District Name: Hinds County School District
Contact person/Title: Delesicia Martin, Superintendent
Street Address: 13192 Highway 18
City Name: Raymond
Zip Code: 39154
Phone Number: (601) 857-5222
Date of Application: 12/12/2017

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 school employees and volunteers 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; and
  j. provide data to the department as deemed necessary to generate school and district reports.

[Signatures]
Superintendent
Date
Chair, Board of Education
Date
### 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>Gary Road Elementary (K-2)</td>
<td>7241 Gary Road, Byram</td>
<td>All district facilities as needed as well as colleges and businesses as agreed upon through MOU’s.</td>
</tr>
<tr>
<td>Raymond Elementary (K-5)</td>
<td>417 Palestine Road, Raymond</td>
<td></td>
</tr>
<tr>
<td>Utica (pre-K-8)</td>
<td>260 Highway 18 &amp; 27, Utica</td>
<td></td>
</tr>
<tr>
<td>Bolton Elementary (pre K-8)</td>
<td>9700 1-20, Bolton</td>
<td></td>
</tr>
<tr>
<td>Gary Road Intermediate (K-5)</td>
<td>7255 Gary Road, Byram</td>
<td></td>
</tr>
<tr>
<td>Byram Middle (6-8)</td>
<td>2009 Byram Bulldog Blvd, Byram</td>
<td></td>
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<tr>
<td>Carver Middle (6-8)</td>
<td>560 Port Gibson Street, Raymond</td>
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<tr>
<td>Raymond Freshman Academy (9)</td>
<td>560 Port Gibson Street, Raymond</td>
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<tr>
<td>Raymond High (10-12)</td>
<td>14050 Highway 18, Raymond</td>
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<tr>
<td>Terry High (9-12)</td>
<td>235 West Beasley Road, Terry</td>
<td></td>
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<tr>
<td>Hinds County School District</td>
<td></td>
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<tr>
<td>Career and Technical Center</td>
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</tr>
<tr>
<td>Hinds Community College</td>
<td>501 E Main St, Raymond, MS</td>
<td></td>
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</tbody>
</table>

**Describe the proposed innovative model.**

Hinds County School District’s innovative model will ensure readiness for middle and high school study for all students, prepare students for postsecondary opportunities as well as high-wage, high-demand careers. This purpose aligns with HCSD’s mission which is to provide an Engaging and Empowering Environment that Ensures Excellence (E4).

The implementation of a Standards-Based Classroom instructional framework and Career Academies in the HCSD will serve as a platform to enable students to complete post-secondary entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim high, thus carrying out the district’s mission, vision, and goals. Each school will ensure that the career academy reflects the demographic mix of the school as a whole, including students with disabilities and English Language Learners. Specifically, the innovative model allows students the opportunity to graduate with a high school diploma and a minimum of 6 and a maximum of 18 college credit hours, and/or nationally recognized industry credentials upon completion of rigorous and relevant preparation. While these qualifications will be attractive to employers, they will also lay a foundation for the student's future. Career Academies will serve as schools within schools and link students with peers, teachers, and community partners in a structured environment that promotes College and Career Readiness. Each academy will be centered on key interest areas of our students based on information collected from student interest surveys along with the Mississippi Academic Assessment Program (MAAP), the Northwest Evaluation Association (NWEA), Individual Career Academic Plans (ICAP), and other data sources. Both high schools will offer Career Academies, while elementary and middle schools will offer exploratory pathways for students through Project Lead The Way. Career Pathway courses will be taught at both high schools, the Hinds County School District Career and Technical Center, and at Hinds Community College.
The support we have received from the Mississippi Department of Education is immeasurable. Through implementation awards by way of RFP’s and technical assistance we are excited to offer the students, families, and communities we serve 21st Century educational experiences. Entergy and Project Lead The Way have also supported us. They make it possible to offer nearly 4000 students unbelievable learning experiences through the Launch and Gateway programs.

Vision for High School Model (grades 9-12)
All students will enroll in a Career Academy. Within each academy, a specific career pathway will be developed for each child which will lead to 1 of 5 required diploma options for graduation: Distinguished Academic Endorsement, Academic Endorsement, STEM Endorsement, Career and Technical Endorsement, or the Traditional Diploma. Recognizing that each child is unique, counselors and school mentors will work with high school students to put in place a graduation plan to receive a diploma through one of the abovementioned MDE approved routes. Teams of teachers will work across several academic and technical subjects, grouping students in cohorts for classes that follow a specific program of study. The career pathway experience for seniors will include a sequential set of realistic components that show students the applications of academic subjects to the career and college field, and deliver work-based learning experiences (e.g., shadowing, community service, mentoring, internships, and apprenticeships). Seniors will be enrolled in a senior project class, and/or complete a Capstone Project relevant to their Academy theme. All students will have the opportunity to earn a minimum of 6 and a maximum of 18 college credits through dual enrollment and CTE classes at no cost to them or their families prior to graduation.

The Career Academy themes at the high schools in the Hinds County School District were created through a combination of the 16 nationally recognized career clusters. The academies Hinds County School District has chosen to enhance educational opportunities for students and help drive economic development for the community are as follows: Science, Technology, Engineering, and Mathematics (S.T.E.M.), Arts and Business (AB), Health and Human Services (HHS). The STEM Career Academy design is listed below to illustrate a few of its pathways. It also lists the credentials available upon completion of required courses. A full description of the three academies along with other related district information can be found in the HCSD booklet provided with this application.

The Science, Technology, Engineering, and Mathematics (STEM) Career Academy will include but are not limited to the following career pathways that are presently in place: Robotics and Engineering, Automotive Technology, Agricultural Environmental Science Technology, Industrial Technology Engineering, Bio-Medical and Computer Science. Upon completion of these pathways, the student have the opportunity to graduate from high school with an industry credential based on the pathway they are pursuing such as:

1. Automotive Technology Pathway, which has an Automotive Service Excellence certification (ASE). The standards for this credential are based on National Automotive Technicians Education Foundation (NATEF).
2. Industrial Technology and Engineering Pathway, which carries a credential by the National Center for Construction Education and Research certification (NCCER).
3. Other current industry certifications include National Emergency Management System, (NEMS) and Community Emergency Response Team (CERT).

As previously mentioned, included with the application is a brochure that we use for students, families, and stakeholders. It lists the Career Academy, the different career pathways for each academy, the recommended coursework needed to fulfill completion successfully, and a brief description of courses. The brochure also includes a description of the Project Lead The Way modules for the Launch program used in grades K-6 and the Gateway units used in grades 7 and 8. Through Project Lead The Way, we are seeking assistance to expand Computer Science course offerings at Terry High School. We currently offer Biomedical Science and Introduction to Computer Science to students in grades 9-12. In addition to our Project Lead the Way Computer Science Program, we plan to participate in a pilot program through the Mississippi Department of Education that will offer additional exposure to the Computer Science field at both high schools by delivering the content of the Exploring Computer Science course. This will ensure students are prepared from both an academic and an applied standpoint to pursue careers in computer science. Also, it is intended to attract more students to these jobs and to better prepare them to enter higher education and the workforce.

Vision for Middle School Model (grades 7-8)

At the middle school level, we implement the PLTW Gateway, which was funded by a grant through a partnership with Entergy. Gateway consists of 10 units that empower students to lead their own discovery. Beginning in Seventh grade and continuing on to Eighth grade, students and teachers dig deep into two of the ten Gateway Units: Design and Modeling during the first semester, and Automation and Robotics during the second semester. The Gateway units are hands-on programs that inspire deep comprehension. As middle school students engage in PLTW’s activities in computer science, engineering, and biomedical science, they see a wide range of paths and possibilities they can look forward to in high school and beyond. We are currently expanding Gateway units for all of our middle school students. We use a feeder school implementation for Gateway which prepares our middle school students for the PLTW courses they will take while in high school. Students gain exposure to these units 2-3 times a week through an exploratory delivery format.

We are planning to use the Keystone course to introduce students to the career clusters and various career options in their 8th-grade year. This sets the stage for the development of a career pathway and assists with implementation and proper placement into one of the three Career Academies. The curriculum will be based on the Keystone curriculum which is approved by the Mississippi Department of Education. Seventh-grade students will be eligible to earn one Carnegie Unit for this course. Eighth-grade students will be eligible to earn one Carnegie Unit for Health and PE. Further, all 8th-grade students in the ICSD will select a program of study and have an ICAP develop based on their major interests with input from counselors, mentor teachers, and parents. The ICAP will be continually monitored and updated to ensure each child graduates.
Vision for Elementary School Model (grades K-6)

At the elementary level, we implement 12 Launch modules. The Launch program was developed by Project Lead the Way. The Launch modules create an integrated learning experience and are accompanied by e-book stories that capture students' imaginations, encourage cross-disciplinary learning, and add relevance to the classroom. The program's flexible 10-hour modules are aligned to grade-specific standards and comes with all the information and materials teachers need to bring lessons to life for your students. Each program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. As students engage in hands-on activities in computer science, engineering, and biomedical science, they become creative, collaborative problem solvers ready to take on any challenge. We are currently expanding the number of Launch models in grades K-6 to give students more exposure to various STEM activities. All students in grades 2-4 and grade 6 are exposed to Launch modules daily through their science class. Like our high school students, we plan to participate in a pilot program that will offer K-2 students combined content from Code.Org, Common Sense Digital Media Digital Citizenship, and Keyboarding. These computer science courses are part of the development of computer science standards for Mississippi. This pilot will be used to guide the creation of a curriculum which will increase students’ exposure to computer science, problem-solving skills, and logical thinking. It is important to note that fifth-grade students are not fully exposed to Launch modules until after state testing. This ensures our students are properly prepared for state assessments.

Raymond High School and Terry High School, a part of Hinds County School District, and the Southern Regional Education Board’s (SREB) High Schools That Work (HSTW)/Making Middle Grades Work (MMGW) will partner in a multi-year initiative to support the college and career readiness plan at both schools by working with school administrators, teachers, and central office staff. The purpose of this partnership is to improve student achievement, ensure readiness for high school study for all students, and prepare students for postsecondary opportunities as well as high-wage, high-demand careers. Each school will ensure that the career academy reflects the demographic mix of the school as a whole, including students with disabilities.

