District of Innovation Application

District of Innovation Applicant Information

District Name: Vicksburg Warren School District
Contact Person/Title: Lucy DeRossette, Career and Technical Administrator
Address Line 1: 1500 Mission 66
Address Line 2: Vicksburg, MS 39180
Phone Number: (601) 638-5122 or 601-448-2818

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 15, 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.
District of Innovation Grant Application

District Name: Vicksburg Warren School District  
Contact Person/Title: Chad Shealy, Superintendent  
Address: 1500 Mission 66  
Vicksburg, MS 39180  
601-638-5122

November 30, 2015

Innovative Plan Component #1: Innovative Plan and Design

<table>
<thead>
<tr>
<th>School Name</th>
<th>Innovation Location</th>
<th>Facilities to be Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicksburg High School</td>
<td>3701 Drummond Street</td>
<td>Entire School</td>
</tr>
<tr>
<td>Warren Central High School</td>
<td>1000 Highway 27</td>
<td>Entire School</td>
</tr>
<tr>
<td>Academy of Innovation</td>
<td>1315 Grove Street</td>
<td>Entire School</td>
</tr>
<tr>
<td>Vicksburg Junior High</td>
<td>1533 Baldwin Ferry Road</td>
<td>Entire School</td>
</tr>
<tr>
<td>Warren Central Junior High</td>
<td>1630 Baldwin Ferry Road</td>
<td>Entire School</td>
</tr>
<tr>
<td>Hinds Community College</td>
<td>755 Highway 27</td>
<td>Entire Campus</td>
</tr>
</tbody>
</table>
Describe the proposed innovative model.

We are using innovation to improve our secondary schools in the Vicksburg Warren School District. Low rates of high school graduation lead to less employment, higher rates of incarceration, ill health, substance abuse, and intergenerational poverty. By improving our graduation rates through innovative methods, we believe we can recreate not only our schools but also our economy and our community. Warren County is in desperate need of more young people with skills in science and mathematics with the ability to think critically and work collaboratively. We need leaders, problem solvers, skilled craftsmen, technicians, researchers, educators, and health care professionals. For our community to progress, we need every young mind prepared to compete in a high tech fast changing work force.

We feel we can improve our schools and our community through total alignment from junior high through high school to junior college and four year universities. Through Early College and Career Academies we will bring rigor, relevance, and relationships into the classroom with highly structured engagement of the community’s business and industry sectors in and out of the classroom.

Junior High Level
We will begin Career Academies at the junior high levels through exploration. At the junior high level, students will explore the sixteen career clusters through a course called High School 101. This class will help them decide on one of the three academies or the early college track. The curriculum will be based on the Keystone Curriculum approved by the Mississippi Department of Education, and students will receive one Carnegie Unit for this class.

High School Level
As students move to the high school level, they will have three choices: to remain at their home school and enroll in a Career Academy; to enter that Career Academy with a focus on a Career Certificate and/or Associate’s Degree in a CTE field (Middle College); or to move to Early College on a college campus.

Career Academies
Students choosing the Career Academy focus will select one of three Career Academies at their high school: Communications, Arts, and Business (CAB); Health and Human Services (HHS); or Architecture, Construction, Mechanics, and Engineering (ACME). These academies will revolve around Career and Technical Classes taught through Hinds Community College, most of which offer dual enrollment. All high school students will have the opportunity for dual enrollment through CTE classes at Hinds and academic classes at Hinds and Alcorn State University. Most students will graduate with at least 12 hours of college credit at no cost to the student.

Middle College
Students obtaining CTE certificates through dual enrollment at Hinds Community College will be considered our Middle College students. They will remain in the high schools for most of their classes and be members of one of the three Career Academies. They will travel to Hinds Community College for dual enrollment CTE classes and other college courses. Some of these students may receive an associate's degree from Hinds while taking these CTE classes. Most will receive industry recognized certifications.

Early College
We will enroll up to 400 students in our Early College program. This program will be housed at Hinds Community College and the Vicksburg branch of Alcorn State University. Students will be taught in 9th and 10th grade by Vicksburg Warren School District teachers. In 11th and 12th grades they will be taught by college professors. These students will graduate with two full years of college completed. They will continue their education at Alcorn or move to another four year university. The focus of the Early College will be primarily working toward an Engineering Degree or a Manufacturing Technology Degree through Mississippi State University or a degree in Elementary Education from Alcorn State University.
Explain how the Innovative program will differ from a traditional school model and what makes the proposed plan innovative.

The traditional school is organized by departments. Students are counseled occasionally by the school counselor. Students are usually enrolled in seven classes that span 180 days. Teacher Support Teams try to provide interventions to make sure students are being successful, but their efforts are often random and not effective. Many students drop out because of boredom or frustration. Of those who do graduate, very few know what they want to do with their lives. Many waste huge amounts of money in degree programs which are not well suited for them.

Unlike the high schools described above, our high schools will be organized by Career Academies and Early College. We will offer three academies - CAB, HHS, and ACME. Teachers and students will choose an academy and classrooms will be arranged by academies. For example, the CAB academy will have English, math, science, and history teachers on the same hall teaching the same students. These teachers will have a common planning period so they can work on collaborative projects across the curriculum. As an instructional academy team (CTE and academic teachers) they will be engaged in teacher externships to learn more about the Communications, Arts and Business so they can incorporate real-world issues/problems associated with these industries and businesses delivered through problem-based learning into every lesson. Students will be on a 4x4 block schedule that matches the schedule of Hinds Community College (one and a half hour classes). Advisory classes will meet for 20 minutes a day. In this class, students will study the Seven Habits of Highly Successful Teens through the "Leader in Me" Program on the secondary level. Ninth grade students will go on three college visits a year. Tenth grade students will go on three industry visits each year. Eleventh grade students will do three days of highly structured job shadowing with experiential learning activities. And seniors will perform a paid or unpaid internship and/or a senior project through a Capstone class.

The Middle College program will work inside the academies, but these students will delve more deeply into their chosen field through dual enrollment CTE courses leading to industry certification and associate’s degrees. These students will leave high school ready to move into high skilled jobs in the community and pursue higher education if this is in their plan.

The Early College program will take advanced students out of the high school and allow them to work in a more mature and rigorous setting focusing on college material at a much younger age.
Explain how the innovative program is designed to impact student learning and how it will equip students with college and career readiness skills.

**Junior High Level**
Students will begin to explore specific careers while looking at the sixteen career clusters. This will help them to determine a career choice as soon as possible. Students will also be exposed to the Career Academy concept and structure.

**High School Level**
Students will become immersed in their career academies. They will explore their career choices not only through their Career and Technical classes but also through core subject areas. Project Based Learning across English, history, math, and science will make student work relevant for our lower performing students and rigorous for our higher performing students. Through flexible scheduling, blended classes, and online classes, our advanced students will have more time to work on dual enrollment and internships. This will free up our teachers to focus more on those students who need more help. The relevance of Career Academies will improve our graduation rate while the rigor will improve ACT scores, college admissions, and scholarships. The relationships students will build through community partners and internships throughout the community will assist all students with job skills. This focus on employment will be beneficial for all students whether they enter the job force or continue on to junior college or a university or a combination of work and additional post secondary education and/or training. We will offer three Career Academy choices: Communications, Arts, and Business (CAB), Health and Human Services (HHS), and Architecture, Construction, Mechanics, and Engineering (ACME).

**Middle College**
These students will graduate high school ready to enter the workforce with a CTE certificate in hand and real work experience through internships in their chosen fields. Being dually enrolled in both high school and college CTE classes, students will be within one year of an Associate’s Degree in his/her Career and Technical Program. With a focus on employment throughout high school, these students will be set up for success.

