ARKANSAS DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
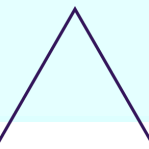
2024
CHARTER SCHOOL APPLICATION
(for schools scheduled to open the 25-26 school year)

APPLICANT PROFILE INFORMATION

1. Name of Proposed Charter School: Real World Preparatory

2. Name of the eligible entity under which the charter will be organized: ConnectEd Learning Project, Inc

3. Name of contact person: April Moore

    Title/Relationship to Charter: Founding Director

    Mailing Address: 2703 Ponchartrain B, Springdale, AR 72764

    Primary Phone: 479-883-3664

    Primary Contact Email: info.realworldprep@gmail.com

Names and roles of all persons in the applicant group, i.e., anyone with a role in drafting the substantive content of this application and is expected to have a significant role with the school, including any consultants or employees of an education service provider or management organization. Add lines as needed.

Full name	Current Role with Proposed School	Future Role with Proposed School
Crystal Eckles	**Founding Director**	**Director, Principal**
April Moore	**Founding Director**	**Director, Superintendent**

4. Projected Date of School Opening (Month/Year): August 2025

5. Type of Charter

(x) Open Enrollment	( ) Open Enrollment -CMO	( ) Conversion Charter

6. Educational Model

( ) Classical	(x) Traditional	( ) Virtual	(x) College Prep	(x) Career/CTE
( ) Hybrid Learning	( ) Performing Arts	( ) Special Populations		

Section 1: Executive Summary

A. Vision and Mission

1) *State the charter school's mission and vision for the proposed school. Provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The mission and vision narrative should address how the school will help to provide high-quality education to Arkansas students.*

At Real World Preparatory, our mission is to transform student passions into opportunities. We are dedicated to creating a dynamic learning environment that prioritizes the development of social capital by nurturing strong, supportive relationships between students, educators, families, and the wider community. Our goal is to empower every student with the skills, knowledge, and connections necessary to excel academically, socially, and emotionally, preparing them to make meaningful contributions to society.

Our vision is to create a dynamic and forward-thinking educational institution that sets the standard for excellence in education in Arkansas. We envision a school where every student, regardless of background or ability, has access to a rigorous and enriching curriculum that is tailored to their unique needs and aspirations. By fostering a culture of respect, collaboration, and continuous improvement, we strive to develop well-rounded individuals who are not only academically accomplished but also socially responsible and resilient. Our goal is to become a community of practice that is open and inclusive, serving as a cornerstone of the community and recognized for our commitment to educational innovation, equity, and student achievement.

Purpose: The purpose of Real World Preparatory is to provide a measurable, high-quality education that addresses the diverse needs of our students. We aim to achieve this by using, but not limited to, Key Performance Indicators for each of the following areas:

Academic Excellence: Implementing a rigorous and engaging curriculum aligned with state standards, ensuring all students achieve proficiency in core academic subjects. We will utilize data-driven instruction and regular assessments to monitor progress and tailor support to individual student needs.

- **KPI 1:** Percentage of students achieving proficiency or higher in core academic subjects, as measured by state standardized tests.
- **KPI 2:** Improvement in student performance on formative and summative assessments throughout the academic year.
- **KPI 3:** Rate of academic growth among students receiving targeted interventions, tracked through data-driven instruction.

Real-World Learning: Integrating real-world learning experiences into the curriculum to connect classroom knowledge with practical applications. This includes internships, field trips, community projects, and partnerships with local businesses and organizations to provide students with hands-on experiences that prepare them for future careers. ImBlaze, a Big Picture Learning program, will be used to collect data that is both qualitative and quantitative in nature. We will also collect data by using surveys and community feedback to inform reflective decision making.

- **KPI 1:** Number of students participating in internships, field trips, or community projects.

- **KPI 2:** Student feedback on the relevance of real-world learning experiences, collected through surveys.
- **KPI 3:** Quality of partnerships with local businesses and organizations, measured by the diversity and depth of opportunities provided.

Individualized Learning: Implementing student success plans that cater to the diverse needs and learning styles of our students. We aim to have every student show measurable growth in their academic performance each year. We will track progress over time to evaluate effectiveness of interventions and instructional strategies for individual students. All students will have ample opportunities to explore college preparatory classes and career exploration. Students will be encouraged to try all routes toward real world success to determine which suits them best as an individual. Driving these opportunities will provide an element of rigor and relevance to our culture. Students will graduate RWP enlisted, enrolled, or employed.

- **KPI 1:** Percentage of students showing measurable academic growth year-over-year, as documented in Student Success Plan/.
- **KPI 2:** Effectiveness of interventions, measured by the reduction in achievement gaps among diverse student groups.

Social and Emotional Development: Fostering a supportive and nurturing environment that promotes the social and emotional well-being of our students. We will measure success by improved student self-assessment scores in social-emotional learning surveys and reduced incidences of behavioral issues and truancy.

- **KPI 1:** Improvement in student self-assessment scores on social-emotional learning (SEL) surveys.
- **KPI 2:** Reduction in behavioral incidents and truancy rates, indicating a positive school climate and effective SEL interventions.

Critical Thinking and Innovation: Encouraging critical thinking, problem-solving, and creativity through project-based learning, STEM initiatives, and real-world applications. Our goal is to develop students' ability to think independently and innovatively.

- **KPI 1:** Number of students participating in STEM initiatives, project-based learning, or creative problem-solving activities.
- **KPI 2:** Student performance on assessments measuring critical thinking and innovation, such as project rubrics or STEM competition results.

Inclusive Community: Building a welcoming and inclusive school culture that respects and values diversity. We will provide resources and support to ensure every student, regardless of background, has the opportunity to succeed.

- **KPI 1:** Increase in the diversity of student participation in school activities and programs, indicating an inclusive environment.
- **KPI 2:** Student and staff feedback on the school's inclusivity and cultural responsiveness, collected through surveys and focus groups.

Character and Leadership: Promoting character education and leadership development through extracurricular activities, community service, and leadership programs. We aim to cultivate ethical, responsible, and community-minded citizens.

- **KPI 1:** Number of students involved in extracurricular activities, community service, or leadership programs.
- **KPI 2:** Improvement in student leadership skills and character development, measured through self-assessments and teacher evaluations.

College and Career Readiness: Preparing students for post-secondary success by offering college prep courses, career exploration opportunities, and guidance counseling. We will use YouScience for aptitude to suggest courses for career readiness and college prep. We will track and support students' progress towards college and career goals using a state approved data tracking system, Naviance. Naviance will support the required Arkansas Student Success Plan (A.C.A. § 6-15-2911) with tools that engage students and help prepare and plan for future success. All students will graduate ready to Enroll, Enlist, or be Employed.

- **KPI 1:** Percentage of students completing college prep courses or career exploration activities.
- **KPI 2:** Student progress towards college and career goals, tracked through Naviance and the Arkansas Student Success Plan.
- **KPI 3:** Percentage of graduates who successfully enroll in post-secondary education, enlist in the military, or secure employment.

2) *Arkansas intends to be a national leader in education. To that end, provide an overview of the proposed school's education program, including major instructional methods. Explain why this school model will impact student outcomes for the targeted population.*

Overview of Real World Preparatory's Education Program

Real World Preparatory is committed to revolutionizing education in Arkansas by focusing on personalized learning, real-world experiences, and student-centered instruction. This approach is designed to meet the unique needs and aspirations of each student, ensuring they are fully prepared for future success in college, careers, and life. Below is an overview of the key components of our educational model:

1. Personalized Learning

Real World Preparatory places a strong emphasis on personalized learning that respects and builds upon each student's individual strengths, interests, and learning styles. Through the use of personalized learning plans, students are empowered to take control of their educational journey, setting meaningful goals that align with their passions. This tailored approach ensures that students remain deeply engaged and motivated, fostering an environment where academic success is driven by personal relevance and intrinsic motivation. The required Student Success Plan will serve as a foundational tool, providing a structured yet flexible framework to guide each student's growth and development.

2. Student-Centered Instruction

Our instructional approach is anchored in student-centered methodologies that prioritize active learning and critical thinking. Teachers at Real World Preparatory act as facilitators, guiding students through inquiry-based activities, collaborative projects, and dynamic discussions. This approach not only enhances engagement but also promotes deeper learning, as students are encouraged to explore,

question, and discover knowledge independently. By empowering students to take ownership of their learning journey, we foster an environment where curiosity and intellectual growth thrive.

3. Project-Based Learning

Project-Based Learning (PBL) is a cornerstone of the Real World Preparatory curriculum. Students participate in interdisciplinary projects that address real-world challenges, developing essential skills such as critical thinking, problem-solving, and effective communication. These projects culminate in semester exhibitions, where students present their work to their peers, advisors, and the broader school community. This hands-on approach not only reinforces academic learning but also fosters creativity and innovation, preparing students for the complex demands of higher education and the workforce.

4. Advisory Structure

Each student at Real World Preparatory is assigned to a small advisory group led by a dedicated advisor. This structure provides personalized support and guidance, ensuring that each student's academic, social, and emotional needs are met. Advisors serve as mentors and advocates, helping students set goals, explore interests, and navigate challenges. Regular advisory meetings create a supportive community where students can discuss their progress and aspirations, fostering holistic development and success.

5. Go-2-Grow Program

The Go-2-Grow program is designed to integrate real-world learning experiences into the curriculum. Students engage in internships, apprenticeships, and community service projects, applying classroom knowledge in practical settings. These experiences develop crucial skills such as teamwork, adaptability, and professionalism, preparing students for future success. The program also emphasizes professional development for staff, modeling the importance of lifelong learning and growth. By participating in conferences and training programs, both students and staff are encouraged to step outside their comfort zones and bring back valuable insights to the school community.

6. Exhibitions and Scholars' Showcase

At the end of each semester, students present their exhibitions, showcasing their learning, achievements, and growth. These exhibitions are a key component of the PBL approach, providing students with an opportunity to demonstrate their understanding and application of knowledge. Additionally, the annual Scholars' Showcase allows students to display their projects, artwork, and academic achievements to the school community, fostering a culture of learning, creativity, and community engagement.

7. Community Partnerships

Real World Preparatory is committed to building strong partnerships with local businesses, organizations, and community members. These partnerships provide students with access to internships, mentorship programs, and networking opportunities, enriching their educational experience and broadening their perspectives. By establishing these connections, we aim to equip students with the resources and support they need to pursue their academic and career goals effectively.

8. Restorative Practice Program

To promote a positive and inclusive school environment, Real World Preparatory implements a Restorative Practice Program. This program focuses on building strong community bonds, resolving conflicts constructively, and fostering positive relationships among students and staff. Through comprehensive training in restorative principles from International Institute of Restorative Practices , our educators are equipped to address conflicts and incidents in ways that prioritize accountability, empathy, and collaboration. This approach has been shown to reduce disciplinary issues, improve school climate, and enhance students' overall well-being. Our goal is to cultivate a supportive and inclusive school environment where accountability, empathy, and collaboration take precedence over punitive measures. During the 2013-14 school year, Chicago Public Schools implemented Restorative Practices and saw a 35 percent reduction in student arrests in school and a 15 percent reduction in out-of-school student arrests. The researchers also saw declines in arrests for both violent and non-violent offenses. In addition to significant decreases in student arrests, restorative justice practices decreased out-of-school suspensions by 18 percent and improved students' perceptions of school climate (NEA, 2023).

Impact on Student Outcomes

Real World Preparatory's education program is designed to have a profound impact on student outcomes, particularly for the targeted population. By emphasizing personalized learning, students are more likely to stay engaged and motivated, leading to higher academic achievement and a deeper understanding of the material. The focus on real-world experiences ensures that students are not only prepared for academic success but are also equipped with the practical skills and knowledge needed to thrive in their future careers.

The student-centered and project-based approaches foster critical thinking, creativity, and problem-solving skills, which are essential for success in today's rapidly changing world. The advisory structure and restorative practices create a supportive and inclusive environment, promoting students' social and emotional development, which is crucial for their overall success.
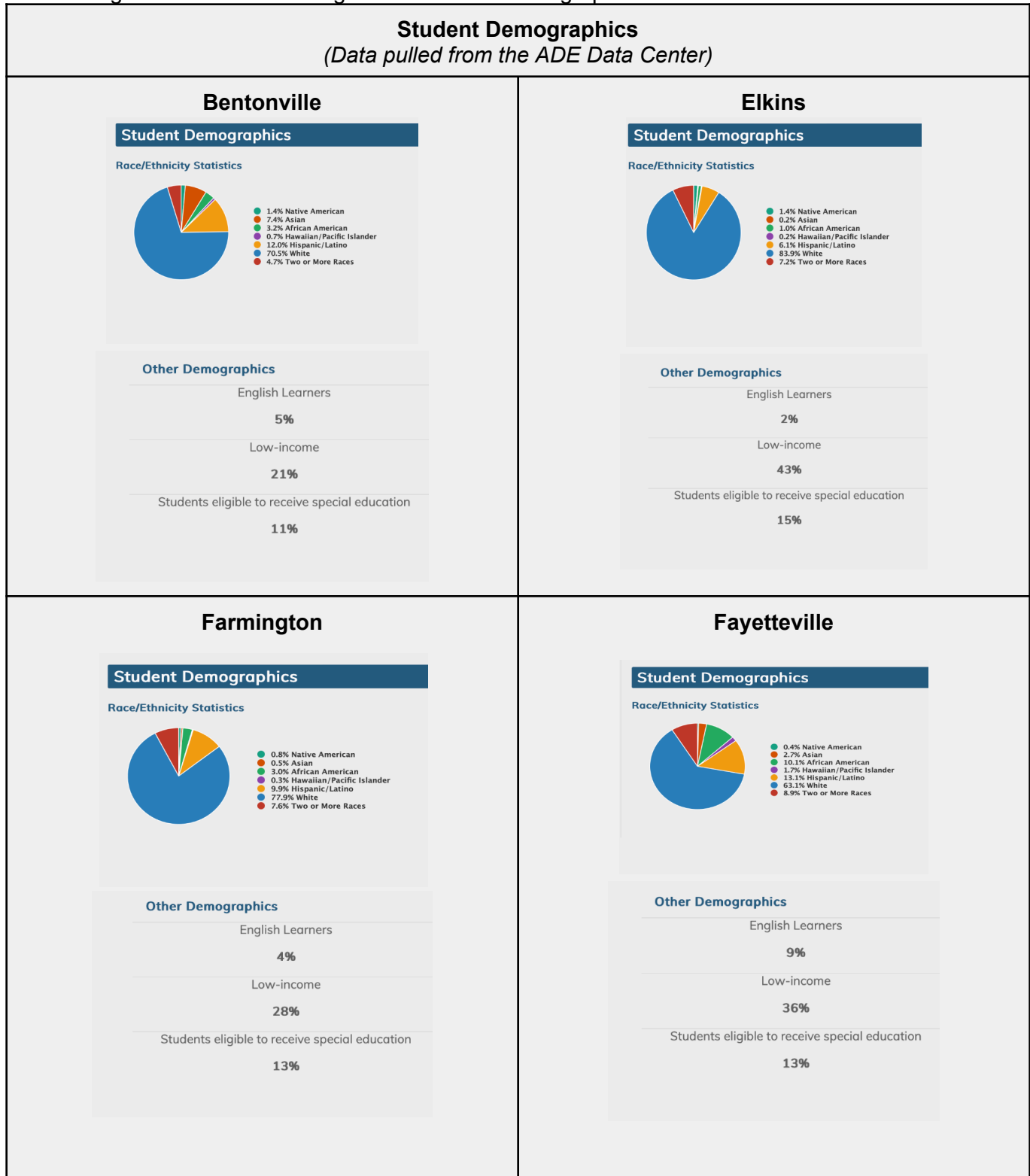
Moreover, by actively involving the community in the educational process through partnerships and real-world learning opportunities, Real World Preparatory helps students build networks and connections that will support them beyond their time at school. This holistic approach ensures that students graduate not only with a strong academic foundation but also with the skills, confidence, and support system needed to succeed in college, careers, and life.

Real World Preparatory is poised to make a significant impact on education in Arkansas, setting a new standard for what it means to prepare students for the future.

B. Evidence of Need, Support, and Involvement

1) *Describe the anticipated student population the school intends to serve. Provide a rationale for seeking to serve this population.*

Real World Preparatory will be located in the Fayetteville School District, but also pulling students from surrounding districts. The following are the student demographics from all districts.

Student Demographics
(Data pulled from the ADE Data Center)

Bentonville

Student Demographics

Race/Ethnicity Statistics

- 1.4% Native American
- 7.4% Asian
- 3.2% African American
- 0.7% Hawaiian/Pacific Islander
- 12.0% Hispanic/Latino
- 70.5% White
- 4.7% Two or More Races

Other Demographics

English Learners

5%

Low-income

21%

Students eligible to receive special education

11%

Elkins

Student Demographics

Race/Ethnicity Statistics

- 1.4% Native American
- 0.2% Asian
- 1.0% African American
- 0.2% Hawaiian/Pacific Islander
- 6.1% Hispanic/Latino
- 83.9% White
- 7.2% Two or More Races

Other Demographics

English Learners

2%

Low-income

43%

Students eligible to receive special education

15%

Farmington

Student Demographics

Race/Ethnicity Statistics

- 0.8% Native American
- 0.5% Asian
- 3.0% African American
- 0.3% Hawaiian/Pacific Islander
- 9.9% Hispanic/Latino
- 77.9% White
- 7.6% Two or More Races

Other Demographics

English Learners

4%

Low-income

28%

Students eligible to receive special education

13%

Fayetteville

Student Demographics

Race/Ethnicity Statistics

- 0.4% Native American
- 2.7% Asian
- 10.1% African American
- 1.7% Hawaiian/Pacific Islander
- 13.1% Hispanic/Latino
- 63.1% White
- 8.9% Two or More Races

Other Demographics

English Learners

9%

Low-income

36%

Students eligible to receive special education

13%

Greenland

Student Demographics

Race/Ethnicity Statistics

- 0.7% Native American
- 0.1% Asian
- 1.6% African American
- 0.4% Hawaiian/Pacific Islander
- 8.2% Hispanic/Latino
- 81.9% White
- 7.2% Two or More Races

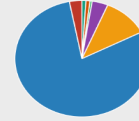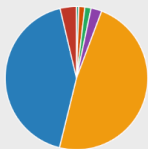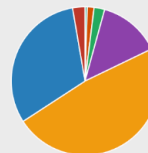**Other Demographics**

English Learners

3%

Low-income

70%

Students eligible to receive special education

15%

Huntsville

Student Demographics

Race/Ethnicity Statistics

- 1.0% Native American
- 1.0% Asian
- 0.5% African American
- 3.8% Hawaiian/Pacific Islander
- 11.1% Hispanic/Latino
- 79.6% White
- 3.0% Two or More Races

Other Demographics

English Learners

7%

Low-income

68%

Students eligible to receive special education

18%

Rogers

Student Demographics

Race/Ethnicity Statistics

- 0.5% Native American
- 1.4% Asian
- 1.4% African American
- 2.5% Hawaiian/Pacific Islander
- 48.1% Hispanic/Latino
- 42.4% White
- 3.7% Two or More Races

Other Demographics

English Learners

28%

Low-income

51%

Students eligible to receive special education

13%

Springdale

Student Demographics

Race/Ethnicity Statistics

- 0.5% Native American
- 1.5% Asian
- 2.3% African American
- 13.6% Hawaiian/Pacific Islander
- 48.0% Hispanic/Latino
- 31.4% White
- 2.7% Two or More Races

Other Demographics

English Learners

34%

Low-income

70%

Students eligible to receive special education

11%

Real World Preparatory is dedicated to serving a diverse student body encompassing individuals from varied socioeconomic backgrounds, cultural identities, and academic abilities. Our commitment to inclusivity and equity in education is foundational to our mission. We value and celebrate the richness of diversity within our student population, recognizing it as a source of strength and enrichment. Embracing students from diverse backgrounds fosters an inclusive learning environment where cultural differences are celebrated, leading to greater understanding and respect among peers.

Our school is firmly committed to providing equitable opportunities for all students to access high-quality education. By serving a diverse student body, we aim to address disparities in educational outcomes and ensure that every student receives the necessary resources and support to achieve academic success and reach their full potential. We understand that students have unique learning styles, interests, and needs. By embracing diversity, we can tailor our instructional approaches, support services, and extracurricular activities to accommodate the individual needs of each student, promoting their holistic development and academic growth.

In today's interconnected world, proficiency in navigating diverse cultural landscapes and collaborating with individuals from different backgrounds is essential. By engaging with a diverse student population, our school equips students with the cultural competence, empathy, and effective communication skills needed to thrive in a global society.

Moreover, we strive to reflect and represent the broader community we serve by attracting students from diverse backgrounds. This fosters stronger community ties and cultivates a sense of belonging among students, families, and stakeholders, fostering a supportive and inclusive educational community that benefits all members.

   2) ***Describe the current educational options available to your target population. Include the overall academic performance of schools located near the proposed school and geographic area.***

Northwest Arkansas offers a variety of educational options, including public, charter, and private institutions. Cities such as Fayetteville, Bentonville, and Springdale also provide Alternative Learning Environments (ALE Programs) tailored to meet the needs of students who may not thrive in traditional school settings.

Real World Preparatory is committed to serving families in the Fayetteville School District and the surrounding districts of Greenland, Elkins, Huntsville, Farmington, and Springdale, specifically targeting students in grades 9 through 12. The following data, sourced from the Arkansas Department of Education Data Center, illustrates the ACT performance in these districts, categorizing them into "in need of support," "close," "ready," and "exceeding" along with the 4-year graduation rate.

		2022-2023				
District	**Subject**	**% In Need of Support**	**% Close**	**% Ready**	**% Exceeds**	4 Year Graduation Rate
Bentonville Enrollment 18,674	ELA	14.81	22.33	32.83	30.04	93.80
	Math	21.15	17.5	23.47	37.88	
	Science	24.67	19.95	26.37	29.01	
District	**Subject**	**% In Need of Support**	**% Close**	**% Ready**	**% Exceeds**	
Elkins Enrollment 1,371	ELA	28.3	23.3	22.5	25.91	>95
	Math	20	27.84	29.32	22.84	
	Science	29.43	24.89	25.91	19.77	
District	**Subject**	**% In Need of Support**	**% Close**	**% Ready**	**% Exceeds**	
Farmington Enrollment 2,685	ELA	31.7	19.77	22.29	26.24	>95
	Math	22.63	31.02	30.36	15.99	
	Science	31.64	21.33	25.1	21.93	
District	**Subject**	**% In Need of Support**	**% Close**	**% Ready**	**% Exceeds**	
Fayetteville Enrollment 10,426	ELA	32.14	16.18	20.43	31.26	92.09
	Math	23.66	23.65	26.15	26.54	
	Science	34.16	19.25	20.22	26.37	
District	**Subject**	**% In Need of Support**	**% Close**	**% Ready**	**% Exceeds**	
Greenland Enrollment 767	ELA	47.03	20.34	16.74	15.89	88.16
	Math	34.32	31.36	24.36	9.96	
	Science	43.22	22.03	20.13	14.62	

District	Subject	% In Need of Support	% Close	% Ready	% Exceeds	
Huntsville Enrollment 2,270	ELA	47.68	22.57	18.07	11.67	81.25
	Math	33.19	30.73	25.67	10.41	
	Science	45.75	24.31	18.9	11.03	

District	Subject	% In Need of Support	% Close	% Ready	% Exceeds	
Rogers Enrollment 15,665	ELA	33.43	20.07	22.11	24.39	93.78
	Math	26.31	26.71	28.55	18.43	
	Science	36.01	23.31	22.31	18.37	

District	Subject	% In Need of Support	% Close	% Ready	% Exceeds	
Springdale Enrollment 21,801	ELA	42.17	21.34	18.69	17.79	86.59
	Math	30.94	30.38	25.66	13.03	
	Science	45.74	23.16	18.91	12.19	

3) ***Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the main challenges to the student's success in the community you seek to serve? What does your proposed school intend to do to address these challenges?***

Based on our outreach, research, and understanding of the community and students we aim to serve, we have identified several key challenges to student success. These include limited access to real-world learning experiences, low reading and math scores, student behavior issues, and lack of student engagement. Addressing these challenges is essential for improving educational outcomes.

The first significant challenge is limited access to real-world learning experiences

Real-world learning is a powerful tool that significantly impacts student success by deepening engagement, motivation, and skill development. When students experience the direct application of their studies in real-life scenarios, learning transforms into something tangible and relevant, sparking curiosity and enthusiasm. This real-life relevance not only makes education more engaging but also enhances understanding and retention of academic concepts. By tackling complex, real-world problems, students develop higher-order thinking skills that translate into improved academic performance.

However, in Northwest Arkansas, access to real-world learning experiences is often limited to students enrolled in specialized programs like Career and Technical Education (CTE) or Jobs for America's Graduates (JAG). This creates a significant gap, as students who don't fit into these programs are left without the benefits of hands-on learning experiences. Limiting real-world learning to a select group exacerbates educational inequality and stifles the potential of many students who could otherwise thrive if given the opportunity to engage in these experiences.

At Real World Preparatory, we believe that every student deserves access to real-world learning. That's why we ensure that all students, regardless of their academic track, will participate in student interest-driven real-world learning experiences annually before graduation. These experiences are tailored to align with each student's passions and career goals, making their education relevant and meaningful. Through internships, project-based learning, and community service initiatives, students at Real World Preparatory will apply classroom knowledge in practical settings, develop essential skills, and gain valuable insights into their chosen fields. This approach not only enhances academic achievement but also prepares students for post-secondary success and empowers them to make meaningful contributions to their communities.

By expanding real-world learning opportunities to all students, Real World Preparatory aims to create a more equitable, engaging, and effective educational environment. Our goal is to close the gap in access and ensure that every student graduates with the skills, knowledge, and experiences necessary to succeed in life.

The second significant challenge to student success is Low Proficiency in Reading and Math skills

In the community Real World Preparatory seeks to serve, a significant challenge to student success is the high percentage of students who are not proficient in reading and math. According to ACT test scores, approximately 50.75% of students in the region fall into the "In Need of Support" and "Close" categories in English Language Arts (ELA), while 49.09% fall into these categories in Math. These numbers indicate a substantial portion of students are struggling academically, which can have long-term effects on their educational and career opportunities.

Proposed Solutions:

1. **Data-Driven Instruction:**
   - **Analysis of Test Data:** Regular analysis of state and formative assessments will be conducted to identify trends, strengths, and areas requiring improvement. Teachers will use this data to inform and tailor their instructional strategies to better meet the needs of their students.
   - **Personalized Learning Plans:** Based on assessment data, individualized learning plans will be developed for each student, focusing on areas where they need the most support. This targeted approach will help address gaps in understanding and improve overall proficiency.

2. **High-Quality Curriculum and Resources:**
   ○ **Curriculum Alignment:** The curriculum will be aligned with state standards and the content of state assessments, ensuring that students are being taught the necessary material to succeed on these tests.
   ○ **Engaging Resources:** A variety of high-quality instructional materials, including digital resources, hands-on activities, and diverse reading materials, will be used to cater to different learning styles and keep students engaged.
3. **Effective Instructional Practices:**
   ○ **Differentiated Instruction:** Teachers will implement differentiated instruction techniques, including small group work, one-on-one tutoring, and adaptive technologies, to provide support tailored to individual student needs.
   ○ **Active Learning:** Active learning strategies, such as cooperative learning and inquiry-based projects, will be promoted to make lessons more engaging and effective, fostering a deeper understanding of the material.
4. **Professional Development:**
   ○ **Ongoing Training:** Teachers will receive ongoing professional development focused on best practices in reading and math instruction, data analysis, and intervention techniques. This training will include specialized programs such as MathQuest, Power Up Literacy, and the Science of Reading.
   ○ **Collaborative Planning:** Teachers will participate in professional learning communities (PLCs) to share strategies and insights, ensuring a consistent and effective approach across the school.
5. **Early Intervention and Support:**
   ○ **Literacy and Numeracy Programs:** Early literacy and numeracy programs will be implemented to identify and support students at risk of falling behind. These programs will be supplemented with additional tutoring and remediation opportunities outside of regular school hours.
   ○ **Tiered Interventions:** A tiered intervention system, including Response to Intervention (RTI) strategies, will be used to provide varying levels of support based on student needs.
6. **Parental and Community Engagement:**
   ○ **Parent and Family Engagement Plan:** The school will develop a comprehensive plan to involve parents in their children's education, including workshops and informational sessions to equip them with strategies to support learning at home.
   ○ **Community Partnerships:** Partnerships with local organizations, libraries, and businesses will provide additional resources and learning opportunities, enriching the students' educational experience.
7. **Focus on Reading and Math Fluency:**
   ○ **Reading Programs:** Programs such as Power Up Literacy will be implemented to build reading fluency, with classroom libraries providing access to a wide range of genres and reading levels.
   ○ **Math Programs:** Illustrative Math will be adopted to focus on conceptual understanding and problem-solving, using engaging tools like math games and real-world applications.

