



# ARKANSAS DEPARTMENT OF EDUCATION

## **District Conversion Public Charter School Renewal Application**

**Deadline for Submission: 4:00 PM on September 26, 2019**



**Charter School: Mountain Home High School Career Academies**

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

## Contact Information

<b>School District:</b>	<b>Mountain Home Public Schools</b>
<b>Name of Charter School:</b>	<b>Mountain Home High School Career Academies</b>
<b>School LEA #</b>	<b>0303703</b>
<b>Name of Principals:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Brent Bogy, Principal; Kyle McCarn</b> <b>500 Bomber Blvd</b> <b>Mtn. Home, AR 72653</b> <b>870-425-1215</b> <b>Fax – 870-508-6097</b> <a href="mailto:bbogy@mhbombers.com">bbogy@mhbombers.com</a> <a href="mailto:kmccarn@mhbombers.com">kmccarn@mhbombers.com</a>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Bill Wehmeyer</b> <b>2465 Rodeo Drive</b> <b>Mtn. Home, AR 72653</b> <b>870-425-1201</b> <b>870-425-1316</b> <a href="mailto:bwehmeyer@mhbombers.com">bwehmeyer@mhbombers.com</a>

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

**Renewal Application Approval Date by the School Board(s) September 19, 2019**

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

## Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

The Mountain Home High School Career Academy conversion charter operates and function under the Mountain Home Public Schools Board of Education. The governance structure follows that of Arkansas state laws and local board policies. The Board of Education is elected by voters in accordance with state laws and local polices. The Board of Education develop and approve board polices, establish strategic plan, hire personnel, develop and approve budget, and establish high level accountability goals and expectations.

## Part B: Disclosure Information

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

Dan Smakal, Board Member, Electronic System Technologies, Fire Alarms and Security  
 Jason Schmeski, Board Member, 62 East Auto, Vehicular Repairs  
 Arnold Knox, Board Member, City of Mountain Home, Road Repairs and Easements  
 Lisa House, Board Member, Kinetco, General Water Conditioning Services  
 Leigh Anne Gigliotti, Asst. Superintendent, Driftwood Lanes, Lane Rental for Bowling Team

### Relationship Disclosures

Charter School Board Member’s Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
<b>Dan Smakal</b> <a href="mailto:dsmakal@mhbombers.com">dsmakal@mhbombers.com</a> 870-425-1201	NONE	NONE
<b>Lisa House</b> <a href="mailto:lhhouse@mhbombers.com">lhhouse@mhbombers.com</a> 870-425-1201	NONE	NONE
<b>Neal Pendergrass</b> <a href="mailto:npendergrass@mhbombers.com">npendergrass@mhbombers.com</a> 870-425-1201	<b>Devona Pendergrass,</b> <b>MHHS Career Academies Librarian</b>	Spouse
<b>Jason Schmeski</b> <a href="mailto:jschmeski@mhbombers.com">jschmeski@mhbombers.com</a> 870-425-1201	NONE	NONE

<b>Bill Wehmeyer</b> <a href="mailto:bwehmeyer@mhbombers.com">bwehmeyer@mhbombers.com</a> 870-425-1201	NONE	NONE
<b>Barbara Horton</b> <a href="mailto:bhorton@mhbombers.com">bhorton@mhbombers.com</a> 870-425-1201	NONE	NONE

## Section 2 – School Mission and Performance Goals

### Part A: Current School Mission

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

#### Mountain Home Public Schools and Career Academies ReVisioning (2019)

**Mission:** Committed to excellence in education

**Vision:** Every Student, Every Time

**Career and Life Readiness Definition:** Career and life readiness means students finish high school with the knowledge, skills, grit and perseverance to achieve their goals. They qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career by demonstrating communication, collaboration, critical thinking and creativity.

The ReVisioning process began as a way to ensure that Mountain Home Public Schools students were career and life ready. The ReVisioning committee, which consisted of district personnel and community stakeholders, identified four key focus areas: Communication, Collaboration, Critical Thinking, and Creativity. From there, the committee worked to align the district’s current career-related course offerings from Kindergarten through two-year degrees or certifications at ASUMH. In an effort to provide career exposure at the early grades, the Project Lead The Way program was implemented in grades K through 6. A career and life readiness curriculum was also developed for implementation at all grade levels.

#### MHPS Academies and Pathways:

Agriculture Construction Manufacturing and Engineering (ACME)	Agricultural Power, Structural, and Technical Systems; Animal Systems; Plant Systems; Construction; Mechatronics and Engineering, EAST; Facilities and Mobile Equipment Maintenance and Repair
Communication Arts Business (CAB)	Accounting; Banking Services; Marketing Research; Administrative Services; Network Systems; Computer Sciences and Engineering; Instrumental Music; Vocal Music; Theater; Visual Arts; Foreign Languages
Health Human Services (HHS)	Teaching and Training; Restaurant and Food and Beverage Services; Family and Community Services; Early Childhood Development and Services; National Security; Health Services; Law

## Historical and Relevant Commentary

Mountain Home High School Career Academies has been successful as a District Conversion Charter High School under this application renewal since January of 2010. Our success is unique in that MHHS Career Academies has been restructured into three small learning communities, as a wall-to-wall career academy high school and operating under the waivers provided by a Conversion Charter since 2003. MHHS Career Academies follow the same guidelines for accountability as school districts across the state as dictated by the Arkansas Department of Education.