The following plan will help provide additional support to the already existing grade-level/subject-level curriculum design, programs and supports systems that Raymond and Terry high schools have in place or will be implementing over the course of the next five years. The innovative model has several collaborative deliverables specified, along with goals and outcomes and a budget for on-site professional development, coaching and technical assistance services in order to help Raymond and Terry high schools successfully transform itself into more personalized learning environments for students that embodies the mission of Hinds County District. There is an embedded academic approach envisioned in this plan to develop curriculum, instruction and student support services around career themes in academies. These academies will provide students connections and relationships with meaningful adults and support services that will help engage students in a more rigorous and relevant curriculum. It reflects the considerable work that has to be done in order to realize the increased student completion rate and readiness for both further study and careers.
The innovative model is predicated on the *High Schools That Work* 9 Key Practices for Improvement of Middle Grades, High Schools and Technology Centers and aligns with Hinds County’s mission and vision:

1. All students complete a sequence of at least four Advanced Placement, International Baccalaureate, honors or career pathway courses taught in conjunction with a college-ready core.

2. Schools provide teachers with ongoing professional development designed to help all students master the foundational literacy and math skills that lead to success in postsecondary education and the workplace.

3. Schools extend learning time in order to provide support to students who need help mastering foundational academic, technical, technological, cognitive and workplace skills.

4. Schools offer specialized literacy and math readiness courses to eighth- and ninth-graders who do not meet readiness benchmarks for high school and to seniors who do not meet college- and career-readiness benchmarks.

5. Career pathway teachers create standards-driven, real-world, project-based assignments that require students to apply a mix of academic, technical, technological, cognitive and workplace skills to complete.

6. With the support of caring employer and community partners, students participate in a progressive series of structured work-based learning experiences — like worksite tours, job shadows, internships and capstone projects — that help them make the connection between the classroom and the real world of work.

7. Teachers and counselors deliver high-quality academic and career guidance and career exploratory experiences that help students and parents understand their interests and aptitudes and develop personalized programs of study that reflect their postsecondary and career goals.

8. Schools use the senior year to ensure that eligible students can earn an advanced industry credential or up to 30 college credits. Struggling students take readiness courses in which they master college- and career-ready literacy and math skills.

9. Schools cultivate a culture of continuous improvement in which all personnel share responsibility for helping at least 80 percent of students graduate college and career ready.

Each phase of planning and implementation will address the following actions:

A. Planning, Creating and Implementing the Academies’ Design

B. Planning and Creating a Ninth-Grade Design

C. Establishing a Common Framework, Language, and Data for Each Academy Leadership Team

D. Preparing Teachers and Leaders to Implement a More Personalized, Relevant and
Rigorous Learning Experience for All Students

E. Preparing Existing and New CTE Teachers to Engage Students With More Intellectually Demanding Assignments That Require a Mix of Academic, Technical, Technology and 21st-Century Skills to Complete

F. Analyzing Workforce Development Data and Developing Collaborative Channels of Communication Between Academies and Business and Industry That Results in Work World Experiences for Students

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

Through collaborations with Hinds Community College, SREB, business and industry, Ignite Nation, and Project Lead The Way, the Hinds County School District is implementing innovative programs and blended learning opportunities through Career Academies that allow students to graduate from high school with credentials that lead to high-wage, high-demand careers in one of the following career pathways: Science, Technology, Engineering, and Mathematics (STEM), Arts and Business (AB), and Health and Human Services (HHS). Beginning in elementary school, every student will gain exposure to the various career pathways in preparation for the high school Career Academies.

School leadership teams and committees collaborate with SREB and stakeholders to develop best practices, set SMART goals, and engage students. The academies have a clear program of study that includes a definitive course sequence that will lead students to success. The implementation of Project Lead The Way programs beginning in kindergarten all the way through high school, along with being a part of the ACT Work Ready Community Partnership pilot program, gives our career academies a unique purpose. Each academy will focus on raising student aspirations and commitment, preparing students to be College and Career Ready, and raising student achievement.

Both high schools operate on 100 minute 4x4 block schedule, which allows students to have more opportunities to do job shadowing, internships, etc. Our Career Academies make it possible for students to receive blended learning opportunities via different platforms. In conjunction with online classes, Edgenuity My Path will be used for initial credit, as well as an online intervention program which offers data-driven differentiated instruction for mathematics and reading. Edgenuity is designed to meet high school students at their learning level and give them exactly what they need to catch up, keep up, or get ahead. Edgenuity also offers dual credit courses, which allow students the opportunity to jumpstart their college careers to save both time and money while simultaneously earning high school and college credits.

Our Career Academy design will be a well-defined design within the high school, reflecting its status as a small learning community. Most students in the academies will be in a cohort, which allows them to take a series of classes together each year and have some of the same teachers for at least two years. The Academy incorporates at least a two, a three, or an overall four-year experience. Students will have opportunities, such as, college visits, industry visits, intense job shadowing and internships, all ending with a Capstone project that is reflective of the academy in which they participated. A detailed explanation of the design and implementation of academies follows.
Planning, Creating and Implementing the Academies’ Design

- **Refine the Academy Design:** Use the following data to assist the schools to refine the academy design using:
  - Interest inventory data
  - Employment projections for high-wage, -demand, -growth fields
  - Student and parent interests
  - Community business panel input (facilitated work session)

The goal is to make sure that the academy design will meet the interests of students and stakeholders in the community, will provide students multiple postsecondary options (postsecondary, apprenticeship programs, employer-based training, technical college, early college, etc.), and ensure each academy has a major industry partner who is committed to support the theme of the academy.

- **Create an Implementation Timeline and Develop Leadership Capacity for Each Academy:** Professional Development (PD), coaching and technical assistance for academy development, including planning, design, implementation timeline support, academy leader support, and principal leader support. The goal of the PD and coaching is for each academy leader’s team to be ready to fully implement their academy plan based on HSTW’s Framework or as modified by the school and district in Fall of 2018 for grades nine-12. Additionally, support will be provided to the school’s principal in regards to those unique educational leadership skills necessary to lead a school of career-themed Academies.

- **Decide on Multiple Pathways to be implemented Within Each Academy:** Create three - four pathway options within each academy and a fully developed program of study for each. One pathway would have, a blended pathway with advanced academic studies combined with Advanced Career (AC) courses and at least two career-focused pathways with a sequence of four courses. In each recognized pathway offered, there will be developed a program of study that blends a coherent sequence of college-ready academic courses, dual enrollment opportunities and technical offerings for each pathway. Each pathway offered will have multiple entry and exit options.

- **Development of Academy Leadership Teams**

Four days of on-site Professional Development and coaching (or 32 hours) will be provided to the leadership teams from each academy. The leadership team structure will be new for each school. The professional development and coaching support will assist the leadership teams to establish effective communication and governing practices to address both the Mississippi Assessment Program (MAP) and HSTW Career Academy Rubric. As a result of the PD and coaching support, teams will establish 1) a communication system for their academy and for communicating with the school at large; 2) a set of concrete academy goals/priorities that will be used with all teachers to focus school improvement efforts; 3) analysis tools (such as classroom observations, quick student surveys and sampling of student artifacts) to determine progress towards Academy Goals; and 4) clear progress measuring tools that will be provided at least quarterly to both Academy Teachers and the Administrative Team; 5) a schedule that provides common planning time for academic and CTE teachers and still allows for common
departmental planning as well; and 6) strategies and tools to effectively work in teams for planning and problem solving within their academy.

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

Currently, both high schools have the traditional model. However, by implementing our new program design, the teaching and learning within our academies will meet or exceed college entrance requirements, as well as state and federal standards. The Career Academies are centered on a theme that reflects our community. The academic curriculum is framed around Mississippi and National academic standards. The career and college curriculum is framed around national, state, post-secondary, the Common Career Technical Core and/or career readiness standards. Course are rigorous and relevant, reaching high levels of English and mathematics, generally four years of each, in addition to substantial coursework in STEM and social studies. The academies offer hands-on project-based learning and work-based learning across science, math, English, history, and CTE classes. Job shadowing opportunities and internships are made possible through community partnerships.

* Science, Technology, Engineering, and mathematics (STEM)
  - Robotics and Engineering
  - Automotive Technology
  - Agricultural Environmental Science Technology
  - Industrial Technology
  - Computer Science

* Arts and Business (AB)
  - Business and Marketing
  - Simulation and Animation

* Health and Human Sciences (HHS)
  - Health Science Core
  - Practical Nursing
  - Law and Public Safety
  - Biomedical Science

The Career Academies will offer flexible plans of study that are centered on areas of student interest; therefore, students' self-esteem will improve along with attendance, grades, and their sense of social responsibility while obtaining dual enrollment credits and work-based learning opportunities. HCCD is partnering with Hinds County Community College (HCC) to oversee all career technical courses. This partnership makes all CT courses Dual Enrollment courses. Various career pathways allow students the opportunity to explore their career choices through CTE classes and as well as through core subject areas. Students are able to focus more on internships, community service, and job shadowing opportunities because of innovative approaches such as flexible scheduling, blended classes, and online classes. Further, our innovative design allows students to benefit academically by providing exposure to more college courses and career pathways. Students also have the ability to earn up to 18 college credits over two years. The alignment of the educational structure gives students rigorous and consistent exposure to ACT, career pathways, and Algebra. In return, we will see an increase in ACT scores, district and state assessments, the graduate rate, and workforce development.
Students have access to career and post-secondary information and are provided guidance in these areas. Support for students begins with a written post-graduate plan during their freshman year that will be reviewed and refined each semester. The plans begin with goals that each student sets, which becomes an ongoing personalized learning plan. Progress on this plan is reviewed by the student as well as parents/guardians, counselors, and advisors. Options for postsecondary credit exist in a variety of ways and may include articulation agreements, dual credit and/or college credit for upperclassmen, concurrent credit, transcripted credit, and AP credit. Students have the flexibility to change their career direction as new knowledge and skills are acquired. Through our Career Academies, students will be qualified to attend a full range of post-secondary education options without the need for remediation and/or have the opportunity to earn an industry credential ready for the workforce.