**Early College**
The American Institute of Research, in a recent study, found that early college students are significantly more likely to graduate from high school, enroll in college, and obtain a college diploma than their counterparts in traditional high schools. Through the rigor of college classes, graduates of the Early College Initiative will be well on their way toward Bachelor’s degrees within two years. The depth of knowledge they will have acquired through their studies at Hinds Community College and Alcorn State University will prepare them to compete at the highest level at any engineering school in the country.
Explain extracurricular, exploratory, co-curricular, and experiential activities that are planned.

All students will be allowed to participate in all activities at the high school level such as sports, band, choir, etc. But, many more activities will be available through the academies and early college program. As was stated above, students will get plenty of opportunities for college visits, industry visits, job shadowing, and internships. Each academy will have business and industry sponsors who will assist not only with curriculum development and advisory committees, but also in actually planning cross-curricular projects and activities. Through project based learning, collaboration will be key with not only students but teachers. ERDC, the Engineering, Research, and Design Center of the U. S. Army Corps of Engineers, will assist with all the engineering and robotics programs. Our local hospital and nursing homes, the police department, fire department, school district and local restaurants will partner with the Health and Human Services Academy to bring exciting and meaningful projects and activities into the classroom. Our local radio station, school TV station, bankers, lawyers, and business people will be vital in developing meaningful experiences and industry visits for our CAB students. Through flexible scheduling, blended classes, and online classes, students will have time to pursue the career field of their choice through exploration and internships while still enrolled in high school.
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.

Situated on the Mississippi River and on Interstate 20 - halfway between Dallas, Texas and Atlanta, Georgia - Vicksburg is the ideal location for industry. We provide the ultimate in transportation - Road, Rail, and River. The deep history of our community brings tourists and Civil War enthusiasts to our beautiful city on the bluffs every day. With four branches of the US Army Corps of Engineers located in our town, much research and development is taking place every day.

With all of these positives, our economy in Warren County is sluggish. Poverty is high along with unemployment rates. Our student population has been decreasing every year for the past 15 years. Our dropout rate is staggering. Unfortunately, the largest export in Warren County is talented young people. Our best and brightest are leaving our community. Our industry leaders are recruiting top candidates from other areas. Our blue collar employees are not as much in demand as "blue tech" employees. Our workforce is not prepared for the jobs which are available here, so industries are recruiting from outside our area. Our community is ready for a workforce that will bring new life and new industry to our beautiful city.

At the Vicksburg Warren School District, we know that all education leads to employment. We believe that by changing our schools, we can change our workforce. And by changing our workforce, we can change this community for generations to come. We intend to change our schools through innovation and hard work. By implementing a Career Academy approach based upon a researched and time proven transformational model developed by Ford Motor Company Next Generation Learning, we will provide rigor, relevance, and relationships for our students so they can be successful in school, careers, and life. Our Middle College and Early College programs will offer degrees, certifications, and opportunities for higher education to students who once thought those dreams were out of reach.
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 current attendance rate is 94.57%. We believe these innovations will increase our attendance rate 97.5% over the next five years. Our current graduation rate is 59%. Our goals are to have a 65% graduation rate after the first year, 70% after the second year, 75% after the third year, 80% after the fourth year, and 90% after the fifth year. Our current enrollment is 8,359 students. We expect to grow by at least 100 students each year over the next five years. We currently have 323 minority students and 283 female students at our CTE center. We expect to double those numbers over the next five years. Currently we have 61 students enrolled in academic and CTE dual enrollment classes. In five years we expect to have every eleventh grader and twelfth grader taking at least two dually enrolled classes. Our Early College students will take only dually enrolled classes in eleventh and twelfth grades.

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

Assessment is very important for the success of good schools. It is so important that the proper assessment tools are used so that data can be evaluated and used for student improvement. Our district will continue to use a combination of diagnostic, authentic, state-mandated standardized tests, formative and summative assessments, and nationally recognized norm-referenced assessments to compare student’s progress over time with the district’s goals and the national norms. These assessments include: ACT Explorer and Plan Test, Subject Area Testing Program (SATP2), Questar Testing, Case 21 Benchmark Tests and the ACT Test, along with any other mandated tests that may come through MDE. In addition, we will utilize APEX Learning System and A+ Anywhere software to help students with mastery of concepts introduced in English, Math, Science, Social Studies, and Spanish.

We will monitor ourselves on student achievement through benchmark testing three times a year. We will report to MDE through SATP2 tests and ACT scores on a regular basis throughout the school year.
Describe other measures of school performance that will be used to monitor student achievement.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Rationale for Selection of data Source</th>
<th>Expected Outcomes</th>
<th>Sources of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Students who attend school regularly have a much greater chance of graduating.</td>
<td>97.5% attendance rate in five years</td>
<td>MSIS</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Major portion of Accountability Model</td>
<td>90% graduation rate in five years</td>
<td>MSIS</td>
</tr>
<tr>
<td>Enrollment</td>
<td>More students will enroll as schools improve and increased industry moves into our area</td>
<td>500 additional students over the next five years</td>
<td>MSIS</td>
</tr>
<tr>
<td>Minority and Female students in CTE and STEM</td>
<td>With ERDC adding 600 more jobs over the next five years, we need to attract as many minority and female students to STEM related careers to help fill those positions.</td>
<td>We plan to double the number of minorities and females in CTE classes over the next five years. This will lead to huge increases in minorities and females in STEM classes.</td>
<td>MSIS</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>Students who receive college credit while in high school are much more likely to graduate and enter college</td>
<td>We expect to have 11th and 12th graders receiving at least 6 college credits each year.</td>
<td>MSIS</td>
</tr>
<tr>
<td>Industry Recognized Certification</td>
<td>Students who receive industry recognized certifications are truly work ready and therefore are self-supporting and may attend postsecondary education and/or</td>
<td>Currently, approximately 10 students are receiving industry certifications. We expect to increase that to 50 students a year in five years.</td>
<td>Hinds Community College - CPASS scores, NCCER scores, etc.</td>
</tr>
<tr>
<td>training concurrently</td>
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</table>
Innovative Plan Component #3: Students

<table>
<thead>
<tr>
<th>School Name</th>
<th>Total Number of Students</th>
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<tbody>
<tr>
<td>Vicksburg High School</td>
<td>1,023</td>
</tr>
<tr>
<td>Warren Central High School</td>
<td>1,296</td>
</tr>
<tr>
<td>Vicksburg Junior High School</td>
<td>406</td>
</tr>
<tr>
<td>Warren Central Jr. High School</td>
<td>483</td>
</tr>
<tr>
<td>Academy of Innovation</td>
<td>329</td>
</tr>
</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.

**Early College**
Students will select to become a member of an early college cohort at any time during their high school years, although most will enter as 9th graders. If they are interested, they will go through an application and interview process. Students should have an overall C average, two teacher recommendations, and a 90% attendance rate. With this program, we are not looking for the students with the highest GPAs, but students with maturity and the desire to start their college experience. We will begin Year 1 with at least 50 seats. In Year 2, we will open the program to approximately 50 additional students.

**Middle College**
Students will self-select to be in Middle College. It will be an extension of the Career Academy. Students will become a member of the Middle College when they decide to earn dual credit through their CTE classes and obtain national certifications associated with their CTE classes.

**Career Academies**
Students will go through a full year of career exploration at the 8th or 9th grade level. During this class, students will look at the 16 career clusters, conduct interest inventories, and learning style inventories. At the end of this year, students will select one of three academies to enter.
If the innovation involves a cohort of students describe any necessary process needed for dismissal from the innovative school.

In the Early College Model, students will only be dismissed due to absences and failing grades. Because of the college requirements, attendance is paramount to success in Early College. Students will have lots of wrap around services in Early College (counselor, deans, CTE director, secretary, and tutors from the community) who will ensure that all students are being successful. Therefore, if a student fails a class, it will be because the rigor is too difficult or the student is not open to assistance. Any student who receives an F in Early College will be put on probation for one semester. If the student continues to fail in classes the next semester, he or she will be dismissed from the Early College program.

