

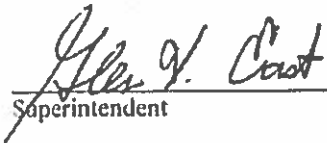
District of Innovation Application

District of Innovation Applicant Information

District Name:	Gulfport School District		
Contact			
Person/Title:	Glen V. East, Superintendent		
Address Line 1:	2001 Pass Rd.		
<i>Street Address</i>			
Address Line 2:	Gulfport	MS	39501
	<i>City Name:</i>	<i>State:</i>	<i>Zip Code:</i>
	(228-865-4600)	11/15/15	
	<i>Phone Number</i>	<i>Date of Application</i>	

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 37-17-6, 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 schools employees and volunteers within the public schools and 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;
 - j. Provide data to the department as deemed necessary to generate school and district reports


11/30/15
 Superintendent Date


11/30/15
 Chair, Board of Education Date

Innovative Plan Component #1: Innovative Plan and Design

School Name	Innovation Location	Facilities to be Used
Gulfport High School	Gulfport, MS	All District facilities as needed as well as city facilities, and local businesses as agreed upon in standing or developed MOUs.
Bayou View Middle	Gulfport, MS	
Gulfport Central Middle	Gulfport, MS	
Anniston Ave. Elementary	Gulfport, MS	
Bayou View Elementary	Gulfport, MS	
Central Elementary	Gulfport, MS	
Gaston Point Elementary	Gulfport, MS	
Pass Road Elementary	Gulfport, MS	
Twenty-Eighth Street Elementary	Gulfport, MS	
West Elementary	Gulfport, MS	

**Note to Applicant: Add more rows as needed*

Describe the proposed innovative model.

Elementary (K-5): Instruction in the elementary schools will be based on the MS-CCRS and MCFs with students in grades 3-5 participating in state testing as required by the Accountability Standards 2015 and MS Code. However, to make connections to the high school redesign and career pathways, fourth and fifth grade students will begin to explore college and career options via a variety of real-world experiences that bring businesses to students or students to the community via specialized excursions, classroom visitations, project-based learning, etc.

Middle School (6-8): Instruction in the middle schools will be based on the MS-CCRS and MCFs with students in grades 6-8 participating in state testing as required by the Accountability Standards 2015 and MS Code. However, 6-8th grade students will participate in ACT Aspire testing which predicts future performance ranges and measures their college and career readiness in a similar fashion as the ACT in four areas: reading, English, math, and science. Students and parents will begin to develop an iCAP based on their interests and student performance on the ACT Aspire and MAP assessments. Middle school students will continue participating in project-based learning and real-world experiences similar to those encountered in elementary. Course sequencing for students will allow students to earn Carnegie Units toward graduation, which will provide assistance and flexibility to the high school's accelerated course sequencing required to meet the district's restructured graduation requirements.

High School (9-12): Gulfport High School has worked to transform the high school experience by making shifts in teacher instruction, integrating CTE and academics, and providing real world experiences related to a career to each student. The major change will start in the ninth and tenth grades. We will compress the high school schedule so students will be able to earn three credits in each of the core subjects.

The first two years of the model will include college prep instruction, preparation for the state assessment, and an emphasis on ACT preparation. Students will take the ACT Aspire as ninth graders, the ACT as tenth graders, and will take the ACT again as eleventh graders. We will use the ACT data which we will have from the seventh grade to use for accountability and growth

for our students and teachers. After the sophomore year, students will choose a Gulfport High School Academic Institute. We will offer three Academic Institutes (wall to wall academies) for all students. The Institutes will include Communication, Arts, and Business (CAB), Science Technology, Engineering, and Mathematics (STEM), and Health and Human Services (HHS). Each of these institutes will serve as professional learning communities and will include a minimum of three CTE programs/teachers and a teacher from each of the core subject areas. Students will continue to take traditional courses with a career theme that aligns to each institute. Students will spend the next two years taking academic courses, CTE courses, and college courses, all while gaining experiences through a mentorship or internship in a career of their interest.

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

Our students will be able to earn three credits of English, math, science, and history over two years. We will be on a 5 block schedule with each block containing 75 minutes of instruction. With the change in the traditional schedule, students will be exposed to more courses and also more seat time in the core courses. In our students' junior year, we will offer wall to wall academies (The Academic Institutes at Gulfport High School - AIG). As we compress the high school curriculum, our students will be able to take more college courses (an early college approach), more Advanced Placement courses (College Ready), and more opportunities to take the CTE courses (College and Career Ready) than the traditional approach. The new alignment of our educational structure will allow us to offer an innovative, career-focused approach based on the 16 National Career Clusters. It allows students the opportunity to discover and develop their passions while empowering them to choose an educational pathway that integrates their skills and interests. The Gulfport School District will pay for all of the college class tuition and fees, as well as pay for students to take the AP exams and ACT Assessments.

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

Designing the educational structure to compress the high school pathway allows for more time with enriched instruction, eliminates gaps in instruction, and allows students more time for remediation if necessary. This was a key component of our design and will also allow more opportunities for students to take college, CTE, and Advanced Placement courses during their junior and senior year. Over the course of four years, students will have the opportunity to take more Advanced Placement classes, dual credit courses, and CTE courses. They will also gain experiences through internships, mentorships, and seminars designed to immerse students into the field of study they are interested in.