Teams of teachers from each academy will attend a 4-day institute. The institute will provide the PD for teams of teachers to work together to improve their assignments both in academic and technical classrooms. Academic and CTE teachers will break out into like teams and use a rubric to assess their current assignment practices and strategies to redesign their assignments. The redesign of the assignments will provide opportunities for students to apply their critical thinking, problem-solving and literacy skills to complete the assignments. The teachers will also learn and practice how to work collaboratively on assignments to increase the rigor. Teachers will create assignments during the institute that:

1. In all classes, take several days to complete and would involve a blend of learning — classroom lab, team and independent learning — along with enabling learning activities.
2. In all classes, use higher-order thinking skills for critical thinking and problem solving; exercising judgment; and researching, designing, building, testing, evaluating and revising work or projects.
3. In all classes, do background research by reading textbooks, technical documents, articles by experts, etc.
4. In all classes, have both formative and summative assessments with feedback and opportunities for relearning and revision.
5. In all classes, have students to reflect on what they are learning and see a connection between academic and CTE studies.
6. In all classes, learn to use technology and software to complete a project.
7. In CTE classes, frame or refine the project/problem, develop possible solutions, prepare a work plan, develop a logical argument for the plan; do authentic work that would be expected in the workplace; demonstrate 21st Century Skills and Apply core academic skills in literacy, mathematics, and science.

It is anticipated that the school will select one or more programs of Advanced Career (AC) pathway courses to support one or more of the Academies. For each AC pathway course adopted for Fall 2019, the teacher of the first course will attend two weeks of training to a) learn how to teach in a project-based format; b) work through each project and become familiar with materials, tools and technology; and c) prepare and do a teach-back each day on some aspect of the curriculum — literacy, math, technical, 21st-century skills and assignments. Each participating school will need district support to acquire needed materials, technology and software to engage students in completing the project. SREB will support the district by
providing technical support to the teacher and direct coaching to support the team to ensure fidelity of implementation.

The adoption of AC in an academy provides an option for students to master complex academic and technical concepts preparing to graduate ready for college and career through a sequence of four courses based on high-demand, -skill, -wage, and -growth career areas targeted to economic needs and opportunities. Students will be prepared for the highest levels of education possible keeping open academic and upper-level job options.

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

Hinds County School District students will continue to have access to all extracurricular activities offered through the school. Flexible scheduling, blended classes, and online classes will allow students to pursue career fields while still being enrolled in school. Each academy will have related business and industry sponsors, and a career academy coordinator to plan events. Students will have access to a variety of opportunities including internships, job shadowing, college visits, industry visits, mentoring, and various other events to highlight their achievements.

Extracurricular, exploratory, co-curricular, and experimental activities will include but not are limited to the following:

- Complimentary access to an online social platform through Project Lead the Way, which empowers them to build out their personal STEM profile, showcase their knowledge and skills, and seek out opportunities.
- The Academy Showcase for eighth-grade students and parents is held during fall semester. Senior students who are completing a pathway within each academy will speak to students and parents, sharing their academy and pathway focus, work-based learning opportunities and post-secondary goals. This showcase will inform both students and parents of the opportunities in HCSD as well as career opportunities in the region in order to inform students’ course and academy selection.
- Guest speakers who are professionals and experts in specified areas will visit students as an extension of the Career Academy.
- The opportunity to earn a credential that showcases their readiness for college and career.
- Participation in student organizations based on their Career Academy to provide and promote leadership development, soft skills, and community service.
- Workshops for students that include mock interviews and resume evaluations.
- Students and staff will become active members of national support organizations such as the National Academy Foundation — www.naf.org and the National Career Academy Coalition — www.ncacinc.com.
- Industry visits to hospitals, nursing homes, TV stations, police department and many other organizations and business to deepen and reinforce student learning through activities and events.
- Job shadowing and internships will include placements at Hunter Industries, the
University of MS Medical Center, the Department of Agriculture, and various other businesses in the county. Linkage agreements, MOU's, and letters of commitment are included as part of this application.

Other Academy Design Features that Support Student Success
Other design features include assisting schools to think about a) foundational career courses that may be applicable to more than one career pathway; b) specialty courses that are unique to particular career pathways; c) capstone courses involving senior projects, apprenticeship, early college and organized work site learning.

- **Counseling for Careers:** Design a counseling for careers program within each academy to provide guidance and advisement for students to choose a career area for deeper exploration and plan a coherent sequence of academic and CTAE courses aligned to their career and educational aspirations revised annually with parent input. Traditionally, counselors’ advisement focuses on what courses to take for graduation and for college. As a result, very little guidance and counseling in traditional high schools is future-oriented about occupational and educational opportunities after high school and their implications for high school programs. Each academy’s guidance program will blend a solid core of academic studies with a career focus that prepares students for both postsecondary studies and a career. Students will have an advisor/mentor beginning in grade nine who will become a permanent fixture in students’ lives and get to know the parents. The academy counselor will provide leadership and coordination of a teacher/advisory system. The history of HSTW research over two and a half decades reveals that schools that become committed to teach all students a college-ready core along with a career focus are the schools that have the higher graduation rates and a higher percentage of students ready for work and further study. It is important that there be a commitment on de-tracking and enrolling all students into an accelerated program of study using the ninth grade to get students ready.

- **Work-Based Learning:** Design work-based learning opportunities and experiences within each academy. Goals for this step are to have multiple sets of options that provide a sequence of worksite visits, job shadowing, internships, on-the-job training and work-based learning experiences for the students’ chosen career field of study. Work-based learning experiences allow students to begin making learning and career connections directly with community business partners.

**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.**

The vision of the Hinds County School District is to be a collaborative environment where we explore the world, experience authentic learning, enhance our character, envision our dreams, pursue excellence and celebrate success. Through community partnerships and collaborations, the Career Academies will help facilitate the district's vision by allowing students to have real-world experiences, hands-on/project-based learning opportunities, program exploration, the opportunity to earn a recognized industry credential or embedded technical diploma, and up to 18 college credits during high school.

521 hrs?
There is a complete school redesign envisioned in this support plan to develop curriculum, instruction and student support services around career themes in multiple academies. These academies will provide students connections and relationships with meaningful adults and support services that will help engage students in a more rigorous and relevant curriculum. It reflects the considerable work that has to be done in order to realize the increased student completion rate and readiness for both further study and careers.

The year one work lays the foundation to open two schools in the Fall of 2018 as schools with a high performance, personalized learning culture where:

- There is a **personalized** learning environment, each student is connected to an adult, to a career and educational goal and to extracurricular activities or to someone in the community;
- “**Failure is not an option**” would become the basis for the 9th-grade redesign. The goal would be to reduce the failure rate dramatically and to get every student off to a successful start!
- Every student has a **career and educational focus**;
- The **entire faculty owns the goal** of graduating students postsecondary and career ready
- There are **relevant** learning experiences, and students see a connection between courses and connection to their personal goals;
- There is a climate of **high expectations**, and each student experiences **rigorous** and **relevant** assignments and receives the **support** necessary to succeed
- There is an **organizational and scheduling** structure for cross-discipline teams of teachers plan together to advance students’ readiness for careers and postsecondary studies.

Year one is designed to build a vocabulary and common understandings that support a culture shift toward an effort-based model. We look forward to supporting the schools’ successful implementation of academies.

Years two and three two focus on guiding the learning outcomes and instructional techniques which will be identified in phase one. There will be continued guidance for leadership development, coaching and securing partnerships with businesses/leaders. SREB will also be guiding the development of leaders and coaching leaders.

Our high school Career Academies and programs through partnership with SREB and Project Lead The Way are rigorous and relevant; therefore, ensuring preparedness for the transition from elementary school, on to middle school, then to high school, ready for college and/or the workforce. Our proposed innovative model gives students a better chance to demonstrate proficiency and growth in assessed academic areas. Also, our model will increase average daily attendance, reduce suspensions, provide us with the flexibility to hire and retain competent staff who care about children, while simultaneously increasing community and parental involvement. Our innovative model aligns perfectly with the goals of the Hinds County School District.
Identify the annual student and school performance targets for year one and provide estimates for the following four years of the plan.

<table>
<thead>
<tr>
<th>Targets (9-12) both high schools * = District</th>
<th>Current Status</th>
<th>Year 1 Estimate</th>
<th>Year 2 Estimate</th>
<th>Year 3 Estimate</th>
<th>Year 4 Estimate</th>
<th>Year 5 Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance *</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>1806</td>
<td>1900</td>
<td>1920</td>
<td>1940</td>
<td>1960</td>
<td>1980</td>
</tr>
<tr>
<td>Graduation Rate *</td>
<td>83.5%</td>
<td>85.5%</td>
<td>87.5%</td>
<td>89.5%</td>
<td>90.5%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>172</td>
<td>189</td>
<td>207</td>
<td>227</td>
<td>249</td>
<td>275</td>
</tr>
<tr>
<td>CTE Enrollment</td>
<td>175</td>
<td>201</td>
<td>263</td>
<td>394</td>
<td>669</td>
<td>1204</td>
</tr>
<tr>
<td>Work Keys Silver or Above</td>
<td>0</td>
<td>360</td>
<td>410</td>
<td>775</td>
<td>900</td>
<td>1250</td>
</tr>
<tr>
<td>CTE Pathway Completers</td>
<td>175</td>
<td>201</td>
<td>263</td>
<td>394</td>
<td>669</td>
<td>1204</td>
</tr>
<tr>
<td>Industry Credentials Earned</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Work Based Learning Opportunities</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>

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

The Hinds County School District will monitor student achievement each nine weeks throughout the school year. At the end of each semester or as requested, designated staff will organize and report data to the HCSD School Board, and to the Mississippi Department of Education as requested. Formative and summative assessments, diagnostic assessments, authentic assessments, state-mandated standardized tests, and nationally recognized norm-referenced assessments are examples of the wide array of data sources that will be used to assist with determining student growth and progress. These measures will provide data in regards to our innovative model so that we can measure effectiveness. We will convene a committee to evaluate student performance and other components of the model and make necessary adjustments to curriculum, instruction, and other identified program structures. Our report will consist of longitudinal data that will show whether there are improved student outcomes in terms of reduced dropouts, academic success, career readiness preparation, and greater entry into post-secondary education.
Describe other measures of school performance that will be used to monitor student achievement

