Walls To Windows
A Comprehensive K-12 Plan
Breaking Down Traditional Barriers

Grenada School District
Education, Training, Careers

District of Innovation
Application Packet
Fall 2016
District of Innovation Application

District Name: Grenada School District
Contact person/Title: Sherry Worsham, Director of Innovation
Street Address: 253 South Main / P.O. Box 1940
City Name: Grenada
Zip Code: 38901
Phone Number: 662-226-1806
Date of Application: November 30, 2016

DISTRICT ASSURANCES

Applicant assures that its application does not contain any request to waive the following Mississippi Revised Statutes or Mississippi Administrative Regulations:
a. ensure the same health, safety, civil rights, and disability rights requirements as are applied to all public schools;
b. ensure students meet compulsory attendance requirements under Sections 37-13-91 and 37-13-92;
c. ensure that high school course offerings meet or exceed the minimum required under Sections 37-16-7 and 37-3-49 for high school graduation or meet earlier graduation requirements that may be enacted by the Mississippi Legislature;
d. ensure the student performance standards meet or exceed those adopted by the State Board of Education as required by Sections 37-3-49, 37-16-3, and 37-17-5, including compliance with the statewide assessment system specified in Chapter 16, Title 37, Mississippi Code of 1972;
e. adhere to the same financial audits, audit procedures, and audit requirements as are applied under Section 7-7-211(e);
f. require state and criminal background checks for staff and volunteers as required of all public school employees and volunteers specified in Section 37-9-17;
g. comply with open records and open meeting requirements under Sections 25-41-1 et seq. and 25-61-1 et seq;
h. comply with purchasing requirements and limitations under Chapter 39, Title 37, Mississippi Code of 1972;
i. provide overall instructional time that is equivalent to or greater than that required under Sections 37-1-11 and 37-13-67, but which may include on-site instruction, distance learning, online courses, and work-based learning on nontraditional school days or hours; and
j. provide data to the department as deemed necessary to generate school and district reports.

Dr. David Craigwell 11/29/16

Superintendent Date

Adlene Gandy 11/29/2016

Chair, Board of Education Date
I. Call to Order and Roll Call
II. Invocation/Pledge of Allegiance
III. Minutes
IV. Adoption of the Agenda
V. Old Business
VI. New Business
   A. Election of Board Officers
   B. Correspondence
   C. Student Transfer
   D. Personnel
   E. Policies
      New Policy - List 1
      Transporting Students
      Health Ins. Plan & HIPAA
      Paperwork Reduction
      Conflict Resolution
      Voc. Career
      New Policy - List 2
      Mission Driven Decision-Making
      Aiding and Abetting Sex Offenders
      State Assessments Opt Out
      Policy - List 3
      Vision & Mission Statements
      Code of Conduct
   F. Superintendent's Report
   G. Project Lead the Way Application Process
   H. Approval of Innovative School District Plan
      I. Grenada Enrichment and Transition Center Students/GED Students
      J. Salary Schedule Additions
      K. 16th Section Lands
      L. Declaration of Junk/Surplus
      M. Deletions of Fixed Assets
      N. Single Source
      O. Financial Statements & Activity Fund Transactions Approval
VII. Bills
VIII. Executive Session
IX. Adjourn
Describe the proposed innovative model.

**Walls to Windows – Breaking Down Traditional Barriers**

Our purpose in Innovation is to develop a system of K-12 education that promotes critical and analytical thinking with emphasis on applying logical decision making skills to real world experiences.

Grenada School District is engaged in and expanding innovative practices designed to reduce achievement gaps, increase learning and participation in programs that inspire achievement, and develop college and career ready students. Comprehensive and designed for every student in every school to have access to opportunities, the GSD Walls to Windows Innovation Plan begins with our youngest learners in our new Pre-K Learning Blocks program. And, although it has been said that how one handles success or failure is determined by their early childhood, the Grenada School District’s Innovation Plan does not stop there.

The GSD’s Innovation Plan will focus on not only offering a world class Pre-K program, but instilling a structured approach to problem solving, critical thinking, and applying Science, Technology, Engineering and Math (STEM) knowledge for all our students GSD will establish Career Pathways, will build an Early College program, will strengthen its Workforce program, and will move to assessments aligned with college and career readiness. Determined to help its students achieve not only in traditional measures of school success but also success in broader terms, the GSD will transform learning by expanding Project Lead the Way, putting into place Pathways of Possibilities that inspire college study or career certification, engage teachers in research based professional learning, and strengthen relationships that sustain the Walls to Windows Innovation Plan and empower our partners in education.

Our Innovative Plan will include:

- **Grenada School District’s First Class Learning Center, Learning Blocks,** is one of only four programs selected in 2016-2017 by Mississippi Department of Education to meet requirements for the Early Learning Collaborative opportunity. Designed for Pre-K (four year old children) students, our Learning Blocks program will increase student readiness for kindergarten.
We began Pre-K during the 2016-2017 school year and will continue development of this highly successful program is a part of the GSD Innovation Plan. The 2017-2018 expansion will enable us to also include all the Pre-K students at Grenada Head Start. By adding to this program, our district helps students entering kindergarten to perform at or above a kindergarten level.

Currently, our entering kindergarten students are scoring slightly below the state average on the MKAS2 Kindergarten Readiness Assessment. The 2016-2017, Pre-K students will be a control group, so we can see how those participating in our Pre-K program differ from other students academically through the years. We will utilize this group of students to pilot new learning strategies to assist students with achieving our goal. Therefore, we can develop those strategies and implement them in our Early Learning Collaborative.

Also, as we develop different learning strategies to help students be more prepared for kindergarten, we will work with our partners from Head Start and the other seven local daycares to train their teachers on the research-based strategies to improve the delivery of instruction for all early learning facilities in Grenada.

Therefore, we anticipate the Learning Blocks part of our Innovative Plan contributing to the success of a large number of students entering kindergarten at an early kindergarten level or above. This added community wide support gives GSD students the opportunity to advance learning by gaining reading skills earlier.