8. **Student Motivation and Engagement:**
   - **Goal Setting:** Students will set personal and academic goals using Naviance, with progress monitored through advisory meetings. Celebrating achievements will help maintain motivation.
   - **Engaging Lessons:** Lessons will be designed to be relevant to students' lives and interests, using real-world examples and hands-on activities to make learning more meaningful.
9. **Monitoring and Accountability:**
   - **Regular Assessments:** Formative and benchmark assessments will be regularly conducted to monitor progress, predict performance on state tests, and adjust instruction as needed. The school will implement a tiered intervention system to address learning gaps early on.

By addressing these challenges through a comprehensive and data-driven approach, Real World Preparatory aims to significantly improve proficiency in reading and math, ensuring that all students are equipped with the skills and knowledge they need to succeed.

2022-2023				
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Bentonville Enrollment 18,674	ELA	14.81	22.33	37.14
	Math	21.15	17.5	38.65
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Elkins Enrollment 1,371	ELA	28.3	23.3	51.6
	Math	20	27.84	47.84
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Farmington Enrollment 2,685	ELA	31.7	19.77	51.47
	Math	22.63	31.02	53.65
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Fayetteville Enrollment 10,426	ELA	32.14	16.18	48.32
	Math	23.66	23.65	47.31

District	Subject	% In Need of Support	% Close	%Total
Greenland Enrollment 767	ELA	47.03	20.34	67.37
	Math	34.32	31.36	65.68
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Huntsville Enrollment 2,270	ELA	47.68	22.57	70.25
	Math	33.19	30.73	63.92
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Rogers Enrollment 15,665	ELA	33.43	20.07	53.5
	Math	26.31	26.71	53.02
District	**Subject**	**% In Need of Support**	**% Close**	**%Total**
Springdale Enrollment 21,801	ELA	42.17	21.34	63.51
	Math	30.94	30.38	61.32
Total Average				
ELA				50.75
Math				49.09

The third significant challenge to student success is student behavior.

Based on research, outreach, and an understanding of the community and students Real World Preparatory seeks to serve, one of the most significant challenges to student success is **student behavior**, particularly the reliance on suspensions as a disciplinary measure. This challenge is compounded by several factors:

1. **High Rates of Suspension:**
   - Suspension, both in-school and out-of-school, is a common disciplinary response. However, this approach often fails to address the underlying causes of behavioral issues and can lead to repeated offenses. The data indicates that suspension is frequently used, suggesting that many students are being removed from the classroom environment, which disrupts their learning process and exacerbates existing educational disparities.

2. **Academic Disruption:**
   - Suspensions result in missed class time, which is particularly detrimental to students who are already struggling academically. Missing instruction not only hinders academic progress but also widens the achievement gap for these students, making it harder for them to catch up and succeed in school.
3. **Lack of Behavioral Support:**
   - Suspension does not provide students with the tools or strategies they need to improve their behavior. Without addressing the root causes of their actions or teaching alternative coping mechanisms, students are likely to repeat the same behaviors, leading to a cycle of disciplinary action that does not result in long-term improvement.
4. **Negative Impact on School Climate:**
   - High suspension rates can create a negative school climate, where students feel alienated or unsupported. This can lead to disengagement, decreased motivation, and a lack of trust in the school system, further hindering student success.

Addressing These Challenges

Real World Preparatory intends to address these challenges through a multi-faceted approach that focuses on restorative practices, personalized support, and proactive behavior management strategies.

1. **Restorative Practice Program:**
   - Real World Preparatory will implement a Restorative Practice Program aimed at reducing reliance on suspensions by addressing conflicts and behavioral issues constructively. This program focuses on building a strong sense of community, promoting empathy, and fostering positive relationships among students and staff. By equipping teachers, staff, and administrators with the tools and training needed to address conflicts through restorative principles, the school aims to resolve issues in ways that are educational and rehabilitative, rather than punitive.
   - The program will include restorative circles, mediation sessions, and conflict resolution workshops, providing students with opportunities to reflect on their behavior, understand its impact on others, and learn alternative ways of coping and interacting. This approach has been shown to reduce repeat offenses, decrease suspension rates, and improve overall school climate.
2. **Advisory Structure for Personalized Support:**
   - Each student at Real World Preparatory will be assigned to a small advisory group led by a dedicated advisor who provides personalized support and guidance. This structure ensures that students receive consistent mentoring and that any behavioral issues are addressed early on in a supportive environment. Advisors will work closely with students to set goals, monitor progress, and develop strategies for managing behavior and academic challenges.
   - Regular advisory meetings will create a safe space for students to discuss their challenges and receive guidance, helping them to develop the social and emotional skills needed to succeed both inside and outside the classroom.

3. **Proactive Behavioral Interventions:**
   ○ The school will implement proactive behavioral interventions aimed at preventing issues before they escalate to the point of requiring suspension. These interventions will include social-emotional learning (SEL) programs, positive behavior reinforcement, and individualized behavior plans for students who need additional support.
   ○ Teachers and staff will be trained to recognize early signs of behavioral issues and to intervene in ways that are supportive rather than punitive. By focusing on positive reinforcement and providing students with the tools they need to manage their behavior, Real World Preparatory aims to reduce the need for suspensions and create a more positive and inclusive school environment.
4. **Academic Support for Suspended Students:**
   ○ For students who do require suspension, the school will implement measures to minimize the academic disruption caused by missed class time. This will include providing access to online learning resources, offering tutoring sessions, and ensuring that students have the opportunity to complete missed assignments.
   ○ Additionally, upon returning to school, students will participate in reintegration meetings with their advisors to review their academic standing, set goals for catching up on missed work, and develop strategies for avoiding future suspensions.

By addressing the challenges related to student behavior through restorative practices, personalized support, and proactive interventions, Real World Preparatory aims to create a school environment that is supportive, inclusive, and conducive to learning. This approach not only reduces the reliance on suspensions but also empowers students to develop the social, emotional, and academic skills they need to succeed. Through these efforts, Real World Preparatory is committed to improving student outcomes and fostering a positive school culture that supports the success of every student.

To implementation a Restorative Practice Plan, we will do the following:

- School directors will attend International Institute for Restorative Practices' online Putting Theory into Practice for School Staff and Administrators
- Educators will attend Restorative Practice for Educators
- Educators will attend pre-selected webinars that will help support key restorative concepts.
- Directors within 5 years will attend Restorative Practices Training of Trainers to become Restorative Practice trainers.

2022-2023			
District	**In-School Suspensions**	**Out-of-School Suspensions**	**Referrals to Law Enforcement**
Bentonville Enrollment 18,674	948	429	1,104
Elkins Enrollment 1,371	72	RV	RV
Farmington Enrollment 2,685	RV	107	10
Fayetteville	394	285	16
Greenland Enrollment 767	13	RV	RV
Huntsville Enrollment 2,270	440	95	RV
Rogers Enrollment 15,665	740	531	2,806
Springdale Enrollment 21,801	1,868	963	476
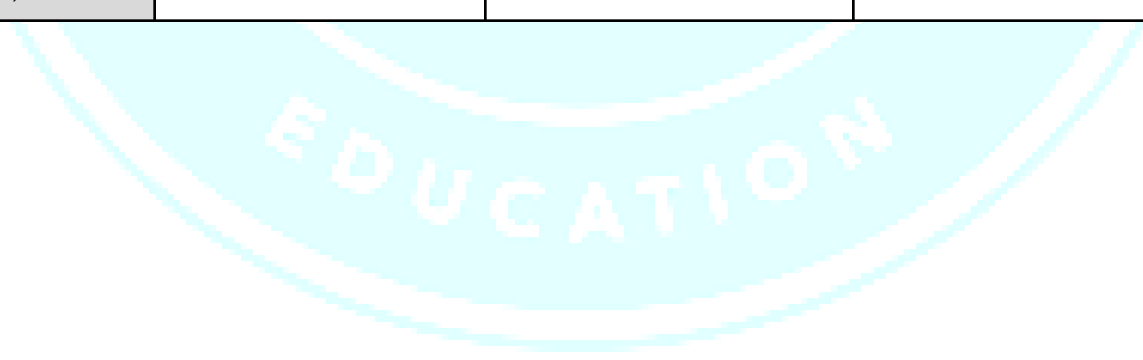
REAL WORLD PREPARATORY RESTORATIVE DISCIPLINE FLOW CHART

TIER 1 BEHAVIORS

The breaking or not following of classroom rules and procedures.

TIER 2 BEHAVIORS

- Disruptive Behavior/Conduct
- Insubordination
- Lying to staff
- PDA
- Tardy
- Profanity

TIER 3A BEHAVIORS

- Truancy
- Harassment/Intimidation/ Bullying
- Recording a Fight
- Forgery
- Theft
- Vandalism
- Obscene Materials

TIER 3B BEHAVIORS

- Assault
- Extortion
- Gang Behavior/Activity/Materials
- Possession of Tobacco/Paraphernalia
- Fighting
- Inciting a Fight
- Arson
- Drugs
- Drug Paraphernalia

TIER 1 DISCIPLINE

- Student not sent to office and Tier 1 interventions implemented
- Evaluate interventions and adjust as needed

TIER 2 DISCIPLINE

- Student not sent to the office unless clear safety violation
- Administration follows up with discipline matrix and restorative Practice interventions if applicable
- Information is entered into PowerSchool for reference
- Restorative practice interventions are applied if applicable upon re-entry

TIER 3A DISCIPLINE

- Student is sent and referred to office
- Administration follows up with discipline matrix and restorative Practice interventions if applicable
- Information is entered into PowerSchool for reference
- Restorative practice interventions are applied if applicable upon re-entry

TIER 3B DISCIPLINE

- Student is sent and referred to office
- Administration follows up with discipline matrix and restorative Practice interventions if applicable
- Information is entered into PowerSchool for reference
- Restorative practice interventions are applied if applicable upon re-entry

REAL WORLD PREPARATORY RESTORATIVE PRACTICE INTERVENTIONS

Intervention	Purpose	Participants	Activities
Re-Entry Meeting	To welcome the student back and set a positive tone for re-entry.	Student, parents/guardians, teachers, administrators, and possibly peers.	Discuss the incident, reflect on the impact, and outline expectations and support strategies.
Restorative Circles	To provide a structured environment for dialogue and mutual understanding.	Student, affected parties, and a trained facilitator.	Share feelings, discuss the harm caused, and collaboratively develop a plan to repair relationships and prevent future incidents.
Individual Counseling or Mentoring	To provide personalized support and guidance to the student.	Student and a counselor or mentor.	Address underlying issues, set personal goals, and develop coping strategies.
Behavioral Contracts	To set clear expectations and responsibilities for the student.	Student, parents/guardians, and school staff.	Develop a written agreement outlining behavior expectations, consequences for non-compliance, and support mechanisms.

RESTORATIVE PRACTICE INTERVENTIONS CONT'D

Intervention	Purpose	Participants	Activities
Peer Mediation	To resolve conflicts and rebuild peer relationships.	Student, peers involved in the conflict, and a trained peer mediator.	Facilitate a dialogue, identify the root cause of the conflict, and agree on steps to move forward positively.
Academic Support	To help the student catch up on missed work and stay on track academically.	Student, teachers, and academic support staff.	Tutoring, homework help, and individualized learning plans.
Follow-Up and Monitoring	To ensure the effectiveness of the re-entry plan and make adjustments as needed.	Student, school staff, and possibly parents/guardians.	Regular progress meetings, ongoing support, and adjustments to the plan based on the student's needs and progress.

The fourth significant challenge to student success is lack of student engagement.

1. **Student Engagement:** One of the primary challenges in the community is low student engagement, which directly impacts attendance and overall academic performance. When students do not feel connected to their school environment, they are less likely to attend regularly and participate actively in their learning.
2. **Attendance Issues:** Chronic absenteeism is another significant issue, often stemming from a lack of motivation, engagement, and a supportive school culture. When students do not see the relevance of their education or feel disconnected from their school community, they are more likely to skip school.
3. **Limited Real-World Learning Opportunities:** The students in the community often have limited access to real-world learning experiences, such as internships or hands-on projects, which are crucial for making education relevant and exciting. Without these opportunities, students may struggle to see the practical value of their education, leading to disengagement.

Proposed Solutions by Real World Preparatory:

1. **Fostering Strong Relationships:** Real World Preparatory will address the challenge of student engagement by fostering strong, supportive relationships between students and staff. Each student will be assigned an advisor and an advisory group, creating a small, close-knit community within the larger school. This daily connection will help build trust, rapport, and a sense of belonging, ensuring that every student feels valued, seen, and heard.
2. **Clear and Consistent Attendance Policies:** The school will implement clear, consistently enforced attendance policies that emphasize the importance of regular attendance. By recognizing and rewarding students for good attendance—through certificates, special privileges, or public recognition—Real World Preparatory will motivate students to attend school consistently.
3. **Engaging Real-World Learning Experiences:** To make education more relevant and exciting, Real World Preparatory will offer an internship program and other real-world learning opportunities. These experiences will allow students to explore their interests, apply classroom knowledge in practical settings, and understand the tangible benefits of their education. By seeing the direct connection between their studies and real-world applications, students will be more motivated to attend school and engage in their learning.

By creating a supportive community, enforcing clear attendance policies, and providing enriching real-world experiences, Real World Preparatory aims to significantly improve student engagement, attendance, and overall success.

2022-2023		
District	**Chronic Absences (whole number)**	**% Student Engagement**
Bentonville Enrollment 18,674	2,735	58.36
Elkins Enrollment 1,371	138	74.19
Farmington Enrollment 2,685	277	80.00
Fayetteville	3,144	57.92
Greenland Enrollment 767	18	74.63
Huntsville Enrollment	220	78.00

2,270		
Rogers Enrollment 15,665	2,317	57.09
Springdale Enrollment 21,801	3,671	54.41

Section 2: Academic Plan

A. Academic focus

1) Describe the school-wide, evidence-based plan that will drive academic improvement for all students and help close achievement gaps. Please provide any relevant research and evidence you used in developing the plan.

1. Research-Based Instructional Practices:

- **Continuous Professional Development:** Teachers at Real World Preparatory will engage in ongoing professional development focused on research-based instructional strategies. This will include workshops, peer collaboration, and coaching sessions designed to enhance instructional effectiveness and address diverse learning needs. Evidence from NASSP supports the idea that continuous learning for educators is crucial in implementing strategies that close achievement gaps.
- **Differentiated Instruction:** Teachers will be trained to differentiate instruction based on student learning styles, needs, and abilities. This approach is supported by research from PowerSchool, which emphasizes the importance of meeting diverse learning needs to improve academic outcomes for all students.

2. Data-Driven Decision-Making:

- **Analyzing Student Data:** Teachers and administrators will regularly analyze student performance data to identify achievement gaps and areas requiring additional support. This data-driven approach is critical for making informed instructional decisions and providing targeted interventions, as highlighted by both NASSP and PowerSchool.
- **Personalized Interventions:** Based on data analysis, personalized interventions will be developed for students who are struggling. These interventions may include tutoring, special education services, or targeted instructional strategies to help close achievement gaps.

3. Curriculum Alignment and Real-World Applications:

- **Rigorous Curriculum Alignment:** The curriculum at Real World Preparatory will be aligned with state and national standards, ensuring that all students receive a high-quality education that prepares them for college and career success. This alignment is essential for maintaining academic rigor and consistency across all subjects.

- **Project-Based Learning and Technology Integration:** To enhance student engagement and motivation, the curriculum will incorporate project-based learning and technology. These approaches provide students with opportunities to apply their knowledge in real-world contexts, making learning more relevant and meaningful.

4. Regular Assessments and Feedback:

- **Formative and Summative Assessments:** Regular assessments will be conducted to track student progress and identify areas for improvement. Formative assessments will provide immediate feedback to guide instruction, while summative assessments will evaluate overall student achievement.
- **Constructive Feedback:** Students will receive constructive feedback that helps them understand their strengths and areas for improvement, empowering them to take an active role in their learning.

5. Support Systems for Struggling Students:

- **Tutoring and Special Education Services:** Robust support systems, including tutoring and special education services, will be in place to address the needs of struggling students. These services will be tailored to provide the necessary support to help all students succeed academically.
- **Targeted Interventions:** Targeted interventions will be developed based on student data to address specific academic challenges. These interventions will be regularly monitored and adjusted to ensure effectiveness.

6. Family and Community Engagement:

- **Partnerships with Families and Communities:** Real World Preparatory will actively engage families and communities as partners in supporting student success. Regular communication, workshops, and involvement opportunities will be provided to ensure that families are involved in their children's education.
- **Community Resources:** The school will leverage community resources to provide additional support and enrichment opportunities for students, further enhancing their educational experience.

7. Commitment to Equity and Access:

- **Equitable Resources and Opportunities:** Real World Preparatory is committed to ensuring that all students, regardless of their background or circumstances, have access to high-quality educational resources and opportunities. This commitment to equity is central to closing achievement gaps and ensuring that every student has the chance to succeed.
- **Inclusive School Culture:** The school will foster an inclusive culture that celebrates diversity and promotes equity, ensuring that all students feel valued and supported in their academic journey.

By implementing this evidence-based plan, Real World Preparatory aims to drive academic improvement for all students and close achievement gaps. The plan is grounded in research and best practices, ensuring that every student receives the support they need to achieve their full potential and providing all students with high-quality educational resources and opportunities, regardless of their background or circumstances.

2) **Describe the school's curriculum and discuss how it will prepare students to meet or exceed Arkansas standards.**
    a) **If the curriculum is fully developed, summarize curricular choices, and explain the rationale for selection. If the curriculum still needs to be fully developed, describe any curriculum decisions made to date, share any proposed curricular decisions that are pending, and explain the process for completion.**

At Real World Preparatory, our curriculum is designed to provide a rigorous and engaging educational experience that aligns with and exceeds Arkansas state standards. Our focus is on developing critical thinking, problem-solving, and real-world application skills through a comprehensive, standards-based curriculum. Below, we outline our curricular choices for English Language Arts (ELA), Math, and Science, as well as our rationale for selecting these programs.

English Language Arts (ELA)

Curricular Choice: Power Up Literacy (HQIM Approved)

Rationale for Selection: Power Up Literacy is a High-Quality Instructional Material (HQIM) approved program that aligns with the science of reading. This program is structured around the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components are critical for developing strong reading skills and ensuring that all students, regardless of their current reading level, have the tools they need to succeed. By using Power Up Literacy, we aim to support students in meeting and exceeding Arkansas literacy standards, ensuring they are prepared for post-secondary success.

Math

Curricular Choice: Illustrative Mathematics (HQIM Approved)

Rationale for Selection: Illustrative Mathematics is an HQIM-approved curriculum that emphasizes problem-solving, conceptual understanding, and mathematical reasoning. This program aligns with Arkansas state standards and provides students with opportunities to engage in rigorous mathematical practices that prepare them for college and careers. The curriculum is designed to be accessible to all students, with differentiated support to meet diverse learning needs. By using Illustrative Mathematics, we aim to ensure that all students develop a deep understanding of mathematical concepts and can apply them in real-world contexts.

Curricular Choices:
1. Physical Science: OpenSciEd
2. Biology: BSCS Biology: Understanding for Life
3. Chemistry: OpenSciEd
   Optional: Physics + Earth and Space Science: OpenSciEd

Rationale for Selection: Our science curriculum is designed to provide students with a strong foundation in scientific principles while emphasizing inquiry-based learning and real-world applications.

OpenSciEd: For both Physical Science and Chemistry, OpenSciEd offers a comprehensive, inquiry-based curriculum that engages students in hands-on investigations and collaborative problem-solving. This curriculum is aligned with the Next Generation Science Standards (NGSS) and supports students in developing a deep understanding of scientific concepts while honing their critical thinking and communication skills.

BSCS Biology*:* Understanding for Life: This biology curriculum focuses on helping students understand the interconnectedness of life through a lens of scientific inquiry. It encourages students to explore biological concepts in depth, with an emphasis on real-world applications and ethical considerations. By fostering a deep understanding of biology, students are better prepared to meet state standards and succeed in future scientific endeavors.

Curriculum Development Process

Our curriculum at Real World Preparatory is designed to not only meet but exceed Arkansas state standards by providing students with high-quality, engaging, and relevant educational experiences. Through the careful selection of HQIM-approved programs and a commitment to continuous improvement, we are confident that our curriculum will prepare students for academic success and equip them with the skills they need to thrive in college, careers, and beyond. While our core curricular choices have been made, we also recognize the importance of ongoing refinement and adaptation to meet the evolving needs of our students and ensure alignment with Arkansas standards. Our curriculum development process will involve continuous feedback from educators, students, and stakeholders to ensure that our instructional materials remain relevant, engaging, and effective.

> b) *Provide evidence or documentation that the literacy curriculum chosen is based on the science of reading. Describe your strategy for students reading at or above grade level or higher and your strategy for students reading below grade level.*

To ensure that our students receive high-quality literacy instruction, Real World Preparatory has selected Power Up Literacy, a High-Quality Instructional Material (HQIM) approved program, and Transitional English 12 as part of our literacy curriculum. Both of these programs are grounded in the science of reading, a research-based approach that emphasizes the essential components of effective reading instruction.

Power Up Literacy - HQIM Approved

Power Up Literacy is a comprehensive program that aligns with the science of reading by focusing on the five essential components of reading instruction:

1. **Phonemic Awareness**: The program includes activities that develop students' ability to hear and manipulate sounds in words, which is a critical foundational skill for reading.

2. **Phonics**: Systematic and explicit phonics instruction is a key feature of Power UP Literacy, helping students understand the relationship between letters and sounds.

3. **Fluency**: The program emphasizes reading fluency, ensuring that students can read with accuracy, speed, and expression, which is vital for comprehension.

4. **Vocabulary**: Power Up Literacy includes targeted vocabulary instruction, teaching students the meaning of words and how to use them in context.

5. **Comprehension**: The program provides strategies and practice opportunities for students to understand and analyze texts, fostering higher-order thinking and deep comprehension.

The HQIM approval of Power Up Literacy by the Arkansas Department of Education confirms that the program meets the state's rigorous standards for high-quality instructional materials. This endorsement ensures that our literacy instruction is not only research-based but also aligned with Arkansas standards and best practices for reading instruction.

Transitional English 12

Transitional English 12 is designed to bridge the gap between high school and post-secondary literacy demands. This course emphasizes reading and writing skills that are crucial for college and career readiness. Based on the science of reading principles, Transitional English 12 includes:

Text Complexity: Students engage with increasingly complex texts, building their ability to comprehend and analyze challenging materials.
Critical Reading and Writing: The course emphasizes critical thinking, requiring students to make inferences, analyze arguments, and synthesize information from multiple sources.
Writing Across Genres: Students develop their writing skills across various genres, including expository, argumentative, and narrative writing, all of which are essential for academic and professional success.

Evidence of Alignment with the Science of Reading

Both Power Up Literacy and Transitional English 12 have been selected for their alignment with the science of reading and their proven effectiveness in improving literacy outcomes. These programs are evidence-based and have been vetted through rigorous evaluation processes to ensure they meet the needs of all learners, particularly those who are struggling with reading.

By implementing these programs, Real World Preparatory is committed to providing high-quality literacy instruction that prepares all students for success in reading, writing, and beyond. Our literacy curriculum is designed to meet students where they are and support their growth toward becoming proficient, confident readers and writers.

Course	9th Grade	10th Grade	11th Grade	12th Grade
ELA	Power Up Literacy - HQIM Approved			*Transitional English 12*
Math	Illustrative Mathematics - HQIM Approved			Transitional Math Ready
Science	Physical Science - OpenSciEd	BSCS Biology: Understanding for Life	Chemistry - OpenSciEd	

Strategies for Supporting Students Reading Below Grade Level

We are committed to ensuring that all students achieve grade-level reading proficiency, regardless of their starting point. For students who are reading below grade level, our approach is rooted in evidence-based practices and individualized support that align with the principles of the science of reading.

1. Comprehensive Assessment and Progress Monitoring: We will begin by conducting thorough assessments to identify each student's specific areas of need in reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. To support this process, we will specifically use Lexia, a proven tool for diagnosing reading difficulties and tracking progress. Ongoing progress monitoring with Lexia will ensure that interventions are responsive and effective, allowing us to make timely adjustments to instruction as needed.

2. Systematic, Explicit Instruction: Our reading intervention will include systematic and explicit instruction in the key components of reading. This instruction will be structured and sequential, providing students with clear, direct teaching of foundational reading skills. The focus will be on developing strong decoding skills, building vocabulary, and enhancing reading fluency and comprehension.

3. Targeted Interventions: We will implement targeted interventions tailored to each student's unique needs. This will involve using Lexia reading programs and Power Up Literacy, both of which are designed to support struggling readers. These programs provide a structured, adaptive learning experience that helps students build essential reading skills at their own pace while offering teachers real-time data to guide instruction.

4. Small-Group and One-on-One Instruction: Students reading below grade level will receive additional support through small-group instruction and one-on-one tutoring. Small groups will allow for more focused, individualized attention, ensuring that each student's specific challenges are addressed. One-on-one tutoring will provide intensive support for students who need more personalized instruction to make significant progress.

5. Differentiated Learning Experiences: Recognizing that students learn in different ways, we will offer differentiated instruction that meets students where they are. This will include the use of varied instructional strategies, materials, and pacing to accommodate diverse learning styles and abilities. By providing multiple pathways to learning, we aim to make reading instruction accessible and engaging for all students.

6. Building a Strong Literacy Foundation: In addition to targeted interventions, we will emphasize the development of a strong literacy foundation across the curriculum. This will include integrating reading and writing activities into all subject areas, promoting a culture of literacy within the school, and encouraging regular reading practice both in and out of the classroom.

7. Engagement with Families: We recognize the importance of family involvement in supporting students' reading development. To this end, we will work closely with families to provide resources, guidance, and strategies for reinforcing reading skills at home. Regular communication with parents and caregivers will ensure that they are informed and involved in their child's progress.

8. Professional Development for Educators: Finally, we will invest in ongoing professional development for our educators to ensure they are equipped with the latest research-based strategies for teaching reading. This includes training in the science of reading, effective intervention techniques, and the use of technology to support struggling readers.

By implementing these comprehensive strategies, Real World Preparatory aims to accelerate the progress of students reading below grade level, helping them achieve grade-level proficiency and become confident, capable readers. Our goal is to provide every student with the tools and support they need to succeed in reading and beyond, setting them on a path to academic and personal success.

Strategy for students reading at or above grade level or higher.

1. ***Differentiated Instruction:*** We will provide access to advanced reading materials that are both complex and challenging, yet tailored to match students' reading levels and interests. By offering a diverse selection of texts, we ensure that students encounter stimulating and age-appropriate literature that promotes critical thinking and deepens comprehension. Additionally, allowing students the freedom to choose their own reading materials will foster a sense of ownership and intrinsic motivation. This choice empowers students to explore topics they are passionate about, making reading a more personal and engaging experience. Together, these strategies will support students in advancing their reading skills while maintaining their enthusiasm and interest in literature.

2. ***Independent Projects:*** Implement independent reading projects and reading journals as key components of our curriculum. Independent reading projects will allow students to delve into a specific topic or author over an extended period, encouraging thorough exploration and critical

analysis. These projects foster a deeper understanding of the material and enhance research and presentation skills. Concurrently, students will maintain reading journals where they reflect on their reading experiences, make personal connections to the texts, and pose thoughtful questions. This reflective practice not only helps students internalize and analyze what they read but also develops their ability to articulate their thoughts and insights. Together, these strategies will cultivate a more meaningful and self-directed approach to reading, promoting both academic growth and a lifelong love of literature.