Without having Conversion Charter status, we would not be able to support the wall-to-wall career academy structure. Students achieve academically due to key components the waivers provide. Flexible scheduling is one waiver that encompasses both student and teacher opportunities in order to offer real-world learning experiences and post-secondary transition plans. Flexible scheduling provides teachers at both MHHS Career Academies and our Junior High campus with a Common Planning Time that allows collaboration to create academy focused projects, curricular integrations, and develop strategies to help students at-risk of failing coursework.

The following bullet items provide how flexible scheduling assists and has assisted both student achievement as well as teacher collaboration:

- Two Academies have a common planning time during a Late-Start Wednesday Morning time which is considered WIN Time “What I Need” – if students have a grade of 65% in any class they are required to attend WIN Time to receive point in time remediation in order for them to raise their grade.
- One Academy covers Remediation for students that scored Close or Need of Support on ACT Aspire
- Integrated Project Development over the theme of the year
- Teachers identify student learning expectations from ACT ASPIRE and NWEA interim assessments
- Response to Intervention (RTI) a team meets to create a “Watch List” in order to monitor students that are struggling or in need of remediation services.
- Business partners attend to incorporate community projects (real-life application)
- Parent Teacher Organization provides feedback to each academy in terms of how to improve communication with parents

Other successful applications of flexible scheduling possible through our charter is the Plus/Zero hours to offer student certifications for post-secondary success. The Plus/Zero hours offer our students the opportunity to receive credit for education that does not fit in a school day. Students may extend their day with Virtual Arkansas, APEX Learning, and Google Classroom curriculum to recover credits in order to stay on track to graduate.

In addition, the school district began Guy Berry College and Career Academy in 2011 to provide students that are struggling academically as well as for disciplinary reasons an alternative learning environment. The credit recovery opportunities and the implementation of Guy Berry College and Career Academy have assisted in the success of MHHS Career Academies high graduation rates. GBCCA opened up a second chance night school program for student ages 18-21 to work toward a HS diploma.

FlexPath program was developed in 2016 to create an additional choice for parents and students who wish for a learning environment outside of the regular setting but under the instructional direction and supervision of MHPS.

Flexible scheduling also allows seniors the opportunity to attend ASUMH and ASUMH Technical Center while attending high school in order to receive concurrent credit. This program has been recognized across the state of Arkansas in offering technical learning opportunities for a population of students that may or may not attend a traditional college or university. Students leave high school with a future of not only greater job opportunities; but also, greater wages to prosper. These students who have engaged in this program have found the missing piece of relevance to continue their education both in high school and post-secondary education.

The Academic Advisory Program is the heart of our entire program. Flexible scheduling allows for students and advisors to build relationships within our career academy model. They collaborate with students on graduation and post-secondary planning. This program offers all students the opportunity to be involved in academy projects; to participate in student-led planning for Academy Kick-Off Day, which defines the theme for the year; as well as Academy Celebration Day, which culminates the projects for the year; as academy student representatives; to participate in teaming activities, and to be involved with our community through our Mentoring Program. During this program time, students and advisors review post-secondary transition goals through the Student Success Plan.

Another critical component for student involvement is the Apprenticeship and Internship Program. It is unique and thriving in offering real-world learning opportunities for our senior students. The Internship program at MHHS Career Academies is recognized as one of most beneficial programs we offer our seniors. They have the opportunity to put all the research and investigation with their learning styles and career focus into an action plan. Senior students who are on track to graduate, have at least a 2.00 GPA, and go through the application process for a senior internship may intern at more than one business during their senior year. Students receive 1/2 credit for the course.

Alternative Credit options for students offer student success in meeting their graduation requirements. Students find their interest in their career focus, but more importantly, they find relevance in learning through opportunities in different Science classes: Food Science, Plant Science, and Animal Science. Other Alternative Credit options for student success and higher graduation rates include, Oral Communication within English I, PE within Band, Civics and PE within ROTC (in the ninth grade, students would have Civics embedded in ROTC curriculum in order to meet that graduation requirement then progress to a semester of PE in the tenth grade with the second semester focus on career development), and Arkansas History within U.S. History. In addition to embedding courses that have been approved, MHPS has been approved to offer high school credit to eighth grade students which are as follows: Survey of Business, Algebra I, Geometry, Plant Science, and Family and Consumer Science. Our award-winning FIRST Program is also an alternative credit option that has transformed student relevance in learning. At the Junior High during the eighth grade year, the course Tools for Success is offered, which expands the scope of career exploration. This serves as a transition into the Keystone curriculum, which has been substituted for Career Orientation credit as a mandatory elective in order to assist students with the transition to MHHS Career Academies.

The Freshman Transition Academy has been successful in preparing our freshmen for their transition into our Career Academy program. Although they are on a separate campus this transition program has offered great success rates with students staying on track to graduate, high school registration, identifying post-secondary goals, determining learning styles and career focus planning. The common planning time allows teachers the opportunity to develop integrated projects and community connections

The Mentoring program at MHHS Career Academies has been documented in a booklet titled *Bridging the Gap* in 2011. The booklet illustrates how to implement a successful community Mentoring Program. Arkansas Department of Career Education and NCAC-National Career Academy Coalition websites have *Bridging the Gap* posted on their websites for other schools to access <http://ace.arkansas.gov> and

<http://www.ncacine.com> Our Mentoring Program continues to enrich our students with post-secondary action planning.