- **ACT Aspire Assessments** will be administered to students in grades three through 8 in English / Language Arts and Math. The ACT Aspire benchmarks will be blended with the Mississippi College and Career Readiness Standards in these areas. College and career readiness is linked to instruction and assessment. Data from assessments inform academic growth for both educators and students. Act Aspire and the ACT are based on knowledge and skills in the same academic areas from grades 3 through 12 with an emphasis on college and career readiness. Standards that are aligned from primary through secondary education relevant to college-level work should guide a student’s educational progress. ACT Aspire data will reflect student growth over time and across grades and link student growth to readiness for college and career.

- **Grenada School District is the first and only district in Mississippi to implement Project Lead the Way’s (PLTW) in every single school.** This part of our Innovative Plan is exciting because it will not only broaden learning but, also, integrate more technology skills and allow career exploration opportunities that prepare students for middle and high school. PLTW
provides a comprehensive approach to STEM education through activities, projects, and a problem-based curriculum. PLTW gives students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. The PLTW modules integrate a research based, hands-on approach to learning.

The PLTW Launch Program was implemented in second through sixth grade students at the beginning of the 2016-2017 school year. Over 300 students participated in the launch program and are becoming problem solvers using a structured approach that includes engineering design processes and critical thinking while allowing students to explore STEM related careers. These students will continue to participate in Launch.

Beginning in the 2017-2018, PLTW Launch would be blended into the fifth grade Science curriculum for every student. Using ACT Aspire, these students will be assessed twice a year with ACT Aspire giving us a baseline and a measure of growth. Expanding the Launch Program to include every fifth grade Science class will expand PLTW Launch learning opportunities to more than 325 additional students.

The PLTW Gateway Program began during the 2016-2017 school year with seventh and eighth grade students. Building on skills that begin in PLTW Launch, Gateway opens students' eyes to many different technology skills that are useful in real-world experiences for everyone but, importantly, are critical in STEM career pathways. This part of our Innovation Plan was thoughtfully added to increase the number of students who are college and career ready because it exposes students to STEM activities with a focus on job possibilities.

During the 2017-2018 school year, traditional science classes will be blended with PLTW Gateway modules so that more students have access. With the expertise of our GSD Science Curriculum Specialist and the addition of a waiver, PLTW Gateway will be blended into the science curriculum in grades six, seven, and eight. Specifically, the PLTW Design and Modeling modules will be blended with the sixth grade science curriculum, the PLTW Robotics and Automation modules will be blended with the seventh grade science curriculum, and the PLTW Medical Detectives curriculum will be blended with the eighth grade curriculum. In addition, PLTW Computer Science will be blended with the Technology Foundation curriculum.

Students in these classes will be assessed with ACT Aspire twice a year giving us a baseline projection of their ACT scores, as well as providing a measure of student growth. By blending the Science curriculums as well as the Technology Foundation curriculums with PLTW Gateway and PLTW Computer Science, students will be better prepared to make college and career choices.
In addition, language arts and math classes for grades six, seventh, and eight will be tested using ACT Aspire twice a year to give a baseline and to measure growth. Weekly and unit assessments would be written to match ACT format and testing strategies.

PLTW Biomedical, Engineering, and Computer Science programs were put in place at the high school level during the 2016-2017 school year. As part of our Innovation Plan, the second year PLTW courses will be offered during the 2017-2018 school year and the third year PLTW courses will be offered during the next school year. The expansion of these programs allows more students to take these classes and to build advanced levels of skills in each pathway. Students are able to earn Carnegie units with all PLTW classes.

GSD created a cutting-edge Biomedical lab with equipment and materials. The Biomedical program is supported by a team of professionals from the medical community that serve as consultants and provide career information to students.

For our Engineering program, we created an in-school Engineering Office supports an unconventional learning setting that simulates a real engineering business environment. A local engineering firm provides career support and engineering information to students. Novipax, a local industry, provides field experiences and financial support.

Our Computer Science program will use state-of-the-art technology. The instructors of our Computer Science program will have the support of a local computer business as well as the support of expert citizens.

The PLTW part of the Innovation Plan gives GSD students in middle and high school the opportunity to gain computer science, engineering, and biomedical experiences that are linked to standards for STEM and standards for admission in institutions of higher learning. Project-based learning is embedded in all PLTW courses – an approach that helps students identify and tackle problems found in their own lives and in the community. With PLTW as a part of this innovative plan, our students will be enlightened in STEM which is significant because the projected number of job openings in 2018 for STEM fields is 2.8 million. Therefore, the GSD Innovation Plan gives students an advantage when entering work or college.

- **Pathway to Possibilities** will expose student to a number of careers possibilities through career interest assessment, by visiting community businesses or industry, by contact with professionals or experts in a variety of career positions, and by directly learning about careers in specific classes specifically designed.
• Students currently have the opportunity to explore careers beginning in STEM courses in the eighth grade and continuing in the Keystone course in the ninth grade. A Career Fair with local and state experts in a variety of fields is held annually and includes both middle school and high school students.

• By the end of first semester in eighth grade, iCap portfolios will be completed allowing counselors to assist students when selecting a career pathway in second semester eighth grade. The iCap portfolio is an essential part of planning for graduation that facilitates student transition to a profession or to college experience.

• Insuring equity for all students, the Pathway to Possibilities includes counseling about additional opportunities such as Advanced Placement classes, Dual Credit/Dual Enrollment classes, Project Lead the Way (PLTW), ACT Prep classes, Extended Year Learning (EYL), online high school and college level classes, project based learning opportunities, and hybrid classes.

• GSD works closely with the Grenada County Economic Development District to create programs that enhance the skills of graduating students and provide comprehensive career awareness experiences. The Grenada County Economic Development District partners with the GSD in the “Make it in Grenada, Make it in Manufacturing” program that builds and sustains STEM education, job skill training, and career certification.

GSD endeavors to create a college going culture with its Accelerating Change Today (ACT) program. Part of Pathway to Possibilities, GSD is establishing this program to link learning from one course to another into three career pathways: Academic Pathway, Career and Technical Pathway, and Traditional Pathway. Entering ninth grade students can select a career pathway that is aligned with the new diploma tracks initiated by the MDE. The goal is to make learning more personalized by assisting students with selection of courses that make learning both meaningful and relevant to their interests and future.