In the Career Academy model, students will not be dismissed from an academy. Each student will be allowed to move to another academy upon request. If students becomes under credited, he or she may be removed from Career Academy classes while he/she catches up credit wise.
Describe how the innovation will impact student achievement.

We believe that many of our students are not successful in school because they see no relevance in their high school classes. Taking the standard required high school courses are boring to almost all of our high schoolers and only the top ten percent are truly successful because they enjoy the high school model. A recent Gallup Student Poll shows that only 44% of high schoolers are actively engaged in their learning. With a graduation rate of 59% in our district, we feel we must find a way to engage all our high school students in active learning. Through Career Academies and Early College, we feel we can achieve this goal.

Early College will allow our most serious students to stay actively engaged by making them actual college students studying on a college campus. In their 9th and 10 grade years, these students will earn Carnegie Units through classes taught by high school teachers on a college campus. But, during 11th and 12th grades, these students will be fully enrolled in college classes on that same campus. The rigor and engagement these students are seeking will be quenched by the college experience.

Career and Technical classes, will continue to give career skills to students. But, through Career Academies, CTE classes will take on a new meaning. These classes will become the cornerstone of high school education. Through Career Academy Teams, teachers will begin to work together in academies on Project Based Learning and overarching themes that bring high school curriculum alive and bring relevance to even the most bored student. And then, the community involvement, becomes the glue that binds the academy concept together. Through business partnerships, community members will serve on advisory committees, assist with curriculum development, host externships, hire students for internships, assist with project based learning, and become mentors for students.

Through this active engagement and relevance, we believe our students will enjoy school more. This relevance will lead to a higher graduation rate along with more students prepared to enter the workforce or a clearer path of how to reach their career of choice.
Describe how the program will address student achievement gaps.

As we move to a one-to-one initiative next year where every student will have internet access on a device that they each take home daily, the achievement gap will become less across our district. In Early College, the achievement gap will be easily addressed. Because students will be admitted to this program not based on academic achievement but on capacity to learn, the achievement gap will close quickly. We have many bright students who are floundering in high school. Many "C" students could be "A" students if they felt school was relevant and important. Early College will provide high expectations for all students. This program will promote academic success and therefore students will require less remediation at the postsecondary level.

Through the Career Academy model, not only will students be enrolled in CTE classes which are wrapped around academic classes through projects and curriculum, but internships and community mentors will inspire underachieving students. Many students lack a sense of belonging in a large high school and this leads to poor performance. By creating small learning communities revolving around careers, students will have more opportunities for involvement in school activities, which always leads to higher achievement. Through advisory classes, students will receive daily instruction on achieving goals and moving forward in careers.

Flexible scheduling, flexible entry points, online learning, online remediation, night classes, and weekend classes will open up not only student schedules but also teacher schedules. When our advanced students have opportunities to move more quickly through curriculum, this frees up our teachers to focus more on the lowest 25% of students for remediation. These efforts will be huge in closing the achievement gap.
Innovative Plan Component #4: Funding

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

We will fund Early College through the school district funds, grants, and the partnering colleges - Hinds Community College, Alcorn State University, and Mississippi State University. The CTE Director and College Deans will oversee this program and a bookkeeper/secretary and a counselor will be provided by the school district through reassignment of existing positions. The two years of high school instruction that students will receive on the college campus will be taught by Vicksburg Warren School District instructors. No new teacher units will be created at the high school level. We will provide bus service for these students and lunch will be delivered to the college campus from a nearby elementary school. Because these services are already offered, no new funds will be needed. The college tuition will be paid through FTE’s received by the colleges and donations through the community from a foundation through the Warren County Chamber of Commerce.

There will be very little cost involved in Middle College. Vicksburg Warren School District already budgets funds to pay Hinds Community College each year for CTE classes. Hinds will waive the $100 per semester dual enrollment fee that they charge for at least two semesters for each student. If any funds are needed after this, the Foundation through the Chamber of Commerce will help offset those costs.

For Career Academies, we will use district funds to implement this program. Students’ ADA will continue to follow them to their school. School leaders will use their professional development funds to train teachers on the Career Academy Model. We will use grants and community funds to implement college visits, industry visits, job shadowing, and advisory curriculum. There will be no need for more teachers, counselors, or administrators. As we prescribe and reduce our course offerings to meet the Career Academy model, teachers’ course loads may change slightly, but we will not need additional teachers. Since both of our high schools have three assistant principals and three counselors and we will have three Career Academies at each school, this will be a perfect situation to have an assistant principal and a counselor for each Career Academy.
Attach a detailed three year budget project and address sustainability for years four and five. Please address costs and plans for projected costs and plans for projected costs (personnel, transportation, meals, instructional materials, technology, facilities, professional development, etc.)

**Year 1**
- Leader in Me (at two schools) - $180,000
- Ford Next Generation Learning $180,000
- A+ Anywhere Software $100,000
- Renovation of two buildings to accommodate Early College $500,000
- Buck Institute Training $150,000

**Total Cost for Year 1** $1,110,000
All other costs involved are already being incurred by the district and are included in our general budget.

**Year 2**
- Leader in Me -0-
- Ford Next Generation Learning -0-
- A+ Anywhere Software $100,000
- Renovation of two buildings to accommodate Early College -0-
- Buck Institute Training $100,000

**Total Cost for Year 2** $200,000
All other costs involved are already being incurred by the district and are included in our general budget.

**Year 3**
- Leader in Me -0-
- Ford Next Generation Learning -0-
- A+ Anywhere Software $100,000
- Renovation of two buildings to accommodate Early College -0-
- Buck Institute Training $50,000

**Total Cost for Year 3** $150,000
All other costs involved are already being incurred by the district and are included in our general budget.

**Year 4**
- Leader in Me -0-
- Ford Next Generation Learning -0-
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<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>A+ Anywhere Software</td>
<td>$100,000</td>
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<tr>
<td>Renovation of two buildings to accommodate Early College</td>
<td>-0-</td>
</tr>
<tr>
<td>Buck Institute Training</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>Total Cost for Year 4</strong></td>
<td><strong>$100,000</strong></td>
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<tr>
<td>All other costs involved are already being incurred by the district and are included in our general budget.</td>
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<thead>
<tr>
<th>Year 5</th>
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<tbody>
<tr>
<td>Leader In Me</td>
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<tr>
<td>Ford Next Generation Learning</td>
</tr>
<tr>
<td>A+ Anywhere Software</td>
</tr>
<tr>
<td>Renovation of two buildings to accommodate Early College</td>
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<tr>
<td>Buck Institute Training</td>
</tr>
<tr>
<td><strong>Total Cost for Year 5</strong></td>
</tr>
<tr>
<td>All other costs involved are already being incurred by the district and are included in our general budget.</td>
</tr>
<tr>
<td>Position Title</td>
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<tr>
<td>----------------------------------------------------</td>
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<tr>
<td>CTE Director (already in place)</td>
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<tr>
<td>Curriculum Director (already in place)</td>
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<tr>
<td>High School Principal (already in place)</td>
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<tr>
<td>Academy Principals (formerly assistant principals)</td>
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<td>Academy Counselors</td>
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<tr>
<td>Academy Lead (Current teachers who will have an extra planning time)</td>
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<tr>
<td>High School 101 Instructors (Presently teaching Junior High STEM classes)</td>
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<td>Role</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Capstone/Career Pathways Experience Instructors (presently teaching</td>
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<tr>
<td>Freshman Focus classes)</td>
</tr>
<tr>
<td>Early College Counselor (employee of the college)</td>
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</tbody>
</table>
Describe the overall staff organizational plan that involves shared leadership with the teachers.

In the Career Academies, teachers and community members will design the curriculum and the projects. Externships will be vital to the success of these programs. The Academy Principal will insure that externships are taking place and that common planning time is available for all members in each academy. Through common planning times, the Academy Lead will assist the Academy Principal, Academy Counselor, and teachers to make sure that classes are taught with integrity and that students’ schedules are as pure as possible. The Academy Principal will handle all aspects of discipline, working closely with teachers and counselor to make sure each student is placed correctly and provided appropriate resources. The school principal will oversee the general operation of the school. The curriculum director will work closely with the principal, academy principals, and teachers to make sure that curriculum revolves around the academy theme as much as possible. The CTE/Academy Director will confirm that principals, counselors, and teachers have the tools they need to be successful.