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

The Academic Institutes at Gulfport are designed to provide relevance to a student's academics and also provide experiences to better prepare students to be College and Career Ready. Each of the three institutes will be involved in providing career themed experiences for students. Mrs. Sandy East, Career Pathways Specialist, was recently hired and will be in charge of building partnerships with local businesses to provide opportunities for our students to have an internship in the community. We call this our "Learning by Leaving" concept. This concept is the realization that sometimes students have to leave the classroom to be able to identify with real world applications and have the opportunity to go into the field and talk to experts in the field. Gulfport School District is committed to this concept. The district recently purchased three buses which will be committed to taking students to internships and other field experiences. We will also continue rotations with our local hospitals, businesses, and city offices.

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 goal is to strengthen the chance of success as students' transition to college, technical college, the military, or the job market. As they work to master a rigorous curriculum at GHS with an emphasis on ACT preparedness, they also receive real-world exposure in their areas of interest through project based learning, clinical observations, internships, and job shadowing. The mission of the Gulfport School District is to inspire each student to become a problem solver, lifelong learner, and productive member of society. This mission aligns specifically with the mission developed for the Career Academy approach at Gulfport High School, henceforth known as the Academic Institutes of Gulfport (AIG). The mission of the AIG's is to provide all Junior and Senior students of Gulfport High School with an individualized educational experience focused on College and Career Readiness Standards. A rigorous and relevant curriculum, enhanced through integrated project based learning, focused on the development of real-world problem solving skills while having all students participate in a mentorship, internship or on the job training (OJT) experience aligned to their career interests and skill sets.

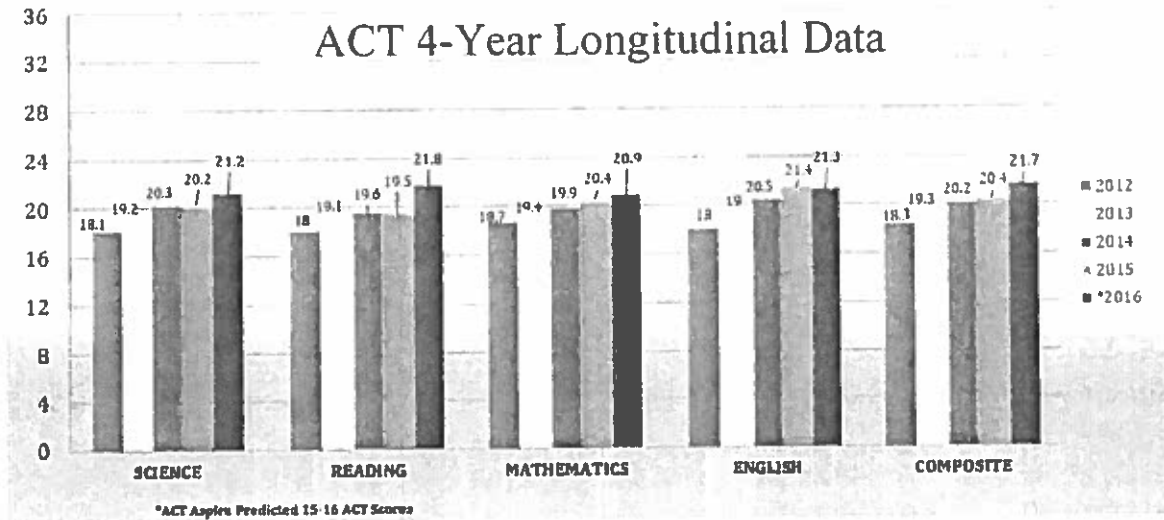
Goals:

1. To provide an individualized career and academic plan which outlines students' career and academic goals and provides a guide for student goal attainment with the flexibility to meet the needs of all learners.
2. To provide Career Focus opportunities via business and industry based mentorship, internship and OJT experiences both inside and outside the educational setting.
3. To provide College Focus opportunities via post-secondary options including access to junior college matriculation and IHL preparation.

Innovative Plan Component #2: Accountability, Effectiveness, and Performance Targets

Identify the annual student and school performance targets for year one and provide estimates for the following four years of the plan.

Our target is to see continuous improvement annually as represented by past performance on the ACT. We expect our students to score at or above the national average.



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 Test Coordinator will provide longitudinal data to the superintendent, school board, and MDE as requested. Students are made aware of the formative and summative data via data cards, iCAP meetings, parent reports, etc. Further, the district collects data from various data points for use during its annual data conference.

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

Data Source	Rationale for Selection of Data Source	Expected Outcomes	Sources of Data
ACT	Provides Information based on College and Career Readiness	In 3-5 years, students will score at or above the national average	ACT Composite Scores See above.
Graduation Rate	An improving graduation rate demonstrates increasing numbers of students prepared for college and Career.	Graduation Rate \geq 80%	4-Year Cohort Data Provided by MDE
ACT Aspire	Provides formative data leading performance on the ACT	Students will score at or above the national average on the ACT	ACT Aspire Results

**Note to applicant: Add more rows as needed.*

Innovative Plan Component #3: Students

School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
	Elem:	Middle:	High:	SES: F/R 73.56%	Race/Ethnicity: Black: 54.2% White: 38.3% Other: 7.0%	Gender: F: 3,119 M: 3,293	Disability: 13 %
Gulfport School District	3,371	1,561	1,466				

**Note to applicant: Add more rows as needed.*

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.

All students will be involved in the Innovations program.

If the innovation involves a cohort of students describe any necessary process needed for dismissal from the innovative school.

N/A

Describe how the innovation will impact student achievement.