• Using the new diploma tracks, students will follow their particular pathway and once reaching their junior year will be ready for the GSD Early College High School Initiative or Career Based Learning experiences. Additional opportunities such as Advanced Placement classes, Dual Credit/Dual Enrollment classes, ACT Prep classes, Extended Year Learning (EYL), and online high school and college level classes as well as project based learning
opportunities, and hybrid courses, as previously mentioned, are a part of our Pathway to Possibilities.

- Project Advanced Placement (PAP) is designed to increase the number of students who participate in Advanced Placement courses and pass the AP test. PAP will begin at Grenada Middle School by enrolling eligible students in Pre-AP courses to groom them for high school level AP courses and assessments. Pre-AP Honors teachers will have the support of Instructional Coaches and will participate in training to increase rigor in advanced level courses. With this Innovative Plan, we will prepare middle school students for the high expectations in high school.

- Dual Credit/Dual Enrollment (DC/DE), Hybrid, and Online Education: GSD works closely with Holmes Community College (HCC) to increase the number of students receiving DC/DE credits. GSD will continue to build our relationship with HCC to increase the number of courses offered to students at GSD. GSD will also provide students opportunities to take high school and college level online classes to increase each student's opportunity to enroll in DC/DE courses. Students will have the opportunity to take specialized courses and DE/DC courses.

- ACT Mastery Prep is an important part of our Innovation Plan. Implemented two years ago as a pilot program and expanded during the current school year, ACT Mastery Prep provides structure for teachers and students of all abilities to effectively prepare for the ACT. Available to students beginning in ninth grade, every student takes a practice ACT test every year and participates in reading, math, science, and English skill review.

- The College Blitz outreach program will grow to include area civic clubs, churches, and community organizations support families and students to make visits to multiple colleges and university campuses.

- The Grenada Middle School offers the PSAT 8. As a part of this important step, students are given the chance to take the PSAT and to participate in an individualized program of study to improve PSAT skills. Parents and students attend after school programs to learn about how to prepare for success in the PSAT program.

- Multiple components of the Pathways to Possibilities part of the Innovation Plan support all students as they move toward graduation with an acceleration competent(s) to advance in work or college. Moreover, this part
of the Innovation Plan encourages GSD students to graduate with both a high school diploma and a two-year degree or career credentials.

- In the Early College High School Initiative, students will be allowed to attend Holmes Community College either on the college campus or via dual credit classes on the high school campus. These students, beginning in grade eleven would become nontraditional students; therefore, their day might not consist of the 330 minutes required by the state. A waiver is required for both the required daily minutes and for the impact of this nontraditional arrangement on our average daily attendance. We would need to be allowed to use Average Daily Membership for those students.

- Central to creating a culture for college or career readiness, GSD is changing the traditional seven-period-a-day schedule to a modified block schedule. This change supports student success by making possible the acquisition of more Carnegie Units for students in grades nine and ten and, therefore, making available more time in schedules for students in eleventh and twelfth grade. Creating critical time for Early College High School learning experiences is a priority in this Innovation Plan.

- The Mississippi College and Career Readiness Standards will be blended with ACT Quality Core. ACT Quality Core increases rigor and improves performance on the ACT. According to ACT, “ACT relies on research to ensure that its assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for postsecondary education and workforce training.” “Student performance on the assessments is anchored by empirically based ACT College Readiness Benchmark scores.” (act.org). Since the MDE accountability model encompasses those benchmark scores, blended the ACT Quality Core should increase scores which will allow our district to reach those benchmarks on the model. Student assessment will occur twice a year using ACT establishing a baseline and a measure of growth.

Additional Pathways to Possibilities are in the works. Ever seeking to build relationships that strengthen our community and the student pathways to success, Grenada School District is currently building opportunities:

- With the Delta State University Delta Music Institute through a grant with the Country Music Association (CMA) and Fender Guitars that provides guitars and access to instruction to a group of talented but underprivileged students in our school (see Packet).
With Dual Credit classes in Integrated Marketing Communication being arranged through the University of Mississippi Meek School Of Journalism. The arrangements for the journalism course opportunity was not completed at the time of this application (see Packet).

With the application for the Engineering and Robotics grant to implement a rigorous STEM program at the Career and Technical Center. Combined with PLTW Automation and Robotics being added at the middle school and the possibility of this Engineering and Robotics program being initated, students have added reasons to be motivated to pursue a career choice in either college or career through the Robotics programs at GSD.

Mississippi State University’s Bagley School of Engineering is a center for research of Unmanned Aircraft Systems (Drones). Grenada School District is in the process of taking the first steps to add Dual Credit courses that support this new field of technology.

Explain how the innovative program will differ from a traditional school model and what makes the proposed plan innovative.

**Walls to Windows – Breaking Down Traditional Barriers** is an innovative approach to learning that reaches all students at all levels, PreK-12th grades. It differs from a traditional school model by:

- blending classes to include both the Mississippi College and Career Readiness Standards and Project Lead the Way STEM curriculum in science courses that are linked together through late elementary school and middle school.
- by offering experiential learning experience beginning in lower elementary grades and continuing through middle school.
- by allowing students to gain as many as 5 Carnegie units at the middle school level.
- by placing high school students in a modified block schedule to allow them to attain enough units to enter the Early College Initiative their junior year.
- by making available college credit classes on the college campus or on the high school campus.

Explain how the innovative program is designed to impact student learning and how it will equip students with college- and career-readiness skills.

Our Walls to Windows Innovative Plan empowers students by providing knowledge of career opportunities at an earlier age. With this comprehensive approach to STEM education through activities, projects, and a problem based curriculum, students are awakened to interest they might not have encountered. At the same time...
time, students will be assessed using ACT measures several years prior to the
required eleventh grade assessment, thereby impacting their ability to score higher
through the years and attain a greater chance to receive college scholarships.

With this Walls to Windows Innovative Plan, we expand the opportunities for our
students to graduate high school with college credit and attend college more
prepared; to gain experience in their field of interest and make more informed
decisions about future learning; to earn skill certification that opens doors to work;
and to become productive and involved citizens after high school.

At Grenada School District, walls are removed and the windows are thrown open for
student success.

Describe extracurricular, exploratory, co-curricular, and experiential activities that are planned.