The Middle College students will fall under the Career Academy leadership. The CTE counselor and the college Deans will work closely to recruit students and make sure they are successful and receive dual credit and industry certifications.

The Early College structure will fall under the CTE Director. The director and counselor will provide all teachers (high school and college) with the instructional leadership to be successful. High School teachers will meet weekly during a common planning time to discuss successes and issues. College teachers will meet with high school teachers once a month to brainstorm and share resources to help students to be successful.
Explain how the district will address staff retention and recruitment during the first three years of the innovation plan.

As with most districts in our state and our nation, we face a huge teacher shortage problem. Career Academies offer the perfect situation to bring experts from the community into the classroom. We are in the midst of writing a community plan for our district which involves all aspects of the community. As we do this, professionals are emerging who have experience in different businesses and have a desire to teach in our Career Academies. Some of these community leaders will be placed in the classroom. For example, an employee who has worked for many years at the Vicksburg National Military Park will be a perfect history teacher. A retired engineer from the US Army Corps of Engineers could teach a physics class. A nurse practitioner can teach our biomedical science class. We will ask Mississippi Department of Education to waive teacher certification requirements for these people and to grant expert citizen certification for specific CTE instructors. This will encourage community engagement.

In order to retain these instructors, we will put them through a three year intensive mentoring program where they will receive explicit instruction in teaching and classroom management. This plan will follow the model of National Board Certification.

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

We have provided professional development to teachers over the past year in Career Academies. Every teacher at the high school level was given a questionnaire in which they could voice their opinions, ask questions, and show preference for an academy.

We recently held a community forum in which 75 community members met in small groups with the Superintendent, Assistant Superintendent, CTE Administrator, and a representative from Ford Next Generation Learning. In these small group meetings, community leaders were given an outline of Career Academies and an opportunity to ask questions. Every person who attended these meetings was excited about the possibilities for our community and economy as we move to career academies and Early College. In January, we will bring these leaders along with many more back to write a three year community driven transformational plan that addresses Career Academies and Early College as the core for transformation of our district.
Describe the professional development that is planned for the staff that is directly related to the proposed innovation.

We will use the resources available to us through effective Career Academies and Early Colleges throughout the country.

Breakthrough Learning (formerly North Carolina New Schools) has committed to provide much of our professional development for our Early College instructors - both at the high school level and at the college level. We will rely on the experiences of the teachers and students throughout this past year as they embarked on Golden Triangle Early College High School to help us design a professional development plan. We will also look to our Gateway to College model to determine possible professional development.

In the Career Academies we will look to Ford Next Generation Learning, Academies of Nashville, Mobile Academies, and National Career Academy Association for standards and models. We will include training from the Buck Institute and Career Academy expert, Susan Bergman, to design our professional development.

Innovative Plan Component #6: Stakeholder Collaboration

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

We have already met with a large number of stakeholders who have committed to support these endeavors. We will bring in an even bigger group in January and ask them to formulate a three year plan for the community and the district to implement these innovations. At this point, we will ask for huge amounts of participation from the community: curriculum development, advisory committees, donation of supplies and materials, public relations, volunteering in the classroom, donations of funds to pay for training for teachers and tuition for students in college, grant writing, college visits for all freshmen, industry visits for sophomores, job shadowing for juniors, and capstone projects and internships for seniors. After this plan is written, we will have a commitment from over 300 community leaders to assist in making Vicksburg Warren School District's Career Academies and Early College a reality and a model for Mississippi.

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

From this point until the conclusion of the first year of Career Academies and Early College, our community members, parents, educational partners, and industry partners will meet with different committee focus groups monthly. After we have full implementation of the programs, these committees will meet every two months for the next year. In the third year, these groups will meet once a semester and as needed.
Attach documentation (partner agreements, memoranda of understanding, and other legal agreements) for implementation of the innovative school or district.

See Attached.

We have included an MOU with Hinds Community College. It is not updated for the details of this Innovation Grant as this is an ongoing process. We will update it as soon as we have permission to proceed from MDE.

Also included is correspondence with Alcorn State University about another project that we are working on. Again, we will obtain a MOU after permission is granted from MDE.

Innovative Plan Component #7: Governance

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

The Career Academies and Early College will be governed by the school principals with direction of the CTE Administrator, Curriculum Director, Assistant Superintendent, and Superintendent. The Superintendent will be governed by the School Board. The principal will rely on a committee composed of assistant principals, counselors, and academy lead teachers. The CTE Administrator and each principal will have their own advisory committee made up of parents, teachers, and business people which will meet at least twice a year to provide guidance.
Identify the members of the advisory board. Explain how each member will contribute to the district's innovation plan.

- Parents will provide feedback on what students need and parental desires for students; provide resources to the district.
- Students will provide feedback on what is working in the classroom and what is not working.
- Business Leaders will assist with curriculum development, externships, industry visits, job shadowing, internships, supplies, grant writing, etc.
- Community Leaders will provide resources in the community to expedite plans and meet needs.
- Teachers will provide feedback as to what is working and what is not working and professional development needs.
- Counselor will provide data on student achievement, successes and pitfalls.
- Academy Lead Teachers will provide information on professional learning communities and professional development taking place.
- Academy Principals will listen to concerns and problems so adjustments can be made.
- School Principal will listen to concerns and problems so adjustments can be made.
- Representative from Hinds Community College will provide information on scheduling, professional development, data, successes, and failures.
- Representative from Alcorn State University will provide information on scheduling, professional development, data, successes, failures.
- Representative from Mississippi State University will provide information on scheduling, professional development, data, successes, and failures.
- Curriculum Director will provide data on student achievement, alignment of curriculum, projects, externships, etc.
- CTE Administrator will provide data on successes and failures, provide solutions to problems
- Assistant Superintendent will monitor successes and failures across the Career Academies and Early College and assist with formulating solutions to problems.
- Superintendent will provide oversight and report to the school board successes and failures.

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

This District of Innovation project will be a major shift for our secondary schools. With this much change, we will need many systems in place to make sure everything is done as efficiently and effectively as possible. We are using the services of The Institute of Systems Engineering Research (ISER) who will assist us with project management. We are partnering with Ford Next Generation Learning to assist us in writing our community plan and training our teachers. The Superintendent's leadership team will develop a plan for oversight, reporting, and monitoring which will involve all major departments in the Vicksburg Warren School District.
## Innovative Plan Component #8: Waivers and Exemptions

