



# ARKANSAS DEPARTMENT OF EDUCATION

## District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: Eastside New Vision Charter School

Date Submitted: \_\_\_\_\_

Date Approved: \_\_\_\_\_

**Arkansas Department of Education**  
Charter School Office  
Four Capitol Mall, Room 302-B  
Little Rock, AR 72201  
501.683.5313

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SUPERINTENDENT OF SCHOOLS

Andrew Tolbert

October 26, 2011

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

To Whom It May Concern:

The Warren School Board has been involved with the Standards-Based Initiative from its inception. Two of our members were on the SBE Task Force and attended the exploratory trip to Adams 50 in Colorado. Since that time, the Board has been kept informed about the progress with the SBE initiative and we fully support the charter application for Eastside New Vision Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Daniels". The signature is stylized with a large initial "J" and a long horizontal stroke at the end.

Jerry Daniels,

Warren School Board President

STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED  
PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Eastside New Vision Charter School

Grade Level(s) for the School: K-3 Student Enrollment cap: 510

Name of School District: Warren School District

Name of Contact Person: Marilyn Johnson, Assistant Superintendent

Address (no P.O. Box please): 408 Cherry St. City: Warren ZIP: 71671

Daytime Phone Number: (870) 226-8500 FAX: (870) 226-8531

E-mail: marilyn.johnson@warrensd.org

Charter Site Address: 408 N. Bradley

City: Warren ZIP Code: 71671

Date of Proposed Opening: August 20, 2012

Name of Superintendent: Andrew Tolbert

Address: 408 Cherry St.

City: Warren Zip Code: 71671

Phone Number: (870) 226-6738 FAX: (870) 226-8531

E-mail: andrew.tolbert@warrensd.org

## B. GENERAL DESCRIPTION

**In succinct terms, describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.**

Warren School District proposes the conversion of its K-3 Elementary School into a charter conversion school, so that it can fully implement a modified version of the Reinventing School's (RISC) model of Standards Based Education (SBE). The classroom environment will be learner-centered, performance-based with the common core state standards as the framework for the curriculum. Rather than being assigned to a "grade", students will progress through "levels" of instruction and will be held responsible for providing evidence of their learning and of their readiness for moving up to the next level of instruction. Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness. Areas of emphasis include using *time as the variable*, not the constant in an effort to give students the time and support needed to master concepts and provide evidence of skills learned; *learner-centered focus* in which differentiation of learning style, process, product, and/or environment is considered; *students providing evidence of their learning to progress through levels of instruction* instead of being automatically promoted from one grade to the next; and *preparing students for college and career readiness by establishing a real-world workplace atmosphere* built around trust, cooperation, responsibility, and evidence of progress. In summary, we want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life. The following chart details the significant differences between a traditional setting and our proposed new model.

<b>TRADITIONAL VS. RISC PHILOSOPHY</b>	
<b>Traditional (Old Model)</b>	<b>RISC (New Vision Charter Model)</b>
Movement based on time	Movement based on performance
Students sitting in rows	Controlled chaos
Driven by textbooks	Driven by a shared vision
Commercial bulletin boards	Student boards
Teacher-controlled class	Students are navigators
10% student engagement	100% student engagement
3R's	Global curriculum
Teacher is the judge	Self, peers, business leaders, and teachers judge students' work

This proposed change would be implemented for kindergarten through third grade age students, all of which are currently housed in the K-3 elementary school buildings. There are currently 500 students in kindergarten through third grade. The single campus is located on 408 North Bradley Road.

Eastside is a school-wide Title I School in rural southeast Arkansas, approximately 72 % of the students are eligible for free or reduced lunches. We are becoming a more diverse campus with 48% Caucasian, 30 % African American, 21% Hispanic, and Native American 1%. Industry is limited, with the School District being the largest employer in the county. The economy of the area relies on seasonal farming, poultry farming and the forest industry.

According to the last census, 2,914 people in the community have a high school degree, or 66.1% of the population (compared to the national average of 80.40%). 521 people in Warren also had a Bachelor's degree or higher, which represented 11.8% of the total population (National average is 24.40%).

The median household income in the community at the time of the last survey was \$22,162. The median household income in the U.S. was \$41,994. Per capita income in Warren in the last full census was \$13,453. Per capita income in the U.S. was \$21,587. There were 2,381 in the labor force in Warren at the time of the last complete survey. This represented 46.6 of the total population, compared to the national average of 63.90%. In summary, a majority of the students attending Eastside are from low-income homes with little to no opportunity for social or cultural stimulation. In an ever-changing and increasingly competitive global society, students must be nurtured, challenged, and developed into prepared citizens, and because this is not being modeled for many of our students within their homes, there is a sense of urgency to create such a work-place atmosphere within the school where students apply learning to real-world unpredictable situations.

Eastside New Vision Charter School will be a whole school conversion charter with a student enrollment cap of 600. The school intends to continue its school-wide Title I status. The classroom environment will be learner-centered, performance-based with the common core state standards as the framework for the curriculum. Rather than being assigned to a "grade", students will progress through "levels" of instruction and will be held responsible for providing evidence of their learning and of their readiness for moving up to the next level of instruction. (Please refer to Standard 4) Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness. We will ensure that parents are partners in learning and kept informed of their child's progress by having access to the child's data log which details the goals and progress toward meeting those goals. We will partner with community stakeholders by inviting them to meet with students to help them see the connection between learning and life, as well as inviting them to serve on a panel to score projects related to real world application. Technologies to be used include the NWEA/MAP assessments, Compass Learning software (which interfaces with NWEA/MAP to create individual learning paths), quarterly on-line Target formative assessments at grade three, and additional technology integration in the classroom, utilizing technologies such as MOBIs, projectors, document readers and iPads. Areas of emphasis include using *time as the variable*, not the constant in an effort to give students the time and support needed to master concepts and provide evidence of skills learned; *learner-centered focus* in which differentiation

of learning style, process, product, and/or environment is considered; *students providing evidence of their learning to progress through levels of instruction* instead of being automatically promoted from one grade to the next; and *preparing students for college and career readiness by establishing a real-world workplace atmosphere* built around trust, cooperation, responsibility, and evidence of progress. In summary, we want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life.

**STANDARD 1: Public Hearing Results**

We held our public hearing on Tuesday, September 27, 2011. It was advertised three times in the Eagle Democrat (see Appendix item N for proof notice) and once in the Shopper’s Guide, a weekly publication that is distributed to all residents of the county. Andrew Tolbert, Superintendent, invited the community to the hearing through a public service announcement on KWRF (see Appendix Item O for proof of notice.) In addition, articles were posted in our District Data Newsletter (which is distributed to all students to take home and copies are available in local businesses), Eastside Update Newsletter (once a month publication for parents), and Eastside Weekly Bulletin. Announcements were made at local football games. Also, students wore reminder labels home on the day of the hearing, reminders were sent in weekly orange communication folders on colored paper, and students wrote reminders in their student planners. The superintendent emailed an invitation to all district staff. One hundred and twenty-seven people signed in at the meeting (See Appendix P). Interest in this public hearing exceeded interest in other meetings held in the district such as the Annual Report to the Public.

Superintendent Andrew Tolbert, welcomed the community, Assistant Superintendent Marilyn Johnson defined charter schools, Principal Sara Weaver and Assistant Principal Kathy Cornish answered the Who, What, When, Why, and How and presented a presentation on the comparison of traditional and standards-based education. A panel made up of four lab classroom teachers, Assistant Superintendent Johnson, Principal Sara Weaver and Assistant Principal Kathy Cornish fielded questions from the audience on charter schools and standards-based education.

As a culminating activity, the audience was asked to complete a survey with 3 responses requested. The first question gave the audience an opportunity to write down any questions for which they felt were unanswered or unclear. Questions and concerns listed are being addressed on an individual basis for those who provided their contact information. We are also posting a FAQ document on our website which includes these questions.

The tables below show the results for the other two opportunities for responses on the survey.

**“The information presented this evening was sufficient to help me understand the changes that will occur at Eastside if this charter is approved.”**

Strongly Agree	Agree	Disagree	Strongly Disagree
26%	69%	5%	0%

**“I believe that the changes proposed will benefit the students and I support the concept.”**

Strongly Agree	Agree	Disagree	Strongly Disagree
42%	52%	3%	3%

To build public awareness and establish support prior to the September 27, 2011 public hearing, during the Spring of 2011, Principal Sara Weaver and Assistant Principal Kathy Cornish began holding public meetings with parents and civic and community organizations to educate stakeholders on the components of Standards Based Education (SBE) and the possibility of becoming a charter school. During the seven parent meetings held, breakfast, lunch, or an afternoon snack were provided in an informal, informative setting with the principals to discuss traditional vs. standards-based education. Also discussed was the process for becoming a charter and addressing any concerns or questions. Parents were also given the opportunity to sign their child up to be part of a SBE lab classroom for the 2011-2012 school year. As a result, two lab classrooms were established at each grade level K – 3<sup>rd</sup>. We felt like this was a strong indicator of parental support. In addition, meetings were held in the spring of 2011 with the following civic and community groups with the same agenda as the parent meetings: Rotary, Bradley County Industrial Development Committee (BCIDC), Retired Teachers Organization, Jr. Auxiliary, Warren Woman’s Club, and Warren Women of Today. Additional parent and civic meetings are planned throughout the fall in an effort to educate all stakeholders in small group settings. In addition, monthly SBE Task force meetings have been held for the past 14 months which include lab teachers, Eastside Building Leadership Team, parents, press, board members, and district staff.

**STANDARD 2: Mission Statement**

The mission of **Warren School District** is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

The mission of **Eastside New Vision Charter School** is to foster a community of student and adult learners working collaboratively with parents and the community at large to ensure success for all students through learner-centered standards-based classrooms resulting in increased student achievement as measured by formative and summative assessments. (Additional measures include perceptual surveys, increased attendance at Parent Involvement Team (PIT) Crew meetings, increased school volunteerism of parents and community member as evidenced by sign-in sheets.) Students, staff, and parents were involved in writing our mission statement.

**STANDARD 3: Educational Need for the School**

Eastside is in year 4 of school improvement (targeted intensive); and even though only one subgroup kept us from meeting Adequate Yearly Progress (AYP) last school year, a look at our trend data (*see appendix A*) reveals inconsistencies from year to year; group to group. In

particular, we are concerned that our students are not performing well on open response items, revealing a need for students to have opportunities for problem solving situations in which a written response or requirement to provide evidence of learning is required. For years, conversations among our A-Team have centered around “what if we had a system in which time is the variable and learning is the constant” and “what if instead of being grouped by age, students are grouped by what they know and are able to do” and “what if students who need more challenging work move to the next level without delay, while those who need extra help get it”.

Through Standards Based Education (SBE) in a charter setting, we will have the ability to create and implement just such a system; one that is truly learner-centered and one in which expectations are consistent from class to class. Another real need is the ability for teachers, families, and students to know what knowledge has been mastered and what still needs to be learned. Our current system of grading does not address this need – a grade of “A” does not define what a student knows or can do, but in a standards-based system, the learning goals are evident to all parties involved.

Our vision includes creating a system in which learners and teachers respond to and reflect on progress in order to build ownership and independence; teachers as well as students become true problem solvers. We see a need for learners to become more independent and take control of their own learning, meet their goals and figure out their own path to success as well as having the opportunity to make choices and demonstrate proficiency.

Because of this need, we have embraced the US Department of Education’s recommendation “Teach students to examine their own data and set learning goals”. In order to create the kind of learning environment that is conducive to establishing the foundation for our students to become college and career ready. We further see a need to establish a learning environment that provides opportunities for learners to apply their knowledge to real-world unpredictable situations built around trust, cooperation, responsibility, and evidence of progress. We want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life. Warren School District is pursuing the Charter Conversion Status because we truly believe this is what is best for our students.

#### **Standard 4: Educational Program**

Eastside New Vision Charter School proposes an educational model with several distinct components. Eastside will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies including differentiated instruction and standards based learner centered practices. In order to facilitate success in this system and expand educational opportunities, several changes are proposed as described below.

##### **I. Educational Foundations**

Standards-based education is a comprehensive approach to learning in which the entire educational system is organized around engaging students in developing 21<sup>st</sup> century skills while having them work at their performance level and advancing through the level only when they have demonstrated proficiency of the required knowledge or skills. Standards-based learning could also be defined as performance-based learning. At the core of this approach, is a deep

commitment to children- that every child will learn, that every child can meet high standards, and that every child can succeed in life. This learner-centered approach, driven by moral purpose and a system that unleashes students' potential, gives every child the opportunity for success in life.

- Students become leaders of their learning process.
- Teachers become facilitators and partners.
- Getting by with very low-level knowledge and skill is not enough. Students must demonstrate a much higher level of mastery.
- The pathway from level to level is transparent to everyone.
- In a traditional system, time is the constant and learning is the variable. In this approach system, the reverse is true: *Learning is the constant and time is the variable*. Students move at their own pace, which honors natural developmental differences.

We will implement a modified version of the RISC (Reinventing Schools Coalition) Approach to Schooling, Mass Customized Learning components, and researched based best practices from Robert Marzano and Associates. The philosophy of the RISC approach is based on four interrelated elements:

- 1) ***Shared Vision***: *the education community speaking in one voice*. All stakeholders (students, parents, teachers, administrators, and community members) collaboratively create a vision for the school based on: what skills and knowledge must all students master? What are the purposes of schooling? What are our educational values? What makes a great school, student, teacher and parent?
- 2) ***Standards Based Design***: *a future focused approach to teaching and learning*. Standards Based Design is the nuts and bolts based on what students will learn, how they will learn it, how they will be assessed and graded, and how their performance will be reported. Key aspects include:
  - *Transparent curriculum*. The knowledge and skills students must learn as they progress through developmental levels are open and clear to everyone.
  - *Flexibility*. Students are encouraged to move in and out of levels at their own pace.
  - *Student ownership*. Students own, lead, and partner with their teachers in every phase of learning.
  - *Goal setting*.
  - *Tracking progress*.
  - *Student-teacher conferences*.
  - *High standards*. Traditionally, students are considered to have passed a content area with 60% average in quadrant A & B of the rigor and relevance framework (See appendix B). Eastside New Vision Charter School will define proficiency as  $\geq 75\%$  in quadrants C & D on the rigor and relevance framework.