The Grenada Schools receive the 21st Century (CCLC) Grant that supports skill
building and encourages students to stay in school. This program provides tutoring
and skills classes including Pottery & Ceramics, Podcasting & Music Production,
Photoshop & Media Design, Culinary Arts, Urban Agriculture & Archery, Automobile
& Welding, and Building Trades. These classes foster interest exploration, guide
students to a field of study, and help students to stay in school. Plus, we will offer
hybrid classes through Google classroom, so students can participate in internships
(paid and unpaid) to offer students a variety of opportunities to foster the
development of clear and concise choices for careers. Community patrons will be
the mentors in this program, building relationships, and offering avenues for all
Grenada students and participate in extra-curricular activities.

Explain the vision or broad goals for the school. If the proposed innovation is located at multiple schools
within the district, explain how the innovation supports a larger vision or goal.

Our district’s vision is “Education, Training, and Dreams.” This vision leads into our
mission of educating all students to their maximum potential. Providing learning
experiences that will enable students to become productive members of society will
be the focus of our innovative program. The Grenada School District’s mission is to
educate all children to their maximum potential. GSD realizes students exhibit a
wide range of needs, interests, capabilities, and backgrounds. Expanding our
Innovative Plan to meet the needs of ALL students, it is our desire to provide an
educational program which is comprehensive enough to meet the needs of all
students to advance students to meet their highest potential.
Identify the annual student and school performance targets for year one and provide estimates for the following four years of the plan.

- Increase the number of students performing above state average on MKAS2 Kindergarten Readiness Assessment
- Continue to produce a high percentage student pass rate on the MKAS2 Third Grade Reading Assessment
- Increase the number of students performing above state average on MST2 (Mississippi Science Test 2)
- Increase proficiency on ACT Aspire assessments
- Increase student awareness of careers
- ACT goals: increase 0.5 points a year in each area
- Students enrolling in Universities increase by five percent each year
- Students enrolling in Community Colleges increase by five percent each year
- Students enrolled in AP and DE/DC courses by five percent each year
- Increase in extra-curricular activities other than athletics
- Increase high school graduation percentage by two percent each year
- Monitor and compare ACT scores of students who participate in innovative programs vs. students who do not participate in innovative programs.
- Increase in student passing rate of PLTW courses and End of Year assessments.

Describe how and when the district will monitor and report interim achievement and progress during the school year to the district and MDE.

The district will monitor and report the achievement measures and progress previously described to the administration at each school and to district administration as the measures are completed (see previous). An annual report will be provided to the superintendent and the school board within 90 days of acquisition of student data. And, a rolling five-year plan for performance targets shall be reviewed and revised during each annual report to the MDE as per regulations for approval, renewals, and to highlight successes due to the strategies put into practice in the Walls to Windows Innovation Plan.

Describe other measures of school performance that will be used to monitor student achievement.