<table>
<thead>
<tr>
<th>Waiver(s) from State or Local Policies, Requirements, or Restrictions</th>
<th>Rationale for Waiver Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Certification</td>
<td>We would like to be allowed to hire professionals from the business community to teach in our career academies. This would include individuals with Associate’s Degrees to teach under Expert Citizen Licenses in CTE classes as well as individuals with Bachelor’s Degrees with experience in the workplace to teach core subjects (for example, a historian from the Vicksburg National Military Park could teach US History or a Physicist from US Army Corps of Engineers could teach physics).</td>
</tr>
<tr>
<td>25% Rule in SATP</td>
<td>Because most of our high school students will acquire a college transcript as early as 9th grade through dual enrollment/credit, we do not want that college GPA to be impacted by courses that have a heavily weighted test attached to the final grade.</td>
</tr>
<tr>
<td>Maximum Number of Students Taught in a Day</td>
<td>Because of students’ enrollment in blended classes, virtual classes, night classes, weekend classes, and internships, we request that teachers have the flexibility to oversee more than 150 students, if necessary.</td>
</tr>
<tr>
<td>Students enrolled in college without the 10 Carnegie Unit requirement</td>
<td>We are asking that students be allowed to begin college coursework before receiving 10 Carnegie Units in high school in order to obtain high school diploma and an Associate’s Degree in four years.</td>
</tr>
<tr>
<td>Waiver of 300 minutes of instruction a day</td>
<td>Students will not need to be in school 300 minutes a day unless necessary because of blended and virtual classes and internships. Therefore, we request a waiver of that requirement for some of our</td>
</tr>
<tr>
<td>Three absences in college courses per semester</td>
<td>College students are allowed only three absences per semester. Because of the age of our Early College and Middle College students, we request that they be allowed up to five absences per semester.</td>
</tr>
<tr>
<td>Mini Semesters, Flexible Entry Dates, Night Classes, and Weekend Classes</td>
<td>In order to get our students as much CTE credit, dual credit, and internships as possible, we may need to create mini semesters (taught over Christmas break or during other holidays), flexible entry dates into classes, night classes, and weekend classes to fit business and industry needs. We request a waiver from every student being in class for 180 days in order to achieve this flexibility.</td>
</tr>
<tr>
<td>Funding by Average Daily Membership instead of Average Daily Attendance</td>
<td>Because of blended classes, virtual classes, and internships, many of our students may not be in school on particular days or even semesters. We would prefer to receive our funding based on Average Daily Enrollment instead of Average Daily Attendance.</td>
</tr>
<tr>
<td>No Requirement for Principal at Site</td>
<td>Because we will have two high school principals involved, a CTE Director, a CTE Counselor, a Dean and a Dean of Students at each college location, we feel creating another principal position to oversee Early and Middle College will be a duplication of services. We request a waiver from the requirement to have a principal on site.</td>
</tr>
<tr>
<td>Allow Elementary Teachers to teach at high school level</td>
<td>Because our Career Academies will be project based with much hands on learning, we need instructors with excellent skills managing collaborative learning and learning centers. Our elementary teachers are experts at this. Therefore, we would like to allow elementary teacher to teach at the high school level for three years. At the end of the three year period that teacher will have obtained certification in the subject area</td>
</tr>
<tr>
<td>Extensive Online courses</td>
<td>For students who are too mature for the traditional high school or whose employment or internship gets in the way of a regular school schedule, we would like that student to be able to enroll in as many online classes as needed.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Blended Carnegie Units</td>
<td>Because the CTE classes all revolve around science and math, we would like the ability to blend some science and math classes to make them specific to a career pathway.</td>
</tr>
<tr>
<td>(science, math, language, and history)</td>
<td></td>
</tr>
<tr>
<td>Health and PE Carnegie Units granted in junior high</td>
<td>In order for students to obtain two years of college work and a high school diploma within four years, we will need more Carnegie units offered at the junior high level.</td>
</tr>
<tr>
<td>Biology I and Algebra I SATP2 tests, when taken at the junior high level, will count as 8th grade science and/or 7th or 8th grade math scores. These scores will also be banked until the students reach high school.</td>
<td>This will help with decreasing test duplication and amount of time spent on testing at the junior high level. As we move to the Academy model, additional testing will be needed for certification reduce testing.</td>
</tr>
</tbody>
</table>

Innovative Plan Component #9: Timeline of Innovation

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

We have worked for the past twelve months on the creation of Career Academies and Early College. We have obtained the professional consulting services of Career Academy expert, Susan Bergman of Mountain Home, AR. She has led the community in the discussions of the benefits of Career Academies, coached our Leadership Team in the development of our themes, and provided professional development for our teachers. Our superintendent, assistant superintendent, CTE director, high school principals, and CTE counselor have all attended study visits at the Academies of Nashville. Our superintendent, assistant superintendent, and CTE director have visited Caldwell Early College in Caldwell County, NC and worked with the developers of the Golden Triangle Early College. Ford Next Generation Learning has agreed to work with us in putting together a community plan and helping us through implementation of Career Academies.
Explain the key planning activities that still remain from the time of plan submission to the opening of the school.

- Community Plan will be developed in spring of 2016 with the assistance of Ford Next Generation Learning
- Space will be renovated to allow Early College to be taught on the Hinds Community College campus and the Alcorn State University campus (both in Vicksburg).
- Professional Development will be provided for all tenth grade teachers.
- Teachers will be selected for the Early College.
- Leader in Me Training will be provided for all teachers on the high school and early college level.

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

With the assistance of ISER, Ford NGL, and RCU, we will have strict timelines in place for the management of this extensive project. Weekly meetings of the secondary principals, CTE director, assistant superintendent, and superintendent will insure that deadlines are being met and the mission is being fulfilled. In addition, a format for informing all community stakeholders of our progress to date will be developed for bi-annual reporting and reassessment of goal attainment and adjustment.

Vicksburg Warren School District Board of Trustees Approval

Our board has heard presentations regularly since March of 2015 about our plans for Career Academies. They received a report from our superintendent about our desire to pursue Early College after our October visit to Caldwell Early College in Caldwell County, North Carolina. We will make a presentation to the board on Thursday, December 17, 2015 about this grant application.
November 17, 2015

Vicksburg Warren School District
Superintendent Chad Shealy
1500 Mission 66
Vicksburg, MS 39180

Dear Superintendent Shealy,

It is my pleasure to forward to you the Memorandum of Understanding between Mississippi State University and The Vicksburg-Warren School District for your consideration and signature of approval. The General Counsel at Mississippi State University and Mr. Dylan White, General Counsel for the Vicksburg-Warren School District have reviewed and approved the current document. In this package are two copies of the MOU, one to be retained by your office and the second to be returned to Mississippi State University.

We truly look forward to this new partnership between our two institutions and will be in contact with you as plans progress in identifying an instructor to deliver the proposed Dual Enrollment course. I have enclosed a copy of the proposed syllabus of the course for your perusal.

If you have any questions please do not hesitate to contact me.

Kind regards,

[Signature]

Peter L. Ryan, Ph.D., Professor and
Associate Provost
662-325-0730
ryan@provost.msstate.edu
Memorandum of Understanding
Mississippi State University with Vicksburg Warren School District

This MOU outlines the details of an arrangement for Mississippi State University (MSU) to jointly offer a three-hour engineering course in Vicksburg, MS on the campus of Vicksburg High School for qualified high school students enrolled at Vicksburg High School. The agreement will be for the fall 2016 semester. The course, CHE 2990 (3 credit hours) Introduction to Engineering with Chemical & Petroleum Engineering Applications, will be taught as an introductory engineering class. An instructor with appropriate credentials will be selected in mutual agreement between appropriate representatives at Mississippi State University and at the Vicksburg Warren School District (VWSD) and will be designated as an adjunct faculty member of the Swalm School of Chemical Engineering at MSU after candidate review by the Director and faculty of the Swalm School of Chemical Engineering.

Specifics of the agreement are as follows:

1. Officials at VWSD will be responsible for recruiting students for enrollment in the class. They will be assisted with information provided by Mississippi State University (MSU).

2. A minimum of 10 students will be required for the class to be taught.

3. Students enrolling in the course will have junior or senior status and must have a 3.0 GPA or higher to be considered for enrollment in the course. To be qualified to enroll in the course, students must also have credit or registration in high school chemistry and calculus.

4. Students will be enrolled in the three-hour course at MSU. Students will receive three hours of graded college credit at MSU after the successful completion of the course. Students at VWSD will apply for admission to Mississippi State University using the approved application and permission form. The students will pay the normal admission fee. The admission application deadline will be August 1, 2016. Students who are admitted to the university will be subject to applicable policies, procedures and guidelines of the university to which the students are admitted.

5. Students will pay a discounted instruction fee for the three-hour course to assist in covering the cost of instruction. Vicksburg Warren School District students will be billed directly and thus, responsible for making all payments of tuition and relevant fees to the Controller’s Office at Mississippi State University. MSU will pay the instructor for the course.