The table following contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Eastside New Vision is a standards-based model.**

Standards-based	Standards-referenced	Tracking (Ability Grouping)
Students are working at in readiness level in all content areas.	Students are working at grade level across content areas.	Grouped based on a few assessments.
Students own their learning- they have the power.	Teachers control learning.	Teacher is the decision maker.
Porous system- grouped based on performance rather than age, students move in and out as needed.	Grouped by age – student progress in a time-bound system.	Group with limited movement
Individual needs are being met through students’ interests, goals, and unique learning styles.	Group needs are being met through grade level standards.	Focus is on the system rather than the learning.
Instruction is balanced; students must understand the information and also be able to apply it in real life situations.	Instruction is driven by prescribed programs and textbook assessments.	Instruction moves forward only when all students are ready.
Progression is based on proficiency.	Progression is based on seat time.	Progression is based on group readiness.
Students, parents, teachers, administrators, support staff and community members know the expectations.	Teachers know the expectations	Teachers control the expectations

- 3) **Leadership** — *the deliberate focus on developing strong leaders at every level.* Many opportunities will exist for all stakeholders to be involved in leadership roles and influence decision making. One of the founding principles of a standards-based approach is that there are high levels of ownership. Many committees and collaborative teams are active in the decision making processes.
- 4) **Continuous Improvement** — *the systemic processes at every level that ensure that improvement is never ending.*
  - Students monitor their progress for continuous improvement through the use of capacity matrices, rubrics and goal setting. Students set individual, group and classroom goals around things such as shared vision, code of conduct and learning targets. Students make the results of their goals transparent by posting results on data walls and our vision is to create digital backpacks.
  - Teachers monitor the achievement of the shared vision, code of conduct, student and classroom goals. Teachers make the results of their goals transparent to all stakeholders through classroom data walls.
  - Key leaders will monitor performance indicators of success for staff and students. Principals will model Plan – Do – Check – Adjust (PDCA) planning and monitor progress toward goals.
  - The RISC evaluation rubric will be used to assess the overall success of the program and whether or not primary goals of the program have been met.

<http://www.reinventingschools.org/resources/self-assessment-tool/>  
(see Appendix C)

This future focused approach is supported by research that shows two most important factors about learning are: “all students learn differently and students learn in different time frames”.

## II. Non- Graded Levels

A major component of this standards-based approach is “non-graded” classrooms. Traditional grades kindergarten, first, second, third, etc. will be replaced with learning levels. These levels include focus areas of reading, writing, speaking and listening, language, and mathematics based on Common Core State Standards and other essential learnings required as we educate the whole child. The learning targets at each level are developmentally appropriate, are a cumulative learning progression of skills and understandings, and are embedded with College and Career Readiness anchor standards. The learning targets at each level define what students should know and be able to do. The progression chart below details the correlation between traditional grade levels and standards-based levels.

### *Eastside New Vision Student Progression Chart*

(Traditional Grade Levels are listed for comparison purposes.)

	PK	K	1	2	3	4
Math	Math L1		Math L2	Math L3	Math L4	Math L5
Literacy	Literacy LR + L1		Literacy L2	Literacy L3	Literacy L4	Literacy L5

Traditionally, students spend nine months at a certain grade, and the amount of learning varies from student to student. Most of them move on at the end of the year, some with barely passing grades. Students move to a new grade level regardless if they have mastered all the skills for the previous level thus creating an achievement gap. In a standards-based model, students advance as they prove they have met learning targets within a level. They may need more time in some areas but can advance more quickly in others. If a child leaves school at the end of May still needing to master skills at their current level, they will still be on that level when they return in August. An analogy to illustrate our vision is: a child playing a video game must master one level before they are allowed to move to the next higher level. They are highly motivated to succeed and in charge of their own progress. So in the classroom, for example, when a student masters level 3 in math, they move to level 4.

### III. Comprehensive Assessment System

Eastside New Vision Charter School will continue to utilize a comprehensive assessment system to guide instructional decision-making, engage students in goal-setting, and evaluate the effectiveness of instructional practices. This comprehensive system incorporates multiple types of assessments (*See Appendix D-1*).

- **Formative Assessment** – inform instruction, involves students and is ongoing throughout the academic year.
- **Interval Assessment** – monitors student progress and occurs several times across the academic year.
- **Summative Assessment** – measures learning outcomes at the end of an instructional period and evaluates content knowledge.

In the traditional school setting, assessments are used primarily for grading purposes and look the same for all students. In the standards based school setting, assessments will be used to customize learning for all students. A model of Eastside New Vision Charter School's comprehensive assessment system is located in Appendix D-2. The following is a summary of our assessment model.

- **Pre-assessments** will continue to be given to determine a learner's readiness level at the beginning of the year or at the beginning of a new learning level or new learning outcome. Beginning of the school year pre-assessments will include, but not be limited to, Kindergarten Diagnostic Instrument (KDI) for incoming kindergarteners, MAP (Measures of Academic Progress) for Primary Grades Assessments, DIBELS, Star Math/Literacy, teacher made assessments, learning styles and interest inventories.
- **Ongoing formative assessments** will continue to be given to guide instruction, set learning goals and determine interventions for learners as needed. This will be in various forms such as teacher observation, student performance task, and assessment results. The learner will have choice and voice in performance task. Assessments will be given at various times depending on student readiness.
- **Interim assessments** will continue to be given during the year to monitor student growth. Assessments to be given at the beginning, middle and end of the year (such as: *DIBELS*, *STAR Math*, *STAR Literacy*, and *NWEA/MAP* assessments.). *NWEA Measures of Academic Progress* (MAP) tests present students with engaging, age-appropriate content. As a student responds to questions, the test adapts, adjusting up or down in difficulty. A wealth of detailed information is provided for teachers, parents and administrators to individualize instruction for each child. MAP results provide grade-level independent analysis of a child's learning which is ideal to support the innovative model of this new school.
- **Summative Assessments** will continue to be given to evaluate proficiency in student performance. Eastside New Vision Charter School will continue to administer the state mandated test as required. A final assessment will be given to students at the end of each learning level to determine proficiency before a student can progress to the next level using assessments such as *NWEA/MAP* assessments, *Compass*, and teacher-made assessments.

### **Recording and Reporting student progress:**

- **Student Portfolio:** The Student Portfolio is a tool the student and teacher will use to monitor progress, store past assessments, student capacity matrix and keep sample work. Our vision includes developing a digital backpack accessible at any time to each student allowing them to access digital learning resources as well as storing evidence of their learning.
- **Data Wall Chart:** This is a visual that shows students, parents, and teachers where a student is located along the continuum in each content area.
- **Parent Conferences:** A minimum of two parent teacher conferences will be held each school year to report student progress.
- **Progress Report:** Each quarter a progress report will be sent home to keep parents informed about their student's progress. MAP progress reports will be sent home on an interim basis. Compass Learning Odyssey progress reports will be available 24/7 for parents, teachers, and students.
- **Personal Learning Plan (PLP):** A Personal Learning Plan is a custom designed document written and used by students, teachers, and parents to best meet the educational needs of the individual student. Goals are identified and tied to standards focusing on student driven performance, implementation, and accountability. (*appendix E*)
- **Standards Based Report Card:** A standards based report card is a customized report communicating 1) The level the student is assigned to in math and in literacy. 2) The student's performance rating for each skill worked on during the quarter. 3) The progression rating of the student (answering the question: "Is the student on the expected trajectory?").

### **IV. Professional Development**

Eastside New Vision Charter School will continue to provide job-embedded professional development to all staff members. Professional development for standards based education will include but is not limited to the following:

#### **In- house Professional Development:**

- Unpacking Common Core State Standards
- Book study on Delivering on the Promise
- Book study on Daily 5 and Café
- Daily 5 and Café workshop
- Standards Based Education: Shared Vision, Defining Standards Based Education, Barriers, Concerns, and Questions, Standards Based Report Cards
- State Required Professional Development
- Differentiated Instruction
- Gearing Up for Standards Based Classroom

#### **Outside Consultant Professional Development:**

- Bea McGarvey, a private educational consultant and a long-time associate of Dr. Robert Marzano and Dr. Debra Pickering. (Scheduled for January 3 & 4, 2012 and on-going as funding allows.)
- Development of Scope and Sequence
- Backwards Unit Design
- Assessments
- Creating and Using Rubrics
- Goal Setting
- Grouping and Re-grouping students

## V. Learner-Centered

Standards-based classrooms are built on several foundational components that create the culture of a learner-centered environment. These components drive student ownership, create a community of learners and provide the necessary tools for the teachers to become a facilitator of learning and students to be the navigators of their own learning.

**Shared Vision & Code of Conduct:** Students will be involved in the process of creating the vision & code of conduct and must be able to verbalize and explain them. Students will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress.

**Learner-Centered Instruction, Learning Styles, Collaborative Groups, Flow-Charts & SBS (Standards Based System) Tools:** Students will have voice and choice in their learning within a framework which include choice menus based upon their learning styles, and they can verbalize what they are learning. Students will be engaged in attaining their learning target in whole groups, collaborative small groups, pairs, or individually. Students will be taught to use Flow-Charts which illustrate a road map for their learning for the day and they'll be taught to use standards based system tools including graphic organizers.

**Assessment and Data-driven dialogue, Personal Learning Plans, Rubrics, & Student Portfolios:** The assessment, PLP, and collection of evidence of learning are cyclical. After being pre-assessed and placed in the initial learning levels, students will be included in the goal setting process. In developing their Personal Learning Plan, teachers will meet with students individually to have data-driven dialogue to discuss what it is they need to know and be able to do and options on showing evidence that they do know or can do it. Rubrics will be provided to guide as well as assess student progress. Students will keep track of their capacity matrix to record and report their progress toward their goal/learning target. The capacity matrix (*See Appendix F*) along with other evidence of student learning will be kept in a student portfolio and in time, we hope to have a digital backpack for storage.

## VI. Interventions

The standards-based system is ideal for a child who is struggling to make progress, the average learner, or the child who is excelling. In this system, learning is continuously monitored through various formative assessments, allowing for quick adjustments that could include differentiated

instruction, interventions, and personalized learning plans. Eastside New Vision Charter School will continue to provide our RTI (Response to Intervention) strategies for students who need support in their learning. Our RTI model (*See Appendix G*) includes interventions provided by both certified and classified interventionists who will work with students in small groups and/or one-on-one based upon student need. The intervention will be provided in a push-in and/or pull-out model depending upon student need.

**RTI and Standards Based Education:**

Intended Audience	Instructional Approaches	Resources Strategies
IEP students with severe/profound needs, some ELL students or students performing 3 or more levels below expected level	Intensive Support: 1 on 1 direct instruction or small group instruction, ELL, progress monitoring	Personal learning plans (including IEP), supplemental researched-based curriculum and instruction, technology enhanced instruction, significant interventionist support, increased paraprofessional support, curriculum modifications and accommodations as needed, occupational, speech, and physical therapy if needed.
IEP students with mild-moderate needs, some ELL students, or students performing 1-2 levels below expected level	Targeted Support: Small group instruction or 1 on 1 direct instruction, progress monitoring	Personal learning plans (including IEP), supplemental researched-based curriculum and instruction, technology enhanced instruction, moderate interventionist support, Para support (foster grandparent, AmeriCorps) if needed, accommodations, behavior interventionist, Mental health services, occupational, speech, and physical therapy if needed, behavior interventionist as needed.
High achievers performing 1-2 years above expected level	Targeted Support: enrichment access, Accelerated learning path, (based upon passion and interests), progress monitoring, small group or 1 on 1 instruction.	Advanced learning plans, supplemental researched based curriculum and instruction, technology enhanced instruction, moderate interventionist support, Para support if needed, behavior interventionist if needed, Mental health services if needed
Highly advanced learners performing 3 or more levels above expected level	Intensive Support: 1 on 1 direct instruction, small group enrichment, strengths-based instruction (passions and interest), independent study	Advanced learning plans, supplemental researched based curriculum and instruction, project/problem based learning opportunities, technology-enhanced instruction.

	overseen by teacher and g.t. coordinator, progress monitoring	
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## VII. Technology

Information literacy and technology are inherent components of and for student learning. “The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy. 21st Century Literacy includes strong academic skills, thinking, reasoning, teamwork skills and proficiency in using technology.” (21st Century Workforce). Eastside New Vision Charter School will continue to integrate technology in the curriculum as an instructional tool and for student to use as a tool to produce learning evidence. Eastside New Vision instructional technology tools will include but will not be limited to the following: flip video cameras, computers, iPads, document cameras, Mobi, Clickers, and Mimeo boards, various software/internet sites such as digital storytelling, iTunes, currikki, and wiki pages. Eastside New Vision will continue making learning constantly accessible with Compass Learning Odyssey (or comparable technologies) and our plan in the future: digital backpacks for students. Students will have access to the Worlds of Wonder (WOW) Lab and 3 computer labs for research and for completing projects. The WOW is an interactive learning center that is based on learning through inquiry. This lab immerses students in exciting hands-on science, problem solving, technology and creative design to explore the wonders of science all around them.