All of our students will receive a rigorous college prep experience. Our expectations are that ACT averages for the school will improve for all subgroups. We are emphasizing ACT data since it is one of two College Ready assessments used by postsecondary schools. We also expect graduation rates to increase since the instruction and the high school experience will be more relevant.

Describe how the program will address student achievement gaps.

Student achievement gaps will be addressed in a variety of ways depending on the grade level. Teachers use data to address learning gaps by re-teaching concepts, offering tutorial sessions before/after school, small group instruction, MTSS, etc. With creative and innovative scheduling, students are provided extended learning time in the core subjects allowing for better opportunities to master difficult concepts. The district also uses diagnostic data to provide students with additional support through web-based solutions.

Innovative Plan Component #4: Funding

Describe the funds sources to be used for the proposed innovative program.

A combination of funding sources will be used to fund the program: District, Federal, and Innovative Schools Grant.

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...).

Gulfport (2421) Innovations Budget

AP (Year 3 & 4 Students) 340 @ \$91.00	\$	30,940.00
ACT (Year 2 Students) 350 @ \$38.00	\$	13,300.00
ACT Aspire (6th - Year 1 Students) 1800 @ \$24.00	\$	43,200.00
Instructional Materials and Equipment	\$	25,347.00
Professional Learning	\$	20,000.00
Annual Total	\$	132,787.00
Total Funds Requested Over 3 Years	\$	396,361.00

Innovative Plan Component #5: Staffing

Position Title	Number of Positions	Role of Position	Required Qualifications for the Position
Career Pathways Specialist	1	See attachment #1	See attachment #1
Teacher Positions	3	Teach various courses because of increased enrollment and interest	MDE Required Endorsement Codes <i>(See waiver requests.)</i>

**Note to applicant: Add more rows as needed.*

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

We used the concept of teaming to make sure our teachers have common collaboration and are working with common groups of students. Our 9th and 10th grade teachers are teamed by subject area.(i.e. Math 9(5 teachers) Math 10(5 teachers) English 9 (5 teachers). Each team meets at least weekly to discuss student achievement and teaching strategies. Each of these departments has a chairperson who is the team leader, (example Math 9/10th grade teachers). The department chairperson has a meeting with the team members each month to discuss any issues and have conversations about student achievements. Each 9 weeks we have a design team meeting which includes all department chairpersons. The purpose of these meetings are to allow teacher input on calendars, schedule changes, policy changes or any other input on our program. The same organizational plan exists in the 11th and 12th grades. Each Institute has a team of teachers which includes 3 CTE teachers, and a math, English, science, and history teacher. Each institute has team leaders consisting of a CTE teacher and a core teacher. Each of these team leaders are also on the school design team. All staff are invited to the design team meetings. Each staff member is allowed input as we make changes to schedules and curriculum at GHS.

Explain how the district will address staff retention and recruitment during the first three years of the innovation plan.

Gulfport High School has not had much teacher turnover in the last three years. Many of our teachers are committed to what we are doing with our Innovations since they have had input on the process. Gulfport School District will continue to recruit teachers who are qualified to deliver quality engaging instruction.

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

For the past four (4) years, the Gulfport School District has been planning and implementing the changes which would allow for the development of a comprehensive career awareness and

development experience for the students of our district, culminating in the creation of the Gulfport High School Academic Institutes - Career Academies. Through concerted efforts on the part of district wide faculty and staff, district level policies and procedures are in place to facilitate a seamless 4th-12th grade educational experience rich in skill development and ownership, fused with goal setting and a future career focus. The non-traditional schedule allows for more rigor in the 9th and 10th grade and flexibility in the 11th and 12th grades.

As detailed in the letters of commitment, the Gulfport School Board, Superintendent, and high school principal have all expressed ultimate commitment to the Career Academy approach and commit every necessary resource available to ensuring the success of the project. Teachers involved have supplied letters of commitment and firmly agree with the tenants of the academy approach and dedicate their time and efforts to the successful planning and implementation of the Gulfport School District's Integrated Problem Solving Institutes. All stakeholder members of the Career Academy project pledge their willingness to participate in needed training, engage in professional writing and future implementation teams, and to continue to improve professionally.

Our local business and industry supports the efforts of career focus and have assisted in strategy planning events which have proved foundational for our move. Currently aligned with the local business needs, the career and technical education offerings will provide the immediate core knowledge for the career academies and allow impact through current advisory committee member's immediate involvement. Further economic alignment will correspond to local business input and continuous research of industry based statistical data.

Our parents and students are excited about the multiple opportunities which the Career Academy affords the students of the Gulfport School District. Parents are aware of the growing demand for an increased skill set to be competitive and they also realize the costs associated with education at the post-secondary levels. Both students and parents agree that the emphasis placed on determining students' skills, engaging them in real-world problem solving and providing real-world career related experiences will enhance and assist the students in making the right decisions as they relate to their future. The individualized nature of the Career Academy approach, provides the vehicle for all stakeholders to intervene in a student's life and provide experience which will best help student success.

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

We have been developing and implementing our plan for the last four years. Our Instructional box includes, Project-Based Learning, Socratic questioning, modeling instruction in science, white-boarding, AP certification, ACT test-taking strategies, and quality instruction to engage students. Our professional development has been dedicated to teaching teachers to ask quality questions which challenge students to solve problems. This staff development is teacher driven and most of it is being led by our high school master teachers and district-level curriculum staff. Our institute teachers went through the project-based learning from the Buck Institute. This prepares them for project-based teaching and provides more training to engage our students.