3. ***Discussion and Debate:*** Establish book clubs and incorporate Socratic seminars into our curriculum. Book clubs will create opportunities for small groups of students to engage in lively discussions and debates about the themes, characters, and ideas presented in their readings. This collaborative environment fosters diverse perspectives and encourages students to articulate their thoughts and listen actively to their peers. Complementing this, Socratic seminars will be employed to facilitate structured, in-depth discussions that promote rigorous analysis and critical inquiry. Through these seminars, students will explore complex questions, engage in reflective dialogue, and develop their ability to think critically and reason effectively. Together, these methods will cultivate a dynamic learning environment where students actively engage with texts and develop essential skills for thoughtful and analytical reading.

3) ***Describe the professional learning opportunities and support provided to educators to implement the described academic plan.***

Implementing Real World Preparatory's academic plan necessitates a robust system of professional learning and support for educators. The following outlines the strategies and resources provided to ensure that all teachers are equipped to deliver high-quality instruction and address the diverse needs of students.

1. Science of Reading (SoR) Training:

- **Proficiency and Awareness:** In alignment with the Right to Read Act, all elementary and special education teachers will demonstrate proficiency in scientific reading instruction, while content-specific educators and administrators will demonstrate awareness. Special Education teachers will complete a Prescribed Pathway for Proficiency Credential, and all 7-12 educators and administrators will complete the Prescribed Pathway for Awareness. School directors will become ADE Certified SoR Assessors.
- **ArkansasIDEAS SoR Pathway:** All teachers will undergo training in the ArkansasIDEAS Science of Reading Awareness Learning Path, enhancing their understanding of evidence-based reading instruction. This ensures that educators are well-prepared to support literacy proficiency for all students.

2. Initial Training and Orientation:

- **Comprehensive Workshops:** Educators will participate in workshops that cover the core components of the academic plan, including curriculum design, instructional strategies, and assessment methods.
- **Orientation for New Teachers:** New teachers will receive orientation sessions to familiarize them with the school's culture, policies, and academic expectations, ensuring a smooth transition into the school community.

3. Ongoing Professional Development:

- **Monthly PD Sessions:** Regular professional development sessions will focus on topics such as differentiated instruction, culturally responsive teaching, and data-driven decision-making, ensuring that teachers continuously refine their instructional practices.
- **Specialized Training:** Targeted training sessions will address specific instructional needs, such as integrating technology, project-based learning, and fostering critical reading and thinking skills, particularly in ELA.

4. Collaborative Learning:

- **Professional Learning Communities (PLCs):** Educators will engage in weekly PLC meetings to share best practices, discuss challenges, and collaboratively plan lessons, fostering a collaborative and supportive professional environment.
- **Peer Observations:** Monthly peer observations will allow teachers to learn from each other, gain new insights, and provide constructive feedback, promoting a culture of continuous improvement.

5. Coaching and Mentoring:

- **Instructional Coaches:** Dedicated instructional coaches will provide personalized support, model effective teaching strategies, and assist with lesson planning, ensuring that teachers have the resources and guidance needed to implement the academic plan effectively.
- **Mentorship Programs:** Experienced teachers will mentor new and less experienced colleagues, offering guidance and support as they navigate the complexities of implementing the academic plan.

6. Access to Resources:

- **Online Learning Platforms:** Teachers will have access to online platforms with a wide range of resources, including lesson plans, instructional videos, and assessment tools, making it easier to implement and adapt instructional strategies.
- **Resource Libraries:** Both physical and digital libraries will be available, equipped with books, articles, and teaching aids that align with the academic plan and support teachers in their professional growth.

7. Data and Assessment Training:

- **Data Analysis Workshops:** Educators will be trained on how to analyze student data to inform instruction and improve student outcomes, a critical component of data-driven decision-making.
- **Assessment Literacy:** Teachers will attend professional development sessions on creating and using formative and summative assessments effectively, ensuring that they can accurately gauge student progress and adjust instruction accordingly.

8. Support for Special Populations:

- **Inclusive Education Training:** Educators will receive training on strategies for supporting students with diverse learning needs, including those with disabilities and English language learners, ensuring that all students receive the support they need to succeed. Ideally a majority of our staff will be ESOL certified. Currently our Superintendent is certified and will continue to promote and encourage certification.
- **Cultural Competency:** Training on culturally responsive teaching practices will ensure that educators are equipped to create an inclusive classroom environment where all students feel valued and supported. Not only will this training take place inside the school, but we will also be involved and immersed in the community and the cultures that make up our community.

9. Well-being and Self-Care:

- **Stress Management:** Sessions on managing stress and maintaining work-life balance will be offered, helping educators maintain their well-being and effectiveness in the classroom.
- **Support Groups:** Educators will have access to support groups where they can discuss challenges, share strategies, and receive emotional support, fostering a positive and resilient teaching community.

10. Leadership Development:

- **Leadership Training:** Programs will be offered to develop leadership skills among educators, preparing them for roles such as department heads or instructional coaches.
- **Professional Growth Plans:** Personalized growth plans will be developed to help educators set and achieve professional goals, ensuring continuous professional development and career advancement.

Conclusion: By providing these comprehensive professional learning opportunities and support systems, Real World Preparatory ensures that educators are well-equipped to implement the academic plan effectively. This investment in teacher development is expected to lead to improved student outcomes and a cohesive, supportive educational environment.

> *4) **Explain the proposed master schedule. Describe why this schedule will be optimal for student learning. Summarize how the school will plan time for teacher development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities. Provide a copy of the proposed annual academic calendar and proposed master schedule with this application.***

Real World Preparatory will implement a block schedule that significantly exceeds the required instructional time daily. This schedule is designed to optimize student learning, engagement, and development by providing extended class periods, dedicated time for interventions and enrichment, and opportunities for real-world learning experiences.

Master Schedule Highlights:

- **A/B Day Structure:**
  - **Monday and Thursday:** A days with Blocks 1-4.
  - **Tuesday and Friday:** B days with Blocks 5-8.
  - **Wednesday:** Students attend core blocks and flex time in electives to get additional instruction, allowing them to touch base with all their subjects mid-week.
- **Daily Advisory Period:** Between Block 1 and Block 2, students will participate in a 45-minute advisory period focused on Social Emotional Learning (SEL), community service learning reflections, and career exploration.
- **3-Minute Passing Periods:** Between each block to allow smooth transitions without wasting excessive time.
- **Wednesday Afternoons:** Dedicated to turning passions into opportunities through career exploration, internships, SEL activities, community service, and outreach projects. Wednesday afternoons will be a cultural pillar for Real World Preparatory. Building networks in the community will be essential to building a successful community of practice and increasing each social capital of each student.

Why This Schedule is Optimal for Student Learning:

- **Improved Achievement with Extended Time:**
  - **The longer class periods inherent in a block schedule allow for in-depth exploration of subjects, more hands-on activities, and increased opportunities for students to engage deeply with the material. This is particularly beneficial for project-based learning, labs, and group activities that require sustained focus and time.**
    - Research by **Queen (2000)** found that students in block schedules generally outperform their peers in traditional schedules on standardized tests. The extended time allows for more comprehensive instruction, giving students the opportunity to explore subjects in depth and at a pace that supports better understanding and retention of material. *Source: Queen, J. A. (2000). Block scheduling revisited. Phi Delta Kappan, 82(3), 214-222.*
    - ***Veal and Schreiber (1999)** demonstrated that block scheduling is particularly beneficial for students with diverse learning needs. The flexible structure allows for differentiated instruction, which is key to supporting students who may require additional time or alternative methods to grasp complex concepts. Source: Veal, W. R., & Schreiber, J. (1999). Block scheduling effects on a state mandated test of basic skills. Education Policy Analysis Archives, 7(29).*
- **Reduced Transitions = Reduction in Behavioral Issues:**
  - With fewer transitions throughout the day, students experience less disruption and more continuity in their learning. This fosters a calmer and more focused learning environment.
    - **Lawrence and McPherson (2000)** found that schools utilizing block scheduling report fewer disciplinary issues. The reduction in transitions and the sustained focus within longer periods contribute to a more orderly and conducive learning environment. *Source: Lawrence, W. W., & McPherson, D. D. (2000). A comparative study of block scheduling and traditional scheduling. Education Policy Analysis Archives, 8(23).*

- **Teachers: Flexibility in Instruction and Enhanced Student-Teacher Relationships**
  - The block schedule supports a variety of instructional methods. Teachers can incorporate different teaching styles and methods tailored to meet diverse student needs. This includes differentiated instruction, personalized learning, and collaborative group work.
    - According to **Maltese, Dexter, Tai, and Sadler (2007)**, the extended periods in block scheduling allow for stronger relationships between teachers and students. The additional time spent together enables more personalized instruction and better opportunities for teachers to address individual student needs. *Source: Maltese, A. V., Dexter, K. M., Tai, R. H., & Sadler, P. M. (2007). The effect of high school block scheduling on college performance. Education Policy Analysis Archives, 15(25).*
- **Increased Achievement and Engagement:**
  - Longer periods allow students to concentrate on fewer subjects each day, enhancing their ability to focus and retain information. This structure also reduces the cognitive load on students, allowing them to manage their workload more effectively.
    - *A study by **Lewis, Dugan, Winokur, and Cobb (2005)** revealed that students in block schedules report higher levels of engagement in their coursework. The longer class periods enable teachers to incorporate a variety of instructional strategies, such as collaborative learning and project-based activities, which increase student motivation and participation. Source: Lewis, C., Dugan, J., Winokur, M., & Cobb, R. (2005). The effects of block scheduling on high school academic achievement. NASSP Bulletin, 89(645), 72-89.*
- **Preparation for College and Career:**
  - By mirroring the structure of many college courses, the block schedule prepares students for the expectations of post-secondary education and the workforce. Students learn time management and independent study skills that will serve them well beyond high school.
  - Advisors and students will use both the Arkansas State Approved YouScience platform and [Big Picture Learning's ImBlaze platform](#) to document their aptitude, career exploration, community service, and real world learning experiences. ImBlaze is a management system that allows schools and organizations to effectively manage their real-world learning programs. Through ImBlaze's web platform and mobile app, we will curate a database of opportunities, monitor students' search processes, track attendance, ensure compliance, and follow students' experiences to ensure engagement and high outcomes.
    - A study conducted by **Knight and De Leon (1999)** highlighted that block scheduling helps students develop skills that are critical for success in post-secondary education, such as time management, independent learning, and deeper understanding of subject matter. These skills are essential for college and career readiness. *Source: Knight, S. L., & De Leon, N. (1999). Research on block scheduling. ERIC Clearinghouse on Educational Management, University of Oregon.*

- **Dedicated Time for Real-World Learning:**
  - Wednesday afternoons are uniquely dedicated to activities that align students' passions and school curriculum with real-world opportunities. This includes career exploration, internships, community service, and outreach programs facilitated by advisors, approved volunteers, and adjunct faculty. This approach ensures that students not only excel academically but also develop the skills and experiences necessary for success in their future careers.

Teacher Development, Tiered Interventions, and Enrichment:

1. **Teacher Development:**
   - **Professional Development Wednesdays:** Teachers will participate in professional development sessions every Wednesday afternoon from 3:40 PM – 4:40 PM. These sessions will include workshops, collaborative planning, and training on utilizing extended class periods effectively.
   - **Summer Workshops:** Summer workshops will focus on instructional strategies, data analysis, and best practices for Response to Intervention (RTI) implementation. These will be revisited on Wednesdays to reflect, modify, and adjust our practices.
2. **Tiered Interventions:**
   - **RTI Periods:** Two dedicated periods per week are allocated for RTI activities. During these periods, students are grouped based on their individual needs, identified through ongoing formative assessments, Atlas interim, and MAP Growth data. Scheduled with RTI Scheduler.
   - **Targeted Support:** Students requiring additional support will receive targeted interventions during RTI periods, including small group or individualized instruction focused on specific skills or concepts.
   - **Enrichment and Acceleration:** Students performing at or above grade level will engage in enrichment activities or acceleration programs during RTI periods. These opportunities challenge students and promote deeper learning.
3. **Tutoring and Academic Support:**
   - **One-on-One and Small Group Tutoring:** RTI periods will also include time for tutoring sessions, ensuring that students receive the academic support they need to succeed.
   - **Ongoing Assessments:** Teachers will continuously monitor student progress and adjust interventions as necessary, ensuring timely and effective support.
4. **Parent and Community Involvement:**
   - Parents will be kept informed of their child's progress through regular communication and will be involved in the RTI process. Community involvement will also be a key component, particularly in the facilitation of internships and community service opportunities.

This schedule, with its intentional structure and dedicated time for various activities, is designed to meet the diverse needs of students at Real World Preparatory. By providing a balanced and comprehensive approach to education, the school aims to foster academic excellence, personal growth, and career readiness in every student.

Sample student schedule:

Time Slot	Monday and Thursday (A) Day	Tuesday and Friday (B) Day	Minutes	Wednesday	Minutes
7:55am	Entry Bell		5	Entry Bell	5
8:00 - 9:30	Math - Alg 2	English 11	90	8:00 - 8:50 Math - Alg 2	50
				8:53 - 9:43 English 11	50
9:33 - 10:14	Advisory - Internship Class		41	9:46 - 10:36 History - World	50
10:17 - 11:47	Science - Chemistry	History - World	90	10:39 - 11:29 Science - Chemistry	50
11:47 - 12:27	Lunch		40	Lunch (11:29-12:09)	40
12:27 - 1:57	Elective - Foreign Lang or RTI - Math	Elective - Art 2 /PE or RTI - Literacy	90	12:09 - 12:59 Electives (using RTI scheduler)	50
				1:02 - 3:30 Advisory - Internship Class, Community Outreach, SEL, Passion Projects	148
2:00 - 3:30	Programming	Coding	90		
3:30pm	Dismissal		T: 401	Dismissal	T: 398

Proposed Annual Academic Calendar

Real World Preparatory
2025-2026 School Calendar

July
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						**10**

September
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				**21**

October
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	**12/10**

November
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						**15**

December
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			**15**

January
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	**31/18**

February
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						19

March
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				**10/7**

April
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		**21**

May
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						**20**

June
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Legend:
- New Teacher Orientation
- Prof. Development Days
- Holiday – no school
- End/Start of quarter
- Parent–Teacher Conferences

1st 9 weeks: 43
2nd 9 weeks: 40
3rd 9 weeks: 47
4th 9 weeks: 48

Aug 6-8 - New Teacher Orientation
Aug 11-15 - Back to School PD
Sept 1 - Labor Day (No School)
Oct 16 - Parent Teacher Conferences
Oct 17 - PD - Flex
Nov 24-28 -Fall Break (No School)
Dec 22-31 - Winter Break (No School)
Jan 1-2 - Winter Break (No School)
Jan 5 - PD (Make-up Day)
Jan 20 - MLK, Jr. Day (No School)
Feb 13 - PD (Make-up Day)
Mar 17 - Parent Teacher Conferences
Mar 23-27 - Spring Break (No School)
Apr 17 - PD-Flex (Make-up Day)
May 26 - Memorial Day (No School)
*Any additional make-up days will be added during the school day as extended time.

Course Offerings - Master Schedule	
ELA Courses	- English 9 (410000: 1 credit) - English 10 (411000: 1 credit) 418020 English 11/12 Cross-Cultural Literature 418040 English 11/12 Film as Literature 413000 English 12 - Pre-AP English 1 (410100: 1 credit) - AP English Language and Composition (517030: 1 credit)** - Oral Communication: Personal Communication (0.5 credit) (414200: 0.5 credit) - Journalism I (415000: 1 credit) - Creative Writing - One Year 1 Credit (417020: 1 credit)
Math Courses	- Algebra I (430000: 1 credit) - Geometry (431000: 1 credit) - Algebra II (432000: 1 credit) - Pre Calculus (433000: 1 credit) - Pre-AP Algebra 1 (430300: 1 credit) - AP Statistics (539030: 1 credit)**
Science	- Physical Science - Integrated (423000: 1 credit) - Biology - Integrated (420000: 1 credit) - Chemistry - Integrated (421000: 1 credit) - Pre-AP Biology (420100: 1 credit) - AP Biology (520030: 1 credit)**
History	- United States History Since 1929 (470000: 1 credit) - World History Since 1450 (471000: 1 credit) - Civics (0.5 credit) (472000: 0.5 credit) - Economics with Personal Finance (0.5 credit) (474300: 0.5 credit) - Pre-AP World History and Geography (471100: 1 credit) - AP United States History (570020: 1 credit)** - Arkansas History (0.5 credit) (473000: 0.5 credit) - African American History (0.5 credit) (474700: 0.5 credit)
World Language	- Spanish I (440000: 1 credit) - Spanish II (440020: 1 credit)
Fine Arts	- Visual Art Foundations I (450000: 1 credit) - Vocal Ensemble I (452000: 1 credit) - Band I (451000: 1 credit) - Visual Art Appreciation (0.5 credit) (453100: 0.5 credit)
Health and Physical Education	- Health and Wellness (480000: 0.5 credit) - Outdoor Pursuits (485030: 0.5 credit)
CTE Pathways* Goal: complete Level 1 and Level 2 courses in an approved program of study and take Career	- Pre-Education - Teaching and Training - Criminal Justice - Law Enforcement Services - Business Management - Culinary Arts - Computer Science

Practicum for completer status	*Partnering with NWTI and NWACC partnerships for CTE courses requiring large equipment and specialized tools : Construction, Welding – Manufacturing Production, HVAC, Transportation, Automotive

College Courses Many listed will satisfy CTE Pathway and receive college credit.	● Northwest Arkansas Community College offers high school students a variety of concurrent technical programs through its Secondary Career Center and Associate Degrees:
	  ○ Culinary Arts
	  ○ Dental Assisting
	  ○ Certified Nursing Assistant & Patient Care Assistant+
	  ○ Emergency Medical Responder
	  ○ Emergency Medical Technician
	  ○ Construction
	  ○ Robotics STEM I²A
	  ○ Associate of Arts Transfer Degree Path
	  ○ Associate of Science / Liberal Arts & Science Transfer Degree Path
	  ○ Trail Technician
	  ○ Junior Merchant Program (feeder for Walmart)

** Seeking waiver for AP classes. If students request the AP track, we will provide access to AP classes through Virtual Arkansas.

B. Academic Performance

1) ***Explain the process for setting, monitoring, and revising academic performance goals. Include in your response how the proposed school will use data to improve instruction, inform professional development, and evaluate curriculum.***

Setting, monitoring, and revising academic performance goals at Real World Preparatory will be a comprehensive and data-driven process aimed at ensuring continuous improvement in student learning outcomes. The process will involve multiple stakeholders, including teachers, administrators, and support staff, and will be guided by evidence-based practices and assessment data. Here is an overview of the process:

Setting Academic Performance Goals: At the beginning of each academic year, we will collaborate with teachers, administrators, and relevant stakeholders to establish clear and measurable academic performance goals aligned with state standards, district expectations, and the school's mission and vision. These goals will encompass various domains, including student achievement in core subjects, growth targets for different student subgroups, graduation rates, and college and career readiness indicators. Academic performance goals will be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and tailored to the unique needs and characteristics of our student population.

Monitoring Progress: Throughout the academic year, we will utilize a range of formative and summative assessments to monitor student progress toward the established academic performance goals. Teachers will regularly collect and analyze student data, including assessment results, classroom observations, and student work samples, to identify areas of strength and areas needing improvement. Progress toward academic performance goals will be reviewed at regular intervals, such as quarterly data meetings or PLC (Professional Learning Community) sessions, where teachers and administrators will collaborate to identify effective instructional strategies and interventions.

Revising Goals and Instructional Practices: Based on ongoing data analysis and assessment of student progress, we will adapt and revise academic performance goals as needed to ensure alignment with student needs and changing instructional contexts. Teachers will have opportunities for professional development and collaboration to enhance their instructional practices and address identified areas of need. Curriculum revisions and adjustments will be informed by data analysis and evidence of student learning, with input from subject-area experts and instructional leaders.

Using Data to Improve Instruction and Professional Development: We will establish a culture of data-informed decision-making, where teachers regularly use assessment data to inform instructional planning, differentiation, and intervention strategies. Professional development opportunities will be provided to support teachers in effectively analyzing and interpreting assessment data, implementing evidence-based instructional practices, and utilizing technology tools for data-driven instruction. Data review processes will be embedded into regular staff meetings, PLCs, and collaborative planning sessions to facilitate ongoing reflection and improvement in instructional practices.

Evaluating Curriculum Effectiveness: We will conduct regular evaluations of the curriculum to assess its effectiveness in supporting student learning and achievement of academic performance goals. Evaluation criteria will include alignment with standards, coherence and scope, differentiation and accessibility for diverse learners, and evidence of student engagement and mastery. Feedback from teachers, students, and stakeholders, as well as analysis of student performance data, will inform curriculum revisions and enhancements to ensure continuous improvement in teaching and learning.

2) *Describe the promotion/retention policies for students.*

Our promotion and retention policies aim to ensure that all students progress through their education at a pace that matches their academic, social, and emotional development. The goal is to provide support and interventions to help all students succeed.

At the end of each school year, every student will participate in a Promotion Readiness Portfolio Defense. This process involves students presenting their portfolios, which provide a comprehensive view of their academic achievements, progress, and readiness to advance to the next grade level.

The Promotion Readiness Portfolio will include:
- Academic Records: Report cards, standardized test scores, and attendance records.
- Classroom Work: Samples of coursework, projects, and teacher evaluations.
- Intervention and Support Documentation: Records of any additional support received and progress reports.
- Skills and Competencies: Assessments of key skills and personal achievements.
- Reflection and Self-Assessment: A personal statement from the student and a self-evaluation.
- Goals and Action Plans: Academic goals, action plans for improvement, and steps for addressing concerns.
- Parental and Teacher Input: Feedback from parents and recommendations from teachers.
- Additional Evidence: Documentation of extracurricular involvement and behavioral reports.

During the defense, students will present their portfolios to a panel, which will include advisors, teachers, administrators, parents, internship mentors, and school board members. They will discuss their academic journey, reflect on their growth, and demonstrate how they meet the criteria for promotion. This process

not only provides a comprehensive assessment of readiness but also empowers students to take ownership of their learning and showcase their achievements and readiness for the next academic level.

Promotion Criteria:
1. Academic Performance:
    a. Students must achieve passing grades in core subjects such as Math, English, Science, and History.
    b. Completion of required coursework and assignments with satisfactory performance.
2. Attendance:
    a. Regular and punctual attendance is essential. Excessive absences may impact a student's ability to be promoted.
    b.   Compliance with the school's attendance policy is required.
3. Behavior and Conduct:
    a. Adherence to the school's code of conduct.
    b. Positive behavior and engagement in the classroom and school activities.
4. Teacher and Administrator Recommendations:
    a. Input from teachers, counselors, and administrators regarding the student's readiness for the next grade level.
    b. Consideration of the student's overall performance, effort, and growth throughout the year.

Retention Criteria:
1. Academic Deficiencies:
    a. Failing grades in core subjects despite interventions and support. ***(Any student that earns an F in a core subject will automatically be enrolled into summer school)***
    b. Inability to demonstrate proficiency in key academic skills necessary for the next grade level.
2. Attendance Issues:
    a. Chronic absenteeism that has significantly impacted the student's learning and academic performance. ***Except for those circumstances otherwise allowed by rule, any student who is absent from daily attendance for more than ten (10) consecutive school days shall be dismissed or dropped from the attendance records of the school, school district, or open-enrollment public charter school. (Arkansas Code Title 6. Education § 6-18-213. Attendance records and reports generally)***
    b. Failure to comply with the school's attendance policy after interventions.
3. Behavioral Concerns:
    a. Persistent behavior issues that disrupt learning and hinder academic progress.
    b. Failure to comply with the school's code of conduct despite disciplinary actions and support.
4. Lack of Progress Despite Interventions:
    a. Insufficient progress despite receiving targeted interventions such as tutoring, RTI, and other support services.
    b. Recommendations from teachers, counselors, and administrators based on comprehensive evaluations.

Individualized Education Plans (IEPs):
1. For students with special needs, promotion and retention decisions are made in accordance with their IEPs, which outline specific academic and developmental goals tailored to their abilities.

Intervention and Support:

Advisors will play a crucial role in providing intervention and support. They will hold individual meetings with each advisory student to closely monitor progress and regularly review and adjust support plans. These plans may include tutoring, RTI, counseling, and other resources tailored to address both academic and behavioral needs.

In addition to the scheduled Parent-Teacher Conferences, advisors will conduct four Learning Team Meetings each year. These meetings are designed to ensure consistent communication with parents and guardians about their child's progress and any areas of concern. They also offer an opportunity for collaboration with families to support the student's learning and development both at school and at home.

Decision-Making Process:
1. Review Committee:
   a. A review committee comprising advisors, teachers, and administrators will evaluate the student's overall performance and make recommendations for promotion or retention.
2. Comprehensive Evaluation:
   a. A comprehensive evaluation of the student's academic records, attendance, behavior, and interventions received throughout the year.
3. Final Decision:
   a. The final decision regarding promotion or retention will be made based on the review committee's recommendations, considering the best interest of the student's academic, social, and emotional development.

By implementing these promotion and retention policies, the school aims to ensure that each student receives the necessary support to succeed and progress appropriately through their educational journey.

Section 3: Student Services and Special Populations

1) ***Explain the proposed charter school's Multi-Tiered System of Support (MTSS) or similar intervention service models. Please include a description of the model, data, and components that will benefit students with disabilities, emergent bilingual/English learners, and students performing above and below grade level***

We will implement a Multi-Tiered System of Support (MTSS) to ensure that all students receive the necessary interventions and support to succeed academically, socially, and emotionally. We also understand that a Special Education referral can be made at any time, regardless of the student's MTSS tier. We will subscribe and use Positive Behavioral Interventions & Support, a tier 1 program across the board.

The MTSS framework consists of three tiers:

- Tier 1: Universal Support - This tier includes high-quality instruction and interventions provided to all students in the general education classroom. It focuses on differentiated instruction, engaging teaching methods, and evidence-based strategies to meet the diverse needs of students.
- Tier 2: Targeted Support - Students who require additional support beyond Tier 1 receive targeted interventions in small group settings. These interventions are designed to address specific academic or behavioral challenges identified through ongoing progress monitoring and data analysis.

- Tier 3: Intensive Support - Students who require more intensive interventions due to significant academic or behavioral concerns receive individualized support tailored to their needs. This may involve personalized learning plans, one-on-one instruction, or specialized interventions delivered by trained professionals.

Key components of the MTSS model include:

- Data-driven decision making: Regular assessment and progress monitoring will be used to identify students' needs, track their progress, and adjust interventions accordingly.
- Collaborative problem-solving: Educators, administrators, and support staff will work together to analyze data, develop intervention plans, and monitor student progress.
- Family and community involvement: Parents/guardians will be actively engaged in the MTSS process through regular communication, parent education workshops, and involvement in decision-making regarding their child's education.
- Professional development: Ongoing training and support will be provided to teachers and staff to ensure they have the knowledge and skills to effectively implement MTSS practices and interventions.

Overall, the MTSS model at our charter school is designed to create a supportive and inclusive learning environment where every student has the opportunity to thrive academically and socially. Using PBIS will reinforce our core components of discouraging unwanted behavior, positive family-school relationships, establishing procedures and routines, and encouraging appropriate social-emotional behavior.

The school will implement school-wide, research-based instructional strategies tailored to meet the diverse needs of all students, including those with disabilities, emergent bilingual/English learners, and students performing above and below grade level within the same classroom setting.