### **Mountain Home High School Career Academies Background**

The Division of Elementary and Secondary Education has invited our high school to present to other schools state-wide as a Career Academy Model Program. MHHS Career Academies host visiting schools to promote how to redesign a high school into a wall-to-wall career academy model, as well as to mentor and facilitate other high schools interested in the educational reform. Schools across the state come to visit our campus for professional development on career academy program implementation. We host numerous schools each year. The district hosted the very first Insight-Onsite professional development in conjunction with NCAC and ADE. The past ten years we have hosted some of the largest districts in our state such as Jonesboro School District, Fayetteville, Har-Ber, Little Rock, Bryant, as well as schools across the nation including Olive Branch, Mississippi; Davidson County, North Carolina; Mississippi Department of Education; and Henry County, Tennessee.

In September 2012, MHHS Career Academies was featured on CNBC Education Nation as one of the country's top 10 schools that have solutions to education. The video link is included here <http://www.cnb.com/id/49148792/>. What makes MHHS Career Academies unique is that we provide solutions to education for student success in a rural setting. Although resources are limited, we provide our students with a focus not only on their learning style, but also a career focus for post-secondary transitions. The link provided features MHHS Career Academies as a Case Study that was documented by CNBC Education Nation <http://www.nbcnews.com/feature/education-nation>.

Our wall-to-wall career academies consist of three academies- Health and Human Services (HHS), Communication, Arts and Business (CAB), and Agriculture, Construction, Manufacturing, and Engineering (ACME). All three academies have been through a rigorous evaluation from the National Career Academy Coalition in the spring of 2012. All three academies have been ranked Model Status. Model Status is the highest level of achievement of a career academy using the NCAC standards practice. The evaluators mentioned upon entering this evaluation that it was unheard of to have all academies of a wall-to-wall career academy high school receive Model status. This success and our sustainability have been attributed to our community programs which are embedded in our academies which can be viewed in its entirety at the link provided [http://bombers.k12.ar.us/hs/documents/NCAC\\_Eval\\_2012.pdf](http://bombers.k12.ar.us/hs/documents/NCAC_Eval_2012.pdf).

In the fall of 2013, the National Career Academy Coalition invited MHHS Career Academies to be one of two schools featured in the opening session of the national conference. We were asked to create a virtual tour video of our campus featuring our faculty and students. Academy representatives created this video enhancing our student voice. It offers an insight to each of our career academies and their unique learning style and career focus – the video link is provided [http://bombers.k12.ar.us/hs/hs\\_academies.htm](http://bombers.k12.ar.us/hs/hs_academies.htm). MHHS Career Academies was chosen to showcase what a successful Career Academy Program looks like in a rural setting. Also, MHHS Career Academies was one of two schools to present best practices of our programs and the implementation process for sustainability with schools from all over our nation in attendance.

During 2014-2015 school year, MHHSCA obtained Model Status through the NCAC review process. This resulted in hosting the first National Career Academy Coalition In-Site /On-site professional development in 2015-2016 school year for schools across the nation to participate in a learning experience on how to start a career academy high school and how to engage their community within their programs. Because of this model, our community partnership and engagement has grown through our Business Advisory Board, where our stakeholder groups have a voice in what employability skills are necessary for students to be productive contributors to our local workforce.

In 2016 – present, MHHSCA has gone through a Pathways Systems transition /Re-Visioning process. During this work, there have been six career pathways identified that includes a Plant Science Green House Facility and Food Production Runway Café, as well as, unfunded programs such as Sports Medicine, Medical Office Administration, and Marketing. Also, concurrent credit options through our partnership with ASUMH have expanded to include Criminal Justice, as well as, continued options in conjunction with ASUMH Technical Center. Concurrent credit funding for students is now being provided by our community partnership with Mountain Home Education Foundation through the Promise Scholarship, as well as, college tuition for MHHSCA graduates for their first two years of college at ASUMH. In 2018-19, an Academy Teacher On Special Assignment was hired to expand the Pathways ReVisioning down into Kindergarten in an effort to develop common terminology for career exploration, employability skills, and career exploration/development with the implementation of Project Lead the Way in grades Kindergarten – 8th grade.



**Part B: Current Performance Goals**

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

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

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

**Goals**

<b>Goal</b>	<b>Assessment Instrument For Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of Goal will be Assessed</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Met Goal Yes or No</b>
1. To continue to increase our student performance on EOC tests (this includes PARCC as it is implemented throughout the state)	EOC Exams	Meet state standards	Annually	EOC- 13-14 ADV/Proficient Biology-59% Literacy-77% Algebra 82% Geometry 70%	EOC- 14-15 ADV/Proficient Biology-62% Literacy-76% Algebra-66% Geometry- 79%	EOC-15-16 Biology-58% ACT- English-19.3 Math- 19.4 Reading-20.3 Science-19.8 Composite- 19.8	EOC-NA 16- 17 ACT- English-18.4 Math-19.2 Reading-19.9 Science-20. Composite- 19.7	EOC-NA 16- 17 ACT- English-18.4 Math-19.2 Reading-19.9 Science-20. Composite- 19.7	13-14- Baseline 14-15- Biology- Yes Literacy- No Algebra- No Geometry -Yes 15-16- Biology- No ACT-