Innovative Plan Component #6: Stakeholder Collaboration

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

Gulfport High School staff is committed to being successful in providing a redesigned high school that produces students who are prepared for college and careers. If you were to speak to any of our staff members they would share the passion for achieving the vision and goals of our innovative program. We will conduct yearly surveys to continue to monitor the commitment and the perception of our innovative programs. Each year, teachers will have the opportunity to give their opinion and input on any changes they feel would help GHS achieve its goals. We also have an advisory board made up of stakeholders in our community. We are always looking for input and feedback and meet with the advisory board each semester to continue to improve on our efforts to redesign the high school experience. We recently had an election to approve a bond issue for 40 million dollars to build a new high school. This new high school will be built around our Academic Institute concept. The community approved the bond with an approval rating of 81%. We feel that is definitely an indication of the commitment level from our community for Gulfport High School.

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

Parents are an integral part of this process. At the end of the 8th, 9th and 10th grades, we schedule a planning meeting with each of our students and their parents to discuss their educational plans. At these meetings, we use data from the ACT Aspire, ACT, academic grades and student interest surveys to develop each student's four-year plan. This process takes up to three weeks in the summer to complete, approximately 1,400 meetings. These meetings are an integral part of our innovations program because we are able to have quality conversations about career interests, and academic goals. After the students 10th grade year, they can choose which Academic Institute they would like to be a part of their junior year.

We are continuing to build our commitment from our business and industry partners. Mrs. Sandy East, Career Pathways Specialist, works full time at building not only partnerships, but relationships with Gulfport High School and our community. We do not ask for financial help, but rather time and resources to provide our students with real-world experiences. We will continue to build these relationships and value the input from our business partners.

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

See Attachments

Innovative Plan Component #7: Governance

Describe the proposed governance structure planned for the school(s).

The Gulfport School District uses site-based management as its governance structure. Principals are given the latitude to make instruction and staffing decisions within the confines of the district's mission and 5-year strategic plan. Other documents governing our behavior toward academic achievement include any state required plans, such as professional learning, federal programs, etc.

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

Team Member	Contribution
Glen V. East, Superintendent	Provides the vision for the district
Michael Lindsey, Principal – GHS	Provides leadership for teaching and learning at GHS
Oswago Harper, Principals – GHS 9	Provides leadership for teaching and learning for students entering high school
David Fava, CTE Director	Provides leadership for teaching and learning in the Academic Institutes
Carla J. Evers, Director of Instructional Programs	Provides leadership for K-12 Curriculum and Instruction
Dean Scarborough, Principal – Bayou View Middle School	Advisory Member
Michael Battle, Principal – Gulfport Central Middle School	Advisory Member
Kenny Hudson, Principal – West Elementary	Advisory Member
Sandy East, Career Pathways Specialist	Coordinates efforts between school and community
Bill Webb, Business Partner	Community Member and Business Liaison
Bruce Hoyt, Science Teacher	Department Chair
Scott Wedgeworth, Math Teachers	Department Chair
Kay Whitworth, English Teacher	Department Chair
Mark Geissingner, History Teacher	Department Chair
Clinton Brawley, CTE Teacher - Engineering	CTE Representative
Dave Huffman, CTE Teacher – Construction	CTE Representative
Anita Huey, CTE Teacher – Culinary Arts	CTE Representative

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

The district serves in a support role providing assistance with professional learning, reporting of data, and monitoring student achievement and instruction.

Innovation Plan Component #8: Waivers and Exemptions

Waiver(s) from State or Local Policies, Requirements, or Restrictions	Rationale for Waiver Request
Waiver from "Seat Time"	Due to our nontraditional scheduling 5 Block day/75 minutes per block, our courses do not meet the minimum number of minutes in the accreditation standards. Since we are on a nontraditional schedule, our students are receiving more instructional time in our core areas of math, science, and English over a four year period. According to our data, this schedule has allowed our teachers and students to increase ACT scores significantly, increase graduation rate, allow for more students to enroll in AP and Dual Credit classes, and provide more time for remediation of our students.
Allow a 181. 187 or 188 certification be allowed to teach in other science subjects with the Modeling Training.	Due to our nontraditional courses we offer especially in science, it makes it impossible to find proper certification with the sequence we use in science. Our ACT data has proven that the sequence we are using now better prepares students to become problem solvers in science.
Redesign science courses in the middle school	Redesigning the science courses in the middle school will allow instruction to better align to teaching and learning experiences at Gulfport High School: 6: Earth Science; 7: Life Science; and 8: Physical Science

**Note to Applicant: Add more rows as needed.*

Explain the planning activities that have taken place up to this point.

- GSD Design Team Meetings 2012-2015 (Monthly)
- GHS Design Team Meetings 2012-2015 (Monthly)
- Staff Meetings with MDE 2012-2014
- Strategic Planning Meetings (teachers, community members, business, politicians) -- January 2012, February 2012, and March 2013
- Student meetings – November 2013 and 2014
- Town Hall Meetings (4) – Informational meetings with the community – October 2012
- iCAP meetings involving all students designed to make students four year plan – June 2012, 2013, 2014 (ongoing) – Led by counselors
- Academic Institutes at Gulfport (AIG) Advisory Meetings

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

We continue to meet each month as departments to discuss needs throughout the school year. We also have a planning meeting scheduled in April to determine any policy or procedure revisions for the 2015-2016 school year.