## VIII. Research

Eastside New Vision Charter School will continue to incorporate strategies and theory using researched based information from the following sources:

Re-inventing Schools Coalition- *Delivering on the Promise: The Education Revolution*, Richard A Delorenzo, Wendy Battino, Rick Schreiber and Barbara Carrio

Marzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading.*

*Inevitable: Mass Customized Learning:* Bea McGarvey and Chuck Schwahn

International Center for Leadership in Education: [www.LeaderEd.com](http://www.LeaderEd.com)

### STANDARD 5: Goals

- I. Eastside New Vision Elementary School reading, reading comprehension, mathematics and mathematics reasoning will increase to meet AYP each year for the first five years.

#### Tools:

Augmented Benchmark Assessment (for students eligible for 3<sup>rd</sup> grade testing 2012-2014)

PARCC Assessment of CCSS (for students eligible for 3<sup>rd</sup> grade testing 2015-2017)

- II. Eastside will increase the percentage of students in the top two quartiles in literacy and math each year for the first five years.

**Tools:**

ITBS or other State mandated assessment (for students eligible for K-2 NRT 2012-2014)

CCSS Performance Assessments (for students eligible for K-2 assessments 2015-2017)

- III. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment.

**Tools:** MAP (Measures of Academic Progress) for Primary Grades

- IV. All students will utilize Compass Odyssey for a minimum of 60 minutes weekly and will show an increase of 5% in their pre and post scores. Another Compass Odyssey success measure is the increase of 10% (year 1) in literacy by students eligible for the 3<sup>rd</sup> grade benchmark. Goals beyond year 1 will be set annually.

- V. All students will attain expected growth levels on locally administered assessments such as DIBELS, DRA, DSA, STAR MATH, STAR LITERACY

## **Standard 6: Curriculum Development and Alignment**

Eastside Elementary began the process of aligning the current curriculum based upon Arkansas Curriculum Frameworks with the Common Core State Standards during the 2010/2011 school year. Lead staff members attended training concerning the CCSS and returned to campus to train their peers. Professional development days also provided opportunities for teachers to become familiar with the new standards and to begin the work of aligning them both vertically and horizontally. A study of the crosswalk was a resource used to compare the CCSS with the current standards and aided teachers in identifying gaps which must be addressed as we transition to CCSS. Even though only kindergarten, first grade, and second grade CCSS are mandated for the 2011-2012 school year, Eastside has elected to implement these new standards through the third grade.

Additionally, Eastside has chosen during the 2011/2012 school year to begin a transition into a standards-based classroom environment in which students' progress through levels of literacy and math according to each student's individual needs. Each level is based upon the Common Core State Standards. Utilizing the Common Core Standards as the basis of our curriculum, we began the current school year with two lab classrooms per grade level (K-3). These lab classrooms have been established to begin implementing the ideology of student-centered, standards-based education. All classrooms (K-3) will move to this format during the 2012/2013 school year.

Principals and instructional facilitators monitor progress in each class and provide support to teachers as needed. Team meetings are held weekly in each grade level to allow teachers to continue to support each other through the work of the professional learning community. Time is also provided during the year for teachers to meet in vertical team meetings to discuss the learning progressions found in the Common Core Standards. Weekly meetings of principals, counselor, and instructional facilitators ensure continuity of the leadership support to the staff. Lab teachers also meet weekly to discuss issues that are specific to their classrooms this year, with both principals and instructional facilitators present, lending support and guidance as needed. Additionally, beginning with the 2010/2011 school year, teachers have taken part in professional book studies after school to increase their knowledge of the best teaching practices and most current educational research.

Through the work of the various PLC's and the formal / informal assessments of students, the staff is assured of sufficient time and opportunity to make adjustments in classrooms so that all students can be successful in meeting the requirements of the new Common Core State Standards, which are comprised of nationally validated standards. In preparation for the transition to the CCSS, the staff has developed total instructional alignment (TIA) documents based upon CCSS which include: the standard, student friendly objectives, task analysis, critical vocabulary, resources, assessments, and taxonomy levels.

#### **STANDARD 7: Enrollment Criteria**

As the only primary school in the district, Eastside New Vision Charter School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 600, it is highly unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the cap due to our legal responsibility to enroll all eligible students as stated above. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas.

#### **STANDARD 8: Job Descriptions & Staffing Plan**

##### Administrators Responsibilities: (2 Administrators)

- Act as chief executive operating officer of the school and carry out the School and District missions
- Select, recommend for hire, and terminate faculty and staff
- Assist teachers in developing the professional growth plans; approve the plans
- Plan for professional development to meet the needs of adult learners in order to have the greatest impact on student learners
- Carry out the annual performance based evaluation (aligned with Pathwise)  
[http://www.edline.net/files/UNKJS/c0a9f58946e33eda3745a49013852ec4/Warren\\_School\\_District\\_Certified\\_Evaluation\\_Plan.7.1.pdf](http://www.edline.net/files/UNKJS/c0a9f58946e33eda3745a49013852ec4/Warren_School_District_Certified_Evaluation_Plan.7.1.pdf)

- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget to be presented to the Board
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum and monitor student academic achievement regularly

Qualifications:

A proven leader who has: strong, effective instructional leadership skills, including proven knowledge of curriculum, instruction, and assessment; strong organizational, fiscal management and technological skills; excellent written and oral communication skills with ability to listen to and address staff concerns; honesty, integrity and strength of character that supports an atmosphere of expected excellence; respect for diversity with the ability to make unifying decisions and to foster an atmosphere of trust; appropriate Arkansas licensure required; experience as principal preferred

Teacher Responsibilities: (28 regular classroom teachers)

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues to plan and coordinate student learning
- Utilize data to plan learning to address as many different levels and kinds of learners as possible
- Develop professional growth plans aligned with needs
- Stay current with best practices through professional development, professional organizations and professional literature
- Continually teach, assess and modify for each student
- Meet weekly with grade level teachers or in vertical teams when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

Qualifications: Energetic, goal-oriented, educators who have: passion for teaching and learning, ability to inspire students and instruct, and commitment to excellence. The school will make every effort to recruit highly qualified and certified teachers in all content areas. The School District will be empowered to hire the best teachers regardless of licensure status.

Counselor Responsibilities: (1.17 FTE)

- Individual and group counseling and guidance lessons

- Developing positive concept while improving understanding of self and others
- Developing more effective communication skills, improving problem-solving and decision-making skills
- Expanding social skills including cooperation, sharing, and responding appropriately to conflict
- Handling divorce, death, or birth of a new sibling
- Testing coordinator, disseminate data and serve as Parental Involvement Coordinator

Qualifications: Current Arkansas license with counseling endorsement

Instructional Facilitators Responsibilities: (2.8 FTE)

- Supporting staff through coaching, modeling, and feedback from observations
- Coordinating peer observations with reflection
- Data analysis, data wall maintenance and assist in assessment administration
- Facilitating team meetings, provide interventions, assist with professional development plan, planning and locating resources
- Support to substitutes on lesson plans and introducing new learning when warranted
- Maintenance of literacy rooms and WOW lab (Refer to Standard 4)
- Assist with student transitions from pre-school and to Brunson Elementary
- Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator

Qualifications: Energetic, goal-oriented, educators who have appropriate Arkansas certification, passion for teaching and learning, ability to inspire and instruct, commitment to excellence

Certified Interventionists Responsibilities: (2 FTE)

- Interventions, progress monitoring and data mining
- Team leadership and collaborate with classroom teachers to plan the intervention
- Co-teaching when applicable, Pull out/Push in instruction for students needing targeted and/or intensive support and small group intensive support
- Utilize an array of researched based resources and strategies

Qualifications: Energetic, goal-oriented, educators who have appropriate Arkansas certification, passion for teaching and learning, ability to inspire and instruct, commitment to excellence

Behavioral Interventionist Responsibilities: (1 FTE)

- Supervise and monitor the WEBB classroom (We Expect Better Behavior)
- Utilize positive behavioral supports with students by utilizing evidence based intervention strategies
- Assist in writing and executing behavior plans and collaborate with counselor in scaffolding of life skills

Qualifications: Highly qualified. Experience in behavior interventions and/or desire for additional training

Staffing Plan:

2 administrators	3 instructional facilitators	2 counselors (1 FTE; .17 FTE)
1 media specialist	2 special education teachers	28 classroom teachers
1 art teacher (.67 FTE)	1 music teacher (.67 FTE)	3 pe teachers (1.81 FTE)
2 certified interventionists	1 behavior interventionist****	1 occupational therapist**
1 speech therapist (.8 FTE)	1 physical therapist**	1 ELL teacher certified (.25)
1 LPN	4 maintenance/custodial staff	Personal Care aide (.5)
8 Classified Interventionists	2 office aides*	2 secretaries*
5.5 cafeteria workers	.25 migrant aide	.25 school social worker
.25 G/T	3 Special Education paraprofessionals	
1 Media specialist assistant (classified)		1 data entry administrative assistant
1 web master/public relations/parent/community liaison*****		

*\*2 positions are required due to this school having 2 main buildings with 2 separate offices.*

*\*\*contracted basis    \*\*\*if funding is available    \*\*\*\*a current classified employee will assume this position*

**STANDARD 9: Student Services**

**A) Guidance**

Counseling is a confidential relationship which the counselor conducts with students individually and in small groups to help them solve or cope constructively with their problems

and developmental concerns. Eastside New Vision Charter will have one full-time and one part-time counselor. Eastside counselors help all students by establishing individual, group, and classroom contacts, collaborating with teachers, consulting with parents, and coordinating with administration, staff, and outside agencies.

Whole class guidance will be provided for all students on a scheduled rotation. Whole class guidance is a planned, developmental program of lessons designed to foster students' academic, career, and personal/social development. Guidance lessons provided will follow the American Counseling Association National Model.

Small group and individual counseling will be provided for students to promote the development of positive concepts of self and others, improvement of understanding of self and others, development of more effective communication skills, improvement of problem solving and decision making skills, expansion of social skills to include cooperation, sharing, and responding to conflict appropriately, and handling issues of such as divorce, birth of new sibling, or death. Counseling must be more than just a provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs.

The counselors will also work with parents, teachers, administrators, social workers, medical professionals, and community health personnel in order to plan and implement strategies to help students be successful in school. The counselors will also assist parents in obtaining needed services for their children.

#### **B) Health Services**

The School District's full time registered nurse will be available to provide assistance as needed to the full time licensed practical nurse who is housed on campus to provide needed health services.

#### **C) Media Center**

The purpose of the school's media center is to supplement and enrich curriculum and instruction. Building the foundation for our students in college and career readiness necessitates providing a broad range of materials and technology. In the selection of the materials and resources to be available in the media center, consideration will be given to age appropriateness, reading levels, interests, and learning styles; making sure there is a broad range of lexile and text complexity which would meet the needs of the students.

#### **D) Transportation**

Warren School District will provide transportation services to all students who reside in the attendance area of the district and will comply with all transportation regulations.

#### **E) Food Services**

Breakfast and lunch will be served at Eastside New Vision Charter School. All students may make application for free or reduced meals. Eastside New Vision will comply with Food Services regulations through its approved child nutrition program.

## **F) Special Education**

Eastside New Vision anticipates a Special Education program operating with two classes. One class will operate as a resource room where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP. The resource teacher will also do push-ins to provide general support in the regular classroom. The second class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students.

## **G) WEBB Classroom (We Expect Better Behavior)**

Eastside New Vision proposes the creation of a class for students who need immediate, corrective behavioral care under the direction of a behavioral interventionist. Students will be assigned to the WEBB classroom as an intervention for behavior that is repetitively disrupting the learning process in the classroom or behavior that prohibits the interaction with other students. The WEBB classroom will be guided by a behavioral interventionist and utilize TeachTown: Social Skills curriculum. TeachTown combines television-quality animations with teacher-driven lessons, homework activities, and assessment tools to teach social skills to young children. This curriculum was developed by an experienced team of clinicians and artist using development social norms, researched-based teaching techniques, and input from educators. It is aimed at providing teachers the ability to focus on academic instruction in their classrooms while minimizing inappropriate student behaviors. By learning and using meaningful social skills, young children function more effectively in school, at home, and in the community. The effectiveness of video modeling is supported by decades of empirical research. TeachTown's engaging animated characters provide young children with motivation to learn and practice important social skills.

## **H) Gifted and Talented Program**

Currently, all students in the Warren School District K-3 are served through weekly enrichment lessons using the Talents Unlimited Curriculum. The Talents Unlimited Lessons are provided by the Gifted Coordinator/Teacher Rhonda Williams Code 305/306 once a month through a pullout lab for those students on the gifted watch-list and by the classroom teachers the other weeks of the month for all students K-3. Although we plan to continue the monthly lessons provided by the G/T Coordinator, we are asking a waiver from the requirement for regular classroom teachers to provide the Talents lessons. Our rationale is based upon the type of instruction provided on a daily basis with performance based, differentiated instruction for all students.

## **STANDARD 11: Present Use of Facility, ADA & IDEA Accessibility, Zoning**

Eastside New Vision Charter School will be located at the current site of Eastside Elementary School which is located on North Bradley Street in the city of Warren. The school site consists of several buildings that will continue to be the location of the charter school. The current 2<sup>nd</sup> and 3<sup>rd</sup> grade building was constructed in 1956; the current Kindergarten and 1<sup>st</sup> grade building was constructed in 1963. Our computer lab and self-contained special needs classroom is located in a two room building constructed in 1993. Our Physical Education building was constructed in 1993. In 2004, a building was constructed for our media center and health office. In 2008, HVAC systems were updated in all the buildings. In 2010, a building was

constructed for our counselor's and HIPPIY offices and renovations were made to the computer lab/self-contained and Physical Education buildings. The roofs were replaced for the 2/3 and K/1 buildings in 2010. Currently, the 2/3 and K/1 buildings are undergoing renovations of our electrical distribution and installations of a new fire alarm warning system. Eastside will comply with all the accessibility regulations in accordance with the ADA and IDEA before the charter school opens to students. As a sound plan for continued operation, maintenance, and repair of the facility, the School will continue to use SchoolDude as recommended by the Arkansas Department of Facilities and Transportation and will continue providing excellent, safe facilities and transportation. The District understands there will be facilities costs, and plans to fund these cost out of its operating budget. There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.