									Baseline 16-17 ACT- English- No Math- No Reading- No Science- No 17-18 English- Yes Math-No Reading- No Science- No 18-19 English- Yes Math-No Reading- Yes Science- Yes Composit e-Yes
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2. To continue to refine 8th – 12th grade student six-year post-secondary plans; this goal will continue to meet several transition pieces	Student Success Plans  Clearinghouse Data	# students entering PS or Military	Annually	2014 Total number of students entering in a 2 or 4 year program in the following categories of higher ed: Private Institution -10 Public Institution – 144	2015 Total number of students entering in a 2 or 4 year program in the following categories of higher ed: Private Institution -9 Public Institution – 157	2016 Total number of students entering in a 2 or 4 year program in the following categories of higher ed: Private Institution -12 Public Institution – 169	2017 Total number of students entering in a 2 or 4 year program in the following categories of higher ed: Private Institution -10 Public Institution – 156	2018 Total number of students entering in a 2 or 4 year program in the following categories of higher ed: Private Institution -12 Public Institution – 176	
3. To continue to increase student participation in extra/co-curricular activities	Enrollment in: 1.clubs, 2sports, 3band, 4service learning	Increase in percentage of participation	Annually	1.Clubs 200 2.Sports 530 3.Band-166 4.Serv. Learning 3	1.Clubs 295 2.Sports 600 3.Band-163 4.Serv. Learning 5	1.Clubs 320 2.Sports 550 3.Band-164 4.Serv- Learning 15	1.Clubs 350 2.Sports 615 3.Band-168 4.Serv- Learning 32	1.Clubs-245 2. Sports-624 3.Band-175 4.Serv- Learning 60	1.Clubs-Yes 2.Sports-Yes 3.Band-Yes 4.Serv-Learning Yes
4. To provide a stronger transition and support system for the critical first year of high school, 9th grade, by implementing remediation and	Key Stone Freshmen Transition Counselor Visits to Freshmen classes Mentor	Increase/Decrease Participation	Annually	Keystone-320 Freshman-Transition 320 Counselor Visits to Freshman classes 6	Keystone-287 Freshman-Transition 287 Counselor Visits to Freshman classes 6	Keystone-303 Freshman-Transition 303 Counselor Visits to Freshman classes 6	Keystone-303 Freshman-Transition 303 Counselor Visits to Freshman classes 6	Keystone-330 Freshman-Transition 330 Counselor Visits to Freshman classes 6	

intervention programs	Scheduling Point and Time Intervention (PIT) tutoring What I Need (WIN) tutoring ASUMH Career Coaches Visit Freshmen Classes			Adviser contact daily (PIT) 4 Quarters 430 total Met during late start Wednesdays 8-8:50 tutored 50 minutes	Adviser contact daily (PIT) 4 Quarters 560 total Met during late start Wednesdays 8-8:50 tutored 50 minutes	Adviser contact daily (PIT) 4 Quarters 795 total Met during late start Wednesdays 8-8:50 tutored 50 minutes	Adviser contact daily (WIN) 4 Quarters 795 total Met during late start Wednesdays 8-8:50 tutored 50 minutes	Adviser contact daily PIT/WIN 4 Quarters 738 total Met during late start Wednesdays 8-8:50 tutored 50 minutes	
5. To increase parent/community involvement in raising student achievement through specific participation in classes, internships, advisories, etc.	Activities 1. Secondary Parent Center 2. Open House 3. PTO/Help 4. Business Advisory Board 5. Mentoring 6. Mountain Home Education Foundation "Promise" Scholarship	Increased sign-in	Annually	1. 8 2. 298 3. 3 4. 12 5. 28	1. 18 2. 384 3. 4 4. 12 5. 28 6.	1. 19 2. 418 3. 7 4. 14 5. 30	1. 33 2. 582 3. 7 4. 14 5. 35	1. 45 2. 613 3. 4 4. 14 5. 33	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Yes

6. To target our economically disadvantaged students grades 9-12 our largest subpopulation	1. Grab and Go NA	Number of Participation	Annually	1. NA	1. NA	1. NA	1. 300	1. 350	1. Yes
	2. North Central Arkansas Poverty Training			2. NA	2. NA	2. NA	2. 80	2. 83	2. Yes
	3. Poverty Simulation NA			3. NA	3. NA	3. NA	3. NA	3. 245	3. Yes
	4. District bought school supplies for all students NA			4. NA	4. NA	4. NA	4. NA	4. 922	4. Yes
	5. LT Thrift Store served students with clothes and school supplies			5. 125	5. 146	5. 115	5. 125	5. 230	5. Yes
	6. Giving Tree (Served) students buying Christmas			6. 25	6. 34	6. 52	6. 66	6. 78	6. Yes
	7. Teen Girls Go To College								
	8. Mountain Home								

	Education foundation financial support for Tech Center								
7. To increase the number of Arkansas Department of Career Education Programs of Study Completers	Registration data	Increase in completers	Annually	16 Completers	19 Completers	147 Completers	140 Completers	129 Completers	Yes
8. To increase credit recovery and to create an on-campus alternative learning environment 9-12 so that students who are in academic distress may recover credit through the high school instead of through the Baxter County Alternative School.	Enrollment data and referral paperwork	Increased credit recovery	Annually	2013 – 20 students graduated from Guy Berry College and Career Academy – BCAS was dissolved	2014 – 18 students graduated from GBCCA	2015 – 9 students graduated from GBCCA	2016 – 22 students graduated from GBBCA	2017 – 15 students graduated from GBBCA 2018 – 17 students graduated from GBBCA 2019 – 26 students graduated from GBBCA	Yes continuing to meet this goal
9. Exploring new avenues	Enrollment data	# of Students	Annually	18 298	18 384	19 418	33 582	45 613	1.Yes

for expanding college and career readiness options with community based internships and an expanded work permit program				3 12 28	4 12 28	7 14 30	7 14 35	4 14 33	2. Yes 3. Yes 4. Yes 5. Yes 6. Yes
10. Increasing student participation in curriculum options through flexible scheduling opportunities at Arkansas State University Mountain Home as well as Service Learning.	Enrollment Data	# of Students	Annually	Service Learning participants - 3	Service Learning participants - 5	Service Learning participants - 15	Service Learning participants - 32	Service Learning participants - 60	
11. Adjust the current Keystone curriculum offering in the charter waivers to assist in students transitioning from the Freshman Transition	Curriculum	# of Students Enrolled	Annually	320	287	303	303	330	

Academy.									
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1. To continue to increase our student performance on EOC tests (this includes PARCC as it is implemented throughout the state)

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

To continue to increase our student performance on state tests MHHS Career Academies has moved from EOC to ACT Aspire and ACT. This change occurred, when the Every Student Succeeds Act (ESSA) was initiated.