ACT Aspire, summative, periodic interim assessments and ACT practice tests for grades 9 - 11, will be given to students in grades 3 - 8. These assessments will allow the district to monitor student progress on ACT throughout the year.
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Rationale for Selection of Data Source</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battles Developmental Inventory assessment</td>
<td>Meets requirements of IDEA in areas of Adaptive, Cognitive, Communication, and Personal-Social and Motor</td>
<td>Used for placement purposes only.</td>
</tr>
<tr>
<td>STAR Early Literacy</td>
<td>Provides interim data for setting goals, responding to student needs, monitoring progress and maximizing growth.</td>
<td>Ongoing Pre-K assessment to guide instruction.</td>
</tr>
<tr>
<td>iReady</td>
<td>Used for intervention and monitoring purposes, iReady is a valid and reliable growth measure that individualizes instruction and practice.</td>
<td>Students will show continued growth as they increase proficiency levels in reading and math.</td>
</tr>
<tr>
<td>STAR</td>
<td>Used to monitor the effectiveness of instruction, STAR assessments are standardized, computer adaptive, and suitable for students with disabilities.</td>
<td>Students will show continued growth as they increase proficiency levels in reading and math.</td>
</tr>
<tr>
<td>AIMSWEB</td>
<td>Academic assessments that support screening, goal setting, and progress monitoring, in math and reading subjects; used to assist RTI.</td>
<td>Students will show continued growth as they increase proficiency levels in reading and math.</td>
</tr>
<tr>
<td>MAP</td>
<td>State adopted and mandated assessment.</td>
<td>Results used for data driven decisions; However, not for Accountability Model. Our focus will be on ACT.</td>
</tr>
<tr>
<td>PLTW Launch Module Summative Score Grades 2 through 4</td>
<td>PLTW Launch modules use hands-on, cross-disciplinary activities that integrate STEM learning with a love of learning. The emphasis on teamwork, leadership, problem solving, communication, collaboration, critical thinking, creative thinking, and perseverance. Assessments are based on best practices and methods in education. Students create work portfolios that are assessed by rubrics used in individual growth assessment.</td>
<td>Teachers will monitor summative assessment scores to check for specific knowledge and skills gained throughout the modules. The expectation is that students will grow in understanding, knowledge, and curiosity about STEM related topics.</td>
</tr>
<tr>
<td>MKAS2 Kindergarten Readiness Assessment</td>
<td>State mandated measure for key literacy indicators.</td>
<td>Increase the number of students performing above state average by 5% each year.</td>
</tr>
<tr>
<td>MKAS2 Third Grade Reading Assessment</td>
<td>The third grade reading gate determines the students' level of reading proficiency.</td>
<td>Maintain our already high passing rate and meet state requirements of the Literacy-Based Promotion Act</td>
</tr>
<tr>
<td>ACT Aspire 5th and 8th Science Assessment</td>
<td>Aligned with ACT, College and Career Readiness Standards, ACT Aspire provides 5 interim assessments per grade, 3 periodic classroom assessments per grade, and 2 summative assessments report for Science that includes an ACT readiness benchmark. Score reports include percent and points to determine if students are on track and to better inform instruction. Students achieve performance levels of &quot;In need of support&quot;, &quot;Close&quot;, &quot;Ready&quot;, and &quot;Exceeding&quot;. These scores help teachers differentiate instruction to maximize student outcomes and help identify target performance areas for individuals or groups.</td>
<td>Summative score reports include percent and number of points. During the first year, student scores will be used as a baseline for comparison and to guide growth. Student growth percentiles describe how a student compares to others with the same prior-year scores history and aggregate growth statistics are provided. We expect to increase the scores by 5% each year and to achieve scores that meet the national average in five years.</td>
</tr>
<tr>
<td>ACT Aspire 6th, 7th, 8th ELA and Math Assessment</td>
<td>Aligned with ACT, College and Career Readiness Standards, ACT Aspire provides 5 interim assessments per grade, 3 periodic classroom assessments per grade, and 2 summative assessments report for Science that includes an ACT readiness benchmark. Score reports include percent and points to determine if students are on track and to better inform instruction. Students achieve performance levels of &quot;In need of support&quot;, &quot;Close&quot;, &quot;Ready&quot;, and &quot;Exceeding&quot;. These scores help teachers differentiate instruction to maximize student outcomes and help identify target performance areas for individuals or groups.</td>
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</tr>
<tr>
<td>PLTW Gateway Course Assessment Student Scores (Design &amp; Modeling, Robotics &amp; Automation, Medical Detectives)</td>
<td>PLTW Gateway assessments are student-centered, balanced, and ongoing. Students demonstrate knowledge throughout the courses by completing activities, projects, and problems using a variety of assessment tools.</td>
<td>During the first year, the summative assessment given at the end of each Gateway course will become the baseline for comparison and a guide for growth. We expect to increase the scores by 5% each year.</td>
</tr>
<tr>
<td>Student Portfolio</td>
<td>Students need to play an active role in exploring and planning careers; guidance from counselors is essential.</td>
<td>Counselors and teachers will assist students in building a portfolio using available career resources (i.e. cappex, sabes.org) appropriate for each grade 8 - 12</td>
</tr>
<tr>
<td>Student ACT Aspire Subject Area Test Scores:</td>
<td>ACT Aspire has performance level descriptors that outline knowledge, skills, and practices relevant to academic preparation in each subject area. Students achieve performance levels of &quot;In need of support&quot;, &quot;Close&quot;, &quot;Ready&quot;, and &quot;Exceeding&quot;. These scores help teachers differentiate instruction to maximize student outcomes and help identify target performance areas for individuals or groups. ACT Aspire is aligned with the ACT - the leading college admissions test in the US. Most post-secondary institutions use a student's ACT score to judge academic preparedness for college.</td>
<td>Summative score reports include percent and number of points. During the first year, student scores will be used as a baseline for comparison and to guide growth. Student growth percentiles describe how a student compares to others with the same prior-year scores history and aggregate growth statistics are provided. We expect to increase the scores by 5% each year and to achieve scores that meet the national average in five years.</td>
</tr>
<tr>
<td>SATP</td>
<td>State adopted and mandated assessment.</td>
<td>Results are used for data driven instructional decisions not for Accountability</td>
</tr>
<tr>
<td>Number of Students Enrolled in Universities</td>
<td>College graduates usually fare better in the job market and earn greater salaries over a lifetime.</td>
<td>Increase the number of students enrolled in Universities by 5% each year</td>
</tr>
<tr>
<td>Number of Students Enrolled in Community Colleges</td>
<td>Community colleges 1) bridge the wealth gap by allowing students to earn college credit or an associate's degree without large expense 2) provide technical / skill training not found in universities</td>
<td>Increase the number of students enrolled in Community Colleges by 5% each year</td>
</tr>
<tr>
<td>Number of Students Enrolled in Advanced Placement Courses</td>
<td>Mastery is established by national exam; Students with AP course work stand out in college admissions and graduate sooner.</td>
<td>Increase the number of students enrolled in Community Colleges by 5% each year.</td>
</tr>
<tr>
<td>Number of Students Enrolled in Dual Credit or Dual Enrollment Courses</td>
<td>DC and DE courses provide a head start on postsecondary core requirements and earn credits that transfer to another college or university.</td>
<td>Increase the number of students enrolled in DC or DE courses by 5% each year.</td>
</tr>
<tr>
<td>High School Graduation Rate</td>
<td>High school graduation rate is a key indicator of school performance.</td>
<td>We aim to achieve a graduation rate of 90% in five years.</td>
</tr>
<tr>
<td>PLTW Course Assessment Student Scores (Computer Science, Biomedical, Engineering)</td>
<td>PLTW assessments are ongoing and integrate both formative and summative assessments. Assessments include rubrics, reflective questioning, and portfolio reviews that allow teachers to monitor student progress and modify instruction as needed. End of Course (EOC) assessments measure depth and expansion of knowledge and skills.</td>
<td>The EOC assessment will establish a baseline for comparison and a guide for growth the first year of the program. Over the next four years, increase student performance by 5% each year on the EOC assessment.</td>
</tr>
</tbody>
</table>
| ACT      | Nationally recognized assessment used by universities to judge student preparedness for college. | Meet the ACT National Average benchmark score in each subject area within five years. The 2016 average ACT scores: English 20.1, Math 20.6, Reading 21.3, science 20.8. Increase ACT scores by 0.5 points each year and meet the ACT national average benchmark composite score within five years. The 2016 average ACT Composite Score is 20.8.

ACT scores of students taking innovative courses will be compared to ACT scores of students not taking innovative courses to inform practice and guide student counseling strategies. |
### Innovative Plan Component #3: Students

<table>
<thead>
<tr>
<th>School Name</th>
<th>Total Number of Students by Grade Band/Level</th>
<th>Total Number of Students in Special Populations Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elem.</td>
<td>Middle</td>
</tr>
<tr>
<td>Grenada Elementary School</td>
<td>677</td>
<td></td>
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<tr>
<td>Grenada Upper Elementary School</td>
<td>630</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Grenada Middle School</td>
<td>967</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>Grenada High School</td>
<td>1058</td>
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</tbody>
</table>

If the innovation involves a cohort of students describe the process by which students will be selected for and admitted to the program, including any description of a target population.