HCSD will create a scorecard for each academy, pathway, and student that keeps track of progress toward goals. This scorecard will focus on MAP measures as well as CPAS, Work Keys, Credentials attained, completers of pathways, and work-based learning opportunities.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Rationale for Selection of Data Source</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>When students attend school regularly, academic achievement is better, and they have a much greater chance of graduating high school.</td>
<td>97% in year 5</td>
</tr>
<tr>
<td>ACT</td>
<td>Provides information from English, math, reading, and science to determine if students are college and career ready.</td>
<td>Average ACT composite score of 20 by year 5</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Students will be better prepared for college which puts them in a position to be a productive citizen and be successful.</td>
<td>91% graduation rate by year 5</td>
</tr>
<tr>
<td>CTE enrollment</td>
<td>Students will be exposed to career academies and various career pathways.</td>
<td>To have 1848+ students enrolled in CTE classes.</td>
</tr>
<tr>
<td>Industry-recognized credentials</td>
<td>Students that earn credentials will be ready for the workforce and are more likely to attend college.</td>
<td>To have 6 CTE programs that offer credentials.</td>
</tr>
<tr>
<td>CTE Completers</td>
<td>Students who successfully complete a CTE program in most occupational pathways are eligible for articulated community college credit, and/or industry credential.</td>
<td>Each academy will have 80% of students completing a sequence of three or more courses.</td>
</tr>
<tr>
<td>ACT WorkKeys</td>
<td>Individuals who successfully complete the three WorkKeys Assessments—Applied Math, Graphic Literacy, and Workplace Documents—earn the WorkKeys National Career Readiness Certificate (WorkKeysNCRC)</td>
<td>Each academy will have 80% of students scoring at silver or high on Work Keys</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</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>
</tr>
<tr>
<td>Overall district enrollment</td>
<td>Property values will increase, and more business and industry jobs will come to our community.</td>
<td>100+ more families enrolled in the HCSD over the next five years.</td>
</tr>
<tr>
<td>ACT Mastery</td>
<td>The purpose of ACT Mastery is to improve student ACT composite scores by helping students to master the skills most likely to be tested. ACT Mastery provides the training, materials, and support for schools to deliver best-in-class ACT preparation to their students.</td>
<td>HCSD students improve their ACT scores by 70% and have a 4 point composite ACT score gain.</td>
</tr>
</tbody>
</table>

### Innovative Plan Component #3: Students

<table>
<thead>
<tr>
<th>School Name</th>
<th>Total Number of Students by Grade Band/Level</th>
<th>Total Number of Students in Special Populations Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinds County School District</td>
<td></td>
<td><strong>SES</strong>  <strong>F/R</strong>   <strong>Race/ Ethnicity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Elem.</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td></td>
<td>2177</td>
<td>1356</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.

All students in the Hinds County School District will be involved in the innovation through exposure to Career Academies, Project Lead The Way, CTE classes, and the MS curriculum frameworks. Student interest surveys and course selection sheets are just a few mechanisms in place to assist with placing students in the appropriate academy. Students are provided an orientation to the academy based on their own talents, aspirations, and interests. Parents or guardians participate in this process and approve of the choice made by their son or daughter. Academy enrollment reflects the general high school population, including students with disabilities and English Language Learners.

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

All students will be on the 100 minute 4x4 block schedule. Extended learning time and flexible schedules will be developed and utilized to ensure student success. Upcoming ninth graders are the targeted cohort of students for full implementation, but all students in grades 10-12 will be provided academy opportunities.

Describe how the innovation will impact student achievement.

Through relevant workplace experiences, rigorous academics, and relationships with business and industry; career academies will change the way schools in the Hinds County School District prepare students. Research shows career academies increase attendance, grades, test scores, high school graduation rates and postsecondary transition rates. Students are more motivated, engaged, and are expected to be more successful as seen by academic indicators and student surveys. CSD expects the same positive results. The expectation is that ACT averages for students will increase, graduation rates will increase, states test scores will increase, students will be prepared for college and career, and most importantly students will have increased confidence in themselves.

HCSD’s innovative model provides a transformative learning experience for students. The career academy experience will change the way students experience school, from kindergarten through graduation day. Students will be better prepared for postsecondary studies and are more likely to consider careers in the pathways associated with the career academies such as scientists, doctors, engineers, healthcare providers, and researchers, in comparison to high school students in years past. Students will find career academies relevant, motivating, challenging, and helpful to their future successes. Career academies allow teachers the opportunity to infuse a new way of teaching into the classroom with a clear goal in mind and engage communities. Teachers will be trained on developing high-quality assignments that require multiple days to complete and engage students in authentic projects. Career Academies have a strong, positive impact on the graduation rate and the community’s workforce in which they serve.
Describe how the program will address student achievement gaps.
Each student will be enrolled in a career academy in an area that is of interest to him/her. Career Academy curriculum is meaningful and offers project-based learning, mentoring, and internships. Students will receive monthly/or as needed guidance on achieving goals. Innovative scheduling, blended classes, online learning, night classes, will create opportunities for students such as extended learning time in core classes and teachers to have less pressure in regards to time constraints. There will a balance of programs that interest students regardless of their gender or race. Teachers will use data to drive instruction, implement effective questioning techniques, reteach objectives, deliver small group instruction, and provide tutoring as needed. In conjunction with the ability to provide students with dual enrollment and initial credit opportunities, Edgenuity will be used as an online intervention program which will offer data-driven differentiated instruction for mathematics and reading. Each Career Academy offers clear pathways, a rigorous academic curriculum, extended learning opportunities, and a dedicated staff to close achievement gaps among students.

### Innovative Plan Component #4: Funding

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

District funds will be used to fund the innovative programs. We will apply for various school innovative grants and seek to use all other allowable funding sources; however, the district is financially committed to funding all costs associated with fully implementing our proposed innovative model.

District funds will pay for but are **not limited to** the following:
- ACT Mastery, Ignite Nation, Project Lead The Way
- Career Academy Professional Development
- Career Academy Personnel (3 Teachers)
- Instructional Materials and Equipment
- Project Lead The Way Professional Development
- Software and Program Licenses
- Technology Equipment (Macbooks and Smartboards)
- Technology Professional Development

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.).

<table>
<thead>
<tr>
<th>Description/Cost</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Academy Personnel</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>3 teachers</td>
<td>@50,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Mastery</td>
<td>$29,000.00</td>
<td>$29,000.00</td>
<td>$29,000.00</td>
<td>$29,000.00</td>
<td>$29,000.00</td>
</tr>
</tbody>
</table>

18 |
<table>
<thead>
<tr>
<th>Professional Development for Career Academies</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Participation Fees for PLTW programs and Career Academies</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Equipment and Supplies for Career Academies</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
</tr>
<tr>
<td>Technology Macbooks and Smart Boards</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>Technology PD</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Expenditure</td>
<td>$1,281,800.00</td>
<td>$1,281,800.00</td>
<td>$1,281,800.00</td>
<td>$1,281,800.00</td>
<td>$1,281,800.00</td>
</tr>
</tbody>
</table>

*A detailed version of this budget is located behind Attachment 1.

### Innovative Plan Component #5: Staffing

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Number of Positions</th>
<th>Role of Position</th>
<th>Required Qualifications for the Position</th>
</tr>
</thead>
</table>
| Teacher Positions | 3 | To teach various courses as needed due to student interest and increased enrollment. One position may possibly be used for a career academy coordinator. | MDE Required Endorsement Codes.  
(see waiver request) |

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

The Hinds County School District understands that selecting a dedicated staff that believes in the mission and goals of the school, and understands the need for career academies, is a key element in the success of our innovative model. Academy staff will be credentialed in their field, and/or be an expert in the field in which they teach. Teachers will be a part of a core team, with common planning times each week to meet as a team and as a department. Each department will meet weekly to discuss student achievement and teaching strategies, while each team will meet monthly to discuss program implementation. Classified staff members will help support and maintain the academy facilities, equipment, and learning materials, while counselors handle scheduling and assist with establishing internships and shadowing opportunities for students. Counselors understand the need for specialized scheduling to ensure academy students are properly placed and play a key role in this model.
Assistant principals will handle discipline and monitor the programs to ensure that all aspects of the Academies are being implemented with fidelity. Also, an assistant principal, teacher, and a counselor will coordinate the academies at each school site. They shall attend advisory board meetings, interact with school administrators and board members, manage the budget, help to coordinate teacher professional development, and parental involvement. The principal will be responsible for the overall operation of the school and will actively participate in observations and monitoring with academy staff to ensure the integrity of the curriculum and program. Quarterly, all academy staff will convene as a "Better Seeking Team" to discuss the whole program and generate ideas and practices to maintain efficiency and effectiveness, such as event planning, scheduling concerns, etc. The CTE Director and Career Academy Coordinator will collaborate to ensure that teachers, counselors, and all related academy staff have all the resources needed to be successful.

**Development of Academy Leadership Teams**

Four days of on-site Professional Development and coaching (or 32 hours) will be provided by SREB experts to the leadership teams from each academy. The leadership team structure will be new for each school. The professional development and coaching support will assist the leadership teams to establish effective communication and governing practices to address both the MAP and HSTW Career Academy Rubric. As a result of the PD and coaching support, teams will establish 1) a communication system for their academy and for communicating with the school at large; 2) a set of concrete academy goals/priorities that will be used with all teachers to focus school improvement efforts; 3) analysis tools (such as classroom observations, quick student surveys and sampling of student artifacts) to determine progress towards Academy Goals; and 4) clear progress measuring tools that will be provided at least quarterly to both Academy Teachers and the Administrative Team; 5) a schedule that provides common planning time for academic and CTE teachers and still allows for common departmental planning as well; and 6) strategies and tools to effectively work in teams for planning and problem solving within their academy.

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

As part of our district goal (goal # 4), we will conduct surveys twice a year to assess school climate and the effectiveness of our new teacher induction program; which is designed to develop and retain teachers. This will consist of a two-year intensive mentoring component where they will receive ongoing support in teaching strategies, effective questioning techniques, classroom management, and focused Professional Development offerings based upon data collected from evaluations and surveys. Also, Career Academies offer the perfect situation to bring in experts from the community into the classroom to share experiences and build relationships. In component eight of the application, we are asking the 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 and give students relevant exposure to career in their areas of interest.
Describe staff and stakeholder support for the proposed innovation. Attach evidence of support.