Charter status allowed MHHS Career Academies the option of having late start Wednesday which is a 50 minute period dedicated to identifying students through Response To Intervention (RTI) that are struggling academically and or behaviorally. Identified students are placed in What I Need (WIN) time on Wednesday morning for intense tutoring or remediation of essential learning standards. Indicators such as grade performance, attendance, behavior, and other identifiers are used to place students in (WIN). MHHS Career Academies noticed a dip in ACT 11<sup>th</sup> grade scores as well as ACT Aspire especially in the area of Math. MHHS Career Academies began using a pre ACT study course and test with 11<sup>th</sup> grade during the 18-19 school year and the scores improved tremendously. MHHS Career Academies is now using NWEA, which should give data pertinent to student growth and growth possibility. MHHS Career Academies will be using On To College, an online ACT Aspire and ACT study program for grades 10 and 11 during the 19-20 school year. The flexible start time allows staff to work with our students using the On To College program too.

2. To continue to refine 9th – 12th grade student six-year post-secondary plans; this goal will continue to meet several transition pieces

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Keystone is a one semester mandatory class that all freshmen are required to take which prepares our freshmen for the transition into the career academy program. The students begin the class with learning their strengths through self and learning style assessments, time management and other soft skill projects. They are reminded throughout the semester that their freshman year of high school is the most important year since this is when they begin their high school transcript and GPA which determines what classes they can take in order to achieve their post-secondary goals. The 6-year educational plan is developed through our Keystone curriculum, as well as, the Student Success Plans. This educational plan is used throughout their high school career. Support for freshmen is offered by our staff through attending all Keystone classes as guest speakers about each of our academies and the integrated projects



that our students lead. Our Academy Student Representatives attend each Keystone class as a student panel which interacts with all freshmen. The Academy Teacher On Special Assignment (TOSA) also attends each Keystone class to facilitate freshmen into the correct academy choice.

1. The Academy Teacher On Special Assignment (TOSA) facilitates the Freshman Transition Program by meeting with the Principal of the Freshman Academy, the Freshman Academy lead teacher, and the Freshman Academy counselor to offer a bridge between the two programs which are located on two separate campuses.
2. Freshman Transition Program has been developed to prepare students to experience a career academy high school. We discovered that the Keystone class offers key pieces towards freshmen transition; but, needed additional support. This program offers students the opportunities to self-explore, to identify, and articulate their learning styles. This program assists freshman in understanding the relevance of their high school educational plan. Students are offered many opportunities to enter their sophomore year with confidence that they will reach the goals that they have set to complete their high school years as well as their post-secondary life. The key pieces to this program have been developed through student voice which allows an opportunity to reflect and revise each year. We have developed a Transition Program to prepare all MHHS Career Academy students for high school registration. The upcoming sophomores come to the high school campus and meet their advisor that they will have for the next three years of high school. They review their 6-year educational plans and confirm their registration conference time for registration. MHHS Career Academies continue to expand Transition Day which originally began as a full day of orientation for our upcoming sophomores during the summer months. The Transition Day has expanded to other buildings in our school district. We now have each grade level building participating in a Transition Day to prepare students for the school-specific expectations and student opportunities. Our Freshman Academic Advisory Program has been aligned with our high school Academic Advisory Program (AAP) which has grown into a complete alignment with grades 6-12. The goal is to give all students the opportunity to become familiar with our academies to offer a common language throughout our community.
3. The Foundation Academy transition program has been set up for upcoming to 8th graders to experience what it will be like on the Junior High campus. All the upcoming 8th graders come onto Junior High campus. During that transition day, they get to do rotations that include class scheduling, club information, AAP information, Library information, etc. We have found this to be very beneficial for upcoming 8th graders to get great informational pieces that allows them to transition more smoothly.
4. Student Led Conferences are held in grades 8 and 9 to offer students the opportunity to prepare for post-secondary life, and to articulate them in a way which gives them a better understanding of their current educational plan as well as to self-evaluate how to become successful in reaching their goals. During SLCs at grades 8 and 9, students in grades 10-12, their parents, and their academic advisors are participating in registration, which includes a review of their Student Success Plan, as well as, preparing their academic journey for the upcoming year.

3. To continue to increase student participation in extra/co-curricular activities

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Student participation in extra/co-curricular activities has shown an increase over the past 5 years. Sponsors host club fairs fostered by student interest. During the club fairs, students and sponsors man the booths and share important information with potential new members. Also, new clubs such as Aviation, Ping Pong, and Table Top Gaming have been added the last few years. Student growth in athletics and band did not fluctuate significantly; but, did show an upward trend during the 5-year period.