4 year old program:
- The available slots at Learning Blocks will be offered on a first come first serve basis. The Battelle Developmental Inventory will also be given to all students applying for the program to determine best placement within the program.
- Tuition cost and money received from Grenada Early Learning Collaborative will supplement the cost of the program at Learning Blocks.
- Head Start will follow the policy and procedures Head Start has in place for the selection of the slots at Head Start

Grades K-6:
- PLTW LAUNCH will continue to be implemented in our 2-6 gifted classrooms. Launch modules will be taught in Kindergarten and at the 5th grade level, LAUNCH modules will be blended with the MS Science Curriculum.
Grades 6-8
- PLTW GATEWAY will provide introductory engineering, biomedical, and computer science curriculum to students in grades 6th through 8th. Our plan is to blend these modules with 8th, 7th, and 8th grade MS Science curriculum. GSD will blend Computer Science with ICT II. This enables us to include ALL students in the Gateway modules and Computer Science at the middle school.
- Courses will include:
  - Design and Modeling
  - Automation and Robotics
  - Medical Detectives
  - Computer Science

Grades 9-12
- Project Lead the Way is a comprehensive approach to Science, Technology, Engineering, and Math. A problem solving based curriculum allows students to apply what they know to identify problems and find unique solutions. We would offer the following courses to high school students who choose these particular pathways from the ICAP results:
  - Engineering (Introduction to Engineering Design and Principles of Engineering)
  - Biomedical (Principles of Biomedical Science and Human Body Systems)
  - Computer Science (Introduction to Computer Science, Computer Science and Software Engineering, and Computer Science Applications)

<table>
<thead>
<tr>
<th>Grade</th>
<th>PLTW</th>
<th>ACT</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade</td>
<td>•</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td>•</td>
<td></td>
<td></td>
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<tr>
<td>Fourth Grade</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>•</td>
<td>•</td>
<td></td>
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<tr>
<td>Seventh Grade</td>
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<td>•</td>
<td>•</td>
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<tr>
<td>Eighth Grade</td>
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<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Ninth Grade</td>
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<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
If the innovation involves a cohort of students describe any necessary process needed for dismissal from the innovative school.

Student performance will be monitored in PLTW courses as well as their regular academic courses to ensure successful completion of both. The Early College High School would require students to have a 3.0 GPA to begin college classes their junior year. Therefore, students who do not maintain a 3.0 GPA would not be allowed to continue in the Early College High School program.

Describe how the innovation will impact student achievement.

According to a Project Lead the Way study (2008), PLTW helps students improve math and science scores. The GSD expects students' standardized math and science scores to improve based on the opportunity to be exposed to rigorous curriculum that involves hands on project based learning.

Also, student will graduate high school with an accelerated component helping them advance in college and their career field.

Describe how the program will address student achievement gaps.

By blending science and PLTW classes, all students will have the opportunity to participate in the innovative program. Hands on, project based learning through PLTW will enable a vast array of learning experiences for ALL students grades K-12. Impacting auditory, visual, and kinesthetic learners, gaps in achievement will be addressed by allowing opportunities for ALL learners to excel and to begin to look toward college and or career choices.

**Continuous Interventions** for all students will include the following:
- Kindergarten Readiness Assessment
- i-Ready (Computer Adaptive Program)
- AIMSWEB (Fluency and Comprehension Monitoring)
- STAR Reading and Mathematics to prepare for MKAS2
- STAR Early Literacy to prepare for MKAS2 Kindergarten Readiness Assessment
- Wonders Reading Series (K-5)
- Grade level Units of Study In Reading/Language Arts, Math, and Science created by the Grenada Staff and Specialist
- Guided Reading Time to Differentiate Instruction (K-5)
- i-Ready workbooks in Reading and Math (K-8)
- Technology Foundations (7th grade)
- STEM (8th grade)
- Keystones (9th grade)
- 21st Century Grant
- AmeriCorps Program
- ACT Mastery Prep
- APEX
- Discovery Lab
- Partners in Education
Describe the sources of funds to be used for the proposed innovative program.

- District funds
- Grants
- Tuition
- Grenada School District Education Foundation

Attach a detailed three-year budget project and address sustainability for years four and five. Please address costs and plans for projected costs (personnel, transportation, meals, instructional materials, technology, facilities, professional development, etc.).

See attached budget.
### Innovative Plan Component #5: Staffing

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Number of Positions</th>
<th>Role of Position</th>
<th>Required Qualifications for the Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Innovation</td>
<td>1</td>
<td>Oversight of Innovation Plan</td>
<td>Master's Degree; K-12 Experience</td>
</tr>
<tr>
<td>Pre-K</td>
<td>3</td>
<td>Teacher</td>
<td>Pre-K Certification</td>
</tr>
<tr>
<td>PLTW Launch Teachers</td>
<td>5</td>
<td>Teacher</td>
<td>Elementary Teacher Certification; PLTW Training</td>
</tr>
<tr>
<td>PLTW Gateway Teacher</td>
<td>4</td>
<td>Teacher</td>
<td>Elementary / MS Science Certification; PLTW Training</td>
</tr>
<tr>
<td>Science Curriculum Specialist</td>
<td>1</td>
<td>Oversight of blending science curriculum and PLTW curriculum</td>
<td>Masters Degree in Science</td>
</tr>
<tr>
<td>PLTW Biomedical I &amp; II Teacher</td>
<td>1</td>
<td>Teacher</td>
<td>High School Science Certification; PLTW Training</td>
</tr>
<tr>
<td>PLTW Engineering I &amp; II Teacher</td>
<td>1</td>
<td>Teacher</td>
<td>High School STEM, Math, or Physics Certification; PLTW Training</td>
</tr>
<tr>
<td>PLTW Computer Science Teacher</td>
<td>1</td>
<td>Teacher</td>
<td>High School Computer Relevant Certification; PLTW Training</td>
</tr>
</tbody>
</table>

Describe the overall staff organizational plan that involves shared leadership with the teachers.

1. A Director of Innovation has been hired to oversee the entire Innovative Program.
2. At the Pre-K level, three teachers were hired to oversee classrooms along with three assistants. Also, the two principals and two assistant principals at the elementary school with assist with recruitment and oversite of the program.
3. Launch is staffed by five teachers already in place in the district. One teacher is the Project Lead the Way Launch Lead Teacher. She will train Science teachers in grades 5 and 6 on the modules for next school year.
4. In 6th-8th grade, we have trained one teacher for the GATEWAY program. Additional teachers will be trained during the 2017 summer in order to offer modules in Automation and Robotics and Medical Detectives to all 6th, 7th and 8th graders.
5. At the high school level, two teachers have been trained in the Biomedical and Engineering program modules.
6. We will continue to hire teachers at the high school level who have the 18 hour endorsement to teach dual credit classes.
7. We will also continue to hire expert citizens to teach classes as necessary.
Explain how the district will address staff retention and recruitment during the first three years of the innovation plan.