District level policies and procedures are in place to facilitate a rigorous and innovative educational experience for students in grades K-12. The Hinds County School District Board of Education, Hinds County Community College, business and industry partners, Superintendent, and school principals are committed to the Career Academy approach and commit every necessary resource available to ensuring the success of our innovative model. Teachers and administrators are commitment and firmly agree with the vision of the academy approach and dedicate their time and efforts to the successful planning and implementation of Project Lead The Way Programs and Career Academies. Our local business and industry partners support the efforts of career focus and has assisted in strategic planning events. They will also provide mentoring, job shadowing opportunities, internships, industry visits, and college visits for our students as a commitment to our innovative model.

Our parents and students are excited about the multiple opportunities that the Career Academy offer the students of the Hinds County School District. Parents are aware of the growing demand for an increased skill set and workforce in the community in order to be competitive. Parents and stakeholders 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 in regards to their future.

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

Prior to the submission of this application, the HCSD has met on multiple occasions in regards to the District of Innovation Application and has developed a tentative professional development calendar for the upcoming school year. The Hinds County School District will send the career academy coordinator or designee to the appropriate national conferences in an effort to ensure fidelity to the proper implementation of our Career Academies. Also, we will participate in online seminars and professional learning communities. To further assist with effective model implementation, we will use a variety of resources. Resources from the Mississippi State University Research and Curriculum Unit, the Mississippi Department of Education, and career academy support organizations such as Associated General Contractors, Career Academy Support Network, Next Generation Learning Communities, SREB’s High Schools That Work, Johns Hopkins Talent Development, National Academy Foundation, and the National Career Academy Coalition. These resources and many more like them will greatly assist us with current practices, trainings, etc. Experienced professionals from outside the high school will provide academy staff (administrators, teachers, counselors, media specialists, etc.) with training in the academy structure, project-based learning, performance assessment, curricular integration, student support, and employer involvement. Professional development will be ongoing for staff and all stakeholders to ensure effectiveness and sustainability.
Plan for Professional Development for a College and Career Academy Model For Hinds County School District for Fall, 2017- Summer, 2020

The following professional development is designed around the following goals:

- Establishing a Common Framework, Language and Data for Each Academy Leadership Team – Strategic Planning
- Planning, Creating and Implementing the Academies’ Design
- Preparing and Implementing Strong Learning Paths that Includes a Rigorous, Relevant Core Curriculum
- Preparing Leaders to Implement a More Personalized, Relevant and Rigorous Learning Experience for All Students.
- Analyze Workforce Development Data and Develop Collaborative Channels of Communication Between Academies and Business and Industry That Results in Work World Experiences for Students.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Description of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin September 2017</td>
<td>Development of Academy Leadership Teams 14 on-site PD and/or coaching days at the school level</td>
</tr>
<tr>
<td>October 2017</td>
<td>Design Team Workshop 2 on-site support days</td>
</tr>
</tbody>
</table>
| Begin October 2017 | Refine the Academy Design  
Create an Implementation Timeline and Develop Leadership Capacity for Each Academy  
Decide on Multiple Pathways to be implemented Within Each Academy  
Work with business and industry to develop a plan for Work-Based Learning 12 on-site support days |
<p>| Begin November 2017 | Counseling for Careers Workshop with School Teams to develop Advisement Programs                           |
| February 2018     | Visit Exemplar Academy Sites                                                                              |</p>
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Description</th>
</tr>
</thead>
</table>
| Winter 2018       | Scheduling Support (Review of Quality Teacher Collaboration Time within the Career Academies targeting rising Ninth Graders)  
8 on-site PD and/or coaching days at the school level plus |
| Begin Spring 2018 | Train Teacher Teams for Implementing the Developed Plan for Work-Based Learning  
2 on-site PD days and 4 days follow-up coaching for selected teachers and school leads (6 days total) |
| Begin Summer 2018 | Conduct Training for Teams of Teachers from Each Academy on Giving Student Assignments That Matter/Project Based Learning  
4 on-site PD days at the district level plus 2 days of preparation and design (6 days total) |
| Begin Planning January 2019 | Senior Year Redesign for rising ninth graders  
4 on-site PD days at the district level plus 2 days of preparation and design (6 days total) |
| Plan in Spring 2019; Training in Summer 2019; Implement Fall 2019 | Adoption of one or more Advanced Career Curricula Developed by SREB and Partner States |

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

Hinds County School District employees, school board, parents and community supporters have committed to increasing involvement in all aspects to improve student achievement. On the heels of improving our district accountability status, stakeholders are excited about the possibilities. Educational partners, industry partners, and local businesses have committed to allowing college visits for all freshmen, industry visits for sophomores, job shadowing for juniors, and capstone projects and internships for seniors.

We will conduct surveys 2-3 times a year to assess program effectiveness and commitment to our innovative model. Counselors will schedule a planning meeting with each of our students and their parents to discuss their educational plans. At these meetings, various forms of academic data along with student interest surveys will be used to develop each student’s four-year plan. A career academy coordinator or designee will work full-time building partnerships, as well as relationships between HCSD high schools, HCC, and our community. The career academy coordinator will also assist with planning and scheduling internships, industry visits, college visits, and job shadowing opportunities for students.
Describe the plans for ongoing collaboration among parents, education partners, business and industry partners, and community partners, as well as their roles in the school.

HCSD has assembled committees, advisory boards, and special teams comprised of parents, local businesses partners, industry partners, district staff, educational partners and members of the community to support the move to become a District of Innovation. The community is excited by the possibility to earn this distinguished title on the heels of raising student achievement and becoming a C school district. HCSD seeks ongoing support and guidance for the development of Career Academies, CTE programs, as well as Project Lead The Way Programs. We have also joined forces to become an ACT Work Ready Community. Upon completion of year 1, community members, parents, educational partners, and industry partners will meet with designated committees twice a semester. Each year, teachers, parents, students, and other stakeholders will have the opportunity to give their opinion and input on any changes they feel would help all schools achieve their goals.

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

See attachment 1. Attachment 1 contains the following: MOU's, linkage agreements, letters of support from business partners, industry partners, community partners, school principals, and the HCSD Career and Technology Director. Attachment 1 also contains another copy of the waivers and exemptions, the budget narrative, the career academy planning schedule, a PLTW grant agreement, and a HCSD booklet that illustrates Career Academies and others programs that we offer in the Hinds County School District.

Innovative Plan Component #7: Governance

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

The Hinds County School District career academies will be governed mainly by a Triad Leadership Team under direction of the principal at each high school. This Triad will consist of a counselor, assistant principal, and a lead teacher. Direction and support will come from the District of Innovation Advisory Board, Superintendent, and SREB Consultants. The principal will form committees comprised of counselors, assistant principals, and career academy staff to help carry out the implementation of our proposal. The school principal will also make staffing and instructional decisions within the parameters set forth in the plan.

SREB will assign an experienced school improvement specialist to work with the principal and other school and teacher leaders to support the implementation of the design. The SREB specialist will coordinate all SREB services in the school and serve as a mentor to the principals. The specialist will work to establish the fundamental foundation to advance the school improvement process and make essential changes that improve student achievement happen through training and mentoring that increases the school's leadership capacities. The specialist will provide monthly on-site coaching visits, multiple school site trainings and lead a technical assistance visit (TAV) that triangulates school practices based on classroom
observations, stakeholder interviews, and data collection and analysis. The TAV will include a written report that outlines school strengths, challenges and recommended actions the school can take to improve school and classroom practices.

SREB will also provide formal leadership training to build the leadership team's capacity to lead continuous improvement in school and student performance; specific topics will be selected based on school and district assessed needs.

The advisory board consists school administrators, academy staff, employers and post-secondary educational partners. It may also include community representatives, academy parents, and students. The board incorporates viewpoints from all members. Meetings of the advisory board are held at least quarterly, with defined agendas, outcomes and meeting minutes. SREB will work with HCSD to develop protocols and structures for these meetings. The advisory board helps to set policies for the academy. It also serves as a center of resource development. Students have avenues through which they can provide input and suggestions for improvement.

**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.
- Business Leaders will assist with curriculum development, externships, industry visits, job shadowing, internships, supplies, grant writing, etc.
- Hinds County Community College will oversee the technical programs and provide dual enrollment structures and guidance
- 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.
- Counselors 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.
- A representative from Hinds Community College 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.
- Superintendent or designee will monitor successes and failures across the Career Academies, assist with formulating solutions to problems. Additionally, superintendent or designee will provide oversight and report to MDE and other stakeholders.
Explain the district's role in school oversight, support, professional development, and reporting and monitoring.

The district serves in a support role to the District of Innovation Advisory Board and school principals, providing assistance with professional learning, the reporting of data, and monitoring of student achievement and instruction. The superintendent will assign an assistant superintendent or designee to monitor all programs and components of Career Academies to ensure all pieces are implemented with fidelity. The Curriculum Director and Career Academy Coordinator will work together to plan and provide support to all Career Academy staff. The district is financially committed to providing all resources needed for Career Academics. School principals, designated academy staff, and the superintendent will monitor program implementation and report to the community, school board, and MDE regularly or as requested.

<table>
<thead>
<tr>
<th>Innovation Plan Component #8: Waivers and Exemptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process Standard</strong></td>
</tr>
<tr>
<td>Teacher Certification</td>
</tr>
<tr>
<td>25% Rule</td>
</tr>
<tr>
<td>Maximum # of students taught in a day</td>
</tr>
<tr>
<td>Waiver of 330 minutes in an instructional day</td>
</tr>
<tr>
<td>Students enrolled in college without the 10</td>
</tr>
<tr>
<td>Three absences in a college course per year</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Mini semesters, flexible entry dates, night classes, and weekend classes</td>
</tr>
<tr>
<td>Funding by average daily membership instead of average daily attendance</td>
</tr>
<tr>
<td>Allow elementary teachers to teach at high school level</td>
</tr>
<tr>
<td>Extensive online classes</td>
</tr>
<tr>
<td>Blended Carnegie Units</td>
</tr>
<tr>
<td>Expand Approved National Industry Credentials</td>
</tr>
</tbody>
</table>
The Hinds County School District (HCSD) is requesting a pilot waiver from the current State Accountability System for its K-2 (only) schools for the 2018-19 school year. HCSD proposes using MKAS2 data for measuring Kindergarten growth from the beginning of the school year (Fall) to the end of the school year (Spring), and Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) Growth K-2 aligned to Mississippi’s College and Career Readiness Standards for measuring proficiency levels in Grades 1-2 and growth from Grade 1 (Spring) to Grade 2 (Spring) in a proposed K-2 (only) 700 Point Accountability System.