4. To provide a stronger transition and support system for the critical first year of high school, 9th grade, by implementing remediation and intervention programs

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The Freshman Transition Academy utilizes best practices as established by MHHS Career Academies for their remediation and intervention programs. A Student that has grades of D or F in core classes must participate in What I Need (WIN) intervention. In addition to (WIN) time, students are assigned for three sessions at 50 minutes each during late start. The charter Plus/Zero hours offer student opportunities for post-secondary success and assist in overall student achievement. The Plus/Zero hours offer our students the opportunity to receive credit for education that does not fit in a school day. Students may extend their day in our Transition Credit Recovery Room through Virtual Arkansas curriculum to recover credits in order to stay on track to graduate, as well as to transition to MHHS Career Academies. In addition to the Transition Classroom, the school district began Guy Berry College and Career Academy in 2011 to provide students that are struggling academically as well as for disciplinary reasons an alternative learning environment. The Transition Classroom, as well as, the implementation of Guy Berry College and Career Academy has assisted in the success of MHHS Career Academies continued improving graduation rates. Flexible scheduling also allows seniors the opportunity to attend our Community College ASUMH Technical Center while attending high school and receive college credit. This program has been recognized across the state of Arkansas in offering technical learning opportunities for a population of students that may or may not attend a traditional college or university. These students who have engaged in this program have found the missing piece of relevance to continue their education both in high school and post-secondary education. As previously mentioned, the Academic Advisory Program is the heart of our entire program. Flexible scheduling allows for students and advisors to build relationships within our career academy model. They collaborate with students on graduation and post-secondary planning. This program offers all students the opportunity to be involved in academy projects, to participate in student led planning for Academy Kick- Off Day which defines the theme for the year, as well as Academy Celebration Day which culminates the projects for the year, as an academy student representative, teaming activities and involving our community with our Mentoring Program. This program is aligned grades 6 – 12. With the AAP alignment, students are able to transition from building to building with greater ease. Lessons assist with the alignment as well. Beginning in the 6th grade, students participate in activities led by MHHS Career Academies' student representatives from conducting the Gallup Strengths Finder to calculating their Grade Point Average.

5. To increase parent/community involvement in raising student achievement through specific participation in classes, internships, advisories, etc.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Embedding parents and the community within the MHHS Career Academies program is one of the primary reasons that this career academy model has sustained. The community provides tremendous support in several programs offered at MHHS Career Academies. The following bulleted list provides how the Mountain Home community assists in providing opportunities for students and faculty:

- Internship Program
- Apprenticeship Program
- Work-Permit Program
- Partners in Career Pathway: Just recently MHHS Career Academies received a grant for a greenhouse to offer Plant Science and a Food Production pathway. Several community partners supported the grant process. Plant Science is taught by a CASE certified agriculture education teacher. MHHS students can receive their third science credit in Plant Science
- MHHS Career Academies has received support for starting a new pathway in Sports Medicine
- Teacher Externship Professional Development Opportunities.
- Mentoring Program
- ASUMH College Course taught on MHHS Career Academies campus
- Mountain Home Education Foundation provides financial assistance for students to attend ASUMH Technical Center and concurrent credit opportunities

MHHS Career Academies utilizes the semester Capstone class to give our seniors opportunities to hone their skills writing resumes and working on soft-skills. The 4-Cs collaboration, communication, creativity, and critical thinking are expanded on during a student's time in the class also.

6. To target our economically disadvantaged students grades 9-12 our largest subpopulation

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

MHHS Career Academies provide a variety of strategies and community programs to target the economically disadvantaged students in grades 9-12. The following bulleted list provides examples of programs that are provided to this subpopulation:

- Mountain Home Education Foundation provides financial support for MHHS Career Academies graduates through the Promise Scholarship program that pays two years of college at ASUMH.
- Mountain Home Education Foundation provides scholarships to students that are program of study concentrators.
- The RTI program through AAP Advisors. Students that are classified not only as economically disadvantaged, but also, at risk are Red Flagged during academy meetings. Faculty discusses grades, attitude, discipline, concerns, and how to assist students to be more successful in classes with the AAP Advisor. The AAP Advisor is to follow up with the student for a discussion as well as contact parents about the concerns. This process builds a relationship not only with the student, but also, with the parents.
- Rice Depot backpack program provides these identified students with a backpack to take home on the weekends with snacks and meals. Students are provided with this confidential service through our counseling office.
- LT Thrift Store – this is a student-led project that assists students that are in need of school supplies to clothing. The LT Thrift store is open to any student in this identified population. Teachers can also recognize students for acts of kindness or achievement to shop in the store as a reward. This allows students that are identified as economically disadvantaged not to be singled out if they shop in the LT Thrift Store.
- The Giving Tree Project is a program established by the counseling center for student organizations to adopt a family in need at Christmas. Counselors confidentially identify families of students at MHHS Career Academies for student organizations or faculty to adopt.
- Teen Girls go to College is an annual event sponsored by ASUMH and Baxter Regional Medical Center Schliemann Center for Women’s Health Education, which is aimed at providing scholarships and opportunities for girls who might not have considered college as an option due to financial hardship, academic set-backs, or lack of vision for their future. ASUMH sponsors this program each spring where senior girls learn about college options, enrollment, testing, financial aid, careers and other topics related to higher education. The girls who are chosen to attend this event may qualify for one of several \$500 scholarships, which may be applied annually for up to three years towards tuition at ASUMH. They may also qualify for a CNA or Phlebotomy scholarship. These are full scholarships where the girls can complete both program and start a career immediately.