At the district level, Design Team, Master Teacher, and Leadership Team meetings are held monthly to serve as a “Think Tank” for the district. K-8 teachers are given release time to meet in horizontal team meeting, Teachers Empowering Teachers, to plan instruction and review formative data for each quarter. Vertical alignment meetings occur three times per year, once at the building level and twice between bridge grades (5th/6th and 8th/9th), to review the vertical articulation of the curriculum.

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

Formative data will be collected throughout the process that will provide actionable data regarding instruction and student achievement. Formative data will include, but not be limited to: ACT-based District Common Assessments (DCA), Classroom Observations, ACT Aspire, Student Grades, Attendance, Discipline, etc.



Attachments



Gulfport School District

Innovations Program Plan

Providing Educational Pathways for Superior Career and College Readiness

Kindergarten -- 3rd Grade

- Academics based on MS College and Career Readiness Standards and MS Curriculum Frameworks
- Continued emphasis on language development, reading, writing, and math
- ASSESSMENT: MKAS2--Kindergarten; MAP ELA and MTH and MKAS2--Grade 3

4th Grade

- Academics based on Mississippi College and Career Standards
- Begin introduction of Career Pathways and academic requirements of Career Pathways
- ASSESSMENT: MAP ELA and MTH

5th Grade

- Academics based on Mississippi College and Career Standards
- Continued exploration of Career Pathways and academic requirements of Career Pathways
- ASSESSMENT: MAP ELA and MTH and MST2

6th Grade

- Academics based on MS College and Career Readiness Standards and MS Curriculum Frameworks
- Teach ICT 1
- Begin Individualized Graduation Plan based on Career Pathway Interests
- ASSESSMENT: MAP ELA and MTH; ACT Aspire (ENG, MTH, RDG, and SC)

7th Grade

- Academics based on MS College and Career Readiness Standards and MS Curriculum Frameworks with modifications in science
- Teach ICT 2 (High School Key-Boarding Carnegie Unit)
- Review Individualized Graduation Plan based on Career Pathway Interests
- ASSESSMENT: MAP ELA and MTH; ACT Aspire (ENG, MTH, RDG, and SC)

8th Grade

- Academics based on MS College and Career Readiness Standards and MS Curriculum Frameworks with modifications in science
- Teach STEM Class (High School Carnegie Unit)
- Teach MS Studies/Intro to Geography (High School Carnegie Unit)
- Review of Individualized Graduation Plan based on Career Pathway Interests
- ASSESSMENT: MAP ELA and MTH; MST2; and ACT Aspire (ENG, MTH, RDG, and SC)

9th Grade

- Academics based on Mississippi College and Career Standards
- Review of Individualized Graduation Plan at the end of 9th grade year
- Review of Individualized Graduation Plan based CCR Data
- ASSESSMENT: MAP–Algebra I; SATP2-Biology I; and ACT Aspire (ENG, MTH, RDG, and SC)

10th Grade

- Academics based on Mississippi College and Career Standards
- Review of Individualized Graduation Plan based on CCR and World of Work data
- Student/family will choose which Academic Institute student will enter: CAB, STEM, or HHS.
- ASSESSMENT: ACT; MAP-English II; SAPT2-US History

Post 10th Grade (11th and 12th)

- Depending the students' iCAPs (Four-Year Plans) they have the option of:
 - Advanced Placement Courses (Currently offer 16) – Open Enrollment
 - CTE courses (Currently offer 9 programs via the Academic Institutes)
 - Dual Enrollment Courses (Currently offer 4 courses)
 - Student must meet community college requirements for entry
 - Traditional courses aligned with a career theme or Academic Institute
 - All of the options will be aligned with each Academic Institute's career pathway
- Internships, Mentorships, Field Experiences – All students will have an experience in a career related field during their junior or senior year.
- Assessments: ACT (All Jr's); CPAS2 (Where Applicable); ASVAB (Where Applicable); National Certification Assessments

Funding:

The Gulfport School District, using a variety of funding sources, will finance the testing of all 7th-9th grade students on the ACT Aspire and the ACT (10th Grade) at \$34.00 per student; Community College fees at \$100.00 per student; Advanced Placements Exams at \$91.00 per student; Transportation costs for all students on the internships and tutoring/remediation. Note: The district purchased three small school buses to help offset transportation costs. Buses are driven by licensed school staff.

Courses: Innovative Scheduling

First Year (Core Courses)

English 9 - Semester	(1 Carnegie Unit)
World Literature - Semester	(1 Carnegie Unit)
Algebra I - All year	(1 Carnegie Unit)
Physical Science - Semester	(1 Carnegie Unit)
Biology - Semester	(1 Carnegie Unit)
World History - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)

Second Year (Core Courses)

English 10 - All year	(1 Carnegie Unit)
Algebra II - Semester	(1 Carnegie Unit)
Geometry - Semester	(1 Carnegie Unit)
Chemistry - All year	(1 Carnegie Unit)
U.S. History - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)
Elective - Semester	(1 Carnegie Unit)

Note:

We are using 5 block – 75 minute schedule. Our students will take two full years of an English, science, and math during their 9th and 10th grade years. The history courses are only a semester, but they take MS Studies and Geography in the 8th Grade. Our students have the opportunity to earn three credits in two years in all of the core courses. This allows for more flexibility to take advanced classes, college classes or remedial classes once the students are in the Institutes (11th/12th)