## **STANDARD 12: Waivers**

1. Arkansas Department of Education Rules (ADE Rules) Governing Waivers for Substitute Teachers, and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and Ark. Code Ann. § 6-15-1004 (Qualified teachers in every public school classroom), § 6-17-309 (Certification to teach grade or subject matter – exceptions – Waiver), § 6-17-401 et seq., (Teacher license requirement), § 6-17-902 (Definitions) and § 6-17-919 (Warrants void valid certificate and contract) and Sections 15.03.2 and 15.03.3 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rule):

Eastside Elementary requests a waiver from the above-referenced Rules and statutes concerning teacher licensure for the limited purpose of permitting teachers who are licensed at the P-4 level to teach students who have reached Level 6+ (traditionally 5<sup>th</sup> grade and above).

2. Sections 10.02.2 and 10.02.3, Standards Rules, concerning class size:

Eastside Elementary requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, our Math and Literacy blocks will not exceed current Standards by more than five (5) students.

3. Ark. Code Ann. § 6-15-902 and the ADE Rules Governing the Uniform Grading Scale:

To the extent that a waiver is necessary from the above statute and Rules, given that the use of the Uniform Grading Scale is permissive at the elementary school level, Eastside Elementary requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized by Eastside Elementary will be more rigorous than the standard Uniform Grading Scale. Traditionally, students are considered to have passed a content area with 60% average in quadrant A & B of the

rigor and relevance framework (See appendix B). Eastside New Vision Charter school will define proficiency as  $\geq 75\%$  in quadrants C & D on the rigor and relevance framework.

4. Ark. Code Ann. § 6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN):

Eastside Elementary request a waiver of the procedures concerning student coding in APSCN, only as to Math and Literacy, as student assignments in the New Vision program are not made to grade levels (i.e., Kindergarten, First Grade, etc.), but are made to learning levels based on individual need. All students will be coded and entered into APSCN in the usual manner by homeroom.

5. Ark. Code Ann. § 6-20-2208(e)(6) (Monitoring of expenditures) and § 6-42-101 et seq., Section 18.0 of the ADE Standards Rules and the ADE Rules Governing Gifted and Talented Program Approval Standards:

Eastside Elementary requests a waiver from the whole group Talents Unlimited instruction and identification of gifted students due to the type of instruction we will provide on a daily basis which includes differentiation and performance-based learning.

6. Section 12.05, ADE Standards Rules:

Eastside Elementary requests a waiver from the requirement to place a student into the same grade level the student would have been in had the student remained at his/her former school. Eastside New Vision will assess all students to determine the appropriate learning level.

7. Section 11.04, ADE Standards Rules:

Eastside Elementary requests a waiver from this section in order to be allowed to evaluate any six (6) year old who waived out of Kindergarten to determine his/her appropriate learning level.

8. Ark. Code Ann. § 6-17-111, concerning the provision of a duty-free lunch to certified personnel:

Eastside Elementary requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.

9. Ark. Code Ann. § 6-17-117, concerning limitations on certified non-instructional duty time:

Eastside Elementary requests flexibility in assignments for non-instructional duty. The above statute limits the maximum time for such duty to sixty (60) minutes per week. We request greater flexibility in scheduling the duty time based upon an average of two hundred forty (240) minutes per four (4) week period.

10. Ark. Code Ann. § 6-16-130, and Section 9.03.2.6 of the ADE Standards Rules, concerning the provision of Art and Music Instruction:

Eastside Elementary requests a waiver from the above statutes and Rules, for the sole purpose of providing flexibility in the amount of time scheduled for Art and Music Instruction. We are fully committed to providing Art and Music Instruction to our students, but we wish to have the flexibility to provide the instruction as both a pull-out class and within the classroom units of study.

11. Ark. Code Ann. § 6-17-114, concerning teacher planning time:

Eastside Elementary requests flexibility in providing teacher planning time. We will meet the minimum of two hundred (200) minutes weekly, but request the flexibility to not give the planning time in the minimum forty (40) minute increments required by the statute.

12. Section 5.0, ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program:

Eastside Elementary requests flexibility on the age/readiness level in which students are tested. As our students will not be assigned to a “grade level,” we are requesting permission to allow our students to take state standardized tests when they are in “Level 4” regardless of their age. The exception to this would be a student who is ten (10) years old and has not yet progressed to “Level 4.” We are crafting a policy where students will move to Thomas C. Brunson Elementary School (Warren’s fourth and fifth grade campus) if they have not progressed to Level 4 but have reached age ten (10). Such a student would then take the appropriate state required assessment at Eastside in the year they reach ten (10) years of age.

### **STANDARD 13: Desegregation Orders**

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

### **STANDARD 14: Parental Involvement**

Parents and community members will be involved in developing, implementing and evaluating the school improvement plan through several opportunities including PIT (Parental Involvement

Team) meetings and events, Closing the Achievement Gap meetings, ACSIP Peer Review and Evaluation sessions, SBE Task Force meetings, parent/teacher/student conferences to review individual learning plans, and handbook committee. To keep parents and guardians notified of school events and student progress, the following will be used: weekly communication folders, daily planners, progress reports, capacity matrices, Edline parental notification system, District Data Newsletter, Eastside Update Newsletter, school marquee, as well as, teacher availability during planning times to meet with parents as needed. Opportunities for parents, guardians and community members to be involved include: SLAM (Science, Literacy, and Math) Nights, Family Reading Nights, Watch DOGS (Dads of Great Students) Program, and CHIPS (Community Help in Public Schools). The District Technology Center is open and available to students, parents, and community members each Monday evening. The District's Jacks Family Connection Center is open to parents and students daily with day-time and evening hours available. Community members and parents will be invited to be involved in performance-based learning activities. Their engagement may be manifested in presentation evaluation, as a source for real-world projects and to help students make connections to real-world application of knowledge and the importance of learning.



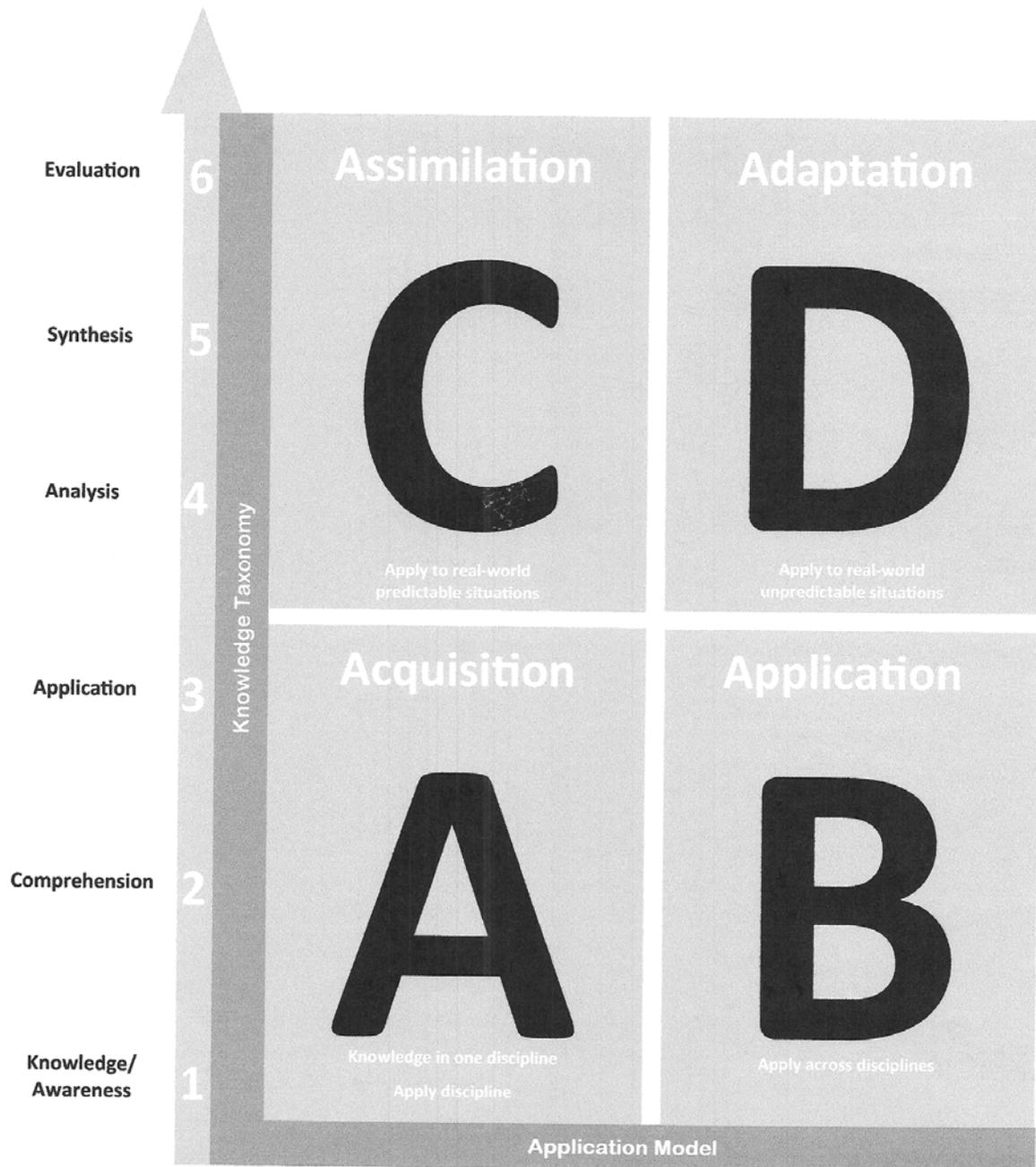
# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

WARREN SCHOOL DISTRICT Report Completed: 08/17/2011  
 EASTSIDE PRIMARY SCHOOL AYP Status: Targeted Intensive Improvement (TII-4)  
 Math AMO: 77.50 Literacy AMO: 78.40

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	100	84	84	66	97	76	281	226
# Attempted	126	126	115	115	120	120	361	361
% Proficient	79.4	66.7	73	57.4	80.8	63.3	77.8	62.6
AYP Status	MS	MS	MS	A	MS	MS	MS	MS
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	28	17	23	15	29	25	80	57
# Attempted	37	37	37	37	41	41	115	115
% Proficient	75.7	45.9	62.2	40.5	70.7	61	69.6	49.6
AYP Status	NA	NA	NA	NA	MS	MS	MS	MS
<b>HISPANIC POPULATION</b>								
# Proficient	24	21	16	10	23	15	63	46
# Attempted	34	34	19	19	27	27	80	80
% Proficient	70.6	61.8	84.2	52.6	85.2	55.6	78.8	57.5
AYP Status	NA	NA	NA	NA	NA	NA	MS	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	48	46	45	41	44	35	137	122
# Attempted	55	55	59	59	51	51	165	165
% Proficient	87.3	83.6	76.3	69.5	86.3	68.6	83	73.9
AYP Status	MS	MS	MS	A	MS	SI_1	MS	SI_1
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	72	56	59	42	72	55	203	153
# Attempted	94	94	83	83	93	93	270	270
% Proficient	76.6	59.6	71.1	50.6	77.4	59.1	75.2	56.7
AYP Status	MS	SI_M	MS	A	MS	MS	MS	MS
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	4	3	3	2	2	0	9	5
# Attempted	6	6	4	4	4	4	14	14
% Proficient	66.7	50	75	50	50	0	64.3	35.7
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	5	1	3	0	4	2	12	3
# Attempted	11	11	9	9	9	9	29	29
% Proficient	45.5	9.1	33.3	0	44.4	22.2	41.4	10.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

# Rigor/Relevance Framework



Risc Evaluation Model



RSM Check-up Survey

The purpose of the tool is to guide reflection on your current practices aligned to the Re-Inventing Schools Model. The 6 indicators listed below are used to describe a continuum of implementation. Indicate your organization's current level of performance by selecting the indicator that best describes your organization today.

**AWARENESS:** The organization is interested in pursuing or believe that there is a need for these practices and processes.

**UNDERSTANDING:** The organization has begun researching and planning to formally address these practices and processes.

**1st IMPLEMENTATION:** The organization is working purposefully to formalize these practices and processes.

**ROUTINE:** The organization regularly uses these practices and process as part of routine through out the organization.

**REFINEMENT:** The organization has established cycle times, processes and has data to demonstrate positive growth trends for 3 or more years.

**REPLICATION:** The organization possesses the capacity and experience to assist other organizations with these practices and processes.