<table>
<thead>
<tr>
<th>Discounted Fees by Enrollment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>20+ students</td>
<td>$275/3 credit hours/student</td>
</tr>
<tr>
<td>15+ students</td>
<td>$367/3 credit hours/student</td>
</tr>
<tr>
<td>10+ students</td>
<td>$550/3 credit hours/student</td>
</tr>
</tbody>
</table>

6. VWSD will submit to the MSU Registrar names of students who have applied for admission. The university will be responsible for enrolling qualified students in the university enrollment system(s).
7. VWSD will provide space on its campus for the teaching of the class at no charge to MSU.
8. The instructor of the class will undergo a successful background check for MSU and VWSD prior to starting instruction in the fall of 2016.
9. VWSD will abide by and cooperate with MSU in complying with applicable policies, procedures and guidelines of the university and applicable state and federal laws.
10. The instructor of the class will be afforded appropriate teacher privileges at VWSD such as parking and other items relevant to regular instructional staff.
11. Values specified herein, VWSD will not be responsible for any costs or fees associated with implementing and providing this program.
12. Students may be assessed additional fees for class materials and supplies.
13. The agreement will be in effect from January 1, 2016, to December 31, 2016.

[Signature]
Mississippi State University  Date  Vicksburg Warren School District  Date
Ford NGL Partnership
7 messages

Carl Leiterman <namritell@aol.com>          Tue, Nov 24, 2015 at 5:41 PM
To: cshealy@vwsd.org
Cc: lderossette@vwsd.org

Superintendent Shealy
Lucy DeRossette, CTE Director

First and foremost, please allow me to express my personal appreciation for the warmth and genuineness from you, your staff and the community at large. I also wish to express my thanks for the outstanding job of arranging all those groups of community leaders to come and meet with me about their community and the potential of taking it to the next level. Vicksburg is indeed a unique community; and, by partnering with Ford NGL, it has the potential for providing Mississippi with a model for uniting business, industry, and postsecondary partners towards a common goal of maximizing the school district in genuinely preparing its students for college, careers and life. To that end, Vicksburg is being given a tentative yes for advancing toward the next steps in our road map for transformation. I state tentative, because, we still owe the community the second part of NGL Phase 1 explore.

Part 2 of the Phase 1 Explore section of the NGL road map is where we will come into the community for a two day in-service that will establish many foundational elements for successful entry and completion of Phase 2 Envision and then Phase 3 Planning. It is these combined phases that NGL will facilitate the community in developing a 3-year master plan for transformation of the school district to its maximum efficiency.

It is after completion of Part 1 Explore, that we will provide a MOA for your consideration. The MOA will provide all financial requirements and provides a layout of process steps. It is the community, via your decision, to continue with NGL for entry into Phase 2 Envision (MOA secured). If upon review of the MOA for Phase 2 (and most likely Phase 3 as a combined contract), you feel that you are ready for the next phase, then at that point, you are removed from tentative status to full engagement and full processes begin.

The first order of business is for you to provide three sets of potential dates (for 2 consecutive days each) for the second part of Phase 1 Explore. Please provide these potential 2 day in-service dates beginning mid January and throughout February. We have many communities in the pipeline and the sooner we can lock in your dates as measured against our staff's schedule, the better off all concerned will be. Please review your calendar for Jan. and Feb. and forward me those potential set of dates ASAP. If you have any concerns or need of clarification of this communication, please feel free to contact me via email or phone (contact information provided below).
PS: On a personal note, I firmly believe that through a partnership with Ford Next Generation Learning (NGL), Vicksburg will no doubt set the bar for the rest of Mississippi as a role model for transformation.

Sincerely yours and congratulations,

Carl

Carl Leiterman
National Community Coach
Ford Next Generation Learning
5208 Crystal Creek Drive
Pace, Florida 32571
850.776.6684
Namritell@aol.com

Lucy DeRossette <lderossette@vwsd.org> Tue, Nov 24, 2015 at 5:46 PM
To: David Campbell <dcampbell@vwsd.org>

[Quoted text hidden]

--
Lucy H. DeRossette
Career & Technical Administrator
Vicksburg Warren School District
755 Highway 27
Vicksburg, MS 39180
601-629-6855 (office)
601-618-2813 (cell)
601-629-6862 (fax)

Lucy DeRossette <lderossette@vwsd.org> Fri, Nov 27, 2015 at 1:48 PM
To: Carl Leiterman <namritell@aol.com>

Carl,

We are very excited to be able to move to the next level with Ford NGL. With school being out for the holidays, I'm not able to give you three sets of dates until Monday. I will meet with Chad and David on Monday and we will come up with those dates.

Am I understanding correctly that there is no additional charge for Part 2 of Phase 1? Also, who will you want involved in those two days and what type of facility will you need?

If we have any additional questions, I will call you on your cell on Monday.

Thank you for everything!

[Quoted text hidden]

--
Lucy H. DeRossette
Career & Technical Administrator
Vicksburg Warren School District
755 Highway 27
Vicksburg, MS 39180
601-629-6855 (office)
601-618-2818 (cell)
Good afternoon,

Our provost, Dr. Lee, enjoyed meeting you in North Carolina, and the timing is perfect. We have all discussed an early college partnership between VWSD and Alcorn, and now he is very eager for us to make it a reality. With his support, everything will be much easier on our end.

Do you guys have any time on Thursday when we might discuss?

Thanks.

Chris
Fwd: PRAXIS workshop follow-up
1 message

David Campbell <dcampbell@vwsd.org>
To: Lucy DeRossette <iderossette@vwsd.org>
Mon, Nov 23, 2015 at 5:09 PM

David J. Campbell
Assistant Superintendent
Vicksburg Warren School District

Begin forwarded message:

From: "Gilmer, Christopher" <cgilmer@alcorn.edu>
Date: September 23, 2015 at 1:53:19 PM CDT
To: David Campbell <dcampbell@vwsd.org>, "zkeen@vwsd.org" <zkeen@vwsd.org>
Subject: PRAXIS workshop follow-up

David and Zena,

We have finalized our proposed schedule for the PRAXIS workshops. It is open to refinement and adjustment as the district thinks best, but here is what we propose:

September 30--Essay Writing presented by Dr. Chris Gilmer
December 2--Reading for Comprehension--Facilitator TBD
January 4--Mathematics Concepts presented by Mr. Alex Hewitt
February 3--Topic TBD based on first three sessions--Facilitator TBD
April 20--Test-taking Skills and Practice Test presented by Dr. Ethel Lassiter

We understand that all sessions except January 4 will be half-day and that January 4 will be full-day. If that is not the case, please advise. Also, please let me know the time and place you would prefer for the sessions. We can do them here at Alcorn or come to the district as you prefer.

I assume the district will reach out to the assistant teachers we identified as having degrees, but not passing PRAXIS. This is about 25 assistant teachers and would be the right size and the most logical make-up for the sessions. If you need the list again, just let me know. It will obviously carry more weight if the district mandates their participation than if Alcorn simply invites them.
I proposed $1,500 per session to pay the facilitator for each half-day and $2,500 for the full day. I can shave $1,500 off of that cost for you by doing the first session myself. I have been teaching writing for 25 years and am well qualified to do this one. It will be much easier if Vicksburg-Warren can pay the other facilitators directly than to pass the money to Alcorn and have us pay them. Alcorn does not make it easy to extend contracts to consultants. Will this be possible?

Please share these ideas with Chad and others as needed and let me know if you want to proceed and if you want to start September 30 as we discussed.

Best, Chris

Chris Gilmer, Ph.D.
Executive Director, Alcorn State University, Vicksburg
Director of Online Education
Professor of English

From: David Campbell [dcampbell@vwsd.org]
Sent: Thursday, September 17, 2015 7:29 PM
To: Gilmer, Christopher
Subject: Re: FW: Hold the Date: Research Alliance on Improving Schools in Mississippi

Chris,

We would love the opportunity to participate in the meeting on October 8th in Yazoo City. We would also like to include our Director of Curriculum and Technology Integration, Mr. Belcher.

