will meet their growth goals from fall to spring each school year in the following areas:** | **<u>Annually</u>** | | | | | |

| Math, Reading and Science. | | **Math** **Reading** **Science** | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **2.  We will increase the number of students in the high achievement/high growth quadrant for Math, Science, and Literacy by 2% annually.** | **ACT Aspire/My School Info/ESSA report** | **Students will meet the expected individual growth and increase the number of students scoring ready or exceeding to increase the number of students in the high achievement/high growth quadrant by 2%** | **Annually** | | | | | | |
| **3.  We will increase student engagement by 1% annually.** | **Attendance data, Discipline data** | **Decrease of student absentees and discipline referrals by 1%** | **Annually** | | | | | | |
| **4.  We will increase students reading on grade level by 2% annually.** | **STAR Reading** **ACT Aspire** **MAP** | **2% increase in the number of students reading on grade level.** | **Annually** | | | | | | |

# Section 3 – Waivers

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

| Topic | Waiver Type | Statute/Standard/Rule | Notes/Comments |
|---|---|---|---|
| Class Size and Teaching Load | Standard | 10.02 | |
| Class Size and Teaching Load | Standard | 10.02.3 | |
| Class Size and Teaching Load | Standard | 10.02.4 | |
| Class Size and Teaching Load | Standard | 10.02.5 | |
| Curriculum | Standard | 9.03.3.5 | |
| Curriculum | Standard | 9.03.3.6 | |
| Curriculum | Standard | 9.03.3.9 | |
| Curriculum | Statute | A.C.A §§ 6-16-130 | |
| Curriculum | Statute | A.C.A §§ 6-16-132 | |
| Duty-Free Lunch | Statute | A.C.A §§ 6-17-111 | |
| Grading Scale | Statute | A.C.A §§ 6-15-902(a) | |
| Noninstructional Duties | Statute | A.C.A §§ 6-17-117 | |
| Planning periods | Statute | A.C.A §§ 6-17-114 | |
| Substitute Teachers | ADE Rule | Waivers for Substitute Teachers | |
| Teacher Licensure | Standard | 15.03.2 | |
| Teacher Licensure | Standard | 15.03.3 | |
| Teacher Licensure | Statute | A.C.A §§ 6-17-309 | |
| Teacher Licensure | Statute | A.C.A §§ 6-17-401 et seq. | |
| Teacher Licensure | Statute | A.C.A §§ 6-17-902 | |
| Teacher Licensure | Statute | A.C.A §§ 6-17-919 | |
| Teacher Licensure | ADE Rule | Educator Licensure | |
| Teacher Licensure | ADE Rule | Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days | |
| Testing | ADE Rule | Arkansas Comprehensive Testing, Assessment and Accountability Program | Section 5 |
| Testing | ADE Rule | Public School Data in the Arkansas Public School Computer Network | |
| Transcripts | Statute | A.C.A §§ 6-80-107 | |
| Transfers | Standard | 12.05 | |

**Part A:  New Waiver Requests**

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive.  A rationale is required for each new waiver request.

**If no new waivers are requested, state this.**
<mark>Respond below in 11 point Times New Roman font.</mark>

Warren Middle School is not requesting additional waivers at this time.

**Part B:  Waivers to Be Rescinded**

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

> We are requesting to rescinded the following waivers:
>
> Testing: ADE Rule: Section 5 Arkansas Comprehensive Testing, Assessment, and Accountability Program
>
> Testing ADE Rule: Public School Data in the Arkansas Public School Computer Network

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

# Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

Warren Middle School is requesting to make the following amendments to the educational plan detailed in the original charter:

     A.  Educational Foundations

- Replace Standards-Based learning system to say a Personalized Learning system throughout the charter and educational plan that is aligned to the five levels of operation for a High Reliability School (HRS). The HRS model outlines 5 levels in school reform.  We will use this model to align our personalized learning system.
  - Level 1- Safe and Collaborative Culture-
  - Level 2- Effective Teaching in Every Classroom
  - Level 3- Guaranteed and Viable Curriculum
  - Level 4- Standards Referenced Grading
  - Level 5- Competency Based Education (personalized learning)

- Replace students moving at their own pace to teacher pace or better.  Students will have opportunity for a reteach/reassess at each level on the progression and after the summative if needed.