- For students with disabilities, the school will employ differentiated instruction techniques, including Universal Design for Learning (UDL), to accommodate various learning styles and abilities. This approach ensures that instructional materials and methods are accessible to all students, regardless of their individual challenges or strengths. Additionally, the school will provide targeted interventions and support through a Multi-Tiered System of Support (MTSS) framework to address specific learning needs and promote academic growth.
- For emergent bilingual/English learners, the school will ensure equitable access to education for English Learners (ELs) under federal and state laws. These obligations are outlined to comply with the requirements of Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and the Lau v. Nichols Supreme Court decision of 1974.
- The school will identify students who are English Learners through an initial home language survey upon enrollment. Once identified we will administer the state-approved assessment- ELPA21 (English Language Proficiency Assessment for the 21st Century). ELs will be placed in appropriate language instructional programs that support their English language development and academic achievement.
- EL students will be provided with language instruction educational programs (LIEPs) that are based on sound educational theory, research, and practice.

- Teachers and other staff members who work with ELs will be adequately trained and supported by ESOL certified/ qualified staff to provide effective language instruction and support. Ideally, a majority of staff will be certified within 3 years of employment due to the diverse populations of NWA.
- EL students will be provided supplemental language support services, such as English as a Second Language (ESL) instruction, to help develop English language proficiency.
- EL students will have equal access to the school's core curriculum and educational resources, including instructional materials, technology, and extracurricular activities.
- The school will actively engage parents/guardians of ELs in their children's education and provide them with meaningful opportunities to participate in school activities and decision-making processes. This includes offering interpretation and translation services as needed to facilitate communication with non-English-speaking families.
- The school will monitor the progress of ELs in acquiring English language proficiency and academic content knowledge with regular assessments to ensure that they are making adequate progress toward meeting established goals.
- In classrooms where students perform above and below grade level, the school will implement flexible grouping strategies, such as cooperative learning and peer tutoring, to provide targeted instruction that meets each student's individual needs. This allows for personalized learning experiences tailored to students' specific skill levels and learning goals. Additionally, we utilize formative assessment data to inform instructional decision-making and adjust teaching strategies to address students' varying levels of readiness and mastery.

2) ***Describe how the charter school intends to identify, evaluate, and appropriately place exceptional students with disabilities in the most appropriate educational setting. In your answer, please respond to the following prompts:***

   a) Describe how you will identify students who have a disability and may need special education and related services (Child Find).

Real World Preparatory will conduct Child Find activities to ensure that all children with disabilities within its jurisdiction and in need of special education and related services are identified, located, evaluated regardless of severity of their disability. The school will develop and maintain a written child find plan outlining the systematic and continuous efforts the school will undertake to meet its responsibilities. The plan will include Screening and General Education Interventions, Accommodations, and Strategies. The Screening process will be to identify or predict children who may be at risk for poor learning outcomes. A variety of methods may be used to screen children, including performance on assessments, curriculum-based measures, and/or kindergarten readiness measures. When the school's screening process reveals that a child or groups of children are at risk of not meeting the Arkansas Academic Standards, the Arkansas Child Development and Early Learning Standards and/or established behavioral expectations, the child's need for evidence-based interventions should be considered.

   b) Describe the Least Restrictive Environment continuum available.
The continuum of placements for the Least Restrictive Environment (LRE) includes:
- Regular class with Indirect Service (RG)
  - EX: Special Education teacher consults with General Education teacher on how to best meet the student's IEP goals.

- Regular Class 80% or more (RG)
  - EX: Special Education teacher works directly with the special education student inside the general education classroom such as support facilitation.
- Regular Class 40% to 79% (RR)
  - EX: Special Education student is removed from the general education classroom and is provided specially designed instruction in a resource room setting from the special education teacher.
- Regular Class Less Than 40% (SC)
  - EX: Special Education student is removed from the general education classroom for the majority of the school day and is provided specially designed instruction in a self-contained setting from the special education teacher.
- School-based Day Treatment
  - EX: Day Treatment is the most intensive non-residential program that can be provided over an extended period of time to a Special Education student. School-based day treatment permits access to community-based mental health services in conjunction with and integrated into the student's educational program.
- Special Day School
  - EX: Special Day Schools are day programs licensed through Developmental Disabilities Services (DDS). The school may refer a student to a DDS day program when the school has determined the student is in need of more exceptional education services than the school can provide.
- Residential School
  - EX: Special Education student is placed in a residential facility for the provision of 24/7 treatment and care. The school will identify an approved residential facility that will provide the necessary special education and related services as written in the Individualized Education Plan, but will maintain its responsibility for procedural safeguards being met and the provision of FAPE.
- Hospital Program
  - EX: A hospitalized student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to a hospital, and restricts activities for an extended period of time. Specially designed instruction is provided by the special education teacher in the hospital in person or virtually.
- Homebound Instruction
  - EX: A homebound student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to home, and restricts activities for an extended period of time. Specially designed instruction is provided by the special education teacher either in the home in person or virtually.

c) Describe your plan for adhering to all federal and state special education laws and rules.

The school will adhere to the guidance outlined in the state's Special Education Process Guide (available at https://arksped.ade.arkansas.gov/documents/paperwork-reduction/sped-process-guide.pdf) to ensure the effective provision of special education services to all students who are found eligible under the Individuals with Disabilities Education Act (IDEA) 13 categories. Additionally, we will utilize the state's Eligibility Criteria & Program Guidelines for ages 5-21 (accessible at https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/eligibility-criteria-program-guidelines) to identify potential referral characteristics, conduct necessary screening procedures, gather

required evaluation data, and analyze evaluation results to determine eligibility for any of the 13 IDEA categories. The school will also follow the state's Response to Intervention (RtI) guidance (https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/response-to-intervention)

We are committed to ensuring that exceptional students with disabilities receive the support and services they need to thrive academically, socially, and emotionally. Our approach to identifying, evaluating, and placing these students in the most appropriate educational setting is guided by the following principles:

- **Universal Screening**: We will conduct universal screenings and ongoing assessments to identify students who may be in need of additional support or services. These screenings include measures of academic progress, behavior, and social-emotional well-being.
- **Individualized Evaluation**: For students identified as potentially having a disability, we conduct a comprehensive evaluation to determine their eligibility for special education services. This evaluation may include assessments by school psychologists, special education teachers, speech-language pathologists, and other professionals as needed.
- **Individualized Education Program (IEP) Development**: If a student is found eligible for special education services, an Individualized Education Program (IEP) is developed in collaboration with the student's parents/guardians, teachers, and other relevant professionals. The IEP outlines the student's unique learning needs, goals, accommodations, and services.
- **Least Restrictive Environment (LRE)**: We are committed to providing students with disabilities access to the general education curriculum to the maximum extent appropriate. We strive to place students in the least restrictive environment (LRE) where they can receive the support they need while participating in the general education setting to the greatest extent possible.
- **Continuum of Services**: We will offer a continuum of services to meet the diverse needs of students with disabilities. This may include in-class support, pull-out services, resource rooms, specialized instructional programs, and related services such as speech therapy, occupational therapy, and counseling.
- **Collaboration and Communication**: We prioritize collaboration and communication among all stakeholders involved in supporting students with disabilities, including parents/guardians, teachers, support staff, administrators, and outside agencies or service providers. Regular meetings, progress monitoring, and ongoing communication ensure that the student's needs are addressed effectively.

   d) Describe how you will provide related services such as Speech-Language Therapy, Occupational Therapy and Physical Therapy. (Medicaid cannot be the sole funding source for related services. The district must have its own Medicaid number if related services are billed through Medicaid. The charter is responsible for paying Medicaid match.)

Funding Sources:

To fund these services, the school will utilize a combination of funding streams. While Medicaid can be used to cover some costs associated with these related services, it cannot be the sole funding source. The school district must have its own Medicaid number to bill for services through Medicaid, and the charter school is responsible for covering the Medicaid match.

Additional funds can be sourced from:

1. **Individuals with Disabilities Education Act (IDEA) Funds:**
   These federal funds are specifically allocated to support students with disabilities, ensuring they receive a free appropriate public education (FAPE). IDEA funds can be used to cover costs associated with related services, including Speech-Language Therapy, Occupational Therapy, and Physical Therapy.
2. **State and Local Education Funds:**
   State and local funds allocated for special education can also be used to cover the costs of related services. These funds help ensure that all students, including those with disabilities, have access to the services they need to succeed academically.
3. **Title I Funds:**
   Title I funds, which are federal funds provided to schools with high percentages of students from low-income families, can be used to support services that help close the achievement gap for students who are at risk of academic failure. These funds can be allocated to related services if they are necessary to help these students succeed.
4. **Grants and Partnerships:**
   The school may also seek out grants or establish partnerships with local businesses, non-profits, and community organizations to fund related services. These partnerships can provide additional resources or funding opportunities to support student needs. We will contract services for Speech-Language Therapy, Occupational Therapy, and Physical Therapy through Community Services Inc, and other specialized services in the community.

By leveraging these diverse funding sources, Real World Preparatory can ensure that all students receive the necessary related services to support their educational and developmental goals.

3) *Describe how the school will meet the needs of English Language Learners (ELL). Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.*

We will adopt a comprehensive approach to meet the needs of English Language Learners (ELL) by implementing specific procedures for identifying students, ensuring equitable access to the school's programming, and engaging with their families. Our approach will be in full compliance with Arkansas state laws and federal regulations, including the Equal Educational Opportunities Act (EEOA) and the Every Student Succeeds Act (ESSA).

To identify ELL students, we will utilize a multi-step process:
- **Home Language Survey (HLS)**: Upon enrollment, all students' parents or guardians will complete a Home Language Survey. This survey will help identify students who speak a language other than English at home or who might benefit from additional language support.
- **Initial Assessment**: Students flagged by the HLS will undergo an English language proficiency assessment using the state-approved instrument, such as the ELPA21 (English Language Proficiency Assessment for the 21st Century). This assessment will determine the student's proficiency in listening, speaking, reading, and writing in English.
- **Placement and Notification**: Based on assessment results, students will be identified as ELL if they score below the proficient level. Parents or guardians will be notified of their child's placement in an ELL program and provided with details about the program's goals and structure.

Equitable Access

We will ensure that ELL students have equitable access to all academic and extracurricular programs through the following measures

- **Differentiated Instruction**: Teachers will employ differentiated instructional strategies tailored to the linguistic and academic needs of ELL students. This will include scaffolding techniques, visual aids, and interactive activities to support language development and content mastery.
- **Bilingual and ESL Programs**: The school will offer a range of language support programs, including bilingual education where possible and English as a Second Language (ESL) instruction. These programs will be designed to integrate language learning with academic content.
- **Professional Development**: Regular training will be provided for all teachers and staff on effective ELL instructional strategies and cultural competence. This will ensure that educators are equipped to support the unique needs of ELL students.
- **Access to Advanced Programs**: ELL students will have the same opportunities as their peers to enroll in advanced coursework, including AP classes and extracurricular activities. Additional support will be provided to help ELL students succeed in these programs.

Engaging with ELL Families

We recognize the importance of involving ELL families in their children's education. To this end, the following procedures will be implemented:

- **Language Access Services**: The school will provide translation and interpretation services to ensure that non-English-speaking parents can participate fully in their child's education. Key documents, including enrollment forms, academic reports, and notices, will be translated into the primary languages spoken by the families.
- **Parent Outreach and Education**: Regular workshops and informational sessions will be held to help ELL parents understand the educational system, their rights, and how to support their children's learning at home. These sessions will be conducted in multiple languages as needed.
- **Family Engagement Activities**: The school will organize events that celebrate the cultural diversity of the student body, encouraging families to share their cultural heritage. These activities will foster a welcoming and inclusive school community.

Compliance with Arkansas Laws and Acts

Our ELL program will comply with all relevant Arkansas state laws and Acts, including:

- **Arkansas Department of Education Rules Governing Limited English Proficiency (LEP) Programs**: Adhering to state guidelines for the identification, assessment, and service provision for ELL students.
- **Arkansas Act 1063**: Ensuring that ELL students receive appropriate language assistance services to help them achieve proficiency in English and meet the same academic standards as their peers.
- **Federal Compliance**: Following federal mandates under the EEOA and ESSA to provide ELL students with equal educational opportunities and appropriate language instruction educational programs.

By implementing these strategies and complying with relevant laws, we will create a supportive and effective learning environment for ELL students, ensuring they can achieve academic success and fully participate in the school community.

4) **Describe how the school will meet the needs of gifted and talented students. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.**

Real World Preparatory is requesting a waiver from the requirement to implement a Gifted and Talented (G&T) program. Our decision is based on our commitment to providing a rich, inclusive curriculum that meets the diverse needs of all our students. We believe that every student possesses unique talents and abilities that deserve to be nurtured. Our educational philosophy is rooted in the conviction that a differentiated and comprehensive curriculum can effectively serve all students, including those who might traditionally be identified as gifted and talented. Our teachers will be trained in differentiated instruction techniques that allow them to tailor lessons to meet the varying abilities, interests, and learning styles of each student. This approach ensures that all students are challenged and supported within the general education classroom. We will also offer a wide range of enrichment activities, including advanced coursework, interdisciplinary projects, and extracurricular programs. These opportunities are designed to foster critical thinking, creativity, and problem-solving skills among all students. Lastly, we will promote a collaborative learning environment where students work together on projects and assignments. This approach not only enhances academic skills but also develops social and emotional competencies.

5) **Describe how the school will meet the needs of students at risk of academic failure. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families**

We recognize the importance of meeting the needs of students at risk of academic failure and are committed to implementing proactive measures to support their academic success. Here's how the school will address the needs of these students:

- **Identification of At-Risk Students**: We will utilize a multi-faceted approach to identify students who are at risk of academic failure. This will include analyzing academic performance data, conducting ongoing assessments, considering attendance and behavior records, and gathering input from teachers and support staff.
- **Individualized Support Plans**: Once identified, at-risk students will be provided with individualized support plans tailored to their specific needs. These plans will include targeted interventions, additional academic support, social-emotional learning opportunities, and access to specialized services such as counseling or tutoring.
- **Equitable Access to Programming**: We are committed to ensuring that at-risk students have equitable access to the school's programming and resources. This will involve offering extended learning opportunities, providing access to advanced coursework or enrichment programs, and facilitating participation in extracurricular activities or special projects.
- **Family Engagement**: Engaging families is essential in supporting the academic success of at-risk students. The school will actively involve parents/guardians in the education process by providing regular communication, offering opportunities for involvement in school activities, and providing resources and workshops to support families in helping their children succeed academically.

- **Collaborative Support Teams**: We will establish collaborative support teams consisting of teachers, counselors, administrators, and support staff to coordinate efforts in addressing the needs of at-risk students. These teams will meet regularly to review student progress, adjust support plans as needed, and ensure a holistic approach to student support.
- **Data-Driven Decision Making**: We will use ongoing assessment data from formative assessment, summative assessment, observation, and the technology platforms (YouScience, Power Up Literacy, RTI Scheduler, etc) to monitor the progress of at-risk students and make informed decisions about the effectiveness of interventions and support strategies. Key Performance Indicators will be used to drive the conversations for data-driven decision making. We will always use the baseline for impact on student achievement and positive outcomes to drive all decisions regarding students. This data-driven approach will enable the school to continuously refine and improve its efforts to meet the needs of these students. Both qualitative and quantitative data will be collected and used.

By implementing these strategies and procedures, We aim to provide comprehensive support to students at risk of academic failure, empowering them to achieve their full potential and succeed academically.

6) ***As required by Ark. Code Ann. §6-41-603, all charter schools are required to screen every student in kindergarten through grade 3 (K-3) and those in grades 3-12 who experience difficulty with fluency** using a high-quality, evidence-based screener approved by the Division of Elementary and Secondary Education. Screeners should use the Arkansas Literacy screening assessment in their evaluation. In addition to the screening requirements, describe how the school will provide literacy intervention and dyslexia services for identified students.*

In compliance with Ark. Code Ann. §6-41-603, we will implement a comprehensive approach to literacy screening, intervention, and dyslexia services for students in accordance with state regulations. Here's how the school will address these requirements:

- **Screening Process**: We will utilize a high-quality, evidence-based screener approved by the Division of Elementary and Secondary Education to screen all students in kindergarten through grade 3 (K-3) and those in grades 3-12 who experience difficulty with fluency. The Arkansas Literacy screening assessment will be the primary tool used for this purpose. In addition to using Power Up screeners that give feedback for student level of word study, grammar, comprehension, we will utilize
- **Data Analysis**: Upon completion of the screening process, we will analyze the results to identify students who may be at risk for literacy difficulties or dyslexia. This data-driven approach will inform targeted intervention strategies and support services for identified students.
- **Literacy Intervention**: For students identified as needing literacy intervention, we will implement evidence-based intervention programs and strategies tailored to individual student needs. Power Up Literacy will be used in conjunction with Lexia interventions. These interventions may include small-group instruction, one-on-one tutoring, specialized literacy software or tools, and targeted support from literacy specialists or interventionists.
- **Dyslexia Services**: In accordance with state guidelines, we will provide specialized dyslexia services for students identified as at-risk for or diagnosed with dyslexia. These services may include structured literacy instruction, multi-sensory learning approaches, assistive technology, and accommodations or modifications to support reading and writing proficiency. We will implement the Barton Reading and Spelling System.

- **Professional Development**: We will ensure that educators receive ongoing professional development and training in evidence-based literacy instruction, dyslexia awareness, and intervention strategies. This will enable teachers and support staff to effectively implement literacy interventions and provide appropriate support to students with dyslexia.
- **Progress Monitoring**: We will regularly monitor the progress of students receiving literacy intervention and dyslexia services to assess the effectiveness of interventions and make data-informed adjustments as needed. This ongoing monitoring will ensure that students receive the support they need to succeed academically.

By implementing these measures, the school is committed to promoting literacy development and providing comprehensive support to students at risk for literacy difficulties or dyslexia, thereby empowering them to achieve academic success.

Section 4: School Climate

1. ***Describe the intended school climate/environment. Explain how that climate will promote a positive academic environment and reinforce student intellectual and social development. Include in your explanation how the school climate will be supportive of students with a variety of needs, including students receiving special education services, English language learners, gifted and talented students, and students who are at risk of academic failure.***

The intended school climate/environment at Real World Preparatory is designed to significantly enhance the academic environment and reinforce student intellectual and social development through several key strategies.

Promoting a Positive Academic Environment:

1. **Culture of Respect and Collaboration:**
   By fostering a culture of mutual respect and collaboration, the school will create an environment where students feel valued and supported. This positive atmosphere encourages open communication and teamwork, which are essential for academic success. Students will be motivated to engage actively in their learning, as respectful interactions and collaborative efforts will be modeled and reinforced.

2. **High Expectations for Learning and Achievement:**
   Emphasizing high expectations for academic excellence will drive students to strive for their best. Rigorous academic standards coupled with differentiated instruction will ensure that all students, regardless of their abilities, receive the support they need to achieve their potential. This approach promotes a growth mindset, where students are encouraged to embrace challenges and view setbacks as learning opportunities, thus reinforcing their intellectual development.

3. **Supportive Relationships and Inclusive Practices:**
   Building strong, supportive relationships among students, teachers, and parents will foster a sense of belonging and connectedness. Teachers will provide personalized support, acting as mentors and advocates, which is crucial for both academic and social development. Inclusive practices, such as individualized education plans (IEPs) and English Language Development (ELD) programs, will ensure that students with various needs, including those receiving special education services, English language learners, and gifted and talented students, receive the tailored support they need.

4. **Equitable Access to Resources and Opportunities:**
Ensuring equitable access to resources and opportunities helps address systemic barriers that could impede student success. By collaborating with community organizations and local businesses, the school will provide additional support services and enrichment programs that benefit all students. This approach ensures that students from diverse backgrounds have access to the same opportunities, which is crucial for their overall development and academic achievement.

5. **Holistic Support for Student Well-Being:**
Prioritizing students' social, emotional, and behavioral needs alongside academic growth will create a comprehensive support system. Integrating counseling services, mental health resources, and social-emotional learning (SEL) programs into the school culture will help students develop resilience and emotional regulation. The multi-tiered system of support (MTSS) will offer targeted interventions and wraparound services for students with complex needs, ensuring that every student receives the necessary support to succeed academically and socially.

In summary, the intended school climate at Real World Preparatory will create a nurturing and challenging academic environment by promoting respect, high expectations, inclusivity, equitable access, and holistic support. This comprehensive approach will effectively support students with diverse needs and reinforce their intellectual and social development.

2. ***Describe the school's approach to discipline, behavior intervention, and classroom management. Highlight key policies, systems, and related structures and address how they will support the climate described in question 1 and will comply with Arkansas laws.***

Our approach to discipline, behavior intervention, and classroom management is rooted in fostering a positive and supportive learning environment that promotes student growth, responsibility, and accountability while ensuring compliance with Arkansas laws. Our approach encompasses a combination of proactive strategies, restorative practices, and clear expectations to maintain a safe and respectful school climate. Here's an overview of our key policies, systems, and structures:

Positive Behavior Intervention and Support Framework:
- The school will implement a school-wide PBIS system, which emphasizes positive reinforcement of desired behaviors. Clear expectations for behavior will be established and communicated to students, and positive behaviors will be consistently recognized and rewarded. This proactive approach to behavior management reduces the occurrence of negative behaviors by reinforcing positive actions and creating a predictable, supportive environment.
- We will begin establishing clear expectations for behavior and classroom procedures by having all staff attend Capturing Kids' Hearts training each summer.
- All teachers will attend Back to Basics: Is your PBIS Tier I Foundation Solid? that is hosted by Arkansas State. This training will support teachers with:
  - How to make sure their PBIS leadership is effective
  - How to implement the major components of PBIS Tier I with fidelity
  - How to use data for continuous improvement

Clear Expectations and Rules:
- We will establish clear behavioral expectations and rules that are communicated to students, teachers, administrators, and parents through school-wide initiatives, classroom meetings, and written policies. These expectations are aligned with our core values of respect, responsibility, and integrity and serve as guiding principles for behavior across all school settings.

Restorative Practices and Behavioral Support:

At Real World Preparatory, we are dedicated to fostering a supportive and empathetic school environment by combining restorative practices with evidence-based behavioral strategies. Our approach integrates:

- **Restorative Practices**: At the core of the school's discipline approach are restorative practices, which focus on repairing harm, restoring relationships, and building a strong community. Instead of traditional punitive measures, restorative practices involve the use of restorative circles, conferences, and mediations where students reflect on their actions, understand the impact on others, and work towards making amends. This approach promotes accountability and helps students develop empathy, conflict resolution skills, and a sense of responsibility.
- **School-wide PBIS**: The school will implement a school-wide PBIS system, which emphasizes positive reinforcement of desired behaviors. Clear expectations for behavior will be established and communicated to students, and positive behaviors will be consistently recognized and rewarded. This proactive approach to behavior management reduces the occurrence of negative behaviors by reinforcing positive actions and creating a predictable, supportive environment.
- **Kagan Grouping and Engagement Strategies**: To promote active learning and engagement, Real World Preparatory will incorporate Kagan grouping and engagement strategies in the classroom. These cooperative learning techniques encourage student participation, collaboration, and positive interdependence, which are essential for maintaining an orderly and focused classroom environment. These strategies help students develop social skills and work effectively in teams, aligning with the school's culture of respect and collaboration.
- **Capturing Kids' Hearts**: Capturing Kids' Hearts is another key component of the school's approach to classroom management. This program focuses on building strong, trusting relationships between students and teachers, creating a safe and supportive classroom environment. By fostering connections and establishing a positive classroom culture, teachers can better manage behavior and keep students engaged in learning.

Multi-Tiered System of Support (MTSS):

Our MTSS framework will be utilized to address the varying needs of students related to behavior and discipline:

- **Tier 1 – Universal Supports**: Includes school-wide behavior expectations and preventive strategies for all students. This tier emphasizes creating a positive school culture through consistent reinforcement and clear behavioral expectations.Behavior interventions will be part of the broader MTSS framework, which provides a continuum of support based on the intensity of student needs. Tier 1 interventions will focus on universal supports, such as the school-wide PBIS system and social-emotional learning (SEL) programs.

- **Tier 2 – Targeted Interventions**: Provides additional support for students with mild to moderate behavior concerns. Interventions may include check-in/check-out systems, social skills groups, counseling programs, and behavior contracts to address specific issues and offer more focused assistance. Tier 2 interventions will provide targeted support for students who need additional help, utilizing strategies from restorative practices.
- **Tier 3 – Intensive Support**: Offers individualized support for students with significant behavior challenges. This tier includes personalized behavior plans, counseling services, and referrals to community resources for students needing intensive and specialized support.

This integrated approach ensures we address behavior and discipline with a focus on support, empathy, and proactive strategies, creating a positive and inclusive school environment.

Collaborative Problem-Solving:
- We will emphasize collaborative problem-solving and teamwork among teachers, administrators, counselors, and support staff to address behavior issues effectively and proactively. Regular communication, data analysis, and team meetings will be used to identify trends, implement interventions, and monitor progress towards behavior goals. By working together, we can develop personalized plans and strategies to meet the diverse needs of students while upholding a consistent and fair approach to discipline.

Compliance with Arkansas Laws:
- Our school's approach to discipline, behavior intervention, and classroom management is designed to comply with all relevant Arkansas laws, regulations, and guidelines related to student conduct and discipline. We prioritize fairness, equity, and due process in all disciplinary actions and strive to uphold the rights and responsibilities of students, parents, and staff under state and federal laws.

Supporting the Intended School Climate

The described approach to discipline, behavior intervention, and classroom management directly supports the intended school climate at Real World Preparatory by:

- **Reinforcing a Culture of Respect and Collaboration:** Restorative practices and PBIS encourage respectful interactions and collaboration, helping to maintain a positive academic environment where students feel valued and supported.
- **Promoting High Expectations for Behavior:** By setting clear behavior expectations and providing consistent positive reinforcement, the school promotes a culture where high standards for behavior mirror high academic standards.
- **Fostering Supportive Relationships:** Programs like Capturing Kids' Hearts and the use of restorative practices help build strong, supportive relationships between students and teachers, which are essential for both academic and social development.
- **Ensuring Inclusivity and Equity:** The MTSS framework and tailored interventions ensure that all students, including those with diverse needs, receive the support necessary to succeed, contributing to an inclusive and equitable school environment.
- **Addressing Holistic Well-Being:** The integration of SEL and mental health resources within the behavioral support system ensures that students' social and emotional needs are met, which is critical for their overall well-being and academic success.

3. **Briefly explain the general plan to engage parents in school life and communicate with them regularly about school matters.**

We will engage parents in school life and communicate with them regularly about school matters to build strong partnerships, foster open communication channels, and provide opportunities for involvement and collaboration. Here's an overview of our general plan:

Open Communication Channels:
- We will prioritize open and transparent communication between the school and parents through multiple channels, including emails, newsletters, phone calls, and a dedicated school website. Regular updates, announcements, and reminders will be shared to keep parents informed about school events, activities, policies, and important news. We will subscribe to School Status or a similar program to provide 2 way communication.

Parent-Teacher Conferences:
- We will conduct regular parent-teacher conferences each semester and learning-team meetings each quarter to provide opportunities for parents to meet with teachers, discuss their child's academic progress, address any concerns or questions, and collaborate on strategies to support their child's learning and development.

Exhibitions/Scholars' Showcase:
- Students will present their work, projects, and accomplishments to a diverse audience, including peers, advisors, teachers, parents, and mentors, during exhibitions. Additionally, all students will present their internship projects and/or passion projects to parents and community members. These events provide invaluable opportunities for students to showcase their talents, creativity, and expertise across a range of subjects.

Parent Workshops and Information Sessions:
- We will organize parent workshops, seminars, and information sessions on various topics of interest, such as academic support strategies, social-emotional learning, college and career readiness, and navigating the school system. These sessions will provide valuable resources, tips, and guidance to help parents support their child's education and well-being.

Family Engagement Events:
- We will host family engagement events, such as back-to-school nights, curriculum nights, literacy and math nights, cultural celebrations, and community fairs, to promote family involvement in school life and strengthen connections between home and school. These events will offer opportunities for parents to meet teachers, interact with school staff, and engage in fun and educational activities with their children.

Parent Advisory Committees:
- We will establish a parent advisory committees or councils to provide a platform for parents to voice their opinions, share feedback, and contribute ideas on school-related matters. These committees will meet regularly to discuss school policies, initiatives, and improvement efforts, and collaborate with school leadership to address parent concerns and priorities.