**MKAS...** Mississippi’s Kindergarten Readiness Assessment provides parents, teachers, and early childhood providers with a common understanding of what children know and can do upon entering school. The Kindergarten Readiness Assessment is currently used to measure how well Pre-K programs prepare four-year-olds to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade. Using MKAS2 in the HCSD pilot to measure growth from the beginning (Fall) to the end (Spring) of the school year will be an accurate measure of the effectiveness of Kindergarten programs.

**NWEA...** NWEA® is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are trusted by educators in 140 countries and more than half the schools in the US.

**NWEA’s Measures of Academic Progress (MAP) Growth K-2...** With a special focus on the unique developmental needs of the youngest learners, including audio support, MAP Growth K-2 is an adaptive interim assessment that identifies a child’s starting point as early as possible and tracks growth over time. MAP Growth K-2 also provides pre-literacy and number skills screening measures for early identification and intervention, and specific skill measures that can be used to assess mastery.

**Standard Setting for NWEA’s MAP Growth K-2...** Proficiency levels using NWEA’s MAP Growth K-2 assessments for Reading (ELA) and Math for Grades 1-2 and growth targets for Grade 2 will be established in collaboration with NWEA’s team of renowned researchers and approved by the Mississippi State Department of Education.
Explain the planning activities that have taken place up to this point.

We have had a school design team meeting (Elementary, Middle, and High), a community meeting (parents, ministers, businesses, community members, students) and two strategic planning meetings (teachers, community members, businesses, school administrators, counselors). Design teams from both high schools and the career tech center have participated in academy design training conducted by SREB. The superintendent and other stakeholders have attended meetings in various forums as described below to discuss the implementation of our District of Innovation Model and to develop the themes for our Career Academies. The following activities have taken place.

We have visited two successful operating academies. Various committees have met 3-4 times as scheduled to work on and discuss various topics that include but are not limited to curriculum, data analysis, scheduling, policies, etc. Below are examples of activities and a planning schedule to help guide the process.

**Career Academy Planning Schedule**

<table>
<thead>
<tr>
<th>TASKS</th>
<th>DESCRIPTION</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Steering Committee</td>
<td>Identify school, employer, higher ed., and parent representatives; establish a schedule of meetings and define members' roles and responsibilities; form task forces (e.g., expanding partners, technical curriculum, facilities, equipment)</td>
<td>January-February 2016</td>
</tr>
<tr>
<td>Identify/Prepare Academy Staff</td>
<td>Select Lead Teacher, other teachers (career and academic), school &amp; district administrators, and counselor; provide career academy professional development</td>
<td>January-February 2016</td>
</tr>
<tr>
<td>Coordinate the Academy with the High School</td>
<td>Inform entire high school staff, orient counselors, arrange cohort scheduling, schedule academy classes, and coordinate with union leaders</td>
<td>March-June 2016</td>
</tr>
<tr>
<td>Develop Curriculum (especially Grade 10)</td>
<td>Have the teachers lead, draw on employers and HCC for technical input, examine related state standards, conduct Internet search, visit other academies, develop integrated curriculum ideas</td>
<td>March-August 2016</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Timeline</td>
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<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Recruit and Select Students</td>
<td>Distribute information to all incoming freshmen, hold student and parent meetings, identify and schedule students, plan summer activity</td>
<td>March-May 2017</td>
</tr>
<tr>
<td>Prepare Facilities and Equipment</td>
<td>Adapt a classroom as &quot;home base,&quot; prepare necessary space, obtain and install necessary equipment</td>
<td>April-August 2017</td>
</tr>
<tr>
<td>Plan Motivational Activities</td>
<td>Identify activities that will make the academy appeal, types of student monitoring and rewards to be used</td>
<td>June-August 2017</td>
</tr>
<tr>
<td>Plan Business Speaker and Field Trip Program</td>
<td>Explore what companies will participate, topics of most interest, schedule trips.</td>
<td>July-August 2017</td>
</tr>
<tr>
<td>Assess Career Pathways and Instructional Practice</td>
<td>Pathways and instructional walkthroughs to assess 3 days by SREB consultants</td>
<td>August 2017</td>
</tr>
<tr>
<td>Development of Academy Leadership Teams</td>
<td>Develop a leadership design team consisting of an administrator, a counselor and lead teachers for each academy and set protocols and structures 14 on-site PD and/or coaching days at the school level</td>
<td>Begin September 2017</td>
</tr>
<tr>
<td>Design Team Workshop</td>
<td>Each design team will work within the district parameters to design and establish academics 2 on-site support days</td>
<td>October 2017</td>
</tr>
<tr>
<td>Board Approval</td>
<td>Present Innovative Model Plan to Board</td>
<td>November 2017</td>
</tr>
</tbody>
</table>
Explain the key planning activities that still remain from the time of plan submission to the opening of school.

### Summary Plan of Support

**And Professional Development for a College and Career Academy Model**

For Hinds County School District

for Fall, 2017- Summer, 2020

**The following professional development is designed around the following goals:**

- Establishing a Common Framework, Language and Data for Each Academy Leadership Team – Strategic Planning
- Planning, Creating and Implementing the Academies’ Design
- Preparing and Implementing Strong Learning Paths that Includes a Rigorous, Relevant Core Curriculum
- Preparing Leaders to Implement a More Personalized, Relevant and Rigorous Learning Experience for All Students.

- Analyze Workforce Development Data and Develop Collaborative Channels of Communication Between Academies and Business and Industry That Results in Work World Experiences for Students.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Description of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin October 2017</td>
<td>Analyze Regional Workforce Data and Engage Business and Industry in Collaboration with Academies.</td>
</tr>
<tr>
<td></td>
<td><em>4 on-site coaching days at the school level to include convening business and industry with academy leadership teams in the winter of 2018</em></td>
</tr>
<tr>
<td>Begin October 2017</td>
<td>Refine the Academy Design</td>
</tr>
<tr>
<td></td>
<td>Create an Implementation Timeline and Develop Leadership Capacity for Each Academy</td>
</tr>
<tr>
<td></td>
<td>Decide on Multiple Pathways to be implemented Within Each Academy</td>
</tr>
<tr>
<td></td>
<td>Work with business and industry to develop a plan for Work-Based Learning</td>
</tr>
<tr>
<td></td>
<td><em>12 on-site support days</em></td>
</tr>
<tr>
<td>Begin December 2017</td>
<td>Analyze Regional Workforce Data and Engage Business and Industry in Collaboration with Academies.</td>
</tr>
<tr>
<td></td>
<td><em>4 on-site coaching days at the school level to include convening business and industry with academy leadership teams at $1,650 per day per school.</em></td>
</tr>
<tr>
<td>Time Period</td>
<td>Activity Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Ninth- and 12th-Grade Student Survey for 60 students per grade selected at random</td>
</tr>
</tbody>
</table>
| Spring 2018          | Scheduling Support (Review of Quality Teacher Collaboration Time)  
8 on-site PD and/or coaching days at the school level plus |
| Begin Summer 2018    | Train Teacher Teams for Implementing the Developed Plan for Work-Based Learning  
2 on-site PD days and 4 days follow-up coaching for selected teachers and school leads (6 days total) |
| Begin Summer 2018    | Conduct Training for Teams of Teachers from Each Academy on Giving Student Assignments That Matter/Project Based Learning  
4 on-site PD days at the district level plus 2 days of preparation and design (6 days total) |
| Begin Planning       | Senior Year Redesign  
4 on-site PD days at the district level plus 2 days of preparation and design (6 days total) |
| January 2019         |  
| Plan in Spring       | Adoption of one or more Advanced Career Curricula Developed by SREB and Partner States  
2019; Training in Summer 2019; Implement Fall 2019 |
|                      | Explain the continual monitoring practices that will occur throughout the implementation process.                                                                 |
|                      | We will collect academy information continuously to make data-driven decisions and to assess the academy's effectiveness. We will identify areas of concern and refine accordingly to reflect the academy's mission and goals. We will set strict timelines for the management and implementation to meet all deadlines. For the first year, there will be regular meetings (monthly or each nine weeks) of the secondary principals, CTE director, and superintendent designee to ensure that deadlines are being met and the mission is being fulfilled. Additionally, we will gather feedback from key stakeholders, including students, to drive improvement. We will inform all community stakeholders of our progress through various venues. |
The journey to developing a continually high-performing school district begins by developing a culture of continuous improvement. This culture is built by integrating insights and capabilities from four perspectives — top down, bottom up, outside-in and peer-to-peer. HCSD and SREB will partner to develop this culture of continuous improvement through the following:

- First, school districts need the **bottom-up perspective, flipping the organizational chart to support teaching and learning in the schools.** Improving school districts requires a state and district vision, state and district support, and principal leadership. Successful practices fostering continuous improvement stem from the intents, policies, and communications from state, district effort, provide the resources and collaborative support needed to make it happen, and insist on monitoring and measuring its progress. Moreover, they share a **common vision of high expectations for all groups of students and have a strategic planning framework that enables school district leaders and faculty to customize a set of goals and actions for their school district.**

- Sustained reform depends on a **bottom-up perspective** in which principals and teachers have ownership of the improvement process. District leaders can set the stage for critical actions, but they cannot realize the implementation without the help of highly effective principals, teacher leaders and everyone else in the school district. The dramatic improvements needed in the lowest-achieving school districts cannot be accomplished through micromanagement. Lasting improvement will come when strategies are put into place to build the school district’s capacity to change.

Focus teams of school and district leaders working together with outside support to identify problems and possible causes can be a powerful force in adopting research-based improvement practices and adapting them to them work in the context of the school district. However, school district and teacher leaders need to be empowered to operate such teams and be assisted in acquiring the right tools and methods to accomplish full implementation of any improvement effort. This will require school district organizational structures and schedules that provide teachers with opportunities to work together to improve instruction. Such efforts can add an entrepreneurial spirit to their work and build ownership of improvement efforts.

Student input also plays an important role in the bottom-up perspective and ownership of school district improvement. Students’ perceptions about their learning experiences can help principals and teachers determine whether current school district and classroom practices are engaging and intellectually demanding and can highlight areas needing further improvement.