- Replace Educate electronic reporting system mention throughout the charter with eSchool TAC/HAC and Google Sheets Student Success Plan.  The Student Success Plan will include interest

inventory results, learning styles, career interest, tracking of competencies (essential standards) required to meet at each grade level, tracking of MAP, STAR Reading, ESSA, and ACT Aspire data, community service hours, student R.A.R.E goals, intervention for students with learning gaps, attendance, and behavior concerns, extracurricular participation, and on track for graduation tracker.

- Continuous Improvement process will still follow the Plan-Do-Check-Adjust Model to monitor the school's goals with the criteria aligned the High Reliability School Level of Operation. We will continuously monitor our progress by self-assessing using the surveys from the HRS handbook, NWEA/MAP, ACT Aspire, ESSA, and quick data sources to assess the overall success of the program and to show whether or not primary goals have been met.

### B. Non-Graded Levels

- Rescind the non-graded levels. We are requesting to have grade levels. Each grade level will have a set criterion of competencies (essential standards) that will be met for each content area. The essential standards will be based off the Arkansas State Frameworks and placed in learning progressions. Students will move through competencies standards at teacher pace or better at proven proficiency. Students can move ahead of teacher pace and work on the next measurement topic or next grade level competency standards through a blended learning environment within the classroom or in another blended learning lab setting.

### C. Comprehensive Assessment System

- Remove Educate from housing the scales and as a tracking system due to the platform not being readily available. This information is now being house in Student Success Plans, eSchool TAC/HAC, and student binders.

### D. Reporting and Recording student progress

- Rescind Educate as the electronic learning GPS and replace it with eSchool TAC/HAC and student success plans. Student Success Plans were created in Google Sheets that will be accessible to staff, students, and parents.
- Rescind Compass Learning Odyssey as a tool for measuring and reporting progress. The school will use TAC/HAC, AR 360, MobyMax, Edulastic, and student success plans to report student progress.
- Rescind Standards Based Report Card to Standards Referenced Report Card- We are asking to align our reporting of student scores on a standard referenced report card that is aligned to the learning progression scales and track student progress on individual goals. As students work their way through the Progression Level, the classroom teacher gives formative assessments at each progression level. Formative assessments are scored using the progression level scale. Formative assessments are used to monitor student progress daily and to provide ample feedback for students and to provide additional instruction and practice their goals. Formative assessments are not averaged into the summative score. Formative assessments are entered in the grading system for progress monitoring only. Students are given summative assessments as they demonstrate proficiency through formative assessments. All assessments have been aligned to the appropriate level of rigor of the performance indicator(s) and the learning progression. Summative assessments are given at the end of a progression level. All summative assessments are levelized and scored out of a 4. The scores are reported as a representation of the student's proficiency for that measurement topic. The summative score is converted to a letter grade using the conversion chart below. The conversion chart is based on the *High Reliability School Handbook* and Robert Marzano's *Formative Assessment and Standards Based Grading* book. The summative score is reported in TAC/HAC.

**Conversion Grading Chart:**

## WSD Grading Scale 4-12

| Proficiency Scale | Letter Grade | Proficient Level |
|---|---|---|
| 4 | A+ | |
| 3.75-3.99 | A | Proficient with Distinction |
| 3.50-3.74 | A- | |
| 3.25-3.49 | B+ | |
| 3.00-3.24 | B | Proficient |
| 2.75-2.99 | B- | |
| 2.50-2.74 | C+ | |
| 2.25-2.49 | C | Partially Proficient |
| 2.00-2.24 | C- | |
| 1.75-1.99 | D+ | Targeted Support |
| 1.50-1.74 | D | |
| Below 1.50 | F/Incomplete | |

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

**A request to add or change a location must be accompanied by a Facilities Utilization Agreement.**

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

# Section 5 –Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
<mark>Respond below in 11 point Times New Roman font.</mark>

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