Volunteer Opportunities:
- We will encourage parents to volunteer in various capacities within the school, such as classroom helpers, event organizers, and committee members. Volunteering not only supports school operations and activities but also fosters a sense of ownership, belonging, and community among parents.

Digital Platforms and Technology:
- We will utilize digital platforms and technology tools to facilitate communication and engagement with parents, including online portals, mobile apps, social media platforms, and virtual meeting platforms. These tools will provide convenient access to school information, resources, and updates, and enable real-time communication between parents and school staff.

4. ***Will the school offer any extra and co-curricular activities? If so, please describe.***

We believe in providing a diverse range of opportunities for student involvement and leadership development. Alongside offering traditional clubs like DECA (Distributive Education Clubs of America), Key Club, National Honor Society, FBLA (Future Business Leaders of America, Student Council, FFA (Future Farmers of America), Ethics Bowl, and FMP (Future Medical Professionals), we also encourage and support students in creating clubs based on their unique interests and passions. By allowing students to initiate their own clubs, we foster a sense of ownership and empowerment, enabling them to explore their interests, express their creativity, and engage with their peers in meaningful ways. Whether it's a club centered around community service, cultural appreciation, environmental activism, or any other area of interest, we aim to provide a platform for every student to find their niche, develop leadership skills, and contribute positively to our school community.

We plan to implement an EAST(Education Accelerated by Service and Technology) program by year 4. EAST is an Arkansas-based, worldwide initiative that provides students the opportunity to have relevant, individualized, life-changing educational experiences with a service-based focus. This offering not only increases our offerings and student access to programming, it will align with our root belief in service oriented culture.

If stakeholder surveys indicate interest in activities required to be a part of the Arkansas Activities Association (AAA), our board will revisit becoming AAA members to implement these programs.

5. ***Briefly explain and describe the school's policy concerning how the school will address grievances and complaints. Include what role the governing board may have in complaints. Attach a copy of the current handbook (if possible) describing those policies and procedures.***

The school's policy regarding grievances and complaints is designed to ensure a fair and transparent process for addressing concerns raised by students, parents, staff, or other stakeholders. The procedure will involve the following steps:

- **Initial Informal Resolution**: Encouraging parties to resolve issues informally, such as through discussion with the relevant teacher or staff member.
- **Formal Complaint Procedure**: If the issue remains unresolved, individuals may submit a formal complaint in writing to the appropriate school administrator, outlining the nature of the grievance and any relevant supporting evidence.
- **Investigation and Resolution**: The school administration will conduct a thorough investigation into the complaint, gathering information from all relevant parties. They will then work to resolve the issue in a fair and timely manner.

- **Appeal Process**: If the complainant is not satisfied with the outcome, they will have the option to appeal the decision to the governing board. The governing board will review the case and make a final determination.

The role of the governing board in complaints will include serving as an appeals body, reviewing decisions made by the school administration, and/or overseeing the complaint resolution process.

Section 5: Organizational Plan

A. Governance and Leadership

1) *Please review the Statement of Assurances (see Appendix A) and acknowledge with your signature that they will be addressed through policies adopted by the charter school or sponsoring entity.*

2) *Board of Directors – Provide a list of proposed board members, if identified. Please include the actual or preferred roles of each member, a brief description of major responsibilities, their expertise area (i.e., academics, finances, legal, management, and operations, parents, community leaders, educator, operations, or community relations), and explain the selection process*

   In your answer, Identify the processes and structures that the proposed board will have in place to ensure:
   a) *Effective and efficient operation of school governance*
   b) *Establishment and monitoring of school improvement goals*
   c) *Procedural oversight and monitoring of personnel decisions*
   d) *Fiscal responsibility and sustainability of the school*
   e) *Compliance with all applicable laws and rules concerning ethics*
   f) *Community Engagement*

We are still in the process of adding to our school board, aiming to establish a diverse and effective team of four members. Currently, we have secured very strong individuals who come from various backgrounds, each bringing unique skills and perspectives to the table. This diversity is essential for fostering a comprehensive and innovative approach to our school's governance. Importantly, these members share a deep belief in our school's vision and mission, demonstrating a strong commitment to our goals and values. As we continue to build our board, we are dedicated to ensuring that it reflects a balance of expertise, experience, and a shared dedication to providing an exceptional educational experience for our students.

Our selection process is as follows:

- Define Desired Skills and Expertise
- Identify Potential Candidates
- Conduct Interview
- Evaluate Fit and Diversity
- Nominate and Vote

President: **Aaron White** brings a plethora of experience, with over 13 years in education. He found his love for education by working with youth with disabilities at Arkansas Support Network. Aaron has a Masters degree in School Counseling from Arkansas State University. Aaron currently is the Workforce Trail Advisor for Northwest Arkansas Community College. As the School Board President, Mr. White will play a pivotal leadership role, ensuring effective governance and strategic direction for the school district. This individual presides over all board meetings, facilitating orderly and efficient discussions while collaborating with the superintendent and other board members to set agendas. As the primary spokesperson for the board, the President communicates decisions and policies to the public, media, and stakeholders, fostering transparency and community engagement. Internally, the President ensures robust communication among board members and with the superintendent, supporting a cohesive and informed team. Engaging with the community to understand their needs, the President represents these views to the board, ensuring they are considered in decision-making processes.

In addition to leadership and communication responsibilities, the School Board President oversees the implementation of board policies, aligning them with the district's vision and goals. They mentor board members, facilitate professional development, and ensure effective policy oversight. The President is also responsible for signing official documents, appointing and overseeing board committees, and addressing conflicts to promote consensus and effective decision-making. By upholding legal and ethical standards, ensuring compliance with laws, and promoting transparency, the President holds the district accountable for meeting its educational and operational goals. This comprehensive approach ensures that the school board operates efficiently, maintains a focus on student achievement, and fosters a positive relationship between the district and the community.

Board Members

Emerson Goodwin brings extensive experience in nonprofit management including: corporate and public foundation management, marketing, public relations, community program development and implementation, and fund development. Mr. Goodwin currently serves as the Senior Vice President of Business Development for ARcare in Northwest Arkansas.

Sarah Burns brings over five years in the field of education with a Juris Doctorate from William H. Bowen School of law. She is currently the Journalism and 11th Grade English teacher at McGehee High School in McGehee, Arkansas.

To ensure effective governance and operation of the school, the proposed board will establish the following processes and structures:

- **Governance Policies and Procedures**: The board will develop and implement clear governance policies and procedures outlining its roles, responsibilities, decision-making processes, and protocols for conducting meetings and making decisions.
- **School Improvement Goals**: The board will work collaboratively with district leadership to establish school improvement goals aligned with the district's mission, vision, and strategic priorities. These goals will be regularly monitored and evaluated to ensure progress and effectiveness.

- **Personnel Oversight**: The board will establish procedural oversight mechanisms to monitor personnel decisions, including hiring, evaluation, and retention of staff. This may involve establishing personnel committees, conducting regular performance reviews, and ensuring compliance with employment laws and regulations.
- **Financial Responsibility**: The board will exercise fiscal responsibility and sustainability by developing and monitoring the school's budget, financial policies, and long-term financial plans. This includes overseeing revenue generation, expenditure management, and adherence to budgetary constraints.
- **Ethics and Compliance**: The board will ensure compliance with all applicable laws, regulations, and ethical standards governing school operations, including those related to governance, finance, personnel, and student rights. This may involve establishing an ethics committee, conducting regular audits, and providing training on ethical conduct.
- **Community Engagement**: The board will actively engage with the community to solicit input, build partnerships, and foster transparency and accountability. This may include hosting community forums, conducting surveys, establishing advisory committees, and regularly communicating with stakeholders through newsletters, social media, and public meetings.

By establishing robust processes and structures in these areas, the proposed board will promote effective governance, continuous improvement, accountability, and community involvement, thereby ensuring the success and sustainability of the school.

B. School Administration

1) <u>*Superintendent Position*</u> – *If a superintendent has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a superintendent has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?*

Real World Preparatory Unified Leadership Model

Real World Preparatory will adopt a unified leadership model that integrates the roles of both a superintendent and a principal. These responsibilities will be divided between co-directors, each focusing on their individual areas of strength. This approach ensures streamlined operations and continuity in both our educational and administrative functions.

The selection of a superintendent was made by the founding directors. April Moore, a founding director, will be appointed to this position.

Superintendent Role and Qualifications

The Superintendent must hold a minimum of a Master's degree in educational leadership or administration and either meet or be in the process of meeting Arkansas's certification requirements for both superintendent and principal roles. Ms. April Moore, who holds a Building Level Administrator License, is currently pursuing Superintendent/District Level Licensure. Ms. Moore brings a wealth of experience in education to RWP. While earning her bachelor's degree in organizational management, she worked with juvenile sex offenders at Piney Ridge Center, where she discovered her passion for serving young people who had been marginalized by society.

Education and Certifications:

- Impact Arkansas Graduate - Master of Arts in Educational Leadership, University of Arkansas
- The Arkansas Leadership Academy & Teacher Leadership Institute, June 2021
- Master of Arts in Teaching, University of Central Arkansas
- Certificate in School Management and Leadership, Harvard Graduate School of Education & Business
- Certificate/Endorsement (7-12): ESOL, Arkansas Tech University

Certifications:

- Building Level Administration (P-12)
- Licensed Educator in Middle Childhood Language Arts/Social Studies (4-8)
- Licensed Educator in Middle Childhood Science/Math (4-8)
- Career Preparation Endorsement
- ESOL (K-12)
- Keyboarding/KeyCode (5-8)
- Technical Permit (7-12)
- ACT Certified Educator, February 2021
- CPI (Crisis Prevention Intervention)
- CPR/AED
- Nova Crisis Response Trained

Professional Experience

April Moore has served as a founding member of a start-up charter school and was recruited by a Charter Management Organization (CMO) to open a new campus. Her experience includes policy and procedural development, small school leadership, compliance, school programming, testing, finance, and culture in non-traditional school settings. April is skilled at creating programs responsive to the needs of students and staff, ensuring positive outcomes by leveraging the appropriate resources.

April has undertaken a wide range of roles throughout her career as an educator. Her assignments have included teaching STEM summer camps in collaboration with the University of Arkansas, leading numerous professional development sessions, and serving as a mentor teacher. She has also held positions such as Alternative Learning Environment (ALE) Director, Culture Coach, College and Career Coach, Advisor, Athletic Director, Internship Director, Math Teacher, Science Teacher, English Teacher, Art Teacher, AmeriCorps VISTA Supervisor/Mentor, EAST Teacher, Entrepreneurship Teacher, District Testing Coordinator, and Principal.

During the COVID-19 pandemic, April co-created a model program that guided her previous school through online learning. She also established an internship program that has gained recognition from Boston College, the South Korean Prime Minister of Education, and Big Picture Learning, Inc. Her educational philosophy is centered on relationship building, a personalized approach, and the integration of research-based educational technology to enhance student and staff success.

Daily Duties and Responsibilities

- Public Communications
- Building Public Relations/Social Media
- Hiring & Staffing
- Data Analysis
- Professional Development
- Teacher Evaluation
- Restorative Practices/Discipline
- Student Services

- Attendance
- Budget Management
- Testing
- Internships
- Technology Integration
- Ensuring compliance with state regulations and reporting requirements

April Moore has over 15 years of experience as a licensed educator, along with four additional years of unlicensed teaching. Her unique passion lies in educating the entire community through her students, encouraging family involvement and fostering growth. Ms. Moore has inspired many parents to pursue certifications or return to college, thanks to the strong relationships she builds within the public school system.

2) <u>*Principal Position*</u> *– If a principal has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a principal has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?*

The selection of a principal was made by the founding directors. Crystal Eckles, a founding director, will be appointed to this position.

Principal Roles and Qualifications

The Principal must hold a minimum of a Master's degree in educational leadership or administration and either meet or be in the process of meeting Arkansas's certification requirements for the principal role. Ms. Crystal Eckles, who holds a M.Ed in Educational Leadership, is currently pursuing a District Level Licensure. Ms. Eckles brings a wealth of experience in education to RWP. She has worked in both the traditional and non-traditional school setting.

Education/Certifications/Training

- B.S. in English, University of Arkansas - Fort Smith
- M.Ed. in Educational Leadership, Arkansas Tech University
- Restorative Practice Training, Leaving The Village
- The Art of Coaching, Bright Morning 2023
- Transformational Coaching Accelerators, Bright Morning 2023
- ACT Certified Educator (Basics), 2021
- Edulastic Innovator Team, 2019 - 2020
- Critical Reading Training, 2020

Professional Experience

Ms. Eckles began her education career in 2014 as a Special Education Paraprofessional, and in a short span, she has made a significant impact. Her rapid ascent in the field reflects her passion and dedication to transforming education and supporting students in meaningful ways. She has held key roles, including Advisory Director and Family and Community Engagement Coordinator at a charter school in Fort Smith, Arkansas, where she was also a member of the school leadership and restorative practice leadership teams.

Currently, Ms. Eckles serves as a Program Director for Big Picture Learning, where she develops, manages, and coordinates a regional internship network, ensuring strong communication between

schools, districts, and Big Picture Learning personnel. She has delivered professional development for schools in Arkansas and Big Picture Learning School in Oakland, California, focusing on advisory structures, internship programming, and fostering positive school culture.

In addition to her leadership roles, Ms. Eckles brings valuable classroom experience as an English teacher, Critical Reading teacher, and Special Education Paraprofessional.

Daily Duties and Responsibilities

- Public Communications
- Building PR/Social Media
- Hiring & Staffing
- Data Analysis
- Teacher Supervision
- Professional Development
- Teacher Evaluation (Admin, English and History)
- Restorative Practice/Discipline
- Family and Community Engagement
- Curriculum & Instruction
- Advisory
- Clubs/Activities
- School Safety
- Virtual Learning

C. Faculty and Staff

1) *Describe the school's proposed leadership structure. Include a copy of the school's proposed organizational chart.*

The proposed leadership structure will have two directors, sharing responsibility and authority in leading the school. This collaborative leadership approach aims to promote shared decision-making, diverse perspectives, and holistic leadership oversight. They collaborate closely on strategic planning, instructional leadership, and school management, ensuring alignment with the school's mission and vision. These leaders oversee specific areas, in which they are strong, of school operations, such as curriculum development, and student support services.

REAL WORLD PREPARATORY ORGANIZATIONAL CHART

School Board

School Director
Public Communications
Building PR/Social Media
Hiring & Staffing
Data Analysis
Teacher Supervision
Professional Development
Teacher Evaluation (Admin, English and History)
Restorative Practice/Discipline
Family and Community Engagement
Curriculum & Instruction
Advisory
Clubs/Activities
School Safety
Virtual Learning

School Director
Public Communications
Building PR/Social Media
Hiring & Staffing
Data Analysis
Teacher Supervision
Professional Development
Teacher Evaluation (Admin, Math and Science)
Restorative Practice/Discipline
Students Services: SPED/504/RTI
Attendance
Budget
State Testing
Internships
Technology

Teachers

Classified Staff

Students and Advisory Council

2) *Describe the strategy, plans, and timeline for recruiting and hiring faculty and staff. Explain the school's proposed strategy for retaining high-performing faculty and developing Arkansas Qualified Teachers (AQT).*

The strategy for recruiting and hiring faculty and staff will involve a systematic approach aimed at attracting highly qualified and diverse candidates who align with the school's mission and values. The following outlines the key components of the recruitment and hiring process, along with the proposed timeline:

- **Needs Assessment**: The school will conduct a comprehensive needs assessment to identify staffing needs across various departments and positions. This assessment considers factors such as student enrollment projections, curriculum requirements, and programmatic goals.
- **Job Posting and Advertising**: Job postings will be created and advertised through multiple channels, including online job boards, professional networks, educational institutions, and community organizations. The postings will highlight the school's unique mission, vision, and values to attract candidates who are passionate about our educational philosophy.

- **Candidate Screening and Selection**: A screening committee composed of school administrators, faculty members, and community representatives will review applications and select candidates for initial interviews based on predetermined criteria. The selection process will emphasize candidates' qualifications, experience, expertise, and alignment with the school's educational approach.
- **Interview Process**: Shortlisted candidates will participate in a series of interviews with students, school administrators, department heads, faculty members, and other stakeholders. These interviews assess candidates' fit with the school culture, their ability to contribute to the school community, and their alignment with the school's mission and values.
- **Reference Checks and Background Screening**: Finalists will undergo reference checks and background screening to verify their qualifications, credentials, and suitability for employment. This process ensures the integrity and safety of the school environment.
- **Offer and Negotiation**: Offers of employment will be extended to selected candidates, outlining the terms and conditions of employment, including salary, benefits, and start date. Negotiations may occur to finalize employment agreements and address any specific concerns or preferences.
- **Onboarding and Orientation**: Newly hired faculty and staff will participate in comprehensive onboarding and orientation programs designed to familiarize them with the school's policies, procedures, expectations, and resources. These programs facilitate a smooth transition and integration into the school community.

Retention Strategy:

The school's proposed strategy for retaining high-performing faculty and staff focuses on creating a supportive, inclusive, and professional work environment that values collaboration, growth, and recognition. The following elements contribute to this strategy:

- **Professional Development Opportunities**: The school will invest in ongoing professional development opportunities to support faculty and staff in enhancing their skills, knowledge, and effectiveness in their roles. These opportunities may include workshops, seminars, conferences, and continuing education programs tailored to individual needs and interests. We are committed to providing ongoing professional development and support to help instructional staff meet promotion criteria and enhance their teaching practice. Teachers will have access to a variety of professional learning opportunities, including workshops, conferences, peer collaboration, and instructional coaching, tailored to their individual needs and career goals. Supportive mentoring and coaching relationships will be established to assist teachers in developing the skills and competencies necessary for promotion and career advancement.
- **Mentoring and Coaching**: The school will implement a mentorship and coaching program that pairs new and experienced faculty and staff members to facilitate knowledge sharing, skill development, and career guidance. Mentors will provide support, feedback, and encouragement to mentees, helping them navigate challenges and achieve their professional goals.
- **Performance Evaluation and Feedback**: The school will conduct regular performance evaluations to assess faculty and staff performance, provide constructive feedback, and identify areas for growth and development. These evaluations will be conducted in a transparent and collaborative manner, with opportunities for self-reflection and goal setting. Promotion decisions will be informed by comprehensive evaluations of instructional staff performance, conducted through a systematic and transparent process. Evaluations will include multiple measures of teacher effectiveness, such as classroom observations, student achievement data, professional

portfolios, and self-reflection. Feedback from administrators, colleagues, and stakeholders will be solicited and considered in the promotion decision-making process, with an emphasis on continuous improvement and growth. Retention decisions will be based on a fair and equitable assessment of teacher performance, professional conduct, and alignment with school values and expectations. Teachers identified as struggling or in need of support will be provided with targeted professional development, mentoring, and coaching to address areas of concern and improve performance. In cases where retention is not feasible or in the best interest of the school community, clear procedures for non-renewal or dismissal will be followed, consistent with applicable laws and regulations.

- **Recognition and Rewards**: The school will recognize and reward high-performing faculty and staff through various mechanisms, such as performance-based bonuses, awards, accolades, and public recognition. These incentives acknowledge exemplary contributions, encourage continued excellence, and foster a culture of appreciation and motivation.
- **Work-Life Balance Initiatives**: The school will promote work-life balance by offering flexible work arrangements, wellness programs, and employee assistance services to support faculty and staff in managing their professional responsibilities and personal commitments. These initiatives prioritize employee well-being, morale, and job satisfaction.

By implementing these strategies, the school aims to attract and retain a talented, dedicated, and motivated team of faculty and staff who are committed to advancing its mission and achieving its goals.

Criteria for Promotion:
- Promotion opportunities for instructional staff may be based on a combination of factors, including demonstrated effectiveness in teaching, leadership contributions to the school community, professional development achievements, and alignment with the school's mission and vision.
- Teachers seeking promotion to higher positions, such as lead teacher or instructional coach, will be evaluated based on their instructional effectiveness, leadership skills, and contributions to the school's instructional program.
- Promotion criteria will be transparent and communicated to all staff members, with opportunities for professional growth and advancement clearly outlined.

Opportunities for Advancement and Leadership:
- We value and encourage teacher leadership and offer opportunities for advancement into leadership roles, such as department chair, curriculum coordinator, or instructional leader.
- Teachers demonstrating exceptional leadership abilities and a commitment to student success may be nominated or encouraged to pursue leadership positions within the school or district.

Leadership pathways and professional development opportunities will be provided to support aspiring teacher leaders in their career advancement goals.

3) *Describe the policies and procedures for evaluating staff and providing performance feedback. Describe how the school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes. Please provide a copy of the policy and procedures listed in your handbook (If available).*

The evaluation of staff and provision of performance feedback is a critical component of maintaining high standards of teaching and ensuring continuous professional growth. Our school will utilize the Teacher Excellence and Support System (TESS) to evaluate and support our educators effectively. TESS is a comprehensive evaluation system designed to enhance teacher effectiveness and support professional development. It is based on the Charlotte Danielson Framework for Teaching, which outlines four key domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

At the beginning of the school year, all teachers will receive an orientation on TESS, including the evaluation criteria, process, and expectations. Teachers will then set individual professional goals aligned with the school's academic plan and create a Professional Growth Plan (PGP). These goals and plans are developed in collaboration with the school directors. .

Directors will conduct both formal and informal classroom observations throughout the year. These observations will focus on various aspects of teaching, including lesson delivery, student engagement, classroom management, and instructional strategies:
- Formal observations will be scheduled and include pre-observation and post-observation conferences. During the pre-observation conference, teachers will discuss their lesson plans and objectives. The post-observation conference provides an opportunity for reflective dialogue and constructive feedback.
- Informal observations are unannounced and will provide directors with a snapshot of everyday teaching practices. These are shorter and focus on specific elements of the teaching process.

Following formal observations, post-observation conferences will be held to discuss strengths, areas for improvement, and next steps. Feedback will be grounded in the evidence collected during the observation and linked to the Danielson Framework. Teachers will receive a written report summarizing the findings of each observation. These reports will highlight commendations and recommendations, providing clear guidance for professional growth.

Directors will also conduct mid-year reviews that will offer a formal opportunity to assess progress towards professional goals and PGPs. End-of-year reviews will summarize overall performance, achievements, and areas for further development.

Handling Unsatisfactory Teacher Performance

If we have to place a teacher on intensive support, we will follow the ADE rules as follows:

> 6.13 An evaluator may place a teacher in intensive support status if, as evidenced by low performance ratings on a summative evaluation, the teacher:
>> 6.13.1 Is not continuously improving professional practice;
>> 6.13.2 Has not demonstrated commitment to students, the school, and the profession;

6.13.3 Fails to demonstrate growth or progress in professional practice after receiving targeted feedback and support; and

6.13.4 Does not advance student growth or progress as demonstrated on local and state measures.

6.14 If a teacher is placed in intensive support status, the evaluator shall:

6.14.1 Establish the time period for the intensive support status; and

6.14.2 Provide a written notice to the teacher and the superintendent that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

6.15 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

6.16 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the teacher and evaluator agree in writing to extend the intensive support status.

6.17 The evaluator shall work with the teacher to:

6.17.1 Develop a clear set of goals and tasks that are designed to support the teacher's progress based on the professional growth plan and the evaluation framework; and

6.17.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

6.18 If the intensive support status is related to student performance, the school district shall support the teacher's practice in using student formative assessments to gauge student progress throughout the period of intensive support status.

6.19 At the end of the specified period of time for intensive support status, the evaluator shall:

6.19.1 Document whether the teacher has met the goals developed in the intensive support status;

6.19.2 Document the educational entity's support of the teacher while in intensive support status; and

6.19.3 Provide written notice to the teacher that the teacher either: 6.19.3.1 Is removed from intensive support status; or 6.19.3.2 Has failed to progress in the intensive support status.

6.20 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

6.21 Upon review and approval of the documentation, the superintendent may recommend termination or nonrenewal of the teacher's contract.

6.21.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

6.21.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract, the public school shall provide a notice that meets the requirements of the Teacher Fair

Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b).

    6.21.2.1 The documentation and evidence from the intensive support status may be used to document a recommendation for termination or nonrenewal under the Teacher Fair Dismissal Act.

    6.21.2.2 A public school that has substantially complied with the requirements of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

    6.21.2.3 The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

6.22 These rules do not preclude a public school superintendent from:

    6.22.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

    6.22.2 Including in a recommendation for termination or nonrenewal of a teacher's contract as a result of intensive support status under these rules any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann.

Handling Unsatisfactory Leadership Including Termination

Our school will utilize the Leader Excellence and Development System (LEADS) to evaluate, support, and, when necessary, address unsatisfactory leadership performance and will follow the rules put together by the ADE when addressing unsatisfactory leadership.

L.E.A.D.S. Intensive Support

7.07 An evaluator may place a building- or district-level leader in intensive support status if the building- or district-level leader has shown a pattern of ineffective leadership practices, as evidenced by low performance ratings on the evaluation rubric. For example, the ineffective leader fails to promote the success and well-being of every student by:

7.07.1 Not effectively supporting the professional growth of educational staff;

    7.07.2 Not engaging all stakeholders in shared leadership to accomplish the vision;

    7.07.3 Not modeling ethical professional behavior;

    7.07.4 Not maintaining an equitable and culturally responsible environment;

    7.07.5 Not supporting a rigorous curricular system;

    7.07.6 Not effectively communicating and collaborating with the community and external partners; and

    7.07.7 Not seeking continual professional growth.

    7.08 If a building- or district-level leader is placed in intensive support status, the evaluator shall:

        7.08.1 Establish the time period for the intensive support status; and

        7.08.2 Provide a written notice to the building- or district-level leader that the building- or district-level leader is placed in intensive support status. The notice shall state that if the building- or district-level leader's contract is renewed while the building- or district-level leader is in intensive support status, the fulfillment of the contract term is subject to the building- or district-level leader's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

7.09 The period of time specified by the evaluator for intensive support status shall afford the building- or district-level leader an opportunity to accomplish the goals of the intensive support status.

7.10 Intensive support status shall not last for more than two (2) consecutive semesters unless the building- or district-level leader has substantially progressed and the building- or district-level leader and evaluator agree in writing to extend the intensive support status.

7.11 The evaluator shall work with the building- or district-level leader to:

7.11.1 Develop a clear set of goals and tasks that are designed to support the building- or district-level leader's progress based on the professional growth plan and the evaluation framework; and

7.11.2 Ensure the building- or district-level leader is offered the support that the evaluator deems necessary for the building- or district-level leader to accomplish the goals of the intensive support status.

7.12 At the end of the specified period of time for intensive support status, the evaluator shall:

7.12.1 Evaluate whether the building- or district-level leader has met the goals developed in the intensive support status; and

7.12.2 Provide written notice to the building- or district-level leader that the building- or district-level leader either:

7.12.2.1 Is removed from intensive support status; or

7.12.2.2 Has failed to progress in the intensive support status.

7.13 If a building- or district-level leader does not accomplish the goals established for the intensive category during the period of the intensive category, the superintendent shall review the documentation of the intensive category.

7.14 Upon review and approval of the documentation, the superintendent may recommend termination or nonrenewal of the building- or district-level leader's contract.

7.14.1 If the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17- 1501 et seq., is applicable to the building- or district-level leader's contract, a recommendation for termination or nonrenewal of a building- or district-level leader's contract under these rules shall be made under the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act.

7.14.2 These rules do not preclude a superintendent from recommending the termination or nonrenewal of a building- or district-level leader's contract that is based all or in part on any lawful reason under the Teacher Fair Dismissal Act.

In cases of unsatisfactory teacher or leadership performance, the school may implement changes, such as reassignment, retraining, or leadership coaching. If necessary, schools may also consider leadership transitions, including leadership succession planning and recruitment efforts to fill vacant leadership positions.

D. Transportation

1) Will the school provide transportation services? If so, describe the transportation services plan that the school will provide.

Initially, the school will not offer transportation services. We plan to use city transportation and will take this into account when selecting a location. Recently we have been offered a partnership with a private executive bus company that can transport our students when needed. However, if transportation is required, funds will be designated to arrange alternative transportation. Transportation assistance will be extended to students with an Individualized Education Program (IEP) who necessitate it as a related service to facilitate their education. Additionally, students identified as temporarily displaced will receive transportation options under the McKinney-Vento Act.