- A substantial number of practices driving continuous improvement come from sources outside the school district. Such **outside-in perspectives** come from school district reform providers and professional development trainers, parents, the community, and policy-making groups. **Educational service providers with a continuous evaluation process and a strong research base can offer invaluable insight into various improvement practices and their usefulness within local circumstances.** Parents, business and industry representatives, community members and postsecondary educators can help school districts better understand whether graduates are leaving high school adequately prepared for postsecondary study and careers and what is needed to improve graduates’ readiness for their next step.
• **Peer-to-peer perspectives** are critical in shaping interventions needed for school district improvement. These perspectives require partnerships between groups within the school district to identify and solve problems, such as teacher learning teams with a trained facilitator to implement a specific intervention. For example, implementing initiatives to improve reading and writing across the curriculum requires teams of peers working together to figure out how to improve students’ reading and writing abilities in all content areas in ways that also advance content achievement. The responsibility for improving reading and writing achievement does not reside with the English teacher alone. It requires a districtwide school effort of teacher learning teams representing all content areas. These teams are led in learning from one another by teacher facilitators who are trained to implement literacy strategies and goals in each discipline area.

Peer-to-peer perspectives also include input from teams from different institutions. Improving middle grades transitions requires a firm understanding of the issues of and strong collaboration between the sending and receiving school districts. Development of high-quality, high school district programs of study aligned with postsecondary standards requires full understanding of both the secondary and postsecondary roles.

Finally, peer-to-peer includes learning from other school districts in the network. With over 1300 school districts participating in the *High School districts That Work/Making Middle Grades Work/Technology Centers That Work*, school districts have an opportunity to learn from school to school sharing best practices.

Improvement efforts are most effective in a culture in which such endeavors are planned, intentionally supported, thoughtfully nurtured and carefully measured. By studying these four perspectives, school districts and districts can draw upon the capabilities and engagement of all major stakeholders in developing a robust, collaborative methodology to lead continuous improvement.

**PDSA Cycle**

SREB uses a process to engage leaders at a school district in taking ownership of the improvement actions at the district. The process involves four cyclical steps and requires school district leaders to use a distributed leadership model. The four steps include:

1. **PLAN**
   a. Identifying specific problems using data
   b. Conducting a root cause analysis to determine school district and classroom practices to change
   c. Establishing bold goals to achieve
   d. Developing a plan of action to achieve the goals

2. **DO**
   a. Implementing actions within the plan

3. **STUDY**
   a. Monitoring progress in achieving the goals and making modification as needed.

4. **ACT**
   a. Implement the plan of action utilizing the adjustments agreed upon.
Steps three and four (Study and Act) are cycled over and over as improvement is met. The PDSA process engages school district leaders in taking ownership of the improvement efforts at the school district. This process creates sustainability for continued improvement.
Attachment 1

Contents Include:

1. Hinds Community College Dual Credit Agreement (MOU w/Hinds County SD)
2. Hinds County SD Linkage Agreements between Community, Business and Industry
3. Letters of Support
4. Budget Narrative
5. PLTW grant agreements for Utica Elementary
   PLTW grant agreements for Bolton/Edwards Elementary
6. Mississippi Department of Education (MDE) Grant Award for PLTW Implementation
   MDE Grant Awards for Career Academy Implementation
7. Hinds County School District Booklet for students and parents
Hinds Community College
DUAL CREDIT AGREEMENT

THIS AGREEMENT is entered into by and between Hinds Community College-Utica Campus, hereinafter referred to as the "College" and Hinds County Public School District (Raymond and Terry High Schools) hereinafter referred to as the "School" or "High School." The purpose of this AGREEMENT is to implement the Mississippi State code §37-15-38 of 1972 Annotated which authorizes the establishment of dual enrollment/dual credit programs between public community colleges and universities and local boards of education.

A dual enrolled student is defined as a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

A dual credit student is defined as a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

This AGREEMENT addresses the policies allowing qualified high school students to enroll in college level courses at postsecondary institutions in order to dually earn credits for a high school diploma and a postsecondary degree. The High School is considered an Off-Campus Site of the College where courses are taught by a SACSCOC- (Southern Association of Colleges and Schools Commission on Colleges) qualified teacher who is an employee of the School and who has been approved as an instructor by the College.

The parties hereto believe that this Agreement will provide enhanced learning opportunities for qualified students during normal class hours through the effective use of the College's programs and resources. At no time will the College or the School apply unethical pressure upon students or educational personnel to participate in dual credit program.

The College and the School do hereby agree as follows:
I. Student Eligibility and Admission Requirements

a. The student must submit an online application for admission to Hinds Community College before the enrollment period.

b. The student must have completed 10 core high school units as demonstrated by the submission of an official high school transcript before the time of enrollment.

c. The student must have an unconditional letter of recommendation signed by the High School principal or counselor. Student success in dual enrollment/dual credit is dependent upon both academic readiness and social maturity. Approval from the principal or counselor indicates that the student has demonstrated both.

d. The student must have an official ACT score or take the College's placement test, ACCUPLACER. The student's ACT scores or placement test scores will be used for course placement. Each college course has placement requirements that students must meet and that may be found in the College catalog. The placement levels are subject to change, and changes are updated in the College catalog annually.

e. The student must have a Parent/Student consent form signed by parent(s).

d. The student and/or School must submit all admission documents in a timely manner as required by the College.

II. Eligible Courses and Course/Credit Equivalencies

Courses offered shall be drawn from the Dual Credit Course listing only. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit. All courses being considered for dual credit must receive unconditional approval from the College's chief instructional officer and the School's superintendent or designated administrator.

III. Credits and Transcripts

One (1) three-semester hour course at the postsecondary level may equal one (1) high school Carnegie unit at the high school level in the same or related subject.
Grades and college credits earned by a student admitted to a dual credit program must be recorded on the High School student's record and on the College transcript. Upon the student's request, the College may release the student's college transcript to another institution to be applied toward college graduation requirements.

IV. Enrollment Limitations

Enrollment in a combined number of high school and college courses per semester will not exceed what is educationally sound as determined by the College and the High School. A qualifying dual credit student may be allowed to earn an unlimited number of total college credits.

V. Financial Arrangements

Students
The College will waive tuition for dual credit students taking college courses on the High School premises. Students will be required to pay a nonrefundable $100 dual credit program participation fee each semester in which they participate in the dual credit program. Students will be responsible for any costs that may be associated with a textbook or other supplemental materials for the course. When this tuition-free option is used, dual credit instructors will not be compensated by the College since they are already paid by the High School for the normal workday. Students choosing to dual enroll in either a Hinds Community College on-campus or online course will be subject to normal tuition and fees as prescribed in the College's catalog unless other arrangements are agreed by both parties.

Faculty
The College will provide a list of adjunct instructors to The Hinds County School District and will hire said instructors for the district (Raymond and Terry High Schools) based on student eligibility and the courses needed. The Hinds County Public School District will reimburse the college according
to the said instructors who are hired. The following pay scale, which includes the cost of benefits per instructor, will be utilized to determine the amount Hinds County School District will reimburse the college per instructor:

**Cost for Paid Dual Credit Instructors**

<table>
<thead>
<tr>
<th>Retired Instructors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td>$2,001.00</td>
</tr>
<tr>
<td>*PERS t 15.75%</td>
<td>$315.16</td>
</tr>
<tr>
<td>Workers Comp</td>
<td>$6.60</td>
</tr>
<tr>
<td>Medicare (1.45%)</td>
<td>$29.02</td>
</tr>
<tr>
<td>*FICA (6.2%)</td>
<td>$124.06</td>
</tr>
<tr>
<td></td>
<td>$2,475.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Time Instructors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td>$2,001.00</td>
</tr>
<tr>
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<tr>
<td></td>
<td>$2,475.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Instructors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td>$2,001.00</td>
</tr>
<tr>
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<td>$124.06</td>
</tr>
<tr>
<td></td>
<td>$2,160.68</td>
</tr>
</tbody>
</table>

Subject to change based on state requirements.

In addition to the above scale, employees are covered by unemployment.

This will assist the school district in obtaining quality instructors that meet the requirements of Hinds Community College, the Mississippi Community College Board and SACSCOCC.

VI. **Faculty and Instructional Regulations**

Dual Credit instructors will be considered faculty of the College. Therefore, no expectation of authority to teach a course of the College is extended until the appropriate College instructional officer has approved such authority. The instructor appointed to teach academic dual credit courses will be designated as an adjunct faculty member of the College and, therefore, must
meet the credentialing requirements set forth by the regional accrediting association (Southern Association of Colleges and Schools Commission on Colleges). A dual credit career and technical education instructor must meet the requirements set forth by the State Board of Community Colleges in the qualification manual for postsecondary careers and technical education.

Dual credit instructors will be under the direction and supervision of the College for the purposes of determining College issues such as student eligibility, evaluations, course content, student learning outcomes, and cases of plagiarism, cheating, or dishonesty. The College will provide all course syllabi to ensure uniformity between dual enrollment/dual credit classes and all other methods of delivery of College coursework within the College system. The College will also provide resources to support the dual credit instructors as needed. The College will require faculty orientation, supervision, and on-site evaluation. On-site visits will be scheduled in advance. The College will provide the evaluation instrument used for students to evaluate dual credit instructors once each semester in each offered course.

For dual credit courses conducted on the School's premises, all issues of discipline, safety, and misconduct on the part of the instructor and/or student will be the responsibility of the School and its administration. Hinds CC adjunct instructors will be orientated and trained on the policies and procedures of the school district and the individual school (Raymond/Terry). Proximity and ability to respond immediately will be the determining factors for such decisions.

VII. Reporting and Evaluating Dual Credit/Dual Enrollment

The College and the High School shall assume any respective responsibility for reporting required information in a timely manner. Annual evaluation of the dual credit program will be made.

VIII. Transportation

Any transportation required by a student to participate in the dual credit program is the responsibility of the parent or legal guardian of the student.
IX. Other Understanding and/or Responsibilities

Dual credit students are considered students of the College and are responsible for knowing and following policies including, but not limited to, admission requirements, course prerequisites, payment policy, attendance policy, course syllabus, course withdrawal procedures, and course grading standards. The dual credit students are afforded access to all College libraries, support labs, and informational services available to all other College students. In order to utilize services on a Hinds campus, students must obtain a College student ID badge. The College reserves the right to refuse readmission to any student who is found to be in violation of college policies (academic standards of progress, Student Code of Conduct, etc.).