	Awareness	Understanding	1st Implementation	Routine	Refinement	Replication
<b>Traits</b>						
<b>Leadership</b>						
<b>Shared Vision</b>						
<b>Continuous Improvement</b>						

For the entire tool go to:  
<http://www.reinventionschools.org/resources/self-assessment-tool>



## ASSESSMENT MODEL for EASTSIDE NEW VISION ELEMENTARY SCHOOL

### INFORMAL ASSESSMENTS

#### Structured

- Student work samples
- Journals
- Checklists
- Antidotal records
- CGI (cognitively guided instruction)
- 5 A Days
- Student Projects
- Cloze test
- Criterion Referenced Questions
- Teacher created tests
- Odyssey Compass Learning
- Qualls
- KDI (Kindergarten Diagnostic Indicators)
- Student conferences/interviews
- Student portfolios

#### Unstructured

- Exit tickets
- Teacher observation
- Student reflection
- Reflection journal

### INTERIM/BENCHMARK ASSESSMENTS

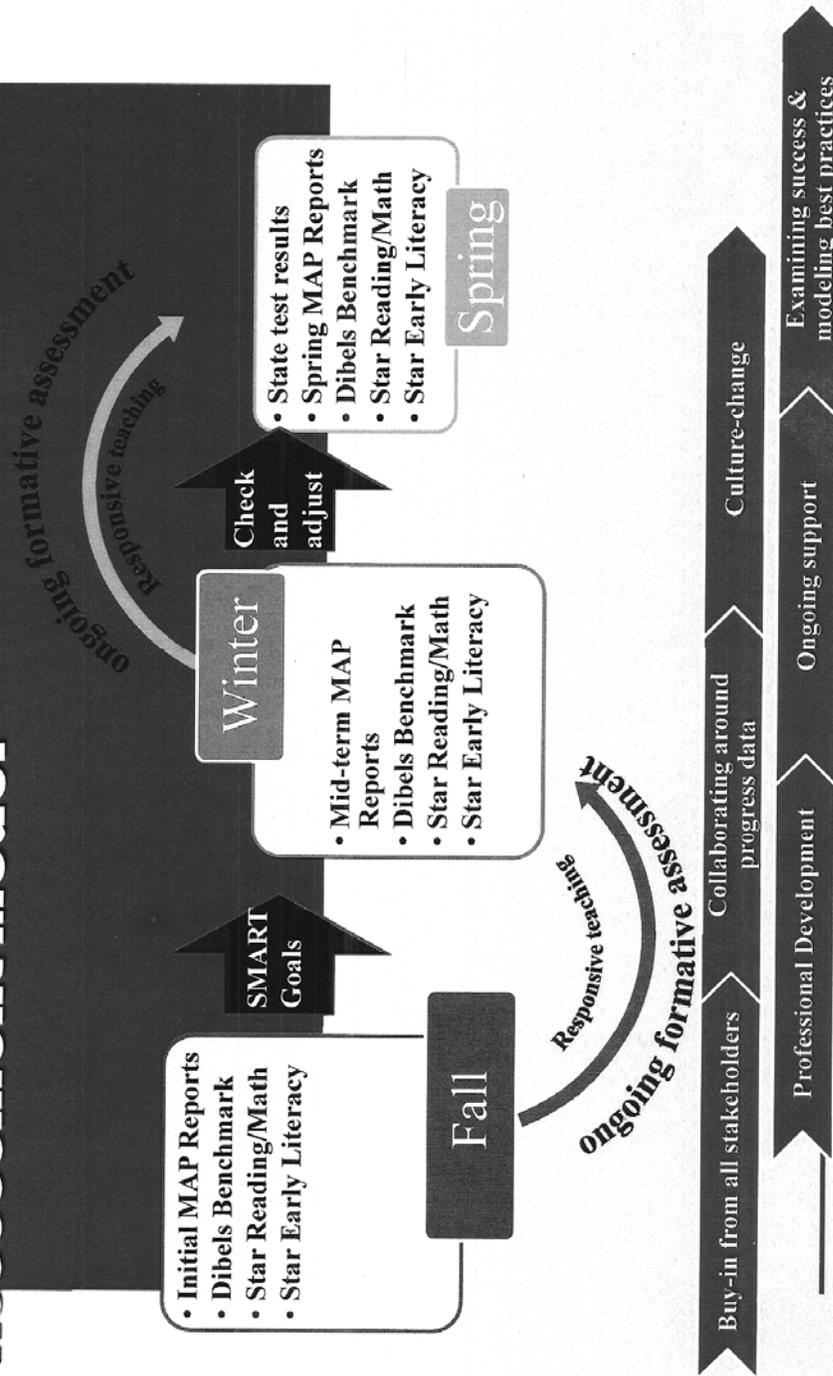
- MAP (Measures of Academic Progress)
- Target test
- Dibels
- Checkpoints
- STAR Early Literacy

### SUMMATIVE ASSESSMENTS

- STAR Math, Literacy and Early Literacy
- State NRT and CRT
- DRA
- DSA
- MAP



# Outside Comprehensive Assessment Model



Personal Learning Plan  
Sample

Name Adriana Today's Date 9/26/11

Math Learning goal: I will be able to round to the nearest 10s and 100s

My Plan: (Check at least 3)

- Make up test questions, with answers, about the math topic. (10 questions)
- Write a math story that includes information about your math topic.
- Build something that shows what you learned in math today. Use your math toolbox and paper.
- Make up a math mystery about your math topic. Write several clues to help someone solve your math mystery.
- Draw a picture about your math topic.
- Draw a cartoon about your math topic.
- Make up a game that uses the math you learned today. Don't forget the rules and supplies needed to play the game.
- Write a song, chant, rap, or cheer about the math you learned today.
- Write a math mini-lesson about your topic.
- Make a teaching poster about how to do your math topic.
- Complete a worksheet made by the teacher about your math topic
- Make a book cover about your math topic.
- Find a partner and interview them about what they know about your math topic (write down the questions and answers)
- Make a news story about your math topic
- Make a jigsaw puzzle about your math topic
- (other) tell what it is \_\_\_\_\_

When will you complete the Lesson plan? 9/29/11      10/5/11  
When will you be ready to test on your Lesson topic? 10/3/11      10/6/11

After the Test:

What are your next steps?  
 Move on to a new topic  
 Try to do something different. Explain what: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Capacity Matrix

NAME: \_\_\_\_\_ DATE STARTED: \_\_\_\_\_ DATE ENDED: \_\_\_\_\_

Core Standard:	Emerging	Partially Proficient	Proficient	Advanced	What is my evidence?
<b>RL. 1.1 ( Literature )</b> Ask and answer questions about key details in text.	I need help. 	I learned the simple parts. 	I learned the simple & complex parts. 	I can go beyond by showing it in a new way. 	
Demonstrate an understanding of how to ask and answer a question.					
Ask questions that require an answer that can be justified from text and/or personal experience.					
Identify the details about character, setting and problem.					
Ask and answer questions about key details in text.					
Score 4 -					

Goal: \_\_\_\_\_



## 2012-2013 Warren School District Calendar

	Window for Kindergarten Screener (QUALLS)		
<b>Aug. 13-16</b>	Staff Development		
<b>Aug. 20</b>	First Day of School		
<b>Sept. 3</b>	Labor Day		
	Algebra Retest Opportunity		
	Grades 3,4,5,7,8 Writing Field Test		
<b>Oct. 15-19</b>	9 weeks tests		
<b>Oct. 19</b>	<b>End of First Quarter</b>	<b>44 days</b>	
	Homecoming		
<b>Oct. 22</b>	Parent-Teacher Conferences		
<b>Oct. 23</b>	Parent-Teacher Conferences		
	Window for Algebra I Strand Analysis Remediation		
<b>Nov. 2 ?</b>	Staff Dev/AEA Fall Conference		
	Window for Online Alternative Test for Algebra I		
<b>Nov. 21-23</b>	Thanksgiving Break		
<b>Dec 13, 14, 17-19</b>	Semester Tests		
<b>Dec. 19</b>	<b>End of 2<sup>nd</sup> Quarter</b>	<b>Wed 40 days</b>	
<b>Dec 20 - Jan 2</b>	Christmas Break for Teachers		
<b>Dec. 20 - Jan 4</b>	Christmas Break for Students		
<b>Jan. 3,4</b>	Staff Development		
<b>Jan. 7</b>	Students Return		
	Mid-year Algebra II Exam		
<b>Jan. 21</b>	Martin Luther King Day	Mon.	
	Mid-year EOC Algebra I Exam (and Algebra I Retest Opportunity)		
	Mid-year EOC Geometry Exam		
	Mid-year End-of-Course Biology Exam	(Tues.-Wed.)	
<b>Feb 11</b>	Parent-Teacher Conference	Tues	3:00-7:00
<b>Feb 14</b>	Parent-Teacher Conference	Thur	3:00-7:00
<b>Feb, 15</b>	Staff Development	Friday	
<b>Feb. 18</b>	President's Day Holiday	Mon.	
	Window for Algebra I Strand Analysis Remediation		
	Grade 11 Literacy Exam 11 <sup>th</sup>		
<b>March 11-15</b>	9 weeks test	Mon.-Fri.	
<b>March 15</b>	<b>End of Third Quarter</b>	<b>48 days</b>	
	Alternate Portfolio due date		
<b>March 18-22</b>	Spring Break	Mon.-Fri.	
	Window for English Language Development Assessment for LEP students k-12		
	Window for Online Alternative Test for Algebra I		
	Window for Grades K-2 and Grade 9 NRT Testing		
<b>March 29</b>	Good Friday		
<b>April 1</b>	Staff Development		
	Augmented Benchmark Exams Grades 3-8 (mon.-Fri)		
	EOC Geometry Exam		
	EOC Biology Exam		
	Algebra II Exam		
	End of Course Algebra I Exam (and Algebra I Retest Opportunity)	Tues.-Wed.	
<b>May 22-24, 28,29</b>	Semester Tests		
<b>May 24</b>	Graduation	Fri.	
<b>May 27</b>	Memorial Day Holiday	Mon.	
<b>May 29</b>	Last day of school	<b>46 days</b>	
<b>May 30, 31 June 1,2,3</b>	Make-up days, if needed		

Total student Teacher Interaction days	Total	178	5 makeup days are included in the calendar. (9 Staff Dev. Days provided by district-1 on your own) *Nothing except emergency sick leave is granted for Staff Development days
Parent-Teacher Conference days	Total Staff	2	
Development Days		10	
Total Contract Days		190	

**EASTSIDE NEW VISION: SAMPLE SCHEDULE**

**Discovery Drive – Level R & 1**  
(traditional model – Kindergarten)

7:45-7:55 Homeroom  
 7:55-9:55 Lit/Math Block  
 9:55-10:05 Recess  
 10:05-11:15 Instructional Block  
 11:15-11:45 HR/Enrchmt/Intrvntn/Cmpt  
 11:45-12:05 Lunch  
 12:05-12:25 Lunch Recess  
 12:25-2:55 Lit/Math Block  
 2:55 – 3:05 HR – Process the Day  
 KG pull-out 12:55 or 1:45

**Achievement Avenue – Level 3**  
(traditional model – 2<sup>nd</sup> Grade)

7:45-7:55 Homeroom  
 7:55-9:55 Lit/Math Block (Math)  
 9:55-10:45 Instructional Block (until 10:05)  
 10:45-11:35 Pull-out  
 11:35-11:45 Recess  
 11:45-12:05 Lunch  
 12:05-12:25 Lunch Recess  
 12:25-12:55 HR/Enrchmt/Intrvntn/Cmpt  
 12:55- 2:55 Lit/Math Block (Math)  
 2:55 – 3:05 HR – Process the Day

**Learning Lane - Level 2**  
(traditional model – 1st Grade)

7:45-7:55 Homeroom  
 7:55-9:55 Lit/Math Block  
 9:55-10:45 Pull-outs  
 10:45-11:15 Instructional Block  
 11:15-11:35 Lunch  
 11:35-11:55 Lunch Recess  
 11:55-12:45 HR/Enrchmt/Intrvntn/Cmpt  
 12:45-1:40 Instructional Block  
 1:40-1:50 Recess  
 12:55-2:55 Lit/Math Block  
 2:55 – 3:05 HR – Process the Day

 Jill, 6 year old, ( traditional model – 1<sup>st</sup> grader) Jill is working in level 4 in literacy and level 3 in math.

**Productive Parkway – Level 4+**  
(traditional model – 3<sup>rd</sup> Grade)

7:45-7:55 Homeroom  
 7:55-9:55 Lit/Math Block (Lit)  
 9:55-10:05 Recess  
 10:05-11:15 HR/Enrchmt/Intrvntn/Cmpt  
 11:15-11:35 Lunch  
 11:35-11:55 Lunch Recess  
 11:55-12:05 Transition/Social Skills  
 12:05-12:55 Pull-outs  
 12:55-2:55 Lit/Math Block (Lit)  
 2:55 – 3:05 HR – Process the Day

 Jack, 8 year old, ( traditional model – 3<sup>rd</sup> grader), Jack is working in level 4 for literacy and level 3 for math.

 Jill 10:45-11:15

**Public Charter School Application  
Estimated Budget Worksheet, Year One (2012-2013)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students ( ) x \$6,144.00 State Foundation Funding		
3	510		<u>3,133,440</u>
4	No. of Students (510) x \$51.00 Professional Development		<u>26,010</u>
5	No. of Students (510) x eligible rate* NSLA Funding		<u>516,120</u>
6	Total State Charter School Aid		<u>3,675,570</u>
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		
15			
16	<b>TOTAL REVENUES</b>		<b>3,675,570</b>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 2)	<u>119,638</u>	
21	Fringe Benefits	<u>30,570</u>	
22	Purchased Services	<u>3,650</u>	
23	Supplies and Materials	<u>3,800</u>	
24	Equipment		
25	Other (Describe)		<u>157,658</u>
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 24)	<u>938,769</u>	
29	Fringe Benefits	<u>259,259</u>	
30	Purchased Services	<u>72,600</u>	
31	Supplies and Materials	<u>57,090</u>	
32	Equipment		
33	Other (Describe)		<u>1,327,718</u>

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.