E. Food Service

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. We will contract services with an approved vendor that will provide the best meals for our students. If a vendor is unavailable we will contract meals from a neighboring public school until we are able to have a child nutrition staff and kitchen. All meals will be National School Lunch Program compliant.

1) Describe how the school will provide meal services. Include in your description an explanation of the prospective space for meal services.

Real World Preparatory will implement a comprehensive meal service program designed to ensure that all students have access to nutritious meals, supporting both their academic performance and overall well-being. This program will fully comply with federal and state guidelines, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), both administered by the United States Department of Agriculture (USDA) and the Arkansas Department of Education.

Meal Service Program Overview

1. **Partnership with Reputable Food Service Providers:**
   - The school will partner with food service providers who specialize in K-12 nutrition to ensure that meals are not only nutritious but also appealing to students. These providers will adhere to strict food safety standards and will use fresh, locally sourced ingredients where possible, aligning with the school's commitment to promoting healthy eating habits.
2. **Compliance with Guidelines:**
   - All meals provided will meet or exceed the nutritional standards set by the USDA and the Arkansas Department of Education, ensuring that students receive balanced meals that include fruits, vegetables, whole grains, and lean proteins. This compliance is crucial for participating in the NSLP and SBP, which provide funding and resources to support school meal programs.

Meal Service Space and Logistics

1. **Prospective Space for Meal Services:**
   - **Onsite Preparation:** If the school opts to prepare its own food, a dedicated food service preparation area will be established. This area will be equipped with all necessary kitchen equipment, including ovens, refrigerators, warmers, and preparation stations. The kitchen will meet all health and safety standards, ensuring that food is prepared in a clean and controlled environment.
   - **Contracted Services:** Alternatively, if the school contracts with an Arkansas Department of Agriculture registered vendor, the vendor will supply prepared meals along with the necessary equipment to keep food at the required temperatures during serving times. The food service area will include warming stations, cold storage units, and serving lines to facilitate efficient meal distribution.
2. **Meal Distribution and Dining Areas:**
   - Meals will be distributed in a designated dining area that provides ample space for students to eat comfortably. The dining area will be designed to accommodate the entire student body in shifts, if necessary, to ensure that all students have enough time to enjoy their meals in a relaxed environment. The space will be furnished with appropriate seating and tables, and will be maintained to ensure cleanliness and a welcoming atmosphere.

Additional Considerations

- **Accessibility and Inclusivity:** The meal service program will be inclusive, ensuring that students with dietary restrictions or allergies receive appropriate meal options. The school will work closely with parents and the food service provider to accommodate these needs.
- **Nutritional Education:** The school will incorporate nutritional education into the curriculum and wellness programs to teach students about the importance of healthy eating and how it impacts their academic performance and overall health.

By ensuring that all students have access to nutritious meals in a safe and supportive environment, Real World Preparatory will promote the health and well-being of its student body, further reinforcing the positive school climate and supporting academic success.

F. Safety

1) Describe how the school safety and security plan for students, staff, facility, and property will be developed and updated in compliance with applicable laws and regulations.

The development and ongoing updates of the school safety and security plan are critical to ensuring the well-being of students, staff, and the school community. Here's how the plan will be developed and updated in compliance with Arkansas state and federal laws/regulations:
- **Initial Assessment**: The school will initiate a comprehensive assessment of its safety and security needs, considering factors such as location, size, layout, and potential risks or vulnerabilities. Establishing a relationship with the local police department is essential for gaining a thorough understanding of the area and fostering a safe, supportive community environment.

Through this partnership, we will gain valuable insights into the neighborhood's unique characteristics, challenges, and strengths. These insights will form the foundation for developing a robust and effective safety and security plan.

- **Formation of Safety Committee**: A safety committee comprising school administrators, teachers, staff members, parents, law enforcement representatives, and other relevant stakeholders will be formed to oversee the development and implementation of the safety and security plan.
- **Review of Laws and Regulations**: The safety committee will review Arkansas state laws/regulations and federal laws/regulations related to school safety and security to ensure compliance with all applicable requirements. This includes laws such as the Arkansas Safe Schools Act and federal laws like the Every Student Succeeds Act (ESSA) and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.
- **Safety and Security Personnel**: Hire security personnel trained specifically for school settings, emphasizing non-violent crisis intervention and the development of trusting relationships with students.
- **Risk Assessment**: The safety committee will conduct a comprehensive risk assessment to identify potential threats and hazards facing the school, including natural disasters, emergencies, and security risks. This assessment will inform the development of mitigation strategies and response protocols.
- **Development of Safety and Security Plan**: Based on the initial assessment and risk assessment findings, the safety committee will collaboratively develop a comprehensive safety and security plan. The plan will outline protocols and procedures for various emergency scenarios, including lockdowns, evacuations, medical emergencies, and other critical incidents. It will also address measures for maintaining a safe and secure school environment on a day-to-day basis, such as visitor management, access control, and surveillance.
- **Training and Drills**: Once the safety and security plan is developed, the school will provide training to staff and students on emergency procedures and protocols. Regular drills and exercises will be conducted to practice response actions and ensure that all stakeholders are familiar with their roles and responsibilities during emergencies.
- **Continual Review and Updates**: The safety committee will regularly review and update the safety and security plan based on changes in laws/regulations, emerging threats or vulnerabilities, feedback from drills and exercises, and lessons learned from real-world incidents. This ongoing process of review and refinement ensures that the school remains proactive and responsive in addressing safety and security concerns.

By following these steps and adhering to state and federal laws/regulations, the school will develop and maintain a robust safety and security plan that prioritizes the well-being of students, staff, and the entire school community.

G. Facilities

1) ***Provide a description of the school facility if it has been obtained. If not, describe the process for identifying and securing a facility. Briefly describe the contingency plan should you not be able to acquire the desired facility.***

We have not secured a facility. Our process will involve thorough research into potential locations based on factors such as accessibility, size, and suitability for educational purposes. We will collaborate with real estate agents and local authorities to identify suitable properties, conduct site visits, and negotiate leases or purchases.

In the event that our desired facility cannot be acquired, our contingency plan includes exploring alternative options such as leasing temporary space, partnering with nearby community centers or adjusting our timeline for opening. We prioritize ensuring that students have access to a safe and conducive learning environment, regardless of any challenges we may encounter in securing our preferred facility.

H. Additional Operations

1) **Describe the school's technology plan for meeting the academic and operational needs of classrooms, labs, library/media standards, district website, and other relevant areas of the school.**

1:1 Technology Initiative: Each student will have access to a personal device, ensuring that technology is integrated into all aspects of learning. This initiative supports digital literacy and prepares students for a technology-driven world.

Our advisory program will provide the opportunity to address the [Arkansas K-12 Library Media Standards](#):

> Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
> Standard 2. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for
> diversity in the learning community.
> Standard 3. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.
> Standard 4. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
> Standard 5. Explore: Discover and innovate in a growth mindset developed through experience and reflection.
> Standard 6. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products
> independently while engaging in a community of practice and an interconnected world.

From grades 9-12, all students will complete many research projects in their advisory class: :
> 9th grade
>> First Semester: Passion Project - This project begins with brainstorming and selecting an idea that the student is passionate about. A detailed plan is developed, outlining the project's objectives, timeline, required resources, and potential challenges. This plan serves as a roadmap for the project. Students actively work on the project, applying their skills and knowledge to create the final product. Students will keep a record of their

project's progress, challenges, and successes in the form of journals, videos, photos, or a blog. The completed project is shared during the Scholars' Showcase.

Second Semester: Community Service Learning Project - Students start by identifying a community need and proposing a project that addresses this need. The proposal includes objectives, a plan of action, and expected outcomes. Students will conduct research to understand the issue, stakeholders involved, and potential solutions. They plan the project in detail, including resources required, timelines, and responsibilities. The core component involves students actively participating in community service. This can range from organizing events, volunteering with local organizations, conducting awareness campaigns, or any other service that benefits the community. Students will reflect by analyzing their experiences, discuss what they learned, and connect their service to academic content. Assessment methods include self-assessments, peer reviews, teacher evaluations, and feedback from community partners. Students will present their internship projects at the Scholars' Showcase and summarize their project during their exhibition.

10th and 11th grade

Internship Project - Internship projects will address a real problem and produce value for their internship site. Interns along with their mentor will develop a project proposal outlining the objectives, scope, and expected outcomes of their project. This proposal will be reviewed and approved by their advisor. Interns will work under the guidance of their mentor who provides support, feedback, and direction throughout the project. Scheduled meetings between the intern and mentor and intern and advisor will ensure that the project is on track, challenges are addressed, and progress is reviewed. The project culminates in a final deliverable, which could be a report, product, or any other output that demonstrates the intern's work and findings. Students will present their internship projects at the Scholars' Showcase and summarize their project during their exhibition.

12th grade

Senior Capstone Project - Students will develop a project proposal that outlines their chosen topic, objectives, research questions, methodology, and timeline. Their proposal will be reviewed and approved by their advisor. Depending on the nature of the project, students will engage in extensive research, which could include literature reviews, data collection, interviews, experiments, or other methods relevant to their topic. Students will create a final product based on their research and inquiry. This could be a research paper, a creative work (such as an art piece, performance, or film), a scientific experiment, a business plan, or a community service project. Throughout the process, students will maintain detailed documentation of their work, including research notes, progress reports, and reflections on their learning journey. Lastly, the capstone project culminates in a formal presentation where students present their findings and final product to an audience that will include advisor, peers, teachers, school directors, and community members. This will include a Q&A session to demonstrate their depth of understanding and ability to defend their work.

2) Describe the school's school health and nursing services plan.

Requesting a waiver for a school nurse, while at the same time contracting with a local health clinic to provide necessary health service support as-needed. Except in the case of an emergency, basic first aid will be provided by CPR and Stop the Bleed Certified Staff. We will have a designated staff member to take on this role and be responsible for necessary training.

3) Describe the school counseling services that the school will provide to enrolled students, including how the school will staff these services in a way that meets the academic, career, and other needs of all students.

Real World Preparatory seeks an exemption from statutes like 6-18-2002(2)(A) and 6-18-203(a)(2)(A) to allow for the hiring of a school counselor who, while not necessarily holding a teaching or administrative license, possesses specialized skills and training in school counseling. This role is essential in implementing a comprehensive counseling program that includes restorative practices, student referrals, and collaboration with teachers, all of which are crucial to fostering a supportive and responsive school environment. Our advisory program is designed to support the holistic development of each student. We recognize that students' academic, career, social, and emotional needs are interconnected and we strive to address these areas through our unique advisory program. Our dedicated advisors will stay with the same 15 students while they are enrolled at our school and work collaboratively with students, parents, teachers, and the community to create a supportive and inclusive advisory.

Comprehensive School Counseling Program

1. Restorative Practices:

- **Implementation:** The school leaders will lead the integration of restorative practices into the school's culture. This involves training teachers and staff to use restorative circles, conferences, and mediations as tools for conflict resolution and relationship-building. Restorative practices will be a central component of the counseling program, aiming to reduce disciplinary issues and promote a positive school climate.
- **Impact:** By focusing on repairing harm and restoring relationships, rather than punitive measures, restorative practices help students develop critical social and emotional skills. The leaders and advisors will work closely with students, teachers, and families to ensure these practices are effectively implemented, creating a more empathetic and connected school community.

2. Student Referrals:

- **Implementation:** The school leaders or appointed advisor will manage a structured referral system that connects students with the appropriate support services, whether within the school or through external resources. Referrals can be made for academic support, mental health services, or specialized interventions such as speech-language therapy, occupational therapy, or physical therapy.
- **Impact:** A robust referral system ensures that all students receive timely and appropriate interventions tailored to their individual needs. The leaders and the advisors will serve as liaisons between students, teachers, parents, and external service providers, facilitating a coordinated approach to student support.

3. Collaboration with Teachers:

- **Implementation:** The school leaders will work closely with teachers to identify students who may benefit from additional support, whether academic, social, or emotional. Teachers will be trained to recognize signs that a student may need counseling services and will collaborate with the leaders to develop personalized intervention plans.
- **Impact:** This collaborative approach ensures that the importance of this role be taken on by leaders and advisors is an ongoing focus of the educational team, working together to support student success. Teachers will have the resources and guidance needed to address student needs effectively, while the leadership will provide targeted interventions to help students overcome barriers to learning.

Benefits of a Comprehensive Counseling Program

The comprehensive school counseling program at Real World Preparatory will ensure that students receive holistic support, addressing not only academic needs but also social, emotional, and behavioral development. By hiring a dedicated school counselor, the school can effectively implement restorative practices, manage a responsive referral system, and foster strong collaboration between teachers and support staff. This approach aligns with the school's mission to prepare students for success in college and careers by creating a supportive, inclusive, and responsive educational environment.

Additional Components to RWP Counseling Program:

Advisors will work Individually with their advisory students to develop their Student Success Plan that aligns with their strengths, interests, and future goals. This includes course selection, study skills development, and academic goal setting. Advisors will do regular check-ins with students to monitor academic progress, provide interventions when necessary, and celebrate achievements. Advisors will administer career assessments and interest inventories to help students identify potential career paths and understand their strengths and preferences. Advisors will also provide information on various careers, required education and skills, and job market trends and assist with creating resumes, preparing for interviews, and exploring internship opportunities. Lastly, advisors will implement workshops, college fairs, and visits from professionals to expose students to various post-secondary options and career opportunities. Advisors and students will be trained and use Naviance to house the Student Success Plan.

To enhance our capacity to meet these needs of our students, we will establish partnerships with local counseling centers for immediate support for students experiencing crises, such as family issues, mental health concerns, or trauma. We also recognize that fostering social and emotional skills is critical to students' overall success and well-being. Our SEL (Social Emotional Learning) program will focus on five core competencies as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making. Our implementation Strategies will include curriculum integration with weekly SEL focus activities in advisory and school wide initiatives. We will provide ongoing professional development for teachers and staff on SEL principles and practices, ensuring they are equipped to integrate SEL into their interactions with students.

I. Recruitment and Marketing

1) ***Describe the Year 0 plan to recruit students. Include strategies, activities, events, responsible parties, and a timeline.***

Marketing and Outreach Strategies:
- Develop a targeted marketing campaign highlighting the unique features and benefits of our school.
- Utilize social media platforms, school websites, and local media outlets to promote the school.
- Distribute promotional materials, such as brochures and flyers, to community centers, libraries, and other public spaces.
- Engage in direct outreach to local schools, community organizations, and educational fairs.
- Join the Fayetteville Chamber of Commerce

Recruitment Activities:
- Host "Idea Jams" to invite the community to help create a comprehensive and visionary plan for the new school that reflects the needs, aspirations, and values of the community.
- Host informational sessions to provide prospective students and their families with insights into the school's mission, curriculum, and extracurricular offerings.
- Organize school tours.
- Conduct individual meetings with families to address questions and concerns about enrollment.
- Attend community events and fairs to increase visibility and connect with potential students and parents.

Events:
- Open House: Responsible parties include the admissions team, school administrators, and current students.
- School Tours: Led by student ambassadors or staff members. Responsible parties include the admissions team and student ambassadors.
- Informational Sessions: Led by school administrators and faculty members. Responsible parties include the admissions team and school leadership.

Responsible Parties:
- Admissions Team: Coordinates recruitment efforts, manages inquiries, and oversees enrollment procedures.
- School Administrators: Provide support and guidance to the admissions team, participate in recruitment events, and engage with prospective families.
- Student Ambassadors: Serve as representatives of the school, lead tours, and share their experiences with prospective students.

Timeline:
- Month 1-3: Develop marketing materials and promotional campaigns.
- Month 4-6: Host open houses, information sessions, and school tours.
- Month 7-9: Continue outreach efforts and individual meetings with families.
- Month 10-12: Attend community events and finalize enrollment for incoming students.

   a) ***Describe the key elements of the school's marketing plan aimed at recruiting and retaining students in subsequent years***

The key elements of the school's marketing plan aimed at recruiting and retaining students in subsequent years include: establishing a strong brand identity that reflects the school's mission, values,

and unique offerings, incorporating a compelling logo, tagline, and visual identity; conducting thorough research to understand the needs, preferences, and demographics of the target audience, including students and their parents or guardians; developing a robust online presence through a professionally designed website, active social media profiles, and targeted digital advertising campaigns that showcase the school's facilities, programs, achievements, and testimonials; engaging with the local community through outreach events, open houses, school fairs, and partnerships with community organizations to raise awareness and foster positive relationships; hosting regular enrollment events and informational sessions where prospective students and their families can learn more about the school's curriculum, extracurricular activities, faculty, and admissions process; offering student shadow days where prospective students can experience the school's culture and academic environment firsthand; establishing a student ambassador program where current students lead campus tours, participate in outreach events, and share their experiences with prospective students; cultivating strong relationships with alumni and involving them in recruitment efforts by sharing their success stories and participating in alumni networking events; and continuously monitoring the effectiveness of marketing efforts through data analysis, feedback surveys, and enrollment metrics to make informed adjustments and optimize recruitment and retention efforts over time.

- **Brand Identity: E**stablishing a strong brand identity that reflects the school's mission, values, and unique offerings. This includes creating a compelling school logo, tagline, and visual identity that resonates with the target audience.
- **Target Audience Analysis**: Conducting thorough research to identify and understand the needs, preferences, and demographics of the target audience, including students and their parents or guardians.
- **Digital Presence**: Developing a robust online presence through a professionally designed website, active social media profiles, and targeted digital advertising campaigns. This includes showcasing the school's facilities, programs, achievements, and testimonials from current students and parents.
- **Community Engagement**: Engaging with the local community through outreach events, open houses, school fairs, and partnerships with community organizations. This helps to raise awareness about the school and foster positive relationships with potential students and their families.
- **Enrollment Events**: Hosting regular enrollment events and informational sessions where prospective students and their families can learn more about the school's curriculum, extracurricular activities, faculty, and admissions process.
- **Student School Shadow Days**: This will be an opportunity for a student to spend a day or half day at a school. During the shadow day, the visiting student attends classes, participates in activities, and experiences the daily life of the school firsthand. This allows the student to get a sense of the school's culture, academic environment, and extracurricular offerings, helping them make informed decisions about their education options. It can also provide valuable insights into the school's teaching methods, facilities, and overall atmosphere. Shadow days are often used by prospective students considering enrollment at a new school or transitioning to a different educational institution.
- **Student Ambassador Program**: Establishing a student ambassador program where current students serve as representatives and advocates for the school. Student ambassadors can lead campus tours, participate in outreach events, and share their experiences with prospective students.

- **Alumni Engagement**: Cultivating strong relationships with alumni and involving them in recruitment efforts by sharing their success stories, participating in alumni networking events, and serving as mentors to current students.
- **Continuous Evaluation and Adjustment**: Continuously monitoring the effectiveness of marketing efforts through data analysis, feedback surveys, and enrollment metrics. This allows the school to make informed adjustments to its marketing strategies and tactics to optimize recruitment and retention efforts over time.

2) ***In accordance with Arkansas law 6-23-306, the school must prohibit discrimination in its admission policy based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If the school has more applicants than available seats, then it shall conduct a random, anonymous lottery to fill the seats. Describe how the school's enrollment lottery process will comply with these requirements.***

   a) ***Ark. Code Ann 6-23- 306(14)(B)(ii)(a) and (b) allows for certain enrollment preferences. Will the charter school utilize any of the permitted enrollment preferences? If so, please briefly describe the school's policy.***

Our school's enrollment lottery process will comply with the requirements outlined in Arkansas law 6-23-306 by ensuring fairness, transparency, and adherence to non-discriminatory practices. We will partner with the Office for Education Policy at the University of Arkansas for assistance and guidance running our lottery, should one be needed.

Here's how the enrollment lottery process will be structured:

- **Non-discrimination**: The school's admission policy will explicitly prohibit discrimination based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. This policy will be communicated clearly to all prospective applicants and their families.
- **Random, anonymous lottery**: In the event that the number of applicants exceeds the available seats, the school will conduct a random, anonymous lottery to determine admission. Each applicant will be assigned a unique identifier to ensure anonymity during the lottery process.
- **Fairness and transparency**: The lottery process will be conducted in a fair and transparent manner, with oversight from designated school officials or a lottery committee. The process will be documented and made available to the public upon request.
- **Equal opportunity**: All applicants, regardless of their background or circumstances, will have an equal chance to participate in the enrollment lottery. No particular group or individual will be given preference, ensuring that all eligible applicants have an equal opportunity to be selected. However, an exception will be made for children of RWP employees and siblings of currently enrolled/lottery winning students.
- **Notification of lottery results**: Once the lottery is completed, the school will notify applicants of their admission status. Those selected through the lottery will be offered enrollment, while any remaining applicants will be placed on a waitlist in the order determined by the lottery result.

Section 6: Financial Plan and Fiscal Sustainability

1) Complete the table below by indicating the number of students the charter school intends to serve for each year of the initial charter term. What data and factors were used to determine the demand for the school and the projected enrollment shown in Table 1?

Table 1: Annual Enrollment Projections (Years 1-5)

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year one	10th -11th	100	4	2
Year two	10th -12th	210	8	3
Year three	9th -12th	300	12	4
Year four	9th -12th	300	14	5
Year five	9th -12th	300	16	6

2) Provide a startup budget and a three-year budget forecast beginning July 1 of year 1, necessary to sustain the successful startup of the school. Include revenue projections, expenses, and anticipated fund balances. A copy of the startup and three-year projected budget should be included with the application.

> *a) Include in your budget analysis the line-item revenue and expenditure assumptions on which the operating and start-up budgets are based. This description should include the basis for revenue projections, staffing levels, and expenses. Provide sufficient information to guide a full understanding of how budgetary figures were determined.*

See Below - figures were determined by using the Arkansas School Funding Guide

> *b) Explain how the school will remain fiscally sustainable and describe the school's emergency plan for cash flow challenges, a budget shortfall, lower-than-expected enrollment, or other financial challenges in the early years of operation.*

The minimal number of students who must attend this charter in order for Real World Preparatory to remain viable using only state and federal funds is 100 ADM. We anticipate 110 students in year one. Per pupil amounts were multiplied by expected ADM by fund type to project revenue. Both fixed and variable expenses were used to project expenditures based on actual and expected costs. The calculations were made by April Moore, Founding Director. The school expects it will be able to sustain its core operations solely with state per pupil revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure adequate fund balances. If that is unsuccessful, the school's 501 affiliate, ConnectED Learning Project will fund the shortfall.

Federal funds included in the budget were calculated by using the ADM multiplied by the projected number of enrolled students. Federal funds were calculated in good faith using the federal funding

reports for 3 open enrollment charter schools with populations and enrollment similar to what is expected for Real World Preparatory Growth funding and ESA matching grants were not included in the projections.

3) ***Describe any anticipated state and federal funding sources the school expects to receive in addition to per-pupil foundation funding. In addition to these alternative income sources, clearly explain the degree to which the school budget will rely on variable income (grants, donations, fundraising).***

Real World Preparatory will seek additional funding in the form of grants, donations, and fundraising. We intend to start grant applications this summer and will continue to work tirelessly to ensure the success of serving our community. Federal title funds, SPED, and child nutrition are noted in the budget.

4) ***Describe how the annual operating budget will be developed and refined each year in accordance with Ark. Code Ann. §6-23-306 (10). Please include how resource allocation decisions are aligned with organizational improvement priorities, student achievement data, and mission-driven priorities.***

Each year, school funding is reviewed at the beginning and ending balance to determine the budget needs. Some funds are allowed as carry-over. The Board of Directors in conjunction with the Director will review the annual budget for approval by Oct.1st of each year. The School Board is provided with an extensive budget that outlines the staffing needs, resources, and curriculum needs for the current school year. Once the Board reviews and approves the budget, it is submitted to the ADE with timeliness and proficiency. The budget is reviewed monthly at each Board Meeting to determine that expenditures are within the approved spending. The Director will verify the school's finances and approve purchases and ensure that the school follows all federal and state bidding requirements.