Since the majority of the teachers involved are employed by the district, they will continue in these positions over the next few years to ensure success of the program.

We will also offer tuition incentives through federal and district funds to teachers who wish to work on their masters in the science and/or math concentration.

Describe staff and stakeholder support for the proposed innovation. Attach evidence of support.

See Packet for Letters of Support

Describe the professional development planned for the staff that is directly related to the proposed innovation.

The Innovation Plan necessarily is fluid and dynamic. A Director of Innovation oversees the programs in the Innovation Plan and determines the scope of professional development by providing day-to-day staff support, conducting regular meetings that address areas of challenge or need, monitoring the resources, and seeking professional development / training opportunities that are situationally specific. In addition, the following professional development events are either planned or ongoing:

1. Train the trainer professional development is offered for LAUNCH. Two teachers have attended training and trained the other teachers involved in the program. Additional training will be held in the summer of 2017 for Science teachers who will blend their curriculum with PLTW.
2. GATEWAY training was held last summer for middle school teachers. Additional training will take place in the summer of 2017 for teachers of ICT and Science classes as they learn to blend their curriculums with the modules.
3. High School PLTW training was completed last summer for teachers of Biomedical and Engineering. Training for the additional courses will take place in the spring (Computer Science) and summer (Engineering II and Biomedical II) of 2017.
4. Pre-K training on the Pre-K curriculum for new teachers will take place in the summer of 2017.
5. Training for teachers of dual credit classes is offered through Holmes Community College.
6. ACT Aspire training will take place during the 2017-2018 school year.
7. ACT Quality Core training will take place during the 2017-2018 school year.
8. Professional Development is ongoing for the ACT Mastery Prep program.
9. GSD staff at every school solicits peer feedback and engage in direct inquiry relative to their practice. The faculty regularly collaborates in Professional Learning Communities where peers share expertise and hold each other accountable for improved practice.
Innovative Plan Component #6: Stakeholder Collaboration

Explain how the district will demonstrate stakeholder support and capacity to create the change desired in the school.

- GSD Board of Trustees and Superintendent as well as principals of all our schools are 100% behind the District of Innovation Project. The board met November 8, 2016 and voted to approve moving forward with implementation of this project.
- See Packet for Letters of Support

Describe the plans for ongoing collaboration among parents, education partners, business and industry partners, and community partners, as well as their roles in the school.

The director of Innovation has held parent meetings enabling parents to "see for themselves" the work students have accomplished in the LAUNCH and GATEWAY programs. These parent meetings will be held bi-annually each year.

Annual Open Houses are held at each school and individual parent conferences are routinely scheduled. Informational meetings about ACT and PSAT assessment preparation are held annually.

The GSD publishes a bi-monthly newspaper, The Communicator, which is shared with the community. News, general school information, business or industry partnership updates, student support information, and student success is published in this newspaper. Parents, students and community members are involved in submitting information to this publication.

Parents have the opportunity to attend the career fair with students. Additionally, we will hold parent meetings to inform parents about the career pathway opportunity and their student’s educational pathway plan. Plus, we will create and send out publications recruiting students for the programs and to inform parents, students, and community members.

We will add our innovative program to the district webpage. Partnering with local agencies and businesses internships for students will become available along with the identification of area experts to teach in innovative areas.

A ribbon cutting ceremony for the grand opening of our new in-school Engineering Office is planned for January. This event will be followed by the creation of a task force to support the development of relationships and the creation of internships and dual credit opportunities.

GSD administrators and staff work closely with a number of businesses and industry partners that are part of our long established Partners in Education
program. A plethora of shared events, open houses, internships, performances, and collaborations occur annually as a result of this program. Many of the partnerships are represented in the Letters of Support found in the packet.

Attach documentation (partner agreements, memoranda of understanding, and other legal agreements) for implementation of the innovative school or district.

See Packet for above documentation.
Describe the proposed governance structure planned for the school(s).
The governance structure will include:
- Board of Trustees
- Superintendent
- Central Office Administrators
- Director of Innovation
- Principals
- Teachers
- Assistant Teachers

Identify the members of the advisory board. Explain how each member will contribute to the district's innovation plan.

Members of the Advisory Board include:
- Dr. David Daigneault, Superintendent – Oversees the advisory board
- Mrs. Kim Ezelle, Data Analyst – Oversees Pre-K implementation and teacher training in PLTW
- Mrs. Sherry Worsham, Director of Innovation – Oversees all aspects of the innovation
- Dr. Becky Terry, Administrator – Advisor to the innovation
- Mr. Ezzerd Beene, Assistant High School Principal – Advisor to the innovation

Explain the district's role in school oversight, support, professional development, and reporting and monitoring.