34		(Budget Continued)	
35	Special Education:		
36	Salaries: (No. of Positions <u>2</u> )	<u>83,417</u>	
37	Fringe Benefits	<u>22,728</u>	
38	Purchased Services	<u>          </u>	
39	Supplies and Materials	<u>1,000</u>	
40	Equipment	<u>          </u>	
41	Other (Describe)	<u>          </u>	<u>107,145</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>25</u> )	<u>11,015</u>	
45	Fringe Benefits	<u>2,969</u>	
46	Purchased Services	<u>3,667</u>	
47	Supplies and Materials	<u>          </u>	
48	Equipment	<u>          </u>	
49	Other (Describe)	<u>          </u>	<u>17,651</u>
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u>   </u> )	<u>n/a</u>	
53	Fringe Benefits	<u>          </u>	
54	Purchased Services	<u>          </u>	
55	Supplies and Materials	<u>          </u>	
56	Equipment	<u>          </u>	
57	Other (Describe)	<u>          </u>	<u>\$0.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1,17</u> )	<u>59,836</u>	
61	Fringe Benefits	<u>15,685</u>	
62	Purchased Services	<u>          </u>	
63	Supplies and Materials	<u>950</u>	
64	Equipment	<u>          </u>	
65	Other (Describe)	<u>          </u>	<u>76,471</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>1</u> )	<u>26,800</u>	
69	Fringe Benefits	<u>8,065</u>	
70	Purchased Services	<u>100</u>	
71	Supplies and Materials	<u>500</u>	
72	Equipment	<u>          </u>	
73	Other (Describe)	<u>          </u>	<u>35,465</u>

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u> )	<u>45,243</u>	
77	Fringe Benefits	<u>12,129</u>	
78	Purchased Services	<u>500</u>	
79	Supplies and Materials	<u>6,175</u>	
80	Equipment		
81	Other (Describe)		
82			
83	Fiscal Services District		
84	Salaries: (No. of Positions <u>    </u> )		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		<u>\$0.00</u>
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>3</u> )	<u>57,783</u>	
93	Fringe Benefits	<u>19,299</u>	
94	Purchased Services		
95	(include utilities)	<u>70,050</u>	
96	Supplies and Materials	<u>6,850</u>	
97	Equipment		
98	Other (Describe)		
99			<u>153,982</u>
100	Pupil Transportation: District		
101	Salaries: (No. of Positions <u>    </u> )		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		<u>\$0.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>5.5</u> )	<u>69,630</u>	
110	Fringe Benefits	<u>27,522</u>	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		<u>97,152</u>

(Budget Continued)

115			
116	Data Processing:		
117	Salaries: (No. of Positions <u>1</u> )	<u>26,229</u>	
118	Fringe Benefits	<u>7,942</u>	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		<u>34,171</u>
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u>   </u> )	<u>60,000</u>	
126	Fringe Benefits	<u>13,000</u>	<u>73,000</u>
127			
128	If Applicable: Facilities		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	Please list upgrades:		
131			
	If Applicable: Utilities (contract for one total		
132	year including facility upgrades)		
	If Applicable: Insurance (contract for one		
133	total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		<u>\$0.00</u>
136			
137	Debt Expenditures:		<u>\$0.00</u>
138	Other Expenditures:		
139	(Describe)		<u>\$0.00</u>
140			
141	TOTAL EXPENDITURES		<u>                    </u>
			<u>2,144,460</u>
	Attachments +		<u>986,369</u>
	Total Expenditures		<u>3,130,829</u>
	Total FTE"s		69.07

**2012-13**

<b>Regular Classroom Instruction (Paid from Federal Funds)</b>				<b>Total</b>
Salaries (No. of Positions)	1			36,760
Fringe Benefits				10,293
Purchased Services				
Supplies and Materials				
Equipment				
Other (Describe)				
				47,053
<b>Music/Art/Physical Education (Paid from Teacher Salary)</b>				
Salaries (No. of Positions)	3.15			131,985
Fringe Benefits				35,928
Purchased Services				
Supplies and Materials				5,637
Equipment				
Other (Describe)				
				173,550
<b>Reading Specialist (Paid from NSLA)</b>				
Salaries (No. of Positions)	1			47,248
Fringe Benefits				12,563
Purchased Services				
Supplies and Materials				2,000
Equipment				
Other (Describe)				
				61,811
<b>Reading Specialist (Paid from Federal Funds)</b>				
Salaries (No. of Positions)	1			38,328
Fringe Benefits				10,632
Purchased Services				
Supplies and Materials				
Equipment				
Other (Describe)				
				48,960
<b>Instructional Facilitators (Paid from NSLA)</b>				
Salaries (No. of Positions)	1			51,826
Fringe Benefits				13,554
Purchased Services				6,330
Supplies and Materials				21,500
Equipment				
Other (Describe)				
				93,210

2012-13

<b>Instructional Facilitators (Paid from Federal Funds)</b>					
Salaries (No. of Positions)		2		97,669	
Fringe Benefits				25,813	
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					123,482
<b>Speech Therapist (Paid from Federal Funds)</b>					
Salaries (No. of Positions)		0.25		13,501	
Fringe Benefits				3,857	
Purchased Services				1,300	
Supplies and Materials					
Equipment					
Other (Describe)					
					18,658
<b>Interventionists/Teacher Aides (Paid from NSLA)</b>					
Salaries (No. of Positions)		7		97,331	
Fringe Benefits				36,913	
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					134,244
<b>Interventionists/Teacher Aides (paid from Federal Funds)</b>					
Salaries (No. of Positions)		7.5		103,670	
Fringe Benefits				39,418	
Purchased Services				7,648	
Supplies and Materials				4,500	
Equipment					
Other (Describe)					
					155,236
<b>Interventionists/Teacher Aides (Paid from Operating Funds)</b>					
Salaries (No. of Positions)		2		31,928	
Fringe Benefits				11,438	
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					43,366

**2012-13**

<b>Administrative Assistants (Paid from Operating Funds)</b>						
	Salaries (No. of Positions)		2			47,362
	Fringe Benefits					14,780
	Purchased Services					
	Supplies and Materials					
	Equipment					
	Other (Describe)					
						62,142
<b>Parental Involvement Coordinator (Paid from NSLA)</b>						
	Salaries (No. of Positions)		0.25			4,366
	Fringe Benefits					1,511
	Purchased Services					11,255
	Supplies and Materials					7,525
	Equipment					
	Other (Describe)					
						24,657

**Public Charter School Application**  
**Estimated Budget Worksheet, Year Two (2013-2014)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students ( <u>510</u> ) x \$ <u>6,267.00</u> State Foundation Funding		
3			3,196,170
4	No. of Students ( <u>510</u> ) x \$ <u>52.00</u> Professional Development		26,520
5	No. of Students ( <u>510</u> ) x eligible rate* NSLA Funding		526,830
6	Total State Charter School Aid		3,749,520
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	<b>TOTAL REVENUES</b>		3,749,520
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u> )	121,227	
21	Fringe Benefits	30,914	
22	Purchased Services	3,700	
23	Supplies and Materials	3,900	
24	Equipment		
25	Other (Describe)		159,741
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>2</u> )	945,594	
29	Fringe Benefits	260,737	
30	Purchased Services	73,000	
31	Supplies and Materials	57,500	
32	Equipment		
33	Other (Describe)		1,336,831

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions <u>2</u> )	<u>83,892</u>	
37	Fringe Benefits	<u>22,831</u>	
38	Purchased Services		
39	Supplies and Materials	<u>1,000</u>	
40	Equipment		
41	Other (Describe)		
42			<u>107,723</u>
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>25</u> )	<u>11,156</u>	
45	Fringe Benefits	<u>2,999</u>	
46	Purchased Services	<u>3,700</u>	
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		
50			<u>17,855</u>
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u>    </u> )	<u>n/a</u>	
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		
58			<u>\$0.00</u>
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1.17</u> )	<u>59,836</u>	
61	Fringe Benefits	<u>15,685</u>	
62	Purchased Services		
63	Supplies and Materials	<u>1,000</u>	
64	Equipment		
65	Other (Describe)		
66			<u>76,521</u>
67	Health Services:		
68	Salaries: (No. of Positions <u>1</u> )	<u>27,250</u>	
69	Fringe Benefits	<u>8,163</u>	
70	Purchased Services	<u>100</u>	
71	Supplies and Materials	<u>500</u>	
72	Equipment		
73	Other (Describe)		
			<u>36,013</u>

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u> )	<u>45,790</u>	
77	Fringe Benefits	<u>12,248</u>	
78	Purchased Services	<u>500</u>	
79	Supplies and Materials	<u>6,200</u>	
80	Equipment	<u>          </u>	
81	Other (Describe)	<u>          </u>	<u>64,738</u>
82			
83	Fiscal Services: District		
84	Salaries: (No. of Positions <u>   </u> )	<u>          </u>	
85	Fringe Benefits	<u>          </u>	
86	Purchased Services	<u>          </u>	
87	Supplies and Materials	<u>          </u>	
88	Equipment	<u>          </u>	
89	Other (Describe)	<u>          </u>	<u>\$0.00</u>
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>3</u> )	<u>59,031</u>	
93	Fringe Benefits	<u>19,569</u>	
94	Purchased Services	<u>          </u>	
95	(include utilities)	<u>72,000</u>	
96	Supplies and Materials	<u>7,000</u>	
97	Equipment	<u>          </u>	
98	Other (Describe)	<u>          </u>	<u>157,600</u>
99			
100	Pupil Transportation: District		
101	Salaries: (No. of Positions <u>   </u> )	<u>          </u>	
102	Fringe Benefits	<u>          </u>	
103	Purchased Services	<u>          </u>	
104	Supplies and Materials	<u>          </u>	
105	Equipment	<u>          </u>	
106	Other (Describe)	<u>          </u>	<u>\$0.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>5.5</u> )	<u>70,391</u>	
110	Fringe Benefits	<u>27,687</u>	
111	Purchased Services	<u>          </u>	
112	Supplies and Materials	<u>          </u>	
113	Equipment	<u>          </u>	
114	Other (Describe)	<u>          </u>	<u>98,078</u>

(Budget Continued)

115			
116	Data Processing:		
117	Salaries: (No. of Positions <u>1</u> )	<u>26,853</u>	
118	Fringe Benefits	<u>8,077</u>	
119	Purchased Services	<u>          </u>	
120	Supplies and Materials	<u>          </u>	
121	Equipment	<u>          </u>	
122	Other (Describe)	<u>          </u>	<u>34,930</u>
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u>   </u> )	<u>60,000</u>	
126	Fringe Benefits	<u>13,000</u>	<u>73,000</u>
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	<u>          </u>	
130	Please list upgrades:	<u>          </u>	
131		<u>          </u>	
	Utilities (contract for one total year		
132	including facility upgrades)	<u>          </u>	
	Insurance (contract for one total year		
133	including facility upgrades):	<u>          </u>	
134	Property Insurance	<u>          </u>	
135	Content Insurance	<u>          </u>	<u>\$0.00</u>
136			
137	Debt Expenditures:	<u>          </u>	<u>\$0.00</u>
138	Other Expenditures:	<u>          </u>	
139	(Describe)	<u>          </u>	<u>\$0.00</u>
140			
141	TOTAL EXPENDITURES		<u>\$0.00</u>

attachments 2,163,030  
total expenditures + 997,336  
3,160,366  
Total- 69.07 (FTE's)

**2013-14**

<b>Regular Classroom Instruction (Paid from Federal Funds)</b>					<b>Total</b>
Salaries (No. of Positions)		1			37,210
Fringe Benefits					10,390
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					47,600
<b>Music/Art/Physical Education (Paid from Teacher Salary)</b>					
Salaries (No. of Positions)		3.15			133,286
Fringe Benefits					36,209
Purchased Services					
Supplies and Materials					5,650
Equipment					
Other (Describe)					
					175,145
<b>Reading Specialist (Paid from NSLA)</b>					
Salaries (No. of Positions)		1			47,248
Fringe Benefits					12,563
Purchased Services					
Supplies and Materials					2,000
Equipment					
Other (Describe)					
					61,811
<b>Reading Specialist (Paid from Federal Funds)</b>					
Salaries (No. of Positions)		1			38,828
Fringe Benefits					10,740
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					49,568
<b>Instructional Facilitators (Paid from NSLA)</b>					
Salaries (No. of Positions)		1			51,826
Fringe Benefits					13,554
Purchased Services					6,400
Supplies and Materials					22,000
Equipment					
Other (Describe)					
					93,780

2013-14

<b>Instructional Facilitators (Paid from Federal Funds)</b>					
Salaries (No. of Positions)	2			98,261	
Fringe Benefits				25,941	
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					124,202
<b>Speech Therapist (Paid from Federal Funds)</b>					
Salaries (No. of Positions)	0.25			13,501	
Fringe Benefits				3,857	
Purchased Services				1,500	
Supplies and Materials					
Equipment					
Other (Describe)					
					18,858
<b>Interventionists/Teacher Aides (Paid from NSLA)</b>					
Salaries (No. of Positions)	7			98,681	
Fringe Benefits				37,205	
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					135,886
<b>Interventionists/Teacher Aides (paid from Federal Funds)</b>					
Salaries (No. of Positions)	7.5			105,743	
Fringe Benefits				39,866	
Purchased Services				7,800	
Supplies and Materials				4,700	
Equipment					
Other (Describe)					
					158,109
<b>Interventionists/Teacher Aides (Paid from Operating Funds)</b>					
Salaries (No. of Positions)	2			32,351	
Fringe Benefits				11,530	
Purchased Services					
Supplies and Materials					
Equipment					
Other (Describe)					
					43,881

**2013-14**

<b>Administrative Assistants (Paid from Operating Funds)</b>			
Salaries (No. of Positions)	2		48,298
Fringe Benefits			14,983
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			63,281
<b>Parental Involvement Coordinator (Paid from NSLA)</b>			
Salaries (No. of Positions)	0.25		4,479
Fringe Benefits			1,536
Purchased Services			11,500
Supplies and Materials			7,700
Equipment			
Other (Describe)			
			25,215