7. To increase the number of Arkansas Department of Career Education Programs of Study Completers

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

As we have developed integrated projects between core curricula and career education curricula, as well as, developed our academy advisories, our faculty has become knowledgeable about the value of being a program completer. Attention to these opportunities has made faculty, students, and parents aware of possible career pathways and strengthened student and faculty awareness about relevancy of coursework in terms of post-secondary planning. All students have benefited from this focus. To accomplish this, our academy teams routinely review the Programs of Study criteria. As advisors, they work on this with advisees during our advisory sessions. In addition to advisories, 9<sup>th</sup> grade students receive information about programs of study within the Keystone curriculum.

Mountain Home Education Foundation offers the student completers an opportunity to apply for a scholarship.

The number of completers, as well as the programs of studies has grown over the past 5 years. Completer numbers in 2013-2014 were 177 with 11 programs of study, while completer numbers in 2017-2018 were at 129, which displayed a drop from 140 the prior year. Many of our students began to take advantage of increased course opportunities as well as college courses that increased on campus. This accounts for some of the drop of between 2016-2017 and 2017-2018. Documentation [https://docs.google.com/spreadsheets/d/1vvr5CoILyLSARcPR\\_MhdJNVcbAhYW9xXg\\_zz611J10s/edit#gid=0](https://docs.google.com/spreadsheets/d/1vvr5CoILyLSARcPR_MhdJNVcbAhYW9xXg_zz611J10s/edit#gid=0)

8. To increase credit recovery and to create an on-campus alternative learning environment 9-12 so that students who are in academic distress may recover credit through the high school instead of through the Baxter County Alternative School.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Guy Berry College and Career Academy was started in 2011 to help our students who do not fit in the traditional classroom. The students have to meet certain criteria to be eligible for the program. The students are still allowed to participate in their home campus activities, such as dances, sports, etc. While at GBCCA, the students receive the same curriculum as their fellow classmates at MHHS, but the smaller setting allows them to get more one on one time. GBCCA has a therapist and case manager on site to help students with any mental health issues. GBCCA does a lot of project-based learning, to accommodate our kinesthetic learners.

9. Exploring new avenues for expanding college and career readiness options with community based internships and an expanded work permit program

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The purpose of Performance Goal 1 is to explore new avenues for expanding college and career readiness options. The focus will be on making the senior year relevant through this goal with community-based internships and an expanded work permit program.

Examples of assessments to be used for senior internships include:

- Weekly reflections
- Confidential business partner evaluations completed at the end of the semester by the business partner over student performance
- Student self-evaluations completed at the end of the semester
- Confidential business partner evaluations completed at the end of the semester by the student about the business partner
- E-mails, phone calls, and site visits completed by the instructor to follow-up on the senior intern
- Senior Exit Interviews

- Attendance report
- Student demographic of participants (gender, socioeconomic status)

Examples of assessments to be used for the work permit program include:

- Printed reports for each student noting progress
- Google Classroom to track hours spent at place of employment
- Instructor may call or visit the student's place of employment

10. Increasing student participation in curriculum options through flexible scheduling opportunities at Arkansas State University Mountain Home as well as Service Learning.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Increasing student participation in curriculum options was the second goal determined by MHHS Career Academies that would assist in making the senior year relevant. Within this goal, includes a variety of course options for students both on and off the Mountain Home High School Career Academies campus. Flexible scheduling within the students' school day will be required in order for students to attend Arkansas State University Mountain Home for either concurrent credit opportunities or Arkansas State University Mountain Home Technical Campus. Also, to better prepare our students to be college and career ready flexible licensure options to include licensure waivers for not only internships, work permit program, but also, Service Learning as well as allow community members and ASUMH adjunct faculty to teach out of licensure area in the areas of Criminal Justice, Allied Health, Engineering, Computer Applications, Funeral Science, and Financial Management. By allowing students to participate in the programs of study previously listed, this allows possible certification for students in the areas of Career and Technical Education.

11. Adjust the current Keystone curriculum offering in the charter waivers to assist in students transitioning from the Freshman Transition Academy.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Tools for Success curriculum has been developed in order for 8th grade students to receive career orientation, learning styles, and self-awareness information. Within this curriculum, students are introduced to their Student Success Plan includes introduction to the 6-Year Plan. Xello is used for a College and Career Readiness tool. This information assists students with transitioning into the Keystone curriculum. Keystone curriculum for 9th grade

students has been adjusted to include personal strengths awareness. Keystone curriculum begins to develop the 6-Year Plan, as well as career exploration in career pathways. This assists students in their readiness for Career Academies choices. Both of these curricula allow for college and career guest speakers and field trips. This includes presentation from MHHS Career Academies counselors and ASUMH Career Coaches.

**Part C: New Performance Goals**

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

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

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

**Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.**

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. <u>In English, Math, Reading, and Science grades 8-10 100% of our students will show a 3% growth in the ACT Aspire.</u>	<u>ACT Aspire NWEA assessment 3 times per school year ACT 11<sup>th</sup> grade</u>	<u>Based on ESSA Index % Increase</u>	<u>Annually</u>					
2. <u>In English, Math, Reading, and Science</u>	<u>ACT Aspire NWEA</u>	<u>Based on ESSA Index</u>	<u>Annually</u>					

<b><u>grades 8-10 in our Special Needs population, 100% of our students will show a 1% growth in the ACT Aspire.</u></b>	<b><u>assessment 3 times per year</u></b>	<b><u>%Increase</u></b>						
<b><u>3. In English, Math, Reading, and Science grades 8-10 in our Free and Reduced population 100% will show a 1% growth in the ACT Aspire.</u></b>	<b><u>ACT Aspire NWEA assessment 3 times per year</u></b>	<b><u>Based on ESSA Index %Increase</u></b>	<b><u>Annually</u></b>					
<b><u>4. Our graduation rate index will increase 1% as related to the ESSA score index</u></b>	<b><u>Graduation Report</u></b>	<b><u>Based on ESSA Index %Increase</u></b>	<b><u>Annually</u></b>					