Real World Preparatory			
Estimated Revenues - Year 1			
Source of Funds	**# Students**	**Amount Per Student**	**Total Yr 1**
Foundation Funding	110	$7,771.00	$854,810.00
Grants/Other Funding:	ESL ($366), PD ($37.50)		$18,765.00
Grants/Other Funding:	Title I,II, IV, SPED, Nutrition		$118,000.00
Total Budgeted Revenues			**$991,575.00**

Real World Preparatory		
Estimated Expenditures - Year 1		
Administration	**Explanation**	**Amount**
Purchased Services	Dues and Subscriptions	$8,000.00
Supplies & Materials	Printing, postage, paper supplies	$10,000
Equipment	Admin technology, Leases Machines	$4,000
Classroom Instruction	**Explanation**	**Amount**
Purchased Services	Instructors/Online Class	$7,500
Supplies & Materials		
Equipment	Student Computers @$200 each	$22,000
Professional Development	PD	$3,000
Special Education	**Explanation**	**Amount**
Purchased Services	Contracted services	$5,000
Supplies & Materials	Instructional Materials	$3,000
Professional Development	RTI, Tier Support, ELL	$1,000
Gifted and Talented	**Explanation**	**Amount**
Purchased Services	Included in Special Education	
Supplies & Materials		
Equipment		
ALE Program	**Explanation**	**Amount**
Purchased Services	Included in Special Education	
Supplies & Materials		

Equipment		
ELL Program	**Explanation**	**Amount**
Purchased Services	Included in Special Education	$5,000
Supplies & Materials	Ellevation	$3,000
Equipment		
Guidance Services	**Explanation**	**Amount**
Purchased Services	Contract Services/Therapy	$2,500
Supplies & Materials	SEL and PD for Advisors	$3,000
Equipment		
Health Services	**Explanation**	**Amount**
Purchased Services	Contract Testing	$1,000
Supplies & Materials	Misc. Medical Supplies	$1,500
Equipment	AED, Narcan, etc	$2,000
Library Media Specialist	**Explanation**	**Amount**
Purchased Services	PD for PBL to incorporate standards	$1,500
Supplies & Materials	Mixed media resources	$2,000
Equipment		
Fiscal Services	**Explanation**	**Amount**
Purchased Services	Finance, Membership, Legal, Audit	$20,000
Supplies & Materials		
Equipment	Office Computers	$1,500
Pupil Transportation	**Explanation**	**Amount**
Purchased Services	City Transit Pass On-demand or contracted service, when needed	$5,000
Maintenance and Operations	**Explanation**	**Amount**
Purchased Services	Lease of Building @9,000 per mo	$108,000
Supplies & Materials		

Equipment	Furniture	$20,000
Janitorial	Supplies	$5,000
Utilities	Gas, Water, Electric, Sanitation	$30,000
Food Services	Explanation	Amount
Purchased Services	contract outsource vendor	
Supplies & Materials	POS tech and printer/scanner	$500
Equipment	Warming station (yr1)	$2,500
Data Processing	Explanation	Amount
Purchased Services		
Supplies & Materials		
Equipment	Server, Router, IT Tech	$12,000
Utilities	Wi-fi	$12,000
Substitute Personnel	Explanation	Amount
Purchased Services		$3,600
Facilities	Explanation	Amount
Purchased Services		
Supplies & Materials	Insurance	$10,000
Equipment	Tech	$10,000
Total Expenditures		$325,100.00

Real World Preparatory
Estimated Salaries to be Paid from State/Local Funds - Year 1

Position	#	Salary	Subtotal	Fringe	Total Expense
Director Superintendent, Principal	2	$85,000	$170,000	$44,200	$214,200
Teacher	4	$50,000	$200,000	$52,000	$252,000
Specialized Teacher	1	$50,000	$50,000	$13,000	$63,000
Business Manager/Office Manager	0.5	$18,000	$18,000	$4,680	$22,680
				$551,880	

Real World Preparatory
Year 1 Ending Balance

REVENUE			$991,575.00
EXPENDITURES			
Salaries & Benefits	$551,880.00		
Other Expenses	$325,100.00		
			$876,980.00
ENDING BALANCE			$114,595.00

Real World Preparatory			
Estimated Revenues - Year 2			
Source of Funds	# Students	Amount Per Student	Total Yr 1
Foundation Funding	210	$7,771.00	$1,631,910.00
Grants/Other Funding: ELL	70	$366	$25,620.00
Grants/Other Funding: PD	210	$37.50	$7,875.00
Grants/Other Funding:	Title I,II, VI, SPED, Nutrition		$206,000.00
Charter Facility Funding:	210	$510	$107,100.00
Total Budgeted Revenues			**$1,978,505.00**

Real World Preparatory		
Estimated Expenditures - Year 2		
Administration	Explanation	Amount
Purchased Services	Dues and Subscriptions	$10,000.00
Supplies & Materials	Printing, postage, paper supplies	$15,000
Equipment	Admin technology, Leases Machines	$10,000
Classroom Instruction	Explanation	Amount
Purchased Services	Instructors/Online Class	$10,000
Supplies & Materials		
Equipment	Student Computers @$200 each (adding to year 1)	$20,000
Professional Development	PD	$6,000
Special Education	Explanation	Amount
Purchased Services	Contracted services	$5,000
Supplies & Materials	Instructional Materials	$3,000
Professional Development	RTI, Tier Support, ELL	$2,000
Gifted and Talented	Explanation	Amount
Purchased Services	Included in Special Education	
Supplies & Materials		
Equipment		

ALE Program	Explanation	Amount
Purchased Services	Included in Special Education	
Supplies & Materials		
Equipment		
ELL Program	Explanation	Amount
Purchased Services	Included in Special Education	
Supplies & Materials		$5,000
Equipment		
Guidance Services	Explanation	Amount
Purchased Services	Contract Services/Therapy	$5,000
Supplies & Materials	SEL and PD for Advisors	$5,000
Equipment		
Health Services	Explanation	Amount
Purchased Services	Contract Testing	$5,000
Supplies & Materials	Misc. Medical Supplies	$1,500
Equipment	AED, Narcan, etc	$2,000
Library Media Specialist	Explanation	Amount
Purchased Services	Included in Special Education	
Supplies & Materials		$10,000
Equipment		
Fiscal Services	Explanation	Amount
Purchased Services	Finance, Membership, Legal, Audit	$20,000
Supplies & Materials		
Equipment	Office Computers	$3,000
Pupil Transportation	Explanation	Amount
Purchased Services	City Transit Pass On-demand or contracted service, when needed	$5,000
Maintenance and Operations	Explanation	Amount

Purchased Services	Lease of Building @9,000 per mo	$108,000
Supplies & Materials		
Equipment	Furniture	$15,000
Janitorial	Supplies	$7,500
Utilities	Gas, Water, Electric, Sanitation	$35,000
Food Services	Explanation	Amount
Purchased Services	contract outsource vendor	$40,000
Supplies & Materials	POS tech and printer/scanner	$500
Equipment	Warming station (yr1)	$2,500
Data Processing	Explanation	Amount
Purchased Services		
Supplies & Materials		
Equipment	Server, Router, IT Tech	$12,000
Utilities	Wi-fi	$12,000
Substitute Personnel	Explanation	Amount
Purchased Services		$3,600
Facilities	Explanation	Amount
Purchased Services		
Supplies & Materials	Insurance	$10,000
Equipment	Tech	$50,000
Total Expenditures		$438,600.00

Real World Preparatory Estimated Salaries to be Paid from State/Local Funds - Year 2					
Position	#	Salary	Subtotal	Fringe	Total Expense
Director Superintendent, Principal	2	$90,000	$180,000	$46,800	$226,800
Teacher	8	$51,000	$408,000	$106,080	$514,080
Adjunct Teachers	4	$2,000	$8,000	$2,400	$10,400
Specialized Teacher - Counselor	1	$50,000	$50,000	$13,000	$63,000
Business Manager/Office Manager	1	$35,000	$35,000	$9,000	$44,000
Child Nutrition	0.75	$20,000	$20,000	$5,200	$25,200
				Total: $883,480	

Real World Preparatory					
Year 2 Ending Balance					
REVENUE				$1,908,685.00	
EXPENDITURES					
	Salaries & Benefits	$883,480.00			
	Other Expenses	$438,600.00			
				$1,322,080.00	
ENDING BALANCE				$586,605.00	

Real World Preparatory			
Estimated Revenues - Year 3			
Source of Funds	**# Students**	**Amount Per Student**	**Total Yr 1**
Foundation Funding	300	$7,771.00	$2,331,300.00
Arkansas ELL Funding	100	$366.00	$36,600.00
Arkansas Professional Development Funding	300	$37.50	$11,250.00
Facility Funding	300	$510.00	$153,000.00
Grants/Other Funding:	Federal Funds, Title I, II, VI, Nutrition, SPED		$300,000.00
	Total Budgeted Revenues		**$2,832,150.00**

Real World Preparatory		
Estimated Expenditures - Year 3		
Administration	**Explanation**	**Amount**
Purchased Services	Dues and Subscriptions	$18,000.00
Supplies & Materials	Printing, postage, paper supplies	$20,000
Equipment	Admin technology, Leases Machines	$10,000
Classroom Instruction	**Explanation**	**Amount**
Purchased Services	Instructors/Online Class	$15,000
Supplies & Materials		
Equipment	Student Computers @$200 each (adding to Yr 1 & 2 supplies)	$20,000
Professional Development	PD	$20,000
Special Education	**Explanation**	**Amount**
Purchased Services	Contracted services	$5,000
Supplies & Materials	Instructional Materials	$5,000
Professional Development	RTI, Tier Support, ELL	$2,500
Gifted and Talented	**Explanation**	**Amount**
Purchased Services	Included in Special Education	

Supplies & Materials		
Equipment		
ALE Program	**Explanation**	**Amount**
Purchased Services	Included in Special Education	
Supplies & Materials		
Equipment		
ELL Program	**Explanation**	**Amount**
Purchased Services	Included in Special Education	
Supplies & Materials		$5,000
Equipment		
Guidance Services	**Explanation**	**Amount**
Purchased Services	Contract Services/Therapy	$5,000
Supplies & Materials	SEL and PD for Advisors	$5,000
Equipment		
Health Services	**Explanation**	**Amount**
Purchased Services	Contract Testing	$8,000
Supplies & Materials	Misc. Medical Supplies	$1,500
Equipment	AED, Narcan, etc	$2,000
Library Media Specialist	**Explanation**	**Amount**
Purchased Services	Included in Special Education	
Supplies & Materials		$10,000
Equipment		
Fiscal Services	**Explanation**	**Amount**
Purchased Services	Finance, Membership, Legal, Audit	$20,000
Supplies & Materials		
Equipment	Office Computers	$3,000
Pupil Transportation	**Explanation**	**Amount**
Purchased Services	City Transit Pass On-demand or contracted	$45,000

	service, when needed	
Maintenance and Operations	Explanation	Amount
Purchased Services	Lease of Building @9,000 per mo	$108,000
Supplies & Materials		
Equipment	Furniture	$50,000
Janitorial	Supplies	$12,000
Utilities	Gas, Water, Electric, Sanitation	$40,000
Food Services	Explanation	Amount
Purchased Services	contract outsource vendor	$50,000
Supplies & Materials	POS tech and printer/scanner	
Equipment		$20,000
Data Processing	Explanation	Amount
Purchased Services		
Supplies & Materials		
Equipment	Server, Router, IT Tech	$12,000
Utilities	Wi-fi	$12,000
Substitute Personnel	Explanation	Amount
Purchased Services		$8,000
Facilities	Explanation	Amount
Purchased Services		
Supplies & Materials	Insurance	$20,000
Equipment	Tech	$50,000
Total Expenditures		$602,000.00

Real World Preparatory					
Estimated Salaries to be Paid from State/Local Funds - Year 3					
Position	**#**	**Salary**	**Subtotal**	**Fringe**	**Total Expense**
Teachers	12.00	$53,000	$636,000	$165,360	$801,360
Classified Staff - Teacher	4.00	$40,000	$160,000	$41,600	$210,600
Business Manager/Nurse	1.00	$40,000	$40,000	$10,400	$50,400
Front Office Associate	1.00	$32,240	$32,240	$8,382	$40,622
IT Support Specialist	1.00	$35,000	$35,000	$9,100	$44,100
Child Nutrition	1.00	$35,000	$35,000	$9,100	$44,100
Maintenance Technician	1.00	$35,000	$35,000	$9,100	$44,100
Registrar	1.00	$35,000	$35,000	$9,100	$44,100
SPED Teacher	1.00	$55,000	$55,000	$14,300	$69,300
Co-Directors	2.00	$95,000	$190,000	$49,400	$239,400
Total Budgeted Salaries and Benefits					**$1,588,082**

Real World Preparatory				
Year 3 Ending Balance				
REVENUE				**$2,832,150.00**
EXPENDITURES				
	Salaries & Benefits		$1,588,082.00	
	Other Expenses		$602,000.00	
				$2,190,082.00
ENDING BALANCE				$642,068.00

Public Hearing Information

Date held: June 13, 2024

Public Hearing Description:
The public hearing was advertised in the Northwest Arkansas Democrat Gazette for 3 consecutive weeks leading up to the June 13, 2024 hearing.

The hearing started at 9:05AM. 4 people attended in person (see attached sign in sheet).

First, we introduced ourselves and why we chose to be called Real World Preparatory. We are two teachers and educators in the community who would like to make a difference on a large scale by creating a model school for students to experiment in the real world with the safety net of it being ok to not be successful. When students fall they find themselves lifted back up by the culture at Real World Preparatory and are able to try again. Next, we were able to discuss the common stigmas surrounding charter schools and how we would operate enrollment, admissions, and academia. We discussed where our students would originate from and what we anticipate our diverse student body to look like.

Attendees were able to ask questions about how and why we intend to serve the community. We will serve students by offering them the experience of networking, internships, apprenticeships, college preparatory, community service, and passion projects.

Real World Preparatory

Sign In Sheet for Community Hearing   June 13, 2024

NAME:	EMAIL:	PHONE:	COMMENTS:
April Moore			Co-director
Crystal Eckles			Co-director
Amelie Holland	amalie79@gmail	479-285-4553	
Shannon Wiley	shanwiley@gmail.com	479-652-3104	
Rena Davis		626-841-2554	
Lynnel Bryson-Davis	lbrysondavis@gmail.com	(626) 841-2553	

NWA media

212 North East Ave., Fayetteville, AR 72701
F.I.D. 27-1174753

REMIT TO:

WEHCO Newspapers, Inc., Dept 3063, PO Box 2252 Birmingham, AL 35246-3063

ACCOUNT NO.	ADVERTISER NAME	INVOICE NO.
STNRWP	NWC REAL WORLD PREPARATORY	54555-053124

NWC REAL WORLD PREPARATORY
2703 Ponchartrain St
Springdale, AR 72764

TERMS OF PAYMENT	BILLING DATE
Due Upon Receipt	05/31/2024

BILLING PERIOD	FROM 05/01/24	TO 05/31/24	PAGE 1

REPRESENTATIVE
Anna Hernandez

Billing Questions / Payments Call 479-571-6440 Linda Lyons

Please note that any amounts due that are paid by credit card will show up on your statement from WEHCO Media, Inc.

Date	Order #	Description	Product	Start Date	Ad Size#	Qty	Amount
		Previous Balance:					$0.00
05/13/2024		Discover 3075 Ad ID 403418					$(327.60)
05/15/2024	403418	Public Hearing June 13	NWA CLASS LEGALS	05/15/24	2.00 x 2.00	4 IN	$109.20
05/22/2024	403418	Public Hearing June 13	NWA CLASS LEGALS	05/15/24	2.00 x 2.00	4 IN	$109.20
05/29/2024	403418	Public Hearing June 13	NWA CLASS LEGALS	05/15/24	2.00 x 2.00	4 IN	$109.20

NOTICE OF PUBLIC HEARING

Real World Preparatory will conduct an informational meeting for the public on **June 13th from 9am-10am** at:

Fayetteville Public Library, 401 W. Mountain St., Fayetteville, AR 72701.

We will share details and information regarding a proposed 7-12 tuition free, open-enrollment public charter school.

Please visit our site of more information:
https://sites.google.com/view/inforealworldprep/home

NWA media

212 N. East Ave.
Fayetteville, AR 72701
Phone: 479-571-6440

PAYMENT RECEIPT

DATE: 05/13/2024

M Gmail

RWP School <info.realworldprep@gmail.com>

Announcement for Open-Enrollment Charter School and Notice of Public Hearing

1 message

RWP School <info.realworldprep@gmail.com>   Fri, May 17, 2024 at 11:13 AM
To: john.mulford@fayar.net

Dear Superintendent Mulford,

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

At Real World Preparatory, our mission is to enhance educational opportunities and cater to the diverse needs of our community's students. We envision a dynamic learning environment that prioritizes personalized instruction, cultivates student engagement, and champions academic excellence.

We are enthusiastic about our role in advancing the academic success of students across Northwest Arkansas.

Warm regards,

Sarah Burns
Board President, Real World Preparatory

M Gmail

RWP School <info.realworldprep@gmail.com>

Announcement for Open-Enrollment Charter School and Notice of Public Hearing

1 message

RWP School <info.realworldprep@gmail.com>
To: "jcleveland@sdale.org" <jcleveland@sdale.org>

Fri, May 17, 2024 at 11:17 AM

Dear Superintendent Cleveland,

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

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Warm regards,

Sarah Burns
Board President, Real World Preparatory

M Gmail

RWP School <info.realworldprep@gmail.com>

Announcement for Open-Enrollment Charter School and Notice of Public Hearing

1 message

RWP School <info.realworldprep@gmail.com>   Fri, May 17, 2024 at 11:21 AM
To: jwarren@1hsd.org

Dear Superintendent Warren,

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

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Warm regards,

Sarah Burns
Board President, Real World Preparatory

M Gmail   RWP School <info.realworldprep@gmail.com>

Announcement for Open-Enrollment Charter School and Notice of Public Hearing

1 message

RWP School <info.realworldprep@gmail.com>   Fri, May 17, 2024 at 11:15 AM
To: jlaffoon@farmcards.org

Dear Superintendent Laffoon,

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

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Warm regards,

Sarah Burns
Board President, Real World Preparatory

M Gmail

RWP School <info.realworldprep@gmail.com>

Announcement for Open-Enrollment Charter School and Notice of Public Hearing

1 message

RWP School <info.realworldprep@gmail.com>   Fri, May 17, 2024 at 11:12 AM
To: amartin@greenlandsd.com

Dear Superintendent Martin,

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

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Warm regards,

Sarah Burns
Board President, Real World Preparatory

M Gmail

RWP School <info.realworldprep@gmail.com>

Announcement for Open-Enrollment Charter School and Notice of Public Hearing

1 message

RWP School <info.realworldprep@gmail.com>   Fri, May 17, 2024 at 11:11 AM
To: jmangrum@elkinsdistrict.org

Dear Superintendent Mangrum

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

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Warm regards,

Sarah Burns
Board President, Real World Preparatory

Announcement for Open-Enrollment Charter School and Notice of Public Hearing Inbox ×

R   **RWP School** <info.realworldprep@gmail.com>
to john.mulford ▾   Fri, May 17, 11:13 AM

Dear Superintendent Mulford,

I hope this message finds you well.

I am writing to inform you of our intent to open a public charter school with a targeted location in Fayetteville, and within the boundaries of the Fayetteville School District., and to provide notice of the upcoming public hearing on June 13th at the Fayetteville Public Library from 9am -10 am.

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Warm regards,

Sarah Burns
Board President, Real World Preparatory

J   **John Mulford**
to me ▾   Tue, May 21, 11:09 AM

Hello, Sarah.

Thank you for reaching out to me.

Do you have any additional details at this time as it relates to the following:

1. Location of the school
2. Grades to be served
3. Anticipated opening date

I will be out of town on June 13th, but will plan to have one of my assistants attend.

John Mulford, Ed.D.
Superintendent
Fayetteville Public Schools
479-444-3000
john.mulford@fayar.net

"Don't let what you cannot do interfere with what you can do." - John Wooden
479-444-3000
john.mulford@fayar.net

"Don't let what you cannot do interfere with what you can do." - John Wooden

···

R   **RWP School** <info.realworldprep@gmail.com>
to John ▾   Wed, May 22, 1:22 PM

Hello Dr. Mulford,

We are planning to open in August 2025, serving grades 9-12. For our first year, we anticipate enrolling 110 students, with approximately 35% coming from Fayetteville. We are currently considering locations in either North Fayetteville or South Springdale.

···

J   **John Mulford**
to me ▾   Wed, May 22, 2:19 PM

Thank you for the additional information.

John Mulford, Ed.D.
Superintendent
Fayetteville Public Schools
479-444-3000
john.mulford@fayar.net

"Don't let what you cannot do interfere with what you can do." - John Wooden

···

[You are very welcome.]   [Thank you for your response.]   [Thank you for the information.]

[↩ Reply]   [→ Forward]   ☺

NORTHWEST ARKANSAS Democrat ⊞ Gazette   ▲▲ WEDNESDAY, MAY 15, 2024 ● 3B

ATU board enters talks with Jones

NEW TRUSTEE

RETIREMENT APPROVED

Airbnb-style hotel coming to Springdale

Nguyen

Continued from Page 1B

On the Web

Lawsuit

Continued from Page 1B

Need a PHOTO REPRINT?
- Go to NWAonline.com
- Click on "Today's Photos" in the top menu bar

Democrat ⊞ Gazette

NOTICE OF PUBLIC HEARING

Real World Preparatory will conduct an informational meeting for the public on June 13th from 9am-10am at Fayetteville Public Library, 401 W. Mountain St., Fayetteville, AR 72701.

We will share details and information regarding a proposed 7-12 tuition free, open enrollment public charter school.

Please visit our site of more information:
https://sites.google.com/view/inforealworldprep/home

DAILY CONNECTION

WEEK OF 05/13/2024

Northwest Arkansas Democrat ❖ Gazette   WEDNESDAY, MAY 29, 2024

Spa City school elevates Ritter to workforce VP

HOT SPRINGS — National Park College has named Bill Ritter its new vice president for workforce.

Parolee, 26, arrested in felony battery case

HOT SPRINGS — A local parolee was arrested on a felony battery charge Thursday night after admitting to punching his 63-year-old father in the face multiple times, according to police documents.

Two people killed in crashes on state roads

Two people were killed in two collisions on Arkansas roads Saturday morning and early Monday, according to preliminary reports from the Arkansas State Police.

Kansas man charged in state child porn case

Investigators with Arkansas Attorney General Tim Griffin's office earlier this month aided in the arrest of a Kansas man charged with producing sexual abuse material of an Arkansas child, a Tuesday news release from Griffin states.

Panel

Homicide

NORTHWEST ARKANSAS Democrat Gazette

4A • WEDNESDAY, MAY 22, 2024

Macron to visit New Caledonia amid civil unrest

French president seeks peace

Housing

Pills

UN council splits on condemning Russia launch

NOTICE OF PUBLIC HEARING

What will be hidden if government transparency is not protected?

We need your help to pass the **ARKANSAS GOVERNMENT DISCLOSURE AMENDMENT** and ACT OF 2024.

PROTECT YOUR RIGHT TO KNOW.

Appendix A
ARKANSAS STATEMENT OF ASSURANCES
FOR CHARTER SCHOOLS

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application for Real World Preparatory is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its governing board will address the assurances listed below through policies adopted by the sponsoring entity and charter school. In addition, if the application is approved, the sponsoring entity, governing body, administration, and staff of the charter organization shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The charter school shall be open to all students on a space-available basis and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14)(B)(b)(2).

3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.

4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.

5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.

6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).

7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law

8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.

9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.

10. Under applicable state laws, the employees and volunteers of the charter school are immune from liability to the same extent as other public school district employees and volunteers.

11. The charter school shall carefully review the potential impact of its application 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 in accordance with Ark. Code Ann. §6-23-106 (a).

12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.

13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq., as determined by the Commissioner of the Department of Education; (b) Conducting criminal background checks for employees; (c) High school graduation requirements as established by the State Board of Education; (d) Special education programs as provided by this title; (e) Public school accountability under this title; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Arl. Code Ann. 6-23-401(b).

14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

15. The school's curriculum will be aligned with the Arkansas Academic Standards

16. The school will operate within the statewide assessment system

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

18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with board members, administrators, and employees.

19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the

Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

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

21. A copy of the entity's letter from the IRS reflecting tax-exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non‑profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The sponsoring entity presiding over this application and any subsequent charter operations affirm and acknowledge the information and affirmations presented in this application (sign and date):

Authorized Representative Printed Name:	April Moore
Authorized Representative Signature:	April Moore
Date:	August 16, 2024

STATE OF ARKANSAS

SECRETARY OF STATE

John Thurston
ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, John Thurston, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation for Dom. Non-Profit Corp

of

CONNECTED LEARNING PROJECT INC.

filed in this office
May 02, 2024

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 2nd day of May 2024.

John Thurston
John Thurston
Secretary of State

Online Certificate Authorization Code: 748620664240475bcd6
To verify the Authorization Code, visit sos.arkansas.gov

Pay.gov®

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 27EG15KC
Agency Tracking ID: 76741477504
Transaction Type: Sale
Transaction Date: 06/06/2024 03:19:57 PM EDT
Account Holder Name: Crystal Eckles
Transaction Amount: $600.00
Card Type: MasterCard
Card Number: *************9659

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.

Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023
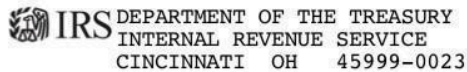
Date of this notice: 05-13-2024

Employer Identification Number:
99-2988733

Form: SS-4

Number of this notice: CP 575 A

CONNECTED LEARNING PROJECT INC
3807 ELM ST
VAN BUREN, AR 72956

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you
EIN 99-2988733. This EIN will identify you, your business accounts, tax returns, and
documents, even if you have no employees. Please keep this notice in your permanent
records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when
another person has stolen their identity and are opening a business using their information.
If you did **not** apply for this EIN, please contact us at the phone number or address listed
on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence,
it is very important that you use your EIN and complete name and address exactly as shown
above. Any variation may cause a delay in processing, result in incorrect information in
your account, or even cause you to be assigned more than one EIN. If the information is
not correct as shown above, please make the correction using the attached tear-off stub
and return it to us.

Based on the information received from you or your representative, you must file
the following forms by the dates shown.

                    Form 1120   04/15/2025

If you have questions about the forms or the due dates shown, you can call us at
the phone number or write to us at the address shown at the top of this notice. If you
need help in determining your annual accounting period (tax year), see Publication 538,
Accounting Periods and Methods.

We assigned you a tax classification (corporation, partnership, etc.) based on
information obtained from you or your representative. It is not a legal determination
of your tax classification, and is not binding on the IRS. If you want a legal
determination of your tax classification, you may request a private letter ruling
from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or
superseding Revenue Procedure for the year at issue). Note: Certain tax classification
elections can be requested by filing Form 8832, *Entity Classification Election*.
See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:
If you intend to elect to file your return as a small business corporation,
an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation,
must be made within certain timeframes and the corporation must meet certain tests.
All of this information is included in the instructions for Form 2553, Election by
a Small Business Corporation.

(IRS USE ONLY)   575A   05-13-2024 CONN B 9999999999 SS-4

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

*   Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.

*   Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

*   Refer to this EIN on your tax-related correspondence and documents.

*   Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is CONN. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

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(IRS USE ONLY)     575A                05-13-2024  CONN  B  9999999999  SS-4
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                    Keep this part for your records.        CP 575 A (Rev. 7-2007)

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    Return this part with any correspondence
    so we may identify your account.  Please                         CP 575 A
    correct any errors in your name or address.
                                                                    9999999999


    Your Telephone Number  Best Time to Call  DATE OF THIS NOTICE:  05-13-2024
    (      )      -                           EMPLOYER IDENTIFICATION NUMBER:  99-2988733
    _____  _____       FORM:  SS-4              NOBOD



    INTERNAL REVENUE SERVICE                  CONNECTED LEARNING PROJECT INC
    CINCINNATI  OH   45999-0023               3807 ELM ST
    [barcode]                                 VAN BUREN, AR   72956
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Addendum – Experienced Operator or CMO (if applicable)

1) Describe the enrollment practices, processes, and policies of the proposed school. If these differ from your existing school(s), please describe how and why they differ.

2) Explain how the community for the proposed school is similar and/or different from the community that schools in your portfolio currently serve.

3) Provide a portfolio summary of existing schools operated by CMO or charter organizations. List all charter schools that have operated within the last five years. Please indicate if any of those schools have had their charter revoked or not renewed.

   For each school listed, provide name, location, years opened, grades served. In addition, please provide five years of data (or a maximum number of years of data available, if less than five) for the following categories:
   a) Total enrollment.
   b) Statewide designations and letter grades, if applicable.
   c) Student Achievement
   d) Student Growth
   e) Graduation rate, if applicable.
   f) Demographic and socioeconomic breakdown.
      i) % African American, Asian, Hispanic, White, Other race/ethnicity
      ii) % Free and Reduced lunch
      iii) % Special Education
      iv) % English Language Learners/Emergent Bilingual
      v) % Gifted and Talented

4) Select one of the network's lower-performing schools and describe its performance. What specific strategies have you implemented to improve performance?

5) Describe the scope of specific resources, services, or set of services that the Charter Management Organization (CMO) will provide for the school to support operation or management.

6) Please describe and explain any monetary obligations designated for services or fees associated with partnering with the CMO (if applicable).

Addendum – Virtual or Blended Operator

Explain each of the statements listed below:

1) The rationale for opening and authorizing the online school

2) How will authorizing the online school benefit the current student population of Arkansas?

3) Describe the role of the teachers within the online learning environment.

4) Verify by your signature below that the proposed school will abide by the following high-quality standards for online instruction:

1. The Online School involves representatives of the Online School's community, as well as staff, in a collaborative process to develop and communicate the Online School's vision, mission, goals and results in a manner appropriate to the online model for that program. The Online School provides leadership, governance, and structure to support this vision, and these supports are used by all staff to guide the decision-making.

2. The Online School has a plan and timeline to accomplish the technological infrastructure capable of meeting the needs of students and staff and supporting teaching and learning. The Online School uses a variety of technological tools and has a user-friendly interface. The Online School meets industry-accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.

3. The Online School has and implements a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand the acceptable use of the Internet in in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or "at location") to students, the Online School will use filtering software to prevent access to inappropriate materials.

4. Online Schools must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support for student academic achievement.

5. Online School demonstrates levels of attainment of statewide performance indicators that Meet expectations established by the Department's annual performance review.

6. The Online School's Teachers use ongoing, research-based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.

7. The Online School has a policy regarding course completion.

8. The Online School follows policies for tracking attendance, participation, and truancy. The policy includes documentation of Teacher/student interaction.

9. The Online School has a policy and the infrastructure to store, retrieve, analyze, and report required student, teacher, financial, and other required data collections.

10. The Online School has a policy of providing guidance counseling services as appropriate to grade level and student needs.

11. The Online School has a policy guiding school/home communication about student and program progress, school governance, and school accountability that is relevant, regular, and available in the native language where reasonable.

12. Instructional strategies, practices, and content address various learning needs and styles of students. The Online School uses a body of evidence to identify advanced, underperforming, economically disadvantaged, or other special needs students. The Online School will work to ensure that support structures and programs, including but not limited to Title I, ESL, Special Ed. and Gifted and Talented are integrated into the school's instructional program to promote and support student learning.

13. The Online School evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online School's leadership, teachers, parents, students, community members, and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the school performance reports.

14. The Online School shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.

15. The Online School has an established policy to conduct virtual home visits to enhance school-family engagement.

Signature of the authorized representative

 April D Moore

Date 8-15-24

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 to meet the goals of the school.