X. Information

Each party agrees to provide a mechanism for communicating the educational and economic benefits as well as the requirements for participation and enrollment procedures to parents and students. This communication must include a clear statement concerning the release of student's educational records as defined by FERPA for and between the College and the High School.

XI. ADA Issues

It is hereby the policy of College’s Disability Support Services to provide reasonable academic accommodations for students with special needs who are enrolled in courses offered on the College’s physical sites.

However, for those courses that are taught on the physical sites of the High Schools as part of the Dual Credit Agreement, it is agreed that high school students with special needs will be provided such accommodations by the High Schools.
XII. Terms of Agreement

The terms of this Agreement shall be effective for the 2016-2017 academic year. Thereafter, this agreement shall automatically renew for successive twelve month periods unless either party requests a change or termination of the agreement, which change or termination will be given in writing by either party at least 60 days prior to such termination. Amendment to MOU on 10/18/2018 (see attachment for approval)

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

Hinds Community College, President
Dr. Clyde Muse

Hinds County School District (Raymond and Terry High Schools)
School or School District

Dr. Delesicia Martin
School District, Superintendent

10/19/16
Date

10/19/16
Date
Hinds County School District
Linkage Agreement with Community, Business and Industry Leaders

Company/Organization: University of Mississippi Medical Center

Community / Business Contact: Reginald Moore
Email Address: regimoore@hotmail.com
Phone Number: (601) 462-9590

The University of Mississippi Medical Center will offer the following services, to support and encourage students in the Hinds County School District to excel in their chosen field. The services we provide will be part of a working partnership with the Hinds County School District and the Hinds County Career and Technical Center. The services offered are:

(Please check all that apply)

___ X Job Shadowing

___ X Classroom Speakers (Traditional and non-Traditional)

___ X Tours

___ Mentoring

___ Mailing Lists

___ Mock Interviews

___ Reality/Career Fair Volunteers

___ Job Application/Resume Building

___ Craft Advisory/ Committee Member

___ Other:

Patrice Ashmore | CTE Director: 601-857-3680
Travita Horton | Counselor: 601-857-3680
Hinds County School District
Linkage Agreement with Community, Business and Industry Leaders

Company/Organization: Department of Agriculture
Community / Business Contact: Teresa Love
Email Address: theresa@mdac.ms.gov
Phone Number: (601) 432-4500

The Department of Agriculture will offer the following services, to support and encourage students in the Hinds County School District to excel in their chosen field. The services we provide will be part of a working partnership with the Hinds County School District and the Hinds County Career and Technical Center. The services offered are:

(Please check all that apply)

___ Job Shadowing
___ Classroom Speakers (Traditional and non-Traditional)
___ X Tours
___ Mentoring
___ Mailing Lists
___ Mock Interviews
___ Reality/Career Fair Volunteers
___ Job Application/Resume Building
___ X Craft Advisory/ Committee Member
___ Other:
Hinds County School District

Linkage Agreement with Community, Business and Industry Leaders

Company/Organization: City of Byram Fire Department

Community / Business Contact: Marshall Robinson
Email Address: mrobinson@byram-ms.us
Phone Number: (601) 351-9700

The City of Byram Fire Department will offer the following services, to support and encourage students in the Hinds County School District to excel in their chosen field. The services we provide will be part of a working partnership with the Hinds County School District and the Hinds County Career and Technical Center. The services offered are:

(Please check all that apply)

___ Job Shadowing
___ X Classroom Speakers (Traditional and non-Traditional)
___ Tours
___ Mentoring
___ Mailing Lists
___ X Mock Interviews
___ Reality/Career Fair Volunteers
___ X Job Application/Resume Building
___ Craft Advisory/ Committee Member
___ Other:

Patrice Ashmore | CTE Director: 601-857-3680
Travita Horton | Counselor: 601-857-3680
Hinds County School District
Linkage Agreement with Community, Business and Industry Leaders

Company/Organization: Lincoln College
Community / Business Contact: Cindy Whitly
Email Address: cwhitly@lincoln.edu
Phone Number: (601) 624-5828

The Lincoln College will offer the following services, to support and encourage students in the Hinds County School District to excel in their chosen field. The services we provide will be part of a working partnership with the Hinds County School District and the Hinds County Career and Technical Center. The services offered are:

(Please check all that apply)

_x_ Job Shadowing
_x_ Classroom Speakers (Traditional and non-Traditional)
_x_ Tours
__x_ Mentoring
_x_ Mailing Lists
_x_ Mock Interviews
_x_ Reality/Career Fair Volunteers
_x_ Job Application/Resume Building
_x_ Craft Advisory/ Committee Member
___Other:
Hinds County School District
Linkage Agreement with Community, Business and Industry Leaders

Company/Organization: City of Jackson

Community / Business Contact: Charles Williams Jr.
Email Address: cwilliams@city.jackson.ms.us
Phone Number: (601) 960-1651

The City of Jackson will offer the following services, to support and encourage students in the Hinds County School District to excel in their chosen field. The services we provide will be part of a working partnership with the Hinds County School District and the Hinds County Career and Technical Center. The services offered are:

(Please check all that apply)

___ Job Shadowing
X Classroom Speakers (Traditional and non-Traditional)
___ Tours
___ Mentoring
___ Mailing Lists
___ Mock Interviews
___ Reality/Career Fair Volunteers
___ Job Application/Resume Building
___ Craft Advisory/ Committee Member
___ Other:
November 8, 2017

Dr. Delesicia Martin  
Superintendent Hinds County School District  
Raymond, MS 39154

Dear Dr. Martin,

It is my pleasure to write a letter on behalf of Hunter Engineering Company in strong support of the Engineering and Robotics program proposed by the Hinds County School District.

As a major employer in your district, I feel that this program would enhance the skills and abilities of individuals looking to further their education in this discipline. I further believe this program would provide options for high school graduates who are not looking to extend their education.

The added skills this program would provide students would only aid in their potential of becoming future employees of Hunter Engineering, and therefore it is my pleasure to offer my support to the Hinds County School's Robotics/Engineering program.

Sincerely,

Allen Parish  
Plant Manager  
Hunter Engineering
To Whom It May Concern:

The Hinds County School District has expressed an interest in offering an Engineering and Robotics program. This program will provide students with hands-on experiences related to the application of engineering concepts in the workplace. The College of Science, Engineering and Technology at Jackson State University is in full support of these efforts and believe this is an excellent opportunity for the students within the Hinds County School District as well as the community to be immersed in advanced technology applications.

We believe students who complete the program will be better prepared to enter and succeed in technology and engineering programs offered by Mississippi community/junior colleges and 4-year institutions of higher education.

We fully support the Hinds County School District implementation of a Robotics/Engineering program for the 2017-2018 academic year.

Sincerely,

Wilbur L. Walters Jr., PhD  
Associate Dean and Associate Professor  
Undergraduate Programs, College of Science, Engineering and Technology  
Jackson State University  
Jackson, MS 39217  
E-mail: wilbur.l.walters@jsums.edu
Dear Sir/Madam,

Hinds Community College serves many students through a variety of programming, including academic/technical degrees and certificate offerings, high school dual enrollment, adult education, and workforce development programs.

We at Hinds Community College (HCC) are in support the Hinds County Career and Technical Center offering a Robotics and Engineering Program. Upon completion of this program the participants can matriculate into several career and technical options. The Electronics Engineering Program, Electrical Technology and Industrial Maintenance Technology are three programs that would be of interest to your students.

Sincerely,

Joyce E. Jenkins, Ph.D.
Dean of Career and Technical Education/
Assistant District Director for Occupational Programs
To Whom It May Concern:

As business professionals in Hinds County we are interested in the local school system and the curriculum it provides. We understand the Hinds County School District is interested in expanding its curriculum for the Career and Technical Center to include an Engineering and Robotics Program.

The Byram Chamber of Commerce feels that Engineering and Robotics will continue to play a vital role in the future. Such training offered in the Hinds County School District Career Technical Center will prepare those individuals desiring to major in the Engineering and Robotics fields at institutions of higher learning.

The Byram Chamber of Commerce supports the initiative to offer a Engineering and Robotics program at the Hinds County School District.

Sincerely,

Brande Lewis
Byram Chamber of Commerce
Executive Director
November 16, 2017

To Whom It May Concern:

As principal of Terry High School, I am very excited about our direction of developing career academies at Terry High School. The Terry Career Academy (TCA) will allow students to explore career options early in their high school career and work toward goals on their chosen pathway. This will better prepare students to leave high school with necessary tools for success in the 21st century workforce.

Participating in an academy at TCA will help students develop their leadership, communication, and academic skills as they look to moving to the next level in their educational pursuits.

Terry High School is excited to move in this direction for our students. We look forward to developing stronger partnerships with our community, and business leaders to better serve our students.

Thank you,

Cliff Newell
Principal
Terry High School
November 16, 2017

To Whom It May Concern:

It is with immense pleasure that I write to you to voice my support for career academies in high school settings. For the past twenty years, I have served as a social studies teacher at Terry High School. During my career I have witnessed firsthand the increasing need for a program like career academies.

Today's workforce, just having a degree is not enough. Students must be career-focused upon leaving high school. The only way this can happen is if they are exposed to career options while in school. Not exposing them to early training in their desired career option while in high school is an injustice because the students will be entering the workforce already at a deficit. It is our duty as a high school to adequately prepare our students for a successful future.

Students who participate in career academies are more likely to graduate with their high school diploma. Additionally, these students, because they are not only participating in college prep classes but completing training in a field in which they are interested, are less likely to have high absenteeism. Participating in hands on learning in their chosen career provides motivation to come to school and graduate.

Students who participate in career academies also have higher grade point averages. Because they are actively involved in training in a field they are passionate about, they tend to have higher achievement. Their self-esteem improves which gives them even more motivation to learn more.

It is imperative that we graduate students that have experiences success and have the tools to keep striving for more. Offering our students career academies would give them a direct path to success.

Thank you,

Elizabeth Foster
Social Studies Teacher
Terry High School
November 10, 2017

To Whom It May Concern:

I am writing to voice my support for career academies at Terry High School. The potential opportunities and exposure available to students through the Terry Career Academy is invaluable to students.

Students leaving high school college and career ready is important today. Schools have an important role in helