



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

# 2021 District Conversion Public Charter School Application

**Guy Berry College and Career Academy**

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Name of Proposed Charter

☐ **Initial Application - Deadline July 1, 2021, at 5:00 p.m.**

Applications will not be accepted after this time.

☒ **Final Application - Deadline September 10, 2021, at 5:00 p.m.**

Applications will not be accepted after this time.

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

Division of Elementary and Secondary Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501-683-5312

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### **APPLICANT INFORMATION**

<b>Name of Proposed Charter:</b>	<b>Guy Berry College and Career Academy</b>
<b>School District:</b>	<b>Mountain Home</b>
<b>Superintendent:</b>	<b>Dr. Jake Long</b>
<b>Superintendent Phone:</b>	<b>870-425-1201</b>
<b>Superintendent Email:</b>	<a href="mailto:jlong@mhbombers.com">jlong@mhbombers.com</a>
<b>Primary Contact for Application:</b>	<b>Dr. Jake Long</b>
<b>Primary Contact Phone:</b>	<b>870-425-1201</b>
<b>Primary Contact Cell:</b>	<b>417-257-4290</b>
<b>Primary Contact Email:</b>	<a href="mailto:jlong@mhbombers.com">jlong@mhbombers.com</a>

- 1. Describe the public hearing which was held for the purpose of assessing support for the establishment of this public charter school. Include the number of attendees and the feedback and/or public comments that were received.**

A public hearing was held Wednesday, June 23, 2021 as a walk-in option for stakeholders to visit one-on-one with Dr. Long in order to provide information concerning the intention of the charter. Seven community members participated and provided positive feedback. The need to
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align the public school with our community was mentioned within the feedback. Discussions of growing our own employees with input from community partners helped validate the need. One of the goals mentioned by partners was the need to positively impact economic development which could be achieved by students receiving industry recognized certifications in regards to our community needs.

**2. Describe the educational need for the charter. Include quantitative data related to academic achievement.**

The goal of Guy Berry College & Career Academy is to ensure that every student in the alternative learning environment, through a blended approach of an alternative learning model with an industry focus, will possess the skills they need to be successful both in the workforce and as citizens. Guy Berry College and Career Academy has been providing students with a variety of alternative educational opportunities since 2011. Students have had industry-related learning opportunities through core curriculum project integrations, such as, partnering with University of Arkansas Pine Bluff, where students learned about the process of raising tilapia by measuring growth of the fish while being tank-fed, writing an Arkansas Game and Fish grant that allowed them to build a greenhouse where students learned through science and math project integrations about the process of growing a variety of plants, marketing and selling them through the Business curriculum, as well as, partnering with ASUMH Technical Center to provide students the opportunities in the areas of Medical Office Administration, Advanced Manufacturing, Sports Medicine, and Automotive Service Technology. In addition to providing work-based learning opportunities, Guy Berry provides students (ages 18-20) who have previously dropped out of high school a night school opportunity - "Bomber Night Flight - Destination Diploma" where they are able to meet the required credits to graduate, attending classes Monday - Thursday from 6:00 pm to 9:00 p.m. -- affording them the opportunity to continue to work at their day jobs.

The educational need for the charter is industry-driven through an alternative education setting. Not only allowing Mountain Home Public Schools students enrollment; but also, allowing neighboring districts to participate in a Consortia model that expands into regional partnerships with satellite campuses in other counties in North Central Arkansas in an effort to provide work-based learning and integrated projects that weave work-based learning in with the core curriculum to students across our rural area. In turn, this could greatly impact our economic development by growing our own workforce - not only locally but also regionally. In our region, the boat manufacturing industry has always had a presence with Ranger Boats, Vexus Boats, Champion Boats, and Supreme Boats to name a few. In neighboring counties, manufacturing of various types of outdoor power equipment is a prominent industry. Taking this into consideration, as well as, our regional Labor Market Data which reflects four areas of employment out of the top 21 occupations within our region are directly related to the manufacturing industry. One of the many work-based learning opportunities this charter would provide students enrolled at Guy Berry is through a partnership with Supreme Boats. Students would focus on Career Pathway learning based on their grade span. In grades 6-7, students would have Career Exposure opportunities with Supreme Boats such as job shadowing, safety practices (OSHA Guidance), the process, both in research and hands-on production, of boat mold building, as well as parts assembly. In grades 8-9, students would have Career Exploration opportunities that would include but not be limited to continuing learning the processes of mold building, parts assembly, and safety practices, as well as, expanding work-based learning opportunities through sanding fiberglass parts of the boat manufacturing process, and the clean-up inventory processes. Then, in grades 10-12, students would participate in Career Experiences such as internships and/or apprenticeships where they would learn the hands-on processes of manufacturing a boat. Students within this grade span would have a variety of career experiences such as marketing and sales, boat production, the gelcoating process of production, continued safety learning opportunities (which could lead to OSHA-

10 Industry Certification), and paid internship and/or apprenticeship opportunities for students enrolled in GB, as well as, the Bomber Night Flight Program. The school would focus on teaching core content knowledge through a career and technical education lens. As Mountain Home is a major hub for surrounding rural communities, this school would serve not only Mountain Home Public Schools students but also students in surrounding districts that qualify for ALE education. This school will be supported by a partnership with our local technical school and 2-year university, Arkansas State University Mountain Home. The school will also lean heavily on our dedicated industry partners as we work to provide students with project-based learning opportunities that support high-need jobs in our area. Students who attend Guy Berry College & Career Academy will have the benefit of meeting their graduation requirements while also earning industry certifications and being exposed to a host of career pathways. Additionally, the district's Social-Emotional Learning Support Specialist and the district's school-based mental health providers will work closely to support the GBCCA students as they focus on personal skills and challenges. This supportive small learning community -- no more than 200 students in grades 6-12 -- will be an atmosphere conducive to learning for students who sometimes struggle in the traditional school setting. Our experience with students in the alternative learning environment shows us that there is a correlation between achievement and student mental health and behavioral challenges. Often students who benefit from an ALE setting for behavioral issues or mental health concerns also benefit from the ALE setting due to smaller class sizes that allow more one-on-one time with teachers and hands-on learning opportunities.

## SCHOOL INFORMATION

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>Grades to be Offered</b>	<b>6-12</b>	<b>6-12</b>	<b>6-12</b>	<b>6-12</b>	<b>6-12</b>
<b>Enrollment Cap</b>	<b>200</b>	<b>250</b>	<b>300</b>	<b>300</b>	<b>300</b>

### 3. What type of educational model will the school follow?

- ☐ Traditional
- ☐ 100% Virtual
- ☐ College Prep
- ☐ Credit Recovery/ALE

**ALE Model with an Industry Focus**

X Other:

### 4. Provide the mission statement of the proposed charter school:

Committed to Excellence in Education – Every Student, Every Time!

**5. Provide a list and brief description of the programmatic features that the school will implement in order to accomplish the mission.**

This school will be supported by local and regional partnership with area technical schools and 2-year universities. The school will also lean heavily on our dedicated industry partners as we work to provide students with project-based learning opportunities that support high-need jobs in our area. Students who attend Guy Berry College & Career Academy will have the benefit of meeting their graduation requirements while also earning industry certifications and being exposed to a host of career pathways. They will have opportunities to partner with local industry and community leaders through a mentorship-type program that will ideally lead to opportunities for internships, apprenticeships, and future employment. The students academic coursework will be delivered through a career-based lens in an effort to bring relevance to the curriculum. Essential Standards will be identified in each core curriculum area by grade-level/subject area teachers, which will be incorporated into work-based learning experiences that are specific to industry standards. The district curriculum specialist will lead this endeavor through PLC collaborative teams.

Instructional Specialist will provide professional development and ongoing support for GB teachers in the areas of identifying essential standards, planning for work-based learning integrations within the core curriculum, and creating opportunities for project-based learning that is closely tied to both industry and academic standards.

**6. Describe a plan for school improvement that addresses how the conversion charter school will improve student learning and meet the state educational goals.**

Guy Berry College and Career Academy will follow the DESE suggested Plan, Do, Check model. Student assessment data from NWEA, ACT Aspire, and ACT will be reviewed to assist in determining student growth areas. Community partners will also participate in a Comprehensive Local Needs Assessment to determine industry needs.

**7. Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria.**

A placement committee will be developed that will assist in assessing needs as well as working on the school improvement plan. All stakeholders will be included, but not limited to the following: certified faculty, parents, counselor, administration, district level administration, and industry partners.

**8. Describe how the concerns of licensed employees and parents of students enrolled in the conversion charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan.**

A School Level Improvement Plan Committee will be developed to create a plan that addresses academic needs, growth goals for areas of improvement, and stakeholder engagement. The plan will be reviewed and revised each year. Surveys will be conducted

quarterly which will target stakeholder groups. Once the surveys have been conducted, the data will be analyzed. From the analyzed data, growth goals will be established. In addition to surveys, a comprehensive local needs assessment will be conducted every two years to determine progress on current growth goals, establish new goals, and provide local stakeholder feedback on progress made within the which will determine growth goals on an annual basis.

**9. Establish performance criteria that will be used to measure the school's progress in improving student learning and meeting or exceeding the state educational goals. The mission of the school should be reflected in the performance criteria.**

Goal	Measuring Instrument
<p>At least 80% of the senior class at GBCCA will meet all graduation requirements - In addition to graduation rates, the SLIPs committee and stakeholders will assess student data to include but not limited to the following areas: Attendance data; Progress Reports; Failing Grades; Student Engagement in Work-Based Learning; and the Student Action Plan, in an effort to measure grade level engagement and so that students remain on track to graduate.</p> <p>Any students who do not meet graduation requirements would be excellent candidates for the Night Flight program. While they will not have the opportunity to graduate on time, they will still have a path to graduation at a later date. This could impact the 5-year graduation rate.</p>	<p>Graduation Rates Attendance Progress Reports - Failing Grades Work-Based Learning Engagement <b>A.C.A §§ 6-48-103 Student Action Plan developed by an ALE Placement Committee will document the following: Current Level of Function (encompassing social, emotional, academic, career and behavioral strengths and weaknesses), Measurable Long and Short Term Goals, (S.M.A.R.T. Academic Goals) - Short Term Goals and Behavioral Interventions/Goals will be measured through 9 week assessment intervals by quarter.</b></p>
<p>100% of graduates will obtain at least one Industry Recognized Certification within an identified program of study.</p>	<p>Number of students completing Industry Recognized Certifications as compared to number of graduates.</p>
<p>80% of students will participate in at least one industry-supported internship or apprenticeship.</p>	<p>Enrollment numbers of students in internships and apprenticeships</p>
<p>Students in grades 6-7 participate in career connected learning opportunities each semester focusing on Career Exposure; Grades 8-9 students will participate in career connected learning opportunities each semester that focus on Career Exploration; and Grades 10-12 students will participate in career connected learning opportunities that focus on Career Experience (immersion - in Internship and apprenticeships)</p>	<p>Calendar of career connected events and enrollment numbers for internship/apprenticeship programs for students in grades 10-12</p>
	<p>Review of assessment results</p>

Each student (grades 6-11) will show academic growth in at least one area each year on ACT Aspire, NWEA, or ACT	and intervention action steps developed within the student's Action Plan -- addressed quarterly.
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## **CURRICULUM**

**10. Will the school provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Course Offerings? If not, explain what changes will be made. What additional electives will be offered?**

Guy Berry College and Career Academy will provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Course Offerings. Electives will be offered in conjunction with our local higher education partner - ASUMH Secondary Center in the areas of Welding, Mechatronics/Machining, Automotive Systems Repair, Construction Technology, Criminal Justice, and Medical Professions. In addition to ASUMH, Guy Berry College and Career Academy students can also obtain elective credit with Mountain Home High School Career Academies.

**11. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards?**

Guy Berry College and Career Academy will follow DESE Academic Standards for every course taught. Essential Standards will be identified in each core curriculum area. The district curriculum specialist will lead this endeavor through PLC collaborative teams. Grade span career connected work-based learning integrations will be captured in grades 6-7 through the lens of Career Exposure, grades 8-9 through the lens of Career Exploration, and grades 10-12 through the lens of Career Experiences all of which specifically tie to industry standards.

## **STUDENT SERVICES**

**12. Describe how the school will provide guidance and counseling services for all students.**

The school will provide access to a School Based Mental Health counselor as well as a counselor that will focus solely on social and emotional health of students. There will also be a counselor on campus that assists with college and career transitions.

**13. Describe how the school will provide library media services for all students.**

**A waiver for library media services will be requested. Students will have access to digital library subscriptions as well as access to the local library and district library materials. Standard 4-F.2 requires a half-time librarian for districts with up to 300 students. GBCCA enrollment will never exceed 300 and will likely be less than that number.**

**14. Describe how the school will provide special education services for all students.**

Guy Berry College and Career Academy will comply with all state and federal special education laws. Special education teachers will be housed on campus in content areas in order to meet students' IEP and 504 needs. Guy Berry will also have access to a Dyslexia TOSA that is employed by Mountain Home School District.

**15. Describe how the school will provide dyslexia screening and services for all students.**

The district will ensure all requirements of the dyslexia law are met for Guy Berry students. Guy Berry will provide accessibility tools to support students with dyslexia. The district's Teacher on Special Assignment with a focus on Dyslexia will monitor dyslexia screening and services for all students. All students upon referral will be administered a Level I screener to determine intervention needs.

Level I screening assessments must include the following components:

- Phonological and phonemic awareness
- Sound-symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming
- Encoding skills

The following Level I screeners will be administered to students who experience reading difficulty:

- Phonological Awareness Screening Test (PAST) and/or
- Heggerty Assessment
- DIBELS 8th Edition
- San Diego Quick Check Word Level Reading Assessment
- Core Phonics

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. Mountain Home Public Schools uses the following Level II screeners for this purpose:



- CTOPP-2
- WRMT-III
- TOWRE
- WIST
- GORT

For students at Guy Berry, using standardized assessments such as NWEA Map allows a comparison of the student's performance on the individual components to other students of the same age and grade. All interventionists who provide services for students with COD have been trained by company specialists from Susan Barton to use the programs they deliver with fidelity, and the district's TOSA (teacher on special assignment) for dyslexia will monitor compliance.

**16. Describe how the school will provide screening and instruction for English Language Learners.**

Students at Guy Berry will be screened by Mountain Home School District ESOL Coordinator. Services for instruction will be provided by a teacher at Guy Berry who has been trained to serve English Language Learners.

**17. Describe how the school will address the needs of gifted and talented students.**

Gifted and Talented students will be provided GT resource instruction by a licensed GT teacher. Instruction may include Zoom or in-person lessons and/or weekly discussions. Activities, projects, independent research/inquiry opportunities, video lessons, and other assignments will be available to GT students through our district's LMS, Canvas, to ensure that identified GT students receive quality programming options that meet or exceed the GT program approval standards. These services will be in place of, and not in addition to, the general education curriculum. GT staff will work with teachers and will review testing data in order to look for additional referrals for GT identification.

**18. Describe how food services will be provided for students.**

Guy Berry students will receive food service options within the existing cafeteria as provided by Mountain Home School District Food Services.

## SCHOOL GOVERNANCE AND OPERATIONS

**19. Describe the student recruitment process and timeline that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.**

The student recruitment process and timeline will begin each February when master schedules are being developed. A placement committee will be established to review applications and address referrals into Guy Berry. All students will have the opportunity to apply for admission. An informational night in March will provide interested parents and students the opportunity to learn more about the program. Registration into the program will occur after the application process has been followed in May.

**20. Describe the facility where the school will be located.**

The facility will be located at 1001 S. Main Street, Mountain Home.

## WAIVERS

**Complete the following tables indicating all sections of Title 6 of the Arkansas Code Annotated, the Division of Elementary and Secondary Education rules, and the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted in order to meet the goals of the school.**

<b>Waiver #1 Topic</b>	Teacher Licensure
<b>Arkansas Code Annotated</b>	A.C.A §§ 6-15-1004 A.C.A §§ 6-17-919 A.C.A §§ 6-17-908 A.C.A §§ 6-17-301
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	Section 7
<b>Rationale for Waiver</b>	Flexibility in the area of licensure will allow any licensure area teacher or qualified industry partner to supervise interns and apprenticeship programs. Flexibility with content courses in the area outside of ALE Endorsement to allow any licensure.

<b>Waiver #2 Topic</b>	Library Media Specialist
<b>Arkansas Code Annotated</b>	A.C.A §§ 6-25-101-105
<b>Standard for Accreditation</b>	Standard 4-7 Library Media Specialist (4-7.1, 4-F.2)
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	Students will have access to classroom libraries, local county library, technology support and engagement within classrooms, and digital access to library collections. Professional development will be provided on emerging technologies, use of technologies, and laws/policies pertaining to the use and communication of ideas and information by the Guy Berry Administration and the district's Digital Instructional Technologist. Standard 4-F.2 requires a half-time librarian for districts with up to 300 students. GBCCA enrollment will never exceed 300 and will likely be less than that number.

<b>Waiver #3 Topic</b>	Credit Hours
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	1-A.2
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	Allow flexibility for the number of hours required for internship and/or apprenticeship - this flexibility would encourage more community partners to participate within their operation hours and receive a CR on their transcript for their work-based learning internship rather than a letter grade.