Waiver #1 Topic	School Board - Board of Directors
Arkansas Code Annotated	Ark. Code Ann. §§ 6-13-608 - Length of Directors' terms 6-13-611 - Vacancies Generally 6-13-612(c) - Vacancy reporting 6-13-613 - Temporary Vacancies created by failure of participate 6-13-615 - Elect directors 6-13-616(a) - Qualifications of directors 6-13-617 - Oath 6-13-618 - Organization - Disbursing officer 6-13-619 (c), (d)1, 2, 3, 4 - Meetings 6-13-620(5) - Power and duties 6-13-622(b) - Publication of budget 6-13-630 - Election by Zone and at large 6-13-634 - School district board of directors - Size 6-13-1303 - Site based decision making 6-14-101, et seq. - School elections
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code in order to govern the Real World Preparatory board as planned in this charter. Real World Preparatory board will consist of dynamic individuals from a diverse set of backgrounds, experiences, and expertise unified with a common goal and vision. The waivers requested do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629. While physical meetings will be held, it is requested that the applicant be allowed to have meetings by telephone and web-based meeting software, in order to best fit the schedules of our board and stakeholders. Some board members are a wonderful fit for our cause and will be unable to travel for meetings. Members will be sought after for their qualifications and ability to serve young people, not their address. Publication of these open meetings would still be made in accordance with ACA, and members of the public will be offered the opportunity to attend physically, or via the call-in number or web-based meeting software. Additionally, members of the public are invited to register for public comment, which may be done via the school's website, or from a campus

	location, in order to participate in the meeting. Board members will adhere to the ethical guidelines and prohibitions contained in 6-24-101. To measure the impact on achievement the Board will set goals and measure success by the progress made on these goals. Key Performance Indicators will be implemented, measured, and monitored at each meeting.

Waiver #2 Topic	Financial Management - Business Manager
Arkansas Code Annotated	Ark. Code Ann. § 6-15-2302(b)
Standard for Accreditation	
ADE Rules	DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12
Rationale for Waiver	Real World Preparatory seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Real World Preparatory will have a board that manages the financial plans. Real World Preparatory will be overseen by a board and be a smaller school. We will seek assistance from ASPRC and intend to hire a Business Manager by year 2.

Waiver #3 Topic	Personnel Policies - Employment of Licensed Personnel
Arkansas Code Annotated	Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel
Standard for Accreditation	
ADE Rules	DESE Rules Governing Educator Licensure – Section 7
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code. While Real World Preparatory will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that Real World Preparatory have flexibility to hire skilled professionals in trades or subject area that can share their expertise as teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. Real World Preparatory will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.

Waiver #4 Topic	Curriculum, Required Instruction
Arkansas Code Annotated	
Standard for Accreditation	Standard 1-A.1.3
ADE Rules	

Rationale for Waiver	Real World Preparatory requests a waiver until all four years of high school have been added (9-12). A list of complete course offerings is found in our charter. All required courses will be offered by 2028. For Grades 9-12, the following content areas shall be offered annually for a total of 38 units, except as otherwise allowed by law and these rules. The list of courses, approved by the State Board of Education for each content area, is posted annually on the Division website.

Waiver #5 Topic	Flag Display
Arkansas Code Annotated	Ark. Code Ann. §6-16-105 U.S. Flag Ark. Code Ann. §6-16-106 Arkansas Flag
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags. We do not yet know if the landlord will allow us to have a flagpole at this time.

Waiver #6 Topic	Personnel Policies - Daily Planning Period
Arkansas Code Annotated	Ark. Code Ann. §6-17-114
Standard for Accreditation	

ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from this portion of the Education Code because Real World Preparatory's unique schedule requires flexibility to adapt teacher schedules to match the need for student supervision and flexible need for scheduling as RWP grows. Teachers will actually have increased planning time during a week at Real World Preparatory where we emphasize the importance of preparation and planning, but not necessarily daily. We will be intentional with our time.

Waiver #7 Topic	Personnel Policies - Duty Free Lunch, Non-Instructional Duties
Arkansas Code Annotated	Ark. Code Ann. §6-17-111 Duty Free Lunch Ark. Code Ann. §6-17-117 Non-Instructional Duties
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. Volunteers, mentors, and parent volunteers will be recruited to assist in additional supervisory duties to allow teachers regular planning periods and duty free lunch. Real World Preparatory offers of employment will be made while notifying potential hires of this exemption and potential expectations. Teachers will not be expected to regularly give up these periods of time for lunch and duties, we will only utilize this waiver when supervision is needed or in case of an emergency.

Waiver #8 Topic	Personnel Policies - Requirements & Committee on Personnel Policies
Arkansas Code Annotated	Ark. Code Ann. §6-17-201 (a) & (c) Certified Personnel Policies Ark. Code Ann. §6-17-203, 6-17-205 Committees on Personnel Policies - Members
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code due to the very small staff size and nature of organizational management, the board will act in this role. We will have competitive and flexible offerings of salary dependent upon need and qualifications.. As we grow we will want to revisit this waiver. At the start of our school we will not have the minimal required staff to complete the committee according to these codes. Until our staff increases in size, all staff members will participate as a leadership team and all policies will be approved by Directors.

Waiver #9 Topic	Personnel Policies - Classified Employees Personnel Policies
Arkansas Code Annotated	Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) Classified School Employee Personnel Policy Law 6-17-2303 -Committee for each school district 6-17-2304 -Incorporation into employee contracts 6-17-2305 -Organization and duties of committee
Standard for Accreditation	
ADE Rules	

Rationale for Waiver	Real World Preparatory seeks exemption from this portion of the Education Code. Real World Preparatory will develop human resources policies and procedures that are best suited to serve our unique programmatic model and simplify the decision making process. Salary schedule, fringe benefits, and other compensation issues is an area that will require flexibility and a sliding scale would be used to gain desired staff and retain them with RWP. Staff will be required to take on duties not typically taken on by classified employees. Some may be asked to be mentors, while others may be asked to help with an extracurricular activity. There will not be enough classified staff to form a committee, as we will begin small. Policy changes will be addressed with Directors and/or Board of Directors. By obtaining a waiver, the school could remain cost effective and allocate resources more effectively, potentially directing more funds towards student-centered initiatives. We seek a waiver from this law to preserve its flexibility, foster innovation, and better align its personnel policies with our specific operational and educational goals.

Waiver #10 Topic	Health Services - School Nurses
Arkansas Code Annotated	Ark. Code Ann. §6-18-706
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code and the ADE Rules. Real World Preparatory will utilize a designated person to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Director as needed. Real World Preparatory's Directors will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students. We hope to work with the medical students in the area to fulfill this requirement with a LPN or similar certified individual until a nurse is on staff.

Waiver #11 Topic	Superintendent
Arkansas Code Annotated	Ark. Code Ann. §6-13-109 School Superintendent A.C.A 6-17-427
Standard for Accreditation	Standard 4-B.1, 4-B.2
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code and the ADE Rules. Real World Preparatory plans to employ a building level administrator who will show annual progression in a program of completion for district level administrators and will seek mentorship to be a licensed superintendent within 5 years of opening. This would allow Real World Preparatory to use its human resources best to enact the programmatic model. Our Founding Co-Direcotr will serve as Superintendent. She is a licensed Building Level Administrator who will work toward a license at the District Level to become licensed by showing annual progression.

Waiver #12 Topic	Transportation
Arkansas Code Annotated	Ark. Code Ann. §6-19-101 et seq. Transportation
Standard for Accreditation	
ADE Rules	

Rationale for Waiver	Real World Preparatory seeks exemption from this portion of the Education Code. Any transportation services provided to students at Real World Preparatory will be independently contracted and will be in full compliance with this section.Transportation services will be provided to students with an IEP who require it as a related service to access their education. In addition, students that are identified as temporarily displaced will be provided transportation options under the McKinney-Vento Act. Transportation needs will be provided by partnering with Ozark Regional Transport and utilizing public transportation. Any additional transportation needs will be contracted with Pinnacle Car Services. Students who would not otherwise be able to attend due to transportation barriers, will attend as required and show growth in assessment scores as a KPI (key performance indicator). This KPI will be monitored quarterly.

Waiver #13 Topic	Facilities
Arkansas Code Annotated	Ark. Code Ann. §6-21-117(2)-(5) Leased Academic Facilities
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from this portion of the Education Code. Given the limited initial enrollment and lack of operational history, it will not be possible to comply with all rules and regulations within the first year of operation. Real World Preparatory will ensure that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Waiver #14 Topic	Student Services
Arkansas Code Annotated	Gifted and Talented Children Ark. Code Ann. §6-20-2208(c)(6) and Ark. Code Ann.
Standard for Accreditation	
ADE Rules	2-G.1
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code and the Department of Education Rules. In Real World Preparatory's unique programmatic model, the idea that certain students receive instruction in an environment based on classification as "gifted and talented" is at odds with our approach of engaging each student in a career preparatory study/internship of his or her choice. We believe an environment that is appropriately student- centered, engaging, and rigorous, is best for all students. Students will inevitably be gifted and gifted students will be provided extension. However, they will not be labeled. At Real World Preparatory, each child is given the opportunity to develop his or her own gifts and talents.

Waiver #15 Topic	Alternative Learning Environment (ALE)
Arkansas Code Annotated	ACA 6-15-1005(a) - Program Reg 6-18-503(a)(1)(C)(i) - ALE Placement 6-48-102 - Reporting for Program 6-48-103 - Assessment & Intervention - Placement
Standard for Accreditation	Standard 2-I.1 Alternative Education Services
ADE Rules	Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds

Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code and the Department of Education Rules requiring the creation and reporting of an ALE program.. In Real World Preparatory's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) is at odds with our approach of engaging each student in a career preparatory internship of his or her choice. We believe an environment that is appropriately student- centered, engaging, and rigorous, is best for all students. At Real World Preparatory, each child is given the opportunity to develop his or her own gifts and talents. We will have students who need more typical ALE services, but we have been successful in the past with students by leveraging relationships with staff, community mentors, and peers to encourage academic and personal growth. Behavior plans will be used when students have reached Tier 3 and are in need of support. We will constantly reflect and modify personalized student success plans to adapt to student needs. Key performance indicators to measure achievement will be: ● Personalized Learning Plans ● Behavior Monitoring ● Internship and Career Readiness Metrics ● Monitoring with any student referred to the Washington County Court Systems. ○ Community partnership feedback from Community Service Inc for JDC referrals.

Waiver #16 Topic	Student Services -Library Media Services and Specialist
Arkansas Code Annotated	Ark. Code Ann. §§6-25-103, Ark. Code Ann. § 6-25-104
Standard for Accreditation	2-D.1, 4-F.1 and 4-F.2
ADE Rules	

Rationale for Waiver	Real World Preparatory (RWP) seeks an exemption from the requirement to hire a licensed library media specialist as mandated by the specified sections of the Arkansas Education Code. The rationale for this request is rooted in our commitment to reimagining traditional educational models in favor of more integrated, flexible, and cost-effective approaches to resource management.

At RWP, our educational philosophy emphasizes personalized, project-based, and real-world learning experiences. To support this vision, we are moving beyond the conventional library setup, opting instead for a media center that incorporates print, nonprint, and electronic media in a way that is seamlessly integrated into the broader learning environment. This approach allows us to provide students with comprehensive access to educational resources while embedding digital literacy and research skills directly into our curriculum.

Specifically, our strategy involves leveraging advanced digital platforms and online databases to ensure that students have round-the-clock access to high-quality educational materials. Academic standards will be met across all subjects, with instruction on relevant skills and strategies explicitly taught within advisory, English Language Arts (ELA), and history classrooms.

Furthermore, RWP will employ technology instructors to manage the media center, ensuring that students are equipped with the digital tools and resources necessary for academic success. We will also establish partnerships with local public libraries, providing students with access to a broader range of materials and opportunities for internships and community engagement. These partnerships allow students to use their local libraries as an extension of their school library, thus fostering a deeper connection between their academic and community experiences.

Waiving the requirement for a licensed library media specialist will enable RWP to implement a more innovative and modern approach to resource management, one that aligns with our mission to prepare students for the future by integrating essential skills into the fabric of our school culture. |

Waiver #17 Topic	Written Student Discipline Procedures
Arkansas Code Annotated	Ark. Code Ann. 6-18-503(b)(2)
Standard for Accreditation	

ADE Rules	DESE Rules Governing Student Discipline and School Safety, 4.11
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All Real World Preparatory policies will comply with all state and federal laws and seek to best serve the community of the school. Real World Preparatory seeks to use the most progressive discipline management techniques such as restorative justice and student-body counsels and arbitrators whenever appropriate. We will use the following tools to measure impact on achievement: ● School Climate and Culture Metrics ● Behavioral Data Analysis ● Restorative Justice Outcomes

Waiver #18 Topic	Teacher Licensure
Arkansas Code Annotated	Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom Ark. Code Ann. §6-17-309- concerning Certification to Teach Particular Grade or Subject Matter Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement Ark. Code Ann. §6-17-902- concerning Definition of Teacher Ark. Code Ann §6-17-908- Teacher Licensure Standard 4-D.1 Ark. Code Ann. §6-17-919- concerning Warrants Void without Valid Teaching
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks an exemption from specific portions of the Education Code to support its unique educational mission. While we are committed to ensuring that all teachers are highly qualified and will prioritize hiring licensed teachers and administrators whenever possible, flexibility is crucial to our success. This waiver would enable us to hire professionals with specialized expertise in certain fields, including industry experts, college professors, and other professionals who may not have traditional licensure but possess the knowledge and experience necessary to implement our innovative programmatic plan. This flexibility will expand our hiring pool, allowing us to bring in instructors with non-traditional qualifications that closely align with our educational model. For

	instance, professionals with real-world experience in STEM fields or the arts can offer valuable practical insights that enhance students' learning, even if they lack conventional teaching certifications. Ensuring a qualified teacher in every classroom remains a priority, but we believe that our approach best prepares students for success in college and careers. Real World Preparatory will provide extensive training, support, and coaching for all teachers and administrators, and will comply with all state and federal laws to maintain a safe and professional environment.

Waiver #19 Topic	Principal
Arkansas Code Annotated	Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities
Standard for Accreditation	4-C.1 and 4-C.2
ADE Rules	
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code. Our principal has completed the program of study required for licensure. Prior to the opening of Real World Preparatory, she will pass her Praxis to become licensed and enter the mentoring program provided by ADE or APSRC.

Waiver #20 Topic	Food Services
Arkansas Code Annotated	Ark. Code Ann. §§ 6-18-705 (breakfast program) 6-20-701, et seq. (school lunch program)
Standard for Accreditation	Standard for Accreditation 3-D.1

ADE Rules	DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools (excluding sections 5.02.5 and 12.00)
Rationale for Waiver	Real World Preparatory seeks exemption from these portions of the Education Code. We will not have a food services director for our first year of operation. We will purchase meals from an approved vendor or contract with a school district that complies with the rules for food services. We are aware that no federal food service requirements can be waived.

Waiver #21 Topic	Comprehensive School Counseling Program & School Counselor
Arkansas Code Annotated	Ark. Code Ann. §§ 6-18-2002(2)(A) 6-18-2003(a)(2)(A) 6-18-1004(a)(2)
Standard for Accreditation	Standard 4-E.1, 4-E.2
ADE Rules	
Rationale for Waiver	Real World preparatory seeks exemption from these portions of the Education Code. As RWP grows and enrollment increases we will seek a licensed counselor. Real World Preparatory seeks an exemption from statutes to allow the designation of a trusted adult to assume these duties, so, while not necessarily holding a counseling license, they will possess specialized skills and training in school counseling. This role is essential in implementing a comprehensive counseling program that includes restorative practices, student referrals, and collaboration with teachers, all of which are crucial to fostering a supportive and responsive school environment. Until this is possible, we will contract with Community Services Inc (counseling services) to provide services for our students. The comprehensive school counseling program at Real World Preparatory will ensure that students receive holistic support, addressing not only academic needs but also social, emotional, and behavioral development. By appointing a designated adult the school can effectively implement restorative practices, manage a responsive referral system, and foster strong collaboration between teachers and support staff. This individual will also be the trainer for advisors and teachers to be a baseline of support and to be responsive to students. This approach aligns with the school's mission to prepare students for success in college and careers by creating a supportive, inclusive, and responsive educational environment.

Waiver #22 Topic	Curriculum – Advanced Placement Courses Curriculum – Concurrent Credit
Arkansas Code Annotated	Ark. Code Ann. §§ 6-16-1203(a) 6-16-1204(a), (c), and (d)
Standard for Accreditation	Standard 1-A.1.3-10
ADE Rules	DESE Rules Governing Grading and Course Credit – Sections 4-1.00 & 6.00
Rationale for Waiver	Real World preparatory seeks exemption from these portions of the Education Code. RWP will encourage students to enroll in concurrent classes based on test score requirements. Students will take classes at partnering universities or online programs. Online concurrent credit classes will be facilitated by a teacher on the RWP campus to ensure academic support and success of each student seeking to begin their college experience. We are seeking to waive the expectation of offering AP classes on our campus. In the rare case that a student would rather take an AP class in lieu of a concurrent class, we will partner with a local LEA or online platform to offer this class. Students will have ample opportunity for extension and exploration of class offerings by making a request with administration. We will do everything possible to meet the needs and requests of our stakeholders.

BIG PICTURE LEARNING

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08/25/2024

Ms. Dorie Summons
Charter School Office
Arkansas Department of Education
4 State Capitol Mall
Little Rock, AR

Dear Members of the Charter Authorizing Panel and Ms. Summons,

Please accept this letter of support on behalf of Real World Preparatory as they apply to the Arkansas Department of Education for an open-enrollment charter school in Northwest Arkansas in the fall of 2025.

Real World Preparatory represents a bold and innovative approach to education that aims to provide students with real-world learning experiences that align with their interests and career goals. The school's focus on experiential learning, internships, and partnerships with local businesses and organizations will equip students with the skills and knowledge needed to thrive in today's rapidly evolving workforce.

I strongly believe that Real World Preparatory will fill a critical gap in the educational landscape, offering students opportunities that extend beyond the traditional classroom. By connecting students with hands-on experiences, the school will help them build a deeper understanding of their chosen fields and foster a sense of purpose and direction in their academic and professional journeys.

As a supporter of Real World Preparatory, I am confident that this school will be an invaluable asset to the Northwest Arkansas community. It will provide students with the tools they need to succeed while also contributing to the growth and development of the region.

Thank you for considering this letter of support. I am eager to see Real World Preparatory make a positive impact on the lives of students in Northwest Arkansas.

Sincerely,
Crishell Johnson
Regional Coordinator, Harbor Freight Fellows

Waiver Topic Names with Arkansas Code Annotated, Standards, and DESE Rules (when applicable)

178 Instructional Days – standard only Standard 1-A.4.1	**Acquisition of Commodities** Ark. Code Ann. § 6-21-303	**Adopt School Calendar** Ark. Code Ann. § 6-10-106	**Alternative Learning Environment (ALE)** Ark. Code Ann. §§ 6-15-1005(b)(5) 6-18-503(a)(1)(C)(i) 6-48-102 6-48-103 DESE Rules Governing Student Special Needs Funding – Section 4 Standard 2-I.1	**Arkansas History** Ark. Code Ann. §§ 6-16-124(a)(2) 6-17-418 6-17-703 Standard 1-A.1.2.8
Attendance Ark. Code Ann. § 6-18-213(a)(2)	**Board of Directors** Ark. Code Ann. §§ 6-13-608 6-13-611 6-13-612(c) 6-13-613 6-13-615 6-13-616(a) 6-13-617 6-13-618 6-13-619(a), (c), (d)(1)(A), (d)(4) 6-13-620(5) 6-13-622(b) 6-13-630 6-13-631 6-13-634 6-13-635 6-13-1303 6-14-101, et seq.	**Body Mass Index (BMI) Assessment** DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Section 5.02.5, 12.00	**Class Size & Teaching Load** Ark. Code Ann. § 6-17-812 Standard 1-A.5 (Class Size) Standard 1-A.6 (Teaching Load) DESE Rules Governing Class Size and Teaching Load	**Classified Employee Minimum Salary** Ark. Code Ann. §§ 6-17-2201, et seq. 6-17-2403

Clock Hours	Comprehensive School Counseling Program & School Counselor	Credit for College Courses	Curriculum – Advanced Placement Courses	Curriculum – Career & Technical Education
Standard 1-A.2	Ark. Code Ann. §§ 6-18-2002(2)(A) 6-18-2003(a)(2)(A) Standard 4-E.1, 4-E.2	Ark. Code Ann. § 6-18-223	Ark. Code Ann. §§ 6-16-1203(a) 6-16-1204(a), (c), and (d)	Standard 1-A.1.2.7 (5-8) 1-A.1.3.9 (9-12)

			DESE Rules Governing Grading and Course Credit – Sections 4-1.00 & 6.00 Standard 1-A.1.3-10	
Curriculum – Concurrent Credit Ark. Code Ann. §§ 6-16-1203(b) 6-16-1204(b) and (e) DESE Rules Governing Grading and Course Credit – Sections 5.00	**Curriculum – CPR** Ark. Code Ann. § 6-16-143 Standard 1-C.2.5 Under Ark. Code Ann. § 6- 23-401(b) this is NOT waivable unless the charter is fully virtual.	**Curriculum – Fine Arts** Standard 1-A.1.1.5 (K-4) 1-A.1.2.5 (5-8) 1-A.1.3.6 (9-12)	**Curriculum – Foreign Language 9-12** Standard 1-A.1.3.5	**Curriculum – Visual Art or Music** Ark. Code Ann. §§ 6-16-130(a) – elementary 6-16-130(b) – grades 7-8 and some 6th grade DESE Rules Governing Visual Art and Music Standard 1-A.1.1.5, 1-A.1.2.5, & 1-A.1.3.6

Eye and Vision Screening	Financial Management – Business Manager	Flag Display	Flexible Schedule	Food Services
Ark. Code Ann. §§ 6-18-1501 6-18-1502 DESE Rules Governing Eye & Vision Screening Report in Arkansas Public Schools	Ark. Code Ann. § 6-15-2302(b) DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12	Ark. Code Ann. §§ 6-16-105 6-16-106	Ark. Code Ann. § 6-16-102, except (a)(5)	Ark. Code Ann. §§ 6-18-705 (breakfast program) 6-20-701, et seq. (school lunch program) DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools Standard 3-D.1
Gifted and Talented Ark. Code Ann. §§ 6-20-2208(c)(6) 6-42-109 DESE Rules Governing Gifted and Talented Program Approval Standards Standard 2-G.1	**Grading Scale** Ark. Code Ann. § 6-15-902(a) DESE Rules Governing Grading and Course Credit – Section 2-2.01	**Health Services – School Nurse** Ark. Code Ann. § 6-18-706	**Health and Safety Services** Standard 2-E.1, 2-E.2	**Instructional Day (includes delay/early release of school and recess)** Ark. Code Ann. §§ 6-16-102 6-10-126 – Delay or early release of school due to emergency circumstances Standards 1-A.4.2 1-A.4.3 (Recess)

Instructional Materials Ark. Code Ann. § 6-21-413 DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2	**Leased Academic Facilities** Ark. Code Ann. § 6-21-117(2)-(5) Standard 6-A.1, 6-A.2	**Library Media Services –includes standard for balance of instructional materials** Ark. Code Ann. § 6-25-103 Standard 2-D.1	**Library Media Specialist** Ark. Code Ann. § 6-25-104 Standard 4-F.1, 4-F.2	**Maintain School Facilities** Standard 6-A.1
Parent & Family Engagement Plan Ark. Code Ann. § 6-15-1701, et seq. DESE Rules Governing Parental Involvement Plans and Family and Community Engagement Standard 5-A.1	**Period of Silence** Ark. Code Ann. § 6-10-115	**Personnel Policies – Classified Employees Personnel Policies** Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) & (d)(2) 6-17-2302 6-17-2303 6-17-2304 6-17-2305	**Personnel Policies – Committee on Personnel Policies** Ark. Code Ann. §§ 6-17-203 6-17-205 6-17-209	**Personnel Policies – Daily Planning Period** Ark. Code Ann. § 6-17-114
Personnel Policies – Duty- Free Lunch Period Ark. Code Ann. § 6-17-111	**Personnel Policies – Employment of Licensed Personnel** Ark. Code Ann. § 6-17-301	**Personnel Policies – Grievance Procedure** Ark. Code Ann. §§ 6-17-208 6-17-210	**Personnel Policies – Non- instructional Duties** Ark. Code Ann. § 6-17-117	**Personnel Policies – Personnel Policies Incorporated into Teacher Contracts** Ark. Code Ann. § 6-17-204
Personnel Policies – Public School Employees' Fair Hearing Act Ark. Code Ann. §§ 6-17-1701, et seq.	**Personnel Policies – Requirements** Ark. Code Ann. § 6-17-201(a) & (c)	**Personnel Policies – Right to Join Professional Organization** Ark. Code Ann. § 6-17-202	**Personnel Policies – School Employees' Minimum Sick Leave** Ark. Code Ann. §§ 6-17-1301, et seq.	**Personnel Policies – Teachers' Minimum Sick Leave** Ark. Code Ann. §§ 6-17-1201, et seq.

Instructional Materials	Leased Academic Facilities	Library Media Services –includes standard for balance of instructional materials	Library Media Specialist	Maintain School Facilities
Ark. Code Ann. § 6-21-413 DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2	Ark. Code Ann. § 6-21-117(2)-(5) Standard 6-A.1, 6-A.2	Ark. Code Ann. § 6-25-103 Standard 2-D.1	Ark. Code Ann. § 6-25-104 Standard 4-F.1, 4-F.2	Standard 6-A.1
Personnel Policies – Teachers' Fair Dismissal Act	**Personnel Policies – Teacher Excellence and Support System (TESS)**	**Personnel Policies – Use of Personal Leave**	**Personnel Policies – Website Requirements**	**Physical Education**
Ark. Code Ann. §§ 6-17-1501, et seq.	Ark. Code Ann. §§ 6-17-2801, et seq. DESE Rules Governing Educator Support and Development	Ark. Code Ann. § 6-17-211	Ark. Code Ann. § 6-11-129 DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites – Sections 5&6	Ark. Code Ann. § 6-16-132 DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools – Sections 7.01, 7.01.1, 7.01.1.1, 7.01.1.2, 7.01.3, 7.09 Standards 1-A.1.1.6, 1-A.1.2.6, & 1-A.1.3.8

Pledge of Allegiance	Principal	Professional Development	Report Cards	Required Instruction
Ark. Code Ann. § 6-16-108	Ark. Code Ann. § 6-17-302 Standards 4-C.1, 4-C.2	Ark. Code Ann. §§ 6-17-703 6-17-704 6-17-705 DESE Rules Governing Professional Development Standard 4-G.1	Ark. Code Ann. § 6-15-903(a)(2)	**K-4** Standard 1-A.1.1

Required Instruction **5-8** Standard 1-A.1.2	**Required Instruction** **9-12** Standard 1-A.1.3	**Salaries and Compensation** Ark. Code Ann. §§ 6-17-807 6-17-812 6-17-908 6-17-2401 et seq. 6-21-303(b)	**School Calendar – School Start Date** Ark. Code Ann. § 6-10-106	**School Counselor** Standard 4-E.1 & 4-E.2
School Property and Supplies – Rules Ark. Code Ann. § 6-21-303(b)	**School Safety Policies & Procedures** Standard 6-A.2	**Statewide Assessment System** Ark. Code Ann. § 6-15-2907 Under Ark. Code Ann. § 6- 23-401(b) this is NOT waivable.	**Written Student Discipline Procedures** Ark. Code Ann. 6-18-503(b)(2) DESE Rules Governing Student Discipline and School Safety, 4.11	**Superintendent** Ark. Code Ann. §§ 6-13-109 6-17-427 DESE Rules Governing the Superintendent Mentoring Program Standard 4-B.1, 4-B.2
Teacher Excellence & Support System (TESS) Ark. Code Ann. §§ 6-17-2801, et seq. DESE Rules Governing Educator Support and Development	**Teacher Licensure** Ark. Code Ann. §§ 6-15-1004 6-17-309 6-17-401 6-17-418 6-17-902 6-17-908 6-17-919 DESE Rules Governing Educator Licensure – Section 7 Standard 4-D.1	**Teachers' Salaries – 12-mo. Contract for Vocational Agri Teachers** Ark. Code Ann. § 6-17-802	**Tornado & Earthquake Safety Drills** Ark. Code Ann. § 6-10-121 Under Ark. Code Ann. § 6- 23-401(b) this is NOT waivable unless the charter is fully virtual.	Transportation Ark. Code Ann. §§ 6-19-101, et seq.