## Section 3 – Waivers

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

Statute/Standard/Rule	Topic	Date Granted	Date Expires	Notes/Comments
A.C.A §§ 6-10-106	Flexible Schedule	2/10/2003	6/30/2020	
A.C.A §§ 6-15-1004	Teacher Licensure	2/10/2003	6/30/2020	
A.C.A §§ 6-15-902(a)	Grading Scale	2/10/2003	6/30/2020	
A.C.A §§ 6-16-102	Flexible Schedule	5/18/2016	6/30/2020	
A.C.A §§ 6-17-309	Teacher Licensure	2/18/2015	6/30/2020	
A.C.A §§ 6-17-401	Teacher Licensure	2/18/2015	6/30/2020	
A.C.A §§ 6-17-812	Class Size and Teaching Load	2/25/2019	6/30/2020	
A.C.A §§ 6-17-902	Teacher Licensure	2/18/2015	6/30/2020	
A.C.A §§ 6-18-210(2)	Flexible Schedule	5/18/2016	6/30/2020	
A.C.A §§ 6-18-211	Attendance	5/18/2016	6/30/2020	
1-A.2	Credit Hours	9/19/2018	6/30/2020	
1-A.5.2	Flexible Schedule	9/19/2018	6/30/2020	
1-A.6	Class Size and Teaching Load	9/19/2018	6/30/2020	
Class Size and Teaching Load	Class Size and Teaching Load	2/25/2019	6/30/2020	
Educator Licensure	Teacher Licensure	2/18/2015	6/30/2020	Section 9.01
Mandatory Attendance Requirements for Students in Grades Nine through Twelve	Attendance	5/18/2016	6/30/2020	

### Part A: New Waiver Requests

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

#### New Application of Current Waiver I-A.6:

With continued shortage of teachers and increased student enrollment, our district is looking for innovative ways to partner with area teacher education programs to build and sustain a teacher pipeline. From the Education and Training program at MHSCA to a four-year teaching degree, our students are able to complete the degree within Baxter County. The waiver would allow us to design teacher internship experiences to meet the needs of shortage areas while recruiting, supporting, and retaining teacher interns to Mountain Home Public Schools.

The teacher intern will be placed with a highly qualified supporting teacher. The intern will observe the supporting teacher one block, then teach for 2 blocks. A daily prep period will be provided. This model will include the intern participating in summer professional development and the curriculum work of the grade/content PLC. It will also provide the intern the opportunity to actively establish a positive learning environment from the beginning of the school and throughout the semester.

Supports provided by the district:

Personnel -The student intern will receive extensive support from the highly qualified supporting teacher, instructional facilitator, building principal, and the district curriculum coordinator. The student intern will participate in the Novice Teacher Program at the Northcentral Arkansas Education Service Cooperative. The Cooperative will also pair the intern with a mentor on their staff. The student intern will meet weekly with the content area PLC to examine student work, plan instruction, and collaborate to provide interventions as needed.

Resources: an additional \$500 to spend as needed on instructional materials and supplies

Professional Development: New Teacher Academy, Novice Teacher Mentor Training at Northcentral Cooperative (3 days), Daily observation and reflection time with highly qualified master teacher, TESS Law and Process training and other required trainings (i.e. Suicide Awareness, Human Trafficking, Ethics)

Opportunities available through ACT 456 Concurrent Credit Lottery Scholarships:

MHHSCA will utilize the current waivers to expand on the common planning time provided to teachers in order to meet the needs for student growth in the areas of Response To Intervention strategies, student growth on ACT Aspire, NWEA, and ACT scores, and project integration with core curriculum and college and career readiness. This Professional Learning Community Common Planning will begin as a pilot program in 2020-2021 either twice a year or quarterly in an effort for teachers to have the opportunity to collaborate, communicate, think creatively, and critically to solve areas of concern to address the whole child including but not limited to mental health issues, academic concerns, as well as community engagement.

### **Part B: Waivers to Be Rescinded**

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

Mountain Home High School Career Academies will maintain all currently approved waivers.

## **Section 4 – Requested Amendments**

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

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

Budget is attached.

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

Grade Levels:

Currently the grade configuration for MHHCA is 9-12. This consists of two campuses, MHHS 10-12 and MHJH 9<sup>th</sup> grade. The MHJH campus also includes 8<sup>th</sup> grade students and course offerings. We request our conversion charter to include 8<sup>th</sup> grade in our academies for a number of reasons. Eighth grade students can receive HS credit for approved courses. Both campuses maintain a consistent schedule to ensure 9<sup>th</sup> grades students are able to take advantage of HS courses offered on the HS campus. This also allows us to maximize our operational personnel efficiencies and course offerings.

Enrollment Cap: Grades 8 – 12 – 2000 Students

Location: Grades 8 and 9 located at 2301 Rodeo Drive, Mountain Home, AR and Grades 10 – 12 located at 500 Bomber Blvd. Mountain Home, AR.

## **Section 5 –Desegregation Analysis**

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

**Respond below in 11 point Times New Roman font.**

### **In accordance with 6-23-106. Impact on school desegregation efforts.**

**(a)** The applicants for a public charter school, local school board in which a proposed public charter school would be located, and the State Board of Education shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**(b)** The state board shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.

**(c)** The state board shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.

**Currently, Mountain Home Public Schools and Mountain Home High School Career Academies are not impacted by desegregation.**