 Gulfport School District Graduation Requirements 

		CAB		HHS	
Graduation Req.	Required Courses	Graduation Req.	Required Courses	Graduation Req.	Required Courses
Core Credits (19)		Core Credits (19)		Core Credits (19)	
Science	Biology I	Science	Biology I	Science	Biology I
Math	Algebra I	Math	Algebra I	Math	Algebra I
English	English I	English	English I	English	English I
History	English II	History	English II	History	English II
	1 US History		1 US History		1 US History
	1 World History		1 World History		1 World History
	.5 Gov't		.5 Gov't		.5 Gov't
	.5 MS Studies		.5 MS Studies		.5 MS Studies
	.5 Economics		.5 Economics		.5 Economics
	.5 Geography		.5 Geography		.5 Geography
.5 Credits of P.E.		.5 Credits of P.E.		.5 Credits of P.E.	
.5 Credit of Health	P.E. Comprehensive Health	.5 Credit of Health	P.E. Comprehensive Health	.5 Credit of Health	P.E. Comprehensive Health
1 Credit of Business or Technology		1 Credit of Business or Technology		1 Credit of Business or Technology	
1 Credit of Art		1 Credit of Art		1 Credit of Art	
10 Credits of Career Electives		10 Credits of Career Electives		10 Credits of Career Electives	
Total Credits 32		Total Credits 32		Total Credits 32	

GSD Diploma Honor Distinctions:

General Diploma - Students meet state requirements (Optional Diploma Paths), but fail to meet GSD requirements listed above. Students will earn a MS High School Diploma.

College and Career Ready Diploma (CCRD) – Students meet the GSD Requirements listed above.

Advanced College and Career Ready Diploma (ACCRD) – Students must earn credit in 5 AP courses OR Students must complete a two-year CTE program and pass CPAS with 80% or better. Students will earn a MS High School Diploma with a special distinction seal. Students will earn graduation sashes for this diploma level. The valedictorian and salutatorian will be determined from this group.



Gulfport School District
Board of Trustees, Office of the Superintendent

June 26, 2012

To Whom It May Concern:

On behalf of the Gulfport School District and our students, I strongly support our application for a Career Academy grant. As you already know, our district's strategic planning processes have called for a total reworking of the educational opportunities afforded our students. There is no doubt the work required by a Career Academy grant will require a strong network of committed individuals and our commitment to the major change our district has already begun definitely demonstrates the desire of our community, parents, teachers, administrators and students to providing a strong educational environment based on career pathways.

Not only retaining students in danger of dropping out as required by this grant, the over-all approach of our Innovations Program encompasses all students in our district, including a major career pathways emphasis that really begins to bloom for our 4th grade students and continues through our end-of-domain and course-of-study concept in the high school environment. This program seeks to provide mentorships, internships, and job training experiences. Our commitment to this concept is evident in our hiring of a Career Pathways Liaison whose foundational responsibilities include the design and implementation of district / business partnerships that allow students to experience the real world operation and problem solving that takes place daily in the Gulfport business/manufacturing community – from small business to big business.

There should be no doubt about our commitment to the Career Academy approach. Our district has totally changed the way our school district is doing business on a daily basis to meet the intent of this type of grant.

In service to the youth of the Gulfport School District,

Glen V. East, Superintendent



Gulfport School District
Gulfport High School

Michael Lindsay
Principal

June 23, 2012

To Whom It May Concern:

I am writing this letter to inform you of my commitment for the Career Academics Grant. This grant has been submitted for Gulfport High School. As principal I am fully committed to our wall-to-wall career academies. This component is a valuable piece to our Career and College readiness program. The infusion of the career academies is a step in the direction of changing how teachers teach and students learn at Gulfport High School. We are excited about the opportunity that this grant will bring to the students and teachers of Gulfport High School. As the principal of Gulfport High School I can assure you that our school has my full support as they integrate real world career experiences into their classrooms. Thank you for your consideration of this grant.

Sincerely,

Michael Lindsay

Mary S. Graham, President
"We seek a positive difference
in people's lives."

MGCCC

www.mgccc.edu
Supported by Herndon State
of Technical College District

Celebrating 100 Years • 1911-2011

May 14, 2012

Gulfport High School Technology Center
c/o Mr. David Fava
100 Perry Street
Gulfport, MS 39507

Dear Mr. Fava:

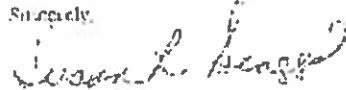
On behalf of Mississippi Gulf Coast Community College (MGCCC), I am proud to forward this letter of support to Gulfport High School in your effort to move to the Career Pathways and Academics program. We are excited about participating in this important partnership that will assist students in transitioning into their chosen career pathways. Our collaboration will provide students on the Mississippi Gulf Coast the support and resources they need to work toward their career goals.

MGCCC and the Gulfport School District have a long standing record of partnering to support student success. Our most recent initiative includes dual credit offerings which have brought opportunities for college work right to students at Gulfport High School.

The success of this year-long dual credit project has encouraged us to expand offerings in academic areas and to explore possible career and technical programs as a joint effort between MGCCC and Gulfport High School.

Strong collaborative partnerships between colleges and high schools are critical to student success in the global economy. The community college is able to bring a wide range of skill-specific training to students and Gulf Coast is proud to partner with Gulfport School District to help expand opportunity for young people in our area.

Sincerely,



Susan L. Scoggs, Ph.D.
Vice President
Jefferson Davis Campus

Admission & Records
Student Services
Financial Aid
Campus Life
238-466-1111

Continuing Education
238-466-1111

Health Services
238-466-1111

Information Technology
238-466-1111

Student Government
238-466-1111

Student Activities
238-466-1111

Student Government
238-466-1111

National Aeronautics and
Space Administration
John C. Stennis Space Center
Stennis Space Center, MS 39523-6036



July 26, 2012

Department Office of Education

Gulfport High School Technology Center
100 Perry Street
Gulfport, MS 39507

Dear Mr. Fava:

I would like to add NASA's support to Gulfport High School Technology Center's application to the Mississippi Department of Education Career Academy Grant. This focused curriculum will help meet future growth of workforce development in the Mississippi Gulf Coast.