Chad Shealy
David Campbell
Otha Belcher

David J. Campbell
Assistant Superintendent
Vicksburg Warren School District

On Thu, Sep 10, 2015 at 1:50 PM, Gilmer, Christopher <cgilmer@alcorn.edu<mailto:cgilmer@alcorn.edu>> wrote:
Chad and David,

Thanks for stopping by to share the great news yesterday. We're here and eager to help, as you know.
I mentioned the Research Alliance on Improving Schools in Mississippi, so I wanted to follow through on an invitation to our next meeting. It’s October 8 in Yazoo City. I know it’s short notice and October is busy, so no worries if you can’t attend. We’ll meet again in February or March, but you are most welcome if you can come or would like to send someone.

Just let me know so I can have name tags made for anyone who wants to join. Thanks.

See message below forwarded.

Chris

Chris Gilmer, Ph.D.

Executive Director, Alcorn State University, Vicksburg

Director of Online Education

Professor of English

From: ccgilmer@comcast.net <mailto:ccgilmer@comcast.net>
To: vbankhead@holmes.k12.ms.us <mailto:vbankhead@holmes.k12.ms.us>, rbarnes@holmes.k12.ms.us <mailto:rbarnes@holmes.k12.ms.us>, "Billy Joe Ferguson" <ccsd.bferguson@gmail.com <mailto:ccsd.bferguson@gmail.com>>, dfort@yazooicity.k12.ms.us <mailto:dfort@yazooicity.k12.ms.us>, ggiles@yazooicity.k12.ms.us <mailto:ggiles@yazooicity.k12.ms.us>, "ccsd rmitchell" <ccsd.rmitchell@gmail.com <mailto:ccsd.rmitchell@gmail.com>>, "ccsd cgreen" <ccsd.cgreen@gmail.com <mailto:ccsd.cgreen@gmail.com>>, rcgreene@mvsu.edu <mailto:rcgreene@mvsu.edu>, whubbard@Durant.k12.ms.us <mailto:whubbard@Durant.k12.ms.us>, lhudson@yazooicity.k12.ms.us <mailto:lhudson@yazooicity.k12.ms.us>, gingram@yazooicity.k12.ms.us <mailto:gingram@yazooicity.k12.ms.us>, ljames@humphreys.k12.ms.us <mailto:ljames@humphreys.k12.ms.us>, llovette@yazooicity.k12.ms.us <mailto:llovette@yazooicity.k12.ms.us>, bmartin@yazooicity.k12.ms.us <mailto:bmartin@yazooicity.k12.ms.us>, emayberry@yazooicity.k12.ms.us <mailto:emayberry@yazooicity.k12.ms.us>, aldmeeks@holmes.k12.ms.us <mailto:aldmeeks@holmes.k12.ms.us>, amoore@humphreys.k12.ms.us <mailto:amoore@humphreys.k12.ms.us>, hrobinson@Durant.k12.ms.us <mailto:hrobinson@Durant.k12.ms.us>, araines@olemiss.edu <mailto:araines@olemiss.edu>, bsaffold@holmes.k12.ms.us <mailto:bsaffold@holmes.k12.ms.us>.

https://mail.google.com/mail/u/0/?ui=2&ik=79313a&dcm=1&view=pt&search=inbox&th=15... 11/29/2015
Greetings, Alliance Members,

The fall meeting of the Research Alliance on Improving Schools in Mississippi, hosted by the Regional Educational Lab Southeast, will be held Thursday, October 8, from 12:45 p.m. until 3 p.m. in Yazoo City. It will be hosted by Superintendent Lucille Lovette and the Yazoo City School District at the central office. All of the superintendents were contacted to verify that the date is workable for each district’s team. We plan to have an excellent program, and we hope that our full district teams and our university partners will be present.

If you have questions about the meeting content, please feel free to contact me. If you have questions about your participation, please contact your superintendent.

Superintendents and universities, if you have any additions or changes to the membership for your organization, please send me those changes by email so that we can have name tags for all participants.

I will send a reminder along with an agenda closer to the meeting date. Trudy and I look very forward to seeing you all on October 8 in Yazoo City. Please call on us if we may be of service in any way.

Best regards,

Chris Gilmer, Ph.D.
Consultant, REL Southeast

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Vicksburg Warren School District
1500 Mission 66
Vicksburg, MS 39182
601-631-5122
Memorandum of Understanding
Between Gateway to College National Network, Hinds Community College and
Vicksburg Warren School District

The Vicksburg Warren School District (herein called "the District") for the benefit of Hinds
Community College (herein called "the College") enters the following contract and for the terms
of which witness the following:

1. Purpose: The purpose of this agreement is to facilitate cooperation between the College
and the District in the provision of instruction of courses on the College campus for the
District and College credit for instruction through the Gateway to College Program under
CODE OF 1972.

2. Gateway to College Program: The Gateway to College program is designed to help 16-20
year old students who have left high school without earning a diploma to return to
education and gain a high school diploma while earning college credit at the College.
Additionally, Gateway to College serves as a referral option for in-school students at risk
of leaving school and/or significantly behind in credits. Students will participate in small
classes, work with tutors and counselors, and receive intensive support services in order
to facilitate their success. After the first semester, students will begin course work toward
a chosen field of study and earn their high school diploma while accruing credits toward
their community college certificate or degree program. There is no cost to the student
outside of approved College fees.

3. Provision of Courses: The College will give college credit courses for which an
articulation agreement has been signed. These courses are for Gateway to College
students receiving dual credit only. Students must be enrolled in approved dual credit
courses to receive both high school and college credit for the courses.

4. Instruction of Courses: The College will monitor the instruction of the above courses to
assure the quality and uniformity of instruction in accordance with the standards
established by the Mississippi Department of Education and the District. The College will
designate staff personnel to monitor and assure adherence to these standards.

5. Facilities: Courses will be conducted on the Hinds Community College Vicksburg-
Warren Campus. The College will provide facilities on the campus as needed.

6. School District Apportionment: The cost of the program will be shared between the
District and the College. The District will provide funding at 100% of Mississippi
Adequate Education Program (MAEP) Base Student Cost (BSC) as calculated each year
by the Mississippi Department of Education. The College and the District should be
notified of the MAEP calculation by June 1 of each year, so budget planning for the next
fiscal year can be completed by July 1. In any year in which the MAEP formula is
underfunded the MAEP BSC will be reduced by the percentage the MAEP formula is
underfunded. The District will be invoiced by HCC in January 2016 and June 2016 for
the per student cost (tuition, textbooks, fees) of the Mississippi Adequate Education
Program (MAEP) as defined above. All MAEP state funding shall cease upon
completion of high school graduation requirements.

7. Textbooks and supplemental materials required for classes including Foundation Courses
will be provided by the Gateway to College program. All textbooks will be college
textbooks.
8. Advisory Board: An Advisory Board will be established to support the implementation of the program. The Advisory Board will consist of District liaisons, Gateway to College staff, and others as mutually agreed upon by the District and the College. The Advisory Board will meet quarterly or as needed. The Advisory Board will provide feedback, evaluation, and recommendations for the program to ensure student success.

9. Role of the Liaison: The District will annually appoint a representative to serve as the Gateway to College Liaison (herein called the Liaison). The Liaison’s role is to help coordinate the program for the District including understanding and promoting the Gateway to College program, referring students, working with Gateway to College staff to assure success of the program, and tracking attendance, student progress, and grades.

10. The District will provide additional support through Graduation Coaches, when funded, who will assist Gateway students in coordination with the Gateway to College staff. The Graduation Coaches will adhere to a set schedule as agreed upon by the District and the College.

11. Enrollment: Students enrolling in the program must meet the following criteria:
   a) Applicants must be at least 16 years of age and not older than 20 years of age at the time of application (or by the first day of class).
   b) Applicants must reside within the District boundaries and be enrolled or re-enrolled in the District and the College.
   c) Applicants must not have obtained a U.S. high school diploma or high school equivalency prior to enrolling in the program.
d) Applicants must be able to complete requirements to receive a high school diploma (diploma route to be determined upon admission to Gateway) during the term of their 21st birthday.