	Name	Fund	2012-13	2013-14	12-13 MATCH	13-14 MATCH	FRINGE	12-13 TOTAL	13-14 TOTAL
2	17 Alexander, Glenda	2000	17052	17052	3692	3692	2263	5955	5955
2	6 Barnes, Peggy	2000	26800	27250	5802	5900	2263	8065	8163
2	9 Beard, Debbie	8000	12818	13015	2775	2818	2263	5038	5081
1	2 Bennett, Felecia	1000	46828	46828	10138	10138	2334	12472	12472
1	15 Bridwell, Sharon	6501	52906	52906	11454	11454	2334	13788	13788
2	18 Broome, Paula	2281	12972	13184	2808	2854	2263	5071	5117
2	18 Brown, Alexandria	2281	11515	11713	2493	2536	2263	4756	4799
1	13 Burnett, Kim	6501	38328	38828	8298	8406	2334	10632	10740
1	2 Callaway, Jo	1000	43764	43764	9475	9475	2334	11809	11809
1	5 Callaway, Terri	1000	51238	51238	11093	11093	2334	13427	13427
1	2 Carl, Leann	1000	37920	38420	8210	8318	2334	10544	10652
1	2 Carroll, Sherrie	1000	42024	42549	9098	9212	2334	11432	11546
1	2 Cearley, Tina	1000	38828	39328	8406	8515	2334	10740	10849
2	16 Childs, Shirley	2000	25397	26021	5498	5634	2263	7761	7897
1	2 Clark, Brigitte	1000	31450	31900	6809	6906	2334	9143	9240
2	8 Coleman, Freddie	2000	20197	20821	4373	4508	2263	6636	6771
1	1 Cornish, Kathryn	1000	54422	55182	11782	11947	2334	14116	14281
2	19 Curry, Wendy	6784	11109	11313	2405	2449	2263	4668	4712
1	2 Davis, Misty	1000	36239	36239	7846	7846	2334	10180	10180
2	20 Ellis, Patricia (.25)	2281	4366	4479	945	970	566	1511	1536
1	15 Grice, Tammy	6501	44763	45355	9691	9819	2334	12025	12153
1	2 Hairston, Donna	1000	43944	43944	9514	9514	2334	11848	11848
1	15 Harton, Linda	1281	51826	51826	11220	11220	2334	13554	13554
1	7 Hartsheld, Tammi	1000	45243	45790	9795	9914	2334	12129	12248
2	8 Hegler, Randy	2000	19261	19573	4170	4238	2263	6433	6501
1	11 Hickmott, Chelsea (.67)	1000	21373	21675	4627	4693	1564	6191	6257
1	2 Hooper, Jeanette	1000	44664	44664	9670	9670	2334	12004	12004
2	19 Howsen, Tommie	6702	16319	16770	3533	3631	2263	5796	5894
1	2 Jackson, Joy	1000	41300	41300	8941	8941	2334	11275	11275
2	8 Lawson, Charles	2000	18325	18637	3967	4035	2263	6230	6298
1	2 Ledbetter, Krista	1000	31900	32350	6906	7004	2334	9240	9338
1	2 Lewis, Amanda	1000	33700	34150	7296	7393	2334	9630	9727
1	2 Marsh, Ladonna	1000	42714	43239	9248	9361	2334	11582	11695

2	9	Matthews, Jannett	8000	6851	6964	1483	1508	2263	3746	3771
2	18	May, Jane	2281	12949	13153	2803	2848	2263	5066	5111
2	19	McClain, Lory	6501	13395	13607	2900	2946	2263	5163	5209
2	18	McDiamid, Linda	2281	15463	15463	3348	3348	2263	5611	5611
2	19	McHenry, Bridget (.50)	6784	6919	7032	1498	1522	1132	2630	2654
2	9	McHenry, Bridget (.50)	8000	6964	7077	1508	1532	1132	2640	2664
1	2	McKinney, Elizabeth	1000	34150	34600	7393	7491	2334	9727	9825
2	9	Miller, Hollis	8000	11969	12307	2591	2664	2263	4854	4927
1	13	Miller, Susie	1281	47248	47248	10229	10229	2334	12563	12563
1	2	Miller, Rose	1000	43479	44004	9413	9527	2334	11747	11861
2	19	Miller, Toni	6702	13623	13842	2949	2997	2263	5212	5260
1	2	Morgan, Samantha	1000	32800	33250	7101	7199	2334	9435	9533
1	11	Moring, Cheryl (.67)	1000	25326	25661	5483	5556	1564	7047	7120
1	2	Moring, Judy	1000	46563	46563	10081	10081	2334	12415	12415
2	18	Myers, Laura	2281	13386	13612	2898	2947	2263	5161	5210
2	9	Newman, Lou	8000	14065	14065	3045	3045	2263	5308	5308
1	2	Pennington, Christi	1000	41828	42378	9056	9175	2334	11390	11509
2	19	Prince, Debra	6784	13503	13700	2923	2966	2263	5186	5229
1	2	Quoss, Becky	1000	35764	36239	7743	7846	2334	10077	10180
1	5	Raines, Donna (.17)	1000	8598	8598	1861	1861	397	2258	2258
2	9	Rainey, Rose	8000	16963	16963	3672	3672	2263	5935	5935
1	2	Rauls, Ginger	1000	47428	47428	10268	10268	2334	12602	12602
1	11	Reddick, Janice (.49)	1000	26316	26637	5697	5767	1144	6841	6911
1	2	Roberson, Kellie	1000	38328	38828	8298	8406	2334	10632	10740
1	14	Sanders, Tammy (.25)	6702	13501	13501	2923	2923	934	3857	3857
1	11	Sawyer, Jimmy (.68)	1000	34673	34673	7507	7507	1587	9094	9094
2	10	Slaughter, Terri	2000	26229	26853	5679	5814	2263	7942	8077
2	19	Smith, Joyce	6702	14514	14965	3142	3240	2263	5405	5503
2	18	Smith, Kathy	2281	11910	12108	2579	2621	2263	4842	4884
2	19	Spraggins, Carolyn	6502	14288	14514	3093	3142	2263	5356	5405
1	2	Spraggins, Allison	1000	34404	34879	7448	7551	2334	9782	9885
1	3	Stedman, Phyllis	1000	46228	46228	10008	10008	2334	12342	12342
2	18	Taylor, Martha Ann	2281	19136	19448	4143	4210	2263	6406	6473
2	17	Thompson, Linda	2000	14876	15299	3221	3312	2263	5484	5575

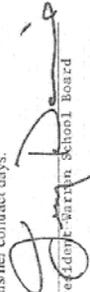
1	12	Tolefree, Barbara	6756	36760	37210	7959	8056	2334	10293	10390
1	11	Vincent, Dwight (.64)	1000	24297	24640	5260	5335	1494	6754	6829
2	16	Walsh, Becky	2000	21965	22277	4755	4823	2263	7018	7086
1	1	Weaver, Sara	1000	65216	66045	14119	14299	2334	16453	16633
1	3	Weeks, Barbara	1000	37189	37664	8051	8154	2334	10385	10488
1	2	West, Mandi	1000	36400	36850	7881	7978	2334	10215	10312
1	4	Williams, Rhonda (.25)	1000	11015	11156	2385	2415	584	2969	2999
1	2	Young, Leslie	1000	32350	31900	7004	6906	2334	9338	9240
				2140334	2160732	463382	467798	159486	622868	627284

2011-2012

WARREN SCHOOL DISTRICT CERTIFIED SALARY SCHEDULE

MONTHS	9 1/2 MONTHS			10 MONTHS			11 MONTHS			12 MONTHS				
	BA	MA	EA	BA	MA	EA	BA	MA	EA	BA	MA	EA		
0	31000	32914	34620	31610	33745	35447	35512	37579	39277	41244	0	39574	42442	44970
1	31450	33389	35028	32278	34488	36258	36323	38417	40143	42040	1	40564	43454	45995
2	31900	33864	35528	32739	34956	36771	36837	38957	40702	42628	2	41134	44067	46619
3	32350	34339	36028	33201	35423	37284	37350	39503	41276	43232	3	41714	44679	47344
4	32800	34814	36528	33663	35930	37797	37863	39983	41792	43782	4	42285	45279	48054
5	33250	35289	37028	34125	36437	38310	38376	40475	42174	44204	5	42856	45874	48778
6	33700	35764	37528	34587	36944	38823	38889	40963	42692	44756	6	43427	46474	49423
7	34150	36239	38028	35049	37451	39337	39403	41451	43190	45295	7	44008	47074	50068
8	34600	36714	38528	35511	37958	39850	39916	41983	43742	45887	8	44589	47666	50662
9	35050	37189	39028	35972	38465	40362	40428	42510	44271	46452	9	45170	48247	51266
10	35500	37664	39528	36434	38972	40875	40941	43033	44804	47019	10	45751	48838	51860
11	35950	38139	40028	36895	39485	41388	41454	43546	45297	47542	11	46332	49409	52454
12	36400	38614	40528	37357	39992	41901	41967	44039	45792	48057	12	46913	49990	53048
13	36850	39089	41028	37818	40505	42414	42480	44552	46305	48582	13	47494	50571	53642
14	37300	39564	41528	38280	41018	42927	42993	45025	46778	49047	14	48075	51152	54236
15	37750	40039	42028	38741	41531	43440	43506	45538	47291	49560	15	48656	51733	54830
16	38200	40514	42528	39203	42044	43953	44019	46051	47804	50073	16	49237	52314	55424
17	38650	40989	43028	39664	42557	44466	44532	46564	48317	50586	17	49818	52895	56018
18	39100	41464	43528	40126	43070	44979	45036	47077	48830	51100	18	50400	53476	56612
19	39550	41939	44028	40587	43583	45492	45549	47590	49343	51613	19	50981	54057	57206
20	40000	42414	44528	41049	44096	46005	46062	48101	49854	52126	20	51562	54638	57800
21	40450	42889	45028	41510	44609	46518	46575	48612	50365	52639	21	52143	55219	58394
22	40900	43364	45528	41972	45122	47031	47088	49063	50816	53152	22	52724	55800	58988

The exception to this schedule will be additional increments for extra duty and special teachers. Administrators, supervisors, and teachers are figured by degree and experience. No administrators, supervisors or teacher's salary is figured beyond MIS/MA level. Masters degree level is attained if masters degree is granted from an accredited college/university. Coaches are on the salary schedule with supplements for coaching assignments. Severance pay will be paid to retired certified personnel at the rate of \$50.00 per year of certified service to the Warren School District. Accumulative sick leave above 90 days will be paid to employees at a rate of substitute pay. Upon retirement, the employee will be paid for unused leave up to 90 days plus the sick leave days not used during the last year of employment at substitute rate. A certified employee will have worked a "year" if he/she works 75 percent of his/her contract days.

  
President Warren School Board

**Warren School District  
Administrative Salary Schedule  
2011-12**

<u>Position</u>	<u>Position Index</u>	<u>0 Yrs. Exp.</u>	<u>23 Yrs. Exp.</u>
Asst. Superintendent	1.500	\$87,265	\$90,479
WHS Principal	1.375	\$61,751	\$82,939
WHS Asst. Principal	1.210	\$54,341	\$72,986
WMS Principal	1.300	\$58,383	\$78,415
WMS Asst. Principal	1.238	\$55,599	\$74,675
Brunson Principal	1.248	\$56,048	\$75,278
Eastside Principal	1.286	\$57,754	\$77,570
Eastside Asst. Principal	1.178	\$52,904	\$71,056
SEACBEC Director	1.340	\$60,179	\$80,827
Special Ed Supervisor	1.283	\$57,620	\$77,389

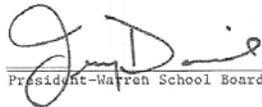
Salary Calculation: Position Index X Years of Administrative Experience in the 12 month Masters Degree Column of Teacher Salary Schedule

Superintendent's Salary is set by the Warren School Board.

Administrators' Benefits are the same as those provided to all certified personnel, with the exception of the Superintendent.

Additional benefits provided for the Superintendent:

- Disability Policy
- Use of School Car
- Annual Physical
- Professional Dues

  
 \_\_\_\_\_  
 President-Warren School Board

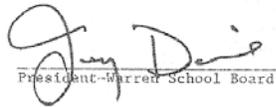
**Miscellaneous Certified Salary Schedule  
2011-12**

<u>Position</u>	<u>Salary</u>
Adult Ed Teachers (Parttime)	\$ 25.00 hourly
ROTC Instructors	Set by Army
Speech Therapist	\$ 51.00 hourly, including benefits

  
President - Warren School Board

Warren School District  
Nurse Salary Schedule  
2011-12

<u>Exp</u>	<u>LPN</u>	<u>RN</u>	<u>RN/BSN</u>
0	25000	29000	31000
1	25450	29450	31450
2	25900	29900	31900
3	26350	30350	32350
4	26800	30800	32800
5	27250	31250	33250
6	27700	31700	33700
7	28150	32150	34150
8	28600	32600	34600
9	29050	33050	35050
10	29500	33500	35500
11	29950	33950	35950
12	30400	34400	36400
13	30850	34850	36850
14	31300	35300	37300
15	31800	35800	37800
16	32300	36300	38300
17	32800	36800	38800
18	33300	37300	39300
19	33800	37800	39800
20	34300	38300	40300
21	34800	38800	40800
22	35300	39300	41300

  
President-Warren School Board

WARREN SCHOOL DISTRICT  
CLASSIFIED SALARY SCHEDULE  
2011-12

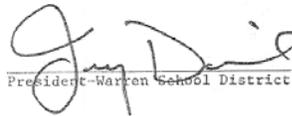
STEP	SECRETARIES	AIDES	FOOD SERVICE/ CUSTODIANS/ DAYCARE	EASTSIDE FOOD SERVICE MANAGERS	BR/MS/HS FOOD SERVICE MANAGERS	BUS MECHANICS
0	9.06	8.00	7.76	9.14	9.59	10.49
1	9.21	8.15	7.91	9.29	9.74	10.64
2	9.36	8.30	8.06	9.44	9.89	10.79
3	9.51	8.45	8.21	9.59	10.04	10.94
4	9.66	8.60	8.36	9.74	10.19	11.09
5	9.81	8.75	8.51	9.89	10.34	11.24
6	9.96	8.90	8.66	10.04	10.49	11.39
7	10.11	9.05	8.81	10.19	10.64	11.54
8	10.26	9.20	8.96	10.34	10.79	11.69
9	10.41	9.35	9.11	10.49	10.94	11.84
10	10.56	9.50	9.26	10.64	11.09	11.99
11	10.71	9.65	9.41	10.79	11.24	12.14
12	11.01	9.95	9.71	11.09	11.54	12.44
13	11.31	10.25	10.01	11.39	11.84	12.74
14	11.61	10.55	10.31	11.69	12.14	13.04
15	11.91	10.85	10.61	11.99	12.44	13.34
16	12.21	11.15	10.91	12.29	12.74	13.64
17	12.51	11.45	11.21	12.59	13.04	13.94
18	12.81	11.75	11.51	12.89	13.34	14.24

Each full-time employee is provided \$30,000 worth of term life insurance, individual dental insurance coverage, and individual vision insurance coverage. District pays \$150 per month of health insurance premium for those employees who elect coverage through the Arkansas Public School Employees' group.