The main objective of NASA Education is to enrich science, technology, engineering, and mathematics (STEM) education to train a future workforce for NASA, the aerospace industry, and the nation. We do this by inspiring, engaging, educating, and employing students. Gulfport's STEM Academy for 2013-14 will focus on engineering and design, two competencies critical for NASA and our nation in the coming decade. Students will be exposed to advanced engineering concepts as well as gaining a foundation in computer numeric control (CNC) and computer-aided design (CAD). This emphasis on engineering will give high school students the necessary prerequisites to be successful on their next level of education.

NASA has a twelve-year partnership with Gulfport High School and its award-winning robotics team, Team Fusion. NASA supplies funding and mentor support to meet the goal of educating our future workforce. This provides invaluable academic opportunities and workforce development. Almost 100% of the students who participate in the Gulfport robotics program go on to technical majors in college. In addition, Gulfport High School has participated in NASA's High-Schoolers United to Create Hardware (HUNCH) design challenge for the past three years.

NASA is proud of its partnership with Gulfport High School and its strong technical program that continues to provide colleges and industry with well-trained, knowledgeable students. The STEM Academy will strengthen this partnership and aid in the development of a future workforce for the Mississippi Gulf Coast and the nation.

Sincerely,

A handwritten signature in black ink, appearing to read "Kalia V. Wallace".

Kalia V. Wallace
Education Director



**Gulfport School District
Pass Road Elementary**

**Kenny Hudson
Principal**

**Nikki Witherspoon
Assistant Principal**

June 27, 2012


To Whom It May Concern:

The Pass Road Elementary administration and faculty are committed to providing a real world opportunity for students enrolled in the Early Childhood Teacher Career Academy at Gulfport High School. As an educational institution, we value our role in combating the national and state shortage of highly qualified teachers. At PRL, we believe that it is imperative to inspire, train, and cultivate the next generation of skilled educators.

During our collaboration with the Early Childhood Teacher Career Academy, we will provide supervised learning opportunities for Gulfport High School students to participate in learning activities that include planning of instructional activities, implementation of best practices and effective methods, and evaluation and assessment. This year, we plan to focus on literacy in Pass Road Elementary and will use the Early Childhood Teacher Career Academy students to help us implement many strategies and methods for promoting literacy in the school and the community.

By working together to provide a high quality real world experience, we foresee a more qualified student who will be inspired, willing, and capable to meet the demands of a future as an educator.

In service to the students of the Gulfport School District.


Nikki Witherspoon, Assistant Principal

228.865.1659 • 228.864.1549 fax
37 Pass Road • Gulfport, MS 39507

100 Parry Street
Gulfport, MS 39501


June 29th, 2012

To Whom It May Concern:

Please consider this letter a statement of my commitment to the success of the STEM Career Academy at Gulfport High School. I feel the development of the four career academies at our school will give our students the knowledge and skills needed to meet the changing and challenging world of work they will enter.

As a science teacher, I look forward to the opportunity to finally work closely with my colleagues in the other academic departments and the Career and Technical Education teachers to foster a total learning community focused on local, real world projects. I am committed to collaborating with members of the business and industry community to define the current needs and career requirements in science and technology as well as to further my own practical knowledge. Finally, I am committed to addressing the needs of the individual students in my classroom to assure their success while part of the academy and to make sure they leave with the knowledge, skills, and attitudes needed to address their further education and future careers.

Sincerely,

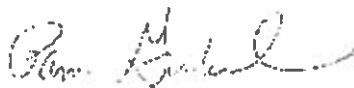


Scott Pfaff
AP Physics & Spatial Technology Teacher
Gulfport High School

June 22, 2013

To Whom It May Concern:

I am committed to the success of academics at Gulfport High School. Our mission statement declares that students will be problem solvers, life-long learners, and productive members of society. I firmly believe the career academy model will allow students to reach these exceptional goals. I am looking forward to working with fellow teachers in order to collaborate on learning opportunities for students that will engage them in ways that will benefit their success in future educational or work related paths.



Pam Gunkel, M.Ed., NBCT
Advanced Placement English Language and Composition
English 11



Gullport School District
Gullport High School Technology Center

To Whom it May Concern:

I am committed to the success of the Career Academies at Gullport High School. As a Special Populations Coordinator in the Career and Technical Education center, I highly value the advantages career awareness, career development, real world learning opportunities and integrated problem solving provides to our students. By means of the career academy model, my service to the students at Gullport High School will be greatly enhanced through collaborative planning with academic teachers. Additionally, the opportunities to provide thematic career focused learning opportunities will be improved. By working together with all stakeholders to provide an ICAP (individualized career and academic plan) for our students, I foresee a more engaged student willing and able to meet the demands of current and future College and Career Readiness standards.