The district's role will be to monitor the project K-12, provide financial support and professional development to teachers and staff as needed. Assessment reports will be done at intervals during the year, during the summer, and with the after school students in order to monitor progress. These reports will be made available to MDE as they are requested. Additionally, the district has employed an individual to oversee the entire project to ensure proper implementation, training, and follow-up.
<table>
<thead>
<tr>
<th>Process Standard</th>
<th>Waiver(s) from State or Local Policies, Requirements, or Restrictions</th>
<th>Rationale for Waiver Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Average Daily Membership will be used to determine presence/absence status on non-traditional student at the high school instead of Average Daily Attendance</td>
<td>Early College High School students may attend classes at both high school and on a college campus during the school day therefore making them non-traditional students.</td>
</tr>
<tr>
<td>13.1</td>
<td>Waiver from seat time</td>
<td>Due to non-traditional scheduling of the early college students at the high school level exemption from the 330 minutes of instruction per day would allow students flexibility to attend both high school and college classes during the academic day.</td>
</tr>
<tr>
<td>14</td>
<td>PLTW Engineering course to count as an Advanced Science Course receiving a Carnegie Unit.</td>
<td>Because PLTW Engineering uses design processes, application of math and science in its curriculum, engineering students receive Carnegie credit toward a higher level science.</td>
</tr>
<tr>
<td>16</td>
<td>Waiver from the Language Arts and Mathematics Mississippi Statewide Assessment System Accountability components for both performance and growth for grades 3 through 8 due to a blended curriculum and testing strategies using measurement components of ACT Aspire.</td>
<td>According to ACT, &quot;ACT relies on research to ensure that its assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for postsecondary education and workforce training.&quot; *Student performance on the assessments is anchored by empirically based ACT College Readiness Benchmark scores.&quot; (act.org)</td>
</tr>
<tr>
<td>16</td>
<td>Waiver from the MST Science Mississippi Statewide System Accountability performance component for grades 5 and 8 due to a blended curriculum with PLTW Launch and Gateway curriculum using measurement components of ACT Aspire.</td>
<td>According to ACT, &quot;ACT relies on research to ensure that its assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for postsecondary education and workforce training.&quot; *Student performance on the assessments is anchored by empirically based ACT College Readiness Benchmark scores.&quot; (act.org)</td>
</tr>
</tbody>
</table>
| 16 | Waiver from the Mississippi Statewide Assessment System performance and growth components for high school subject area testing due to blended curriculum of ACT Quality Core Curriculum with College and Career Readiness Standards assessed through the use of measurements not found in MAP, but commonly used in ACT.  
- High school students will complete MAP subject area assessments, but the results will only be used for data driven instructional decisions and not count toward the Accountability Model. In addition, students will be assessed using ACT. | According to ACT, "ACT relies on research to ensure that its assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for postsecondary education and workforce training." "Student performance on the assessments is anchored by empirically based ACT College Readiness Benchmark scores." (act.org) |
| 26 | Mississippi Core Curriculum will be blended with ACT Quality Core Curriculum in:  
- Biology I  
- Algebra I  
- US History  
- English II | The Mississippi Core Curriculum blended with ACT Quality Core Curriculum increases rigor and improve performance on ACT. |
| 27 | Mississippi Core Curriculum will be blended with the measurement components of ACT Aspire in grades 3 through 8 for Language Arts and Mathematics. | The Mississippi Core Curriculum for Language Arts and Mathematics blended with the measurement components of ACT Aspire will increase rigor and improve performance on the ACT. |
| 27 | PLTW Launch and Gateway curriculum will be blended with the Mississippi Science Curriculum in grades 5 and 8. | The Mississippi Core Curriculum for Science blended with the measurement components of ACT Aspire will increase rigor and improve performance on the ACT. |
| Mississippi Statewide Accountability System Business Rules | Wavier to establish an Accountability Model that encompasses the components of the ACT Benchmarks | In order to accomplish the goals set by the MSBE 5-year Strategic Plan established in 2014, Grenada School District is of the belief that in order to:  
1. Show proficiency and growth  
2. Have students graduate ready for College and/or Career  
3. All children have access to high quality early childhood education  
4. Have effective teachers and leaders  
5. Using a world-class data system to improve outcomes blending the Mississippi College and Career Readiness Standards with ACT benchmarks along with blending PLTW curriculums across the grades and content areas will ensure that rigor increases, performance improves, and students will be prepared for post-secondary education and/or workforce training. This innovative accountability system will promote critical and analytical thinking with an emphasis on applying logical decision-making skills to real world situations, therefore producing world class graduates of Grenada School District. |
1. PLTW LAUNCH and GATEWAY classes at the elementary and middle school level, as well as PLTW Biomedical and Engineering have already been implemented in the district. Teachers were trained last summer and approximately 500 students are enrolled in the classes.
2. Monitoring information and data collection from stakeholders and participants in PLTW has driven discussions among district leadership including school board, superintendent, administrators, principals, parents, students, and teachers.
3. Dual Credit classes have increased at the high school. Several meeting have taken place as we take the first steps for establishing new opportunities with Delta State University (Performing Arts / Delta Music Institute), Mississippi State University (Outreach with Bagley School of Engineering and National Drone Research), and University of Mississippi (Meek School of Journalism / Pilot Hybrid Integrated Communication Program)
4. Director of Innovation has been hired and began working this past summer to implement our plan.
5. PRE-K began in August with three additional classrooms available.
6. Becoming a collaborative partner in Pre-K increasing outreach to accommodate 100 students at Head Start and an additional 60 at Grenada Elementary.

Explain the key planning activities that still remain from the time of plan submission to the opening of school.

1. Construction of a 2180 square foot, state of the art Engineering Facility
2. Modify the high school schedule for next school year
3. Schedule students for Career Pathways sessions
4. Offer Career Fairs to 8th and 9th graders in the spring
5. PLTW Training for expanded Gateway program
6. PLTW Training for Level II Engineering Courses
7. PLTW Training for Level I Biomedical Courses
8. PLTW Training for expanded Computer Science Course
9. Professional Development for Science teachers as they blend MS Science standards with PLTW modules
10. Professional Development for 9-12 teachers as they blend ACT curriculum with MS State Standards
11. Continuous collaboration with Holmes Community College to strengthen our program and better prepare students for success in higher level coursework.
12. Complete Memorandum of Understanding with Delta State University for Performing Arts Pathways
13. Complete Memorandum of Understanding with University of Mississippi Meek School of Journalism for Technical Integrated Communication Dual Credit / Hybrid Courses
14. Complete Memorandum of Understanding with Mississippi State University Bagley School of Engineering for Engineering Pathway Dual Credit Courses.
15. Planning and implementation of expansion of Pre-K program collaboration with Head Start and Community Day Care Centers.
16. Order materials for Pre-K program and program expansion.
17. Order materials for PLTW existing courses
18. Order materials for new PLTW courses at every school.
19. Set up the new Grenada Middle School PLTW Gateway classrooms.
20. Regularly communicate with students, parents, and the community about our Innovation Plan through newsletters, meetings, open houses, presentations, and informational meetings.
21. Collaborate with business partners to create and enhance partnerships for student internships.

Explain the continual monitoring practices that will occur throughout the implementation process.

Grenada School District will utilize the following tools to monitor practices:
  - I-Ready
  - STAR
  - AIMWEB
  - State Assessment
  - District Common Assessment
  - ACT Aspire and ACT scores
  - Student Graduation Rate
  - MKAS2 for Pre-K, Kindergarten, and Third Grade
  - Grades
  - Completion of PLTW modules
  - PLTW end of course grades
  - Observations and communication with staff