  
 President, Warren School Board

**Warren School District  
Classified Supervisor Salary Schedule  
2011-12**

Step	Child Nutrition Asst Director	Child Nutrition Director	Maintenance Director	Transportation Director	District Treasurer
0	23097	35000	40000	39446	42000
1	23447	35350	40350	39796	42350
2	23797	35700	40700	40146	42700
3	24147	36050	41050	40496	43050
4	24497	36400	41400	40846	43400
5	24847	36750	41750	41196	43750
6	25197	37100	42100	41546	44100
7	25547	37450	42450	41896	44450
8	25897	37800	42800	42246	44800
9	26247	38150	43150	42596	45150
10	26597	38500	43500	42946	45500
11	26947	38850	43850	43296	45850
12	27347	39250	44250	43696	46250
13	27747	39650	44650	44096	46650
14	28147	40050	45050	44496	47050
15	28547	40450	45450	44896	47450
16	28947	40850	45850	45296	47850
17	29347	41250	46250	45696	48250
18	29747	41650	46650	46096	48650

  
 President - Warren School District

**Miscellaneous  
Classified Salary Schedule  
2011-12**

<u>Position</u>	<u>Salary</u>
Adult Ed Paraprofessional	Set by Program
Career Connections Coordinator	Set by Program
Career Connections Counselor/Instructor	Set by Program
SEACBEC Maintenance	\$15.00 per hour

  
President-Warren School Board

## EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

### *AS EVIDENCED BY RESULTS FROM THE SEPTEMBER 27, 2011 PUBLIC HEARING*

A total of 127 people attended the public meeting and we were pleased with the diversity represented in the audience which included parents, grandparents, educators from our district and surrounding districts, community members, student interns, dean of education from UAM, and the ERZ director.

As a culminating activity, the audience was asked to complete a survey with 3 responses requested. The first question gave the audience an opportunity to write down any questions for which they felt were unanswered or unclear. Questions and concerns written here are being addressed on an individual basis for those who listed their contact information. We are also posting a FAQ document on our website which includes these questions.

The tables below show the results for the other two opportunities for responses on the survey.

*"The information presented this evening was sufficient to help me understand the changes that will occur at Eastside if this charter is approved."*

Strongly Agree	Agree	Disagree	Strongly Disagree
26%	69%	5%	0%

*"I believe that the changes proposed will benefit the students and I support the concept."*

Strongly Agree	Agree	Disagree	Strongly Disagree
42%	52%	3%	3%

Although our crowd was not as large as we would have liked, we have held several meetings since last spring with parent groups and civic groups. In addition, monthly SBE Task force meetings have been held for the past several months which include lab teachers, Eastside Building Leadership Team, parents, press, and district staff. We will continue meeting with both civic groups and parent groups to explain the initiative and to get input.

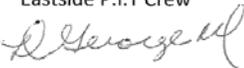
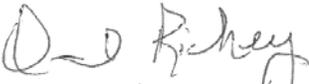
September 28, 2011

To Whom It May Concern:

This letter is in regard to the charter application submitted by Warren School District for Eastside Elementary School. The P.I.T (parent involvement team) Crew strongly supports the charter application. The P.I.T crew supports teachers and students by hosting fundraisers, Christmas store, and establishing an outdoor classroom. We have been, and will continue to be, an important asset to encourage learning in our school.

Partners in Learning,

Eastside P.I.T Crew


## Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Christa Pennington	Teacher
Colleen Watkins	Pre K Coordinator
Juni Crasley	Teacher
Maryann Mebley	Teacher
Kim Langford	parent
Leann Carl	teacher
Joe Carl	parent
Jeanette Hooper	Teacher
Stephanie J.	Parent
Barbara Delgado	teacher
Angie Wynne	Teacher
Riz Buckley	Parent
David Richey	Parent
Jessica Scurro	Parents
Anne O'Neil	Teacher/Parent
Diana Figueroa	Parent
Alma Velazquez	Parent
BOB HAYGOOD	GRANDPARENT
DANNA HAYGOOD	" "
Marilyn Johnson	Asst. Superintendent

## Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Deborah Simpson	parent
Elizabeth Brown	intern
Rita Martin	Teacher
Devin McQuinn	teacher/parent
Clara Weaver	parent
Gayla McWhorter	parent
Karen Jantz	grandparent
Glacio Jr	AMERZ Director
Alonetta J. Bynum	W.M.S Principal
Nora Slaughter	Teacher
James McQuinn	Grandparent
Alicia Bickel	Parent
Jeri Slaughter	grandparent/Apsen/Bookkeeper
Michelle George	parents
Allison Ashcraft	Parent
Mommy Gray	Parent
Ruth Sullivan	parent
Ruth Lepkin	District Staff
Kimberly Cronley	PCRH
Rose K. Cronley	PCRH - FKH

## Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Linda Hunt	Instructional materials
Krista Reddletter	2 <sup>nd</sup> grade teacher
Allison Spraggins	teacher
Linda Thompson	aide
Kathus Cernuski	Asst. principal
Wendy Curry	aide
Becky Walsh	Secretary
Whitney Simon	Parent
Ana McKinnis	Teach
Golden Callaway	Teacher
Gay & John Letta	Parents
Shirley Childs	Secretary
Amahda Lewis	Teacher
Phyllis Stedman	Grandmother/teacher
Rose De	LEA Supervisor
Jane Sanders	Speech pathologist
Linda McTeasman	clerk
Ray Ray	Salmonville, Oregon
Justin Woodard	Parent
Keyla Andrews	Parent

## Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Jessie J. Bowie	
Oran Lynn Bowie	
Jim McEsha	
Yvonne Woodard	
Sarah Sindoun	
Zack Plain	
Becki Guss	
Tammie Haskfield	
Tony Pauls	
Sandy Gavin	
Jose Mille	
Kadonia Moore	teacher
Amy Ardicht	teacher
Shara Budwell	
Jelca Foster	teacher
Hanna Hutton	
Selena McDougald	Teacher
Kristin Welch	Teacher / parent
Cheryl Daggert	Parent
Leslie Young	teacher

## Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Andrew Holbert	Supt.
Tammy Liu	Math/Science T.F.
Martha Taylor	Office aide
Sara Weaver	Principal
Judy Merig	Kg. Teacher
Angie Russell	Preschool Teacher
Natie Grice	~~~~~
Christina Stanley	
Regina Scroggins	Brunson Principal
Melissa Muddie	Preschool Teacher
Anne Smith	grad parent
Alex P. Fudloush	Parent
Brandy Garner	parent
MATT T. ROBERSON	ASP
Belecia Bennett	Kg Teacher
Mandy Gordon	Parent
Debbi Hargrave	District Treasurer
Peggy Boss	UAM Dean of Education
Misty Davis	3rd grade teacher
Kellie Roberson	" " "

# Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Janice Leddick	teacher
Stephanie Stauffer	Parent
Cynthia McKinney	teacher
Benjamin Red McKinney	Parent
Bryette Clark	teacher
Tendy Keap	parent
Lisa McBay	ms teacher + parent
Linckey Crawford	Parent
Chad Mc -	SW / Parent
Dorcas Davis	Parent
Bill Jones	

# Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Therrie Carroll	Teacher
Emily Harton	teacher / parent
Brooke Hatch	parent
Jeffrey White	parent
Gabriel Cristofano	Parent
Michael Crawford	parent
William Owens	parent
Miche Owens	parent
Susanne Herring	parent
Tracy Glover	parent
Lauren Russell	Intern II
Cecilia Whittum	teacher / Facilitator
Yolanda Rainey	Parent



## Response to Questions Posed at Conversion Charter Public Hearing

Sept. 27, 2011

**\*What is the plan if the system doesn't work?**

We will continue to use best and next teaching practices. Best practices are based on research conducted on already existing practices, next practices are future focused.

**\*When we finish the five years is there a probability of losing the status of charter?**

Yes. We will have to make application again. Every five years we will have to apply for renewal of our charter.

**\*Will we bottleneck low functioning students?**

This might be a problem to begin with, but as we meet students where they are and start filling the gaps, along with teachers fostering the students' learning pace it should improve.

**\*The buy in of the community- What can I do to help?**

Attend our task force meetings and keep parents you work with informed. If you have students who attend Eastside, share the positive things that are happening/changing with your child's education. We also have pamphlets available at the Eastside office which could help you to inform family, friends, and colleagues. Volunteer at the school.

**\*What happens to class rank/GPA/Valedictorian ?**

There is a conversion table for GPA. We are researching the status of valedictorian and its impact on higher education.

**\*Will parents/community members be updated throughout the process of standards based education/conversion charter school implementation?**

Yes. We will continue to put updates in the district data and Eastside update. There will also be feature articles in the newspaper with updates on our progress. We also have a tab on our school web site.

**\*Will there be additional funding to increase staff salaries under the conversion? No.**

**\*Do regular “traditional” teachers not already plan for students at different levels? Special Ed., 504. Etc. or below basic, basic, proficient, advanced?**

Yes, but under our current system students do not have the option of moving to another level within a school year and students who have not met standards at the end of the 178 learning days could be retained or socially promoted.

**\*Does a standards-based teacher ever teach whole class or does that teacher only facilitate individual student?**

In a standards-based classroom whole class, small group and individual instruction will take place. If a majority or all of the students in the classroom are needing instruction in the same skill, the teacher may choose to have a short lesson with the entire class. If only a few are needing instruction, the teacher would pull those students together in a small group setting for instruction. If only one student is needing support in mastering a skill, the teacher would meet with the individual student.

**\*How do they create the lessons?**

Lessons are based on assessment data. By correlating the assessment data with the state academic standards (Common Core State Standards), the teacher is able to target the instruction for each student to their individual needs while following the guidelines of the state standards.

**\*What will happen to my child when they enter JR./High school and they are not on “grade” level?**

Intervention will be provided.

**\*Will there be no more ‘honor roll’?**

Yes.

**\*Are all of your teachers on board?**

99% last poll, we will conduct another poll later in the year.

**\*How will the children be affected when the teacher is absent?**

Learning should not be interrupted. We are training our students to navigate their own learning. Because students are now involved in the process of setting their own academic goals, they will know each day the tasks that he or she must accomplish in order to meet those goals. This will be true whether the teacher is absent or not. The teacher is no longer the “sage on the stage”, but rather the “guide on the side”, providing the tailored support students need in order to master each academic standard. If the teacher is absent, learning will continue. The level of support and feedback that the teacher normally provides the students will be the variable in her absence.

**\*Will the substitute teacher still be needed and will there still be lesson plans left for them to go by?**

Teachers will still leave lesson plans.

**\*How will this affect the standard testing the children do?**

Students will still take state tests.

**\*Are there students at all levels in a classroom?**

No. We have tried to limit levels to two or three.

**\*Are kindergarten students pretested using MAP?**

Yes.

**\*Why do SBE if it doesn't translate to higher education?**

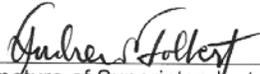
We believe students will be better prepared for college and career.

## **DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES**

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

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

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

  
\_\_\_\_\_  
Signature of Superintendent of School District

Date: 10-26-11

Andrew Tolbert  
\_\_\_\_\_  
Print or type name

**EASTSIDE ELEMENTARY  
SCHOOL PUBLIC MEETING**  
For discussion of a proposed  
Conversion Charter School  
Application  
**September 27**  
**Warren Cultural Center**  
**6:00 p.m.**

*Proof of Publication*

STATE OF ARKANSAS,  
County of Bradley } ss

I, Tina Rarey  
bookkeeper

do solemnly swear that I am  
of THE EAGLE DEMOCRAT, that said EAG  
DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of A  
legal advertisement in the case of School Meeting

pending in the  
of the several publications of said advertisement hereinafter stated, and that during said  
periods and at said dates, said newspaper was printed and published and had a bona fide  
circulation in said County, that said newspaper had been regularly printed and published in  
said County, and had had a bona fide circulation therein for the period of one month before  
the date of the first publication of said advertisements; and that said advertisement was  
published in the regularly weekly issues of said newspaper for three  
consecutive times, was made as follows:

Sept 7, 2011, Sept 21, 2011  
Sept 26, 2011

Fees for Printing, \$1250

Cost of Proof, \$ 0

Total \$1250

2-73-300 E-22003

Subscribed and sworn to before me this  
11 day of September 2011  
BRADLEY COUNTY, ARKANSAS  


PINES BROADCASTING

KWRF  
1255 North Myrtle  
Warren, Arkansas 71671

October 14, 2011

September 16 through September 27, 2011 radio station KWRF 105.5 broadcast a commercial for the Warren School District concerning a Public Hearing for a Charter School. The commercial was broadcast 50 times during this period.

Subscribed and sworn before me this 14th day of October, 2011.

  
Notary Public  
Jimmy Sledge

  
Station Official  
Bonnie G. Ellis