Sincerest regards,

Susan Bush, MEd
Special Populations Coordinator

Excellence through Technology

238.096.5011 • 228.826.7000 fax • 100 Perry Street • Gullport, MS 39502

Robert E. Caylor

(228) 697-6030 - robert.caylor@gulfportschools.org
5021 Courthouse Rd. - Gulfport, MS 39507

June 21, 2013

Mr. David Fava
Director of Career and Technical Education
100 Perry St.
Gulfport, MS 39507

Dear Mr. Fava,

To show my support for the Career Academy model being developed at Gulfport High School, I wish to submit this letter of my commitment to the program. As a Career and Technology Instructor at Gulfport High School, I, Robert E. Caylor, am committed to the success of the Automotive Service Technician Career Academy program at Gulfport High School. As an Automotive Service Technician instructor, I value the aspects of career awareness, career development, real world learning opportunities and integrated problem solving.

Through the Automotive Service Technician Career Academy model, I shall be able to better serve the students at Gulfport High School through collaborative planning with my academic counterparts-- with the execution of thematic career-focused learning opportunities. By working together with all stakeholders to provide an individualized career and academic path for our students, I foresee a more engaged and highly skilled student, willing and able to meet the demands of current and future College and Career Readiness standards.

Best regards,

Robert E. Caylor

Robert E. Caylor



Gulfport School District
Board of Trustees / Office of the Superintendent

June 26, 2017

To Whom It May Concern:

On behalf of the Gulfport School District Board of Trustees, I strongly support our application for a Career Academy grant. As President of the Board of Trustees, I am proud that our district continues to explore through its strategic planning processes the most effective way to meet our mission of inspiring each student to become a problem solver, lifelong learner and productive member of society. Working with strategic planning action teams, the Board has already provided new policies to direct our staff in meeting the major changes we believe our district must make to meet the globally based educational changes required of our students. There is no doubt the work required by a Career Academy grant will require a strong network of committed individuals and our current support and work has already laid the groundwork for a more rigorous educational environment based on career pathways and the Common Core State Standards.

The programs are not only designed to rescue students in danger of dropping out as required by this grant, the over-all proactive approach of our Innovations Program encompasses all students in our district to diminish the need for remediation in the future. A key element is the major career pathways emphasis that really begins to bloom for our 4th grade students and continues through our end-of-education and course-of-study curricula in the high school environment. This program seeks to provide mentorships, internships, and job training experiences. Our commitment to this concept is evident in our vision of a Career Pathway Hub where foundational responsibilities includes the design and implementation of virtual business partnerships that allow students to experience the real world operation and problem solving that takes place daily in the Gulfport business/manufacturing community – from small business to big business.

Our Board of Trustees is fully committed to the Career Academy approach. As a collective group, our strategic plan, and the expectations of the community are requiring us to work together to meet the needs of our students in a totally different fashion. We are committed to this change and understand the importance of a Career Academy grant in helping us along this journey.

Sincerely,

David Maughrey, President
Gulfport School District Board of Trustees

District Office • 2001 Dixie Road • Gulfport, MS 39023-1099 • 662.863.4718 fax
Gulfport School District • P.O. Box 220 • Gulfport, MS 39023-0220

Gulfport School District

Innovative Plan Component #8: Waivers and Exemptions

Standard/State Law	Rationale for Waiver Request	Recommended For Approval	Not Recommended For Approved	Guidelines for Waiver Implementation
<p>Standard 2.2 Teacher Certification</p>	<p>Gulfport would like to be allowed to hire professionals from the business community to teach in our career academies.</p>	<p>Yes</p>		<p>MDE will work with Gulfport to certify this pool of individuals with Expert Citizens teaching license. MDE will evaluate this process to determine if this process can be duplicated for use in other districts in the future.</p>
<p>Standard 2 Allow a 181, 187 or 188 certification be allowed to teach in other science subjects with the Modeling Training.</p>	<p>Due to Gulfport's nontraditional courses especially in science, it makes it impossible to find proper certification with the suggested science sequence. Gulfport ACT data has proven that the sequence being currently used has better prepared students to become problem solvers in science.</p>	<p>Yes</p>		<p>MDE will work with Gulfport to certify this pool of individuals with Expert Citizens and also determine if new license for teaching certain subjects need to be changed. MDE will evaluate this process to determine if this process can be duplicated for use in other districts in the future.</p>

<p>Standard 13 Waiver from “Seat Time”</p>	<p>Due to the nontraditional scheduling 5 Block day/75 minutes per block, Gulfport courses do not meet the minimum number of minutes in the accreditation standards. Since Gulfport is on a nontraditional schedule, students are receiving more instructional time in core areas of math, science, and English over a four year period. According to Gulfport data, this schedule has allowed teachers and students to increase ACT scores significantly, increase graduation rate, allow for more students to enroll in AP and Dual Credit classes, and provide more time for remediation of students.</p>	<p>Yes</p>		<p>MDE will continue to work with Gulfport to ensure students are receiving instruction in the core academic classes that exceed current requirements.</p>
<p>Standard 13.2 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered except for remedial instruction, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the MDE</p>	<p>Credit by Mastery, competency Based, and Experiential Learning are not based on seat time but mastery or completion of a task or a project. These are all components of this project and credit will be awarded for courses without meeting these requirements.</p>	<p>Yes</p>		<p>MDE work with Gulfport to help establish competency-based guideline that can be used for statewide implementation.</p>

<p>Standard 26 Redesign science courses in the middle school</p>	<p>Redesigning the science courses in the middle school will allow instruction to better align to teaching and learning experiences at Gulfport High School: 6: Earth Science; 7: Life Science; and 8: Physical Science</p>	<p>Yes</p>		<p>MDE is currently revising the MS Science Standards and Frameworks. We will compare the changes at Gulfport to see how they align with MDE revisions and to determine how the two revisions align.</p>
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