12. Referrals: The District agrees to identify students for whom the Gateway to College program might be a good fit; provide program information to staff, students and families; actively provide referrals to the program; and authorize final approval of students selected by Gateway to College as appropriate based on the eligibility criteria outlined in item 11.

13. Grades: Grades and college credits earned by a student admitted to Gateway shall be recorded on the high school student record and community college transcript. Hinds Community College will assign all grades. Any course that is required for the Subject Area Testing Program (SATP) as a requirement for graduation is eligible for dual credit. Final grades from the College will be submitted from the Gateway Director to the District Mississippi Student Information System (MSIS) Director for the purpose of state reporting.

14. Attendance and Other Data: Attendance will be submitted to the District Liaison by Gateway to College staff on a monthly basis during the term along with other requisite data that will be submitted to the District as necessary.

15. Student Accountability: Meetings between Gateway to College staff and Liaisons will occur at the end of each term to discuss student progress and update student files along with end of term transcripts from the College. Reports will also be submitted to Liaisons by Gateway to College staff.
16. Student Code of Conduct: Students will adhere to the College’s Code of Conduct, as well as Gateway to College policies and procedures.

17. Calendar: Students will adhere to the College’s school calendar, not the District’s with the exception of the Mississippi Subject Area Test Program (SATP).

18. Testing: Vicksburg Warren School District will conduct MS Standardized Testing for Gateway to College students at a District location.

19. Instructors: All Gateway to College courses will be taught by college faculty. The Gateway to College program will provide instructors for all Foundation courses.

20. Supplemental instruction for SATP courses will be provided by District secondary instructors who have 7-12 endorsements in their respective areas and currently teaching SATP courses in coordination with college instructors and aligned with the appropriate course syllabus. The District will incur the cost for supplemental instruction provided by secondary instructors.

Both Parties Agree:

a) To certify that their sites are ADA compliant.

b) To comply with all federal, state, and local laws applicable to this Agreement.

c) To have in place and abide by a policy prohibiting sexual harassment.

21. This MOU must be signed and executed by both the College President and the District Superintendent.

22. Term: This MOU shall commence on the date of execution by both parties and shall continue until June 30, 2016. However, either party may cancel or terminate this MOU at any time by providing written notice at least one hundred twenty (120) days in advance of its intent to cancel or terminate.
Gateway to College MOU, Vicksburg-Warren School District and Hinds Community College

Signatures:

Chad Shealy
Superintendent, Vicksburg Warren School District

Date: 7 3 14

Dr. Clyde Muse
President, Hinds Community College
<table>
<thead>
<tr>
<th>Teacher effectiveness and impact of increased workload will impact District wide decision how to implement.</th>
<th>Yes</th>
<th>Because of students' enrollment in BlendED.</th>
<th>MS Code 37-151-77 Standard 2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final grade does not include the grades of teachers with whom students are assigned. Allow for evaluation of students.</td>
<td>No</td>
<td>Final grade does not include the grades of teachers with whom students are assigned. Allow for evaluation of students.</td>
<td>State Board Policy 3800</td>
</tr>
<tr>
<td>Use in other districts in the future, this process can be duplicated for new teachers. MDW will work with District to act as a pool of individuals with Expert Citizens.</td>
<td>Yes</td>
<td>Use in other districts in the future, this process can be duplicated for new teachers. MDW will work with District to act as a pool of individuals with Expert Citizens.</td>
<td>Standard 2.2</td>
</tr>
</tbody>
</table>

Innovative Plan Component #8: Waivers and Exemptions

Wicklure-Warren Central School District

27/18/15

Wicklure-Warren Central School District
<table>
<thead>
<tr>
<th>Community College</th>
<th>Policy</th>
<th>Senate</th>
<th>College Courses per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDE does not have the authority to override policies</td>
<td>The State Office of Vocational Rehabilitation requires that any requested waivers be approved by the institution.</td>
<td>Yes</td>
<td>Senate waiver is needed for students who are enrolled in a course that requires more than 150 credits to complete</td>
</tr>
</tbody>
</table>

- **Equivalent Time:**
  - Students enrolled in a course that requires more than 150 credits to complete
  - The equivalent time will be determined by the institution and district.
  - The measure of time will be met by the completion of the equivalent credits.
  - The institutional day of 330 minutes will be measured.

- **Extra Education:**
  - Students enrolled in a course that requires more than 150 credits to complete
  - The equivalent time will be determined by the institution and district.
  - The measure of time will be met by the completion of the equivalent credits.
  - The institutional day of 330 minutes will be measured.

- **Waiver:**
  - Students enrolled in a course that requires more than 150 credits to complete
  - The equivalent time will be determined by the institution and district.
  - The measure of time will be met by the completion of the equivalent credits.
  - The institutional day of 330 minutes will be measured.

- **Standard 13.1:**
  - Students enrolled in a course that requires more than 150 credits to complete
  - The equivalent time will be determined by the institution and district.
  - The measure of time will be met by the completion of the equivalent credits.
  - The institutional day of 330 minutes will be measured.
<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Principal on site.</th>
<th>Because Wickburg-Warren will have two principal at site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>No Requirement for</td>
<td>Principal at Site.</td>
</tr>
<tr>
<td>Requirement</td>
<td>Action</td>
<td>Reason</td>
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<td>----------------------------------</td>
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<tr>
<td>No current federal requirements for the academy</td>
<td>Vickburg-Warren moves to the academy establishes at the junior high level. As duplication and amount of time spent on 10th grade work are high school discipline and academic performance.</td>
<td>This will help with decreasing less 10th grade work.</td>
</tr>
<tr>
<td>New state board policy</td>
<td>Yes</td>
<td>Ensure that all students meet annual standards. WDE will review each request to provide in teaching a blended class.</td>
</tr>
<tr>
<td>Codes for new class</td>
<td>Yes</td>
<td>Ensure that all students meet annual standards. WDE will review each request to provide in teaching a blended class.</td>
</tr>
<tr>
<td>Shift board policy</td>
<td>Yes</td>
<td>Ensure that all students meet annual standards. WDE will review each request to provide in teaching a blended class.</td>
</tr>
<tr>
<td>Learning online</td>
<td>Yes</td>
<td>Ensure that all students meet annual standards. WDE will review each request to provide in teaching a blended class.</td>
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<td>&lt;3000</td>
<td></td>
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<td>In junior high</td>
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<tr>
<td>College units granted</td>
<td></td>
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<tr>
<td>Health and PE</td>
<td></td>
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<tr>
<td>Standard I4</td>
<td></td>
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<tr>
<td>Blended Career</td>
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<tr>
<td>Career pathway</td>
<td></td>
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<tr>
<td>English, math, science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultivate, math, science</td>
<td></td>
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<tr>
<td>Writing</td>
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<td>For students who are 100% marine for the year</td>
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<td>Executive Online course</td>
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<tr>
<td>Perth is teaching</td>
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<tr>
<td>blended curriculum</td>
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<td>3-4 years of teaching</td>
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<td>Elementary teacher will teach</td>
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<td>Professional development in the subject area</td>
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<tr>
<td>The three year period that teacher will have school level for three years. Al the end of school level for three years. The elementary teacher to teach at the high school level for three years. Therefore we would like to allow elementary teachers to teach at the high school level for three years. Our elementary teachers are experts at teaching and learning. Our elementary teachers have expertise in teaching.</td>
<td></td>
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<tr>
<td>Bands</td>
<td>11th Grade Science 2016-2017</td>
<td>12th Grade Science 2017-2018</td>
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<tr>
<td>11th Grade Science 2016-2017</td>
<td><strong>Biology</strong> I and <strong>Algebra</strong> I</td>
<td></td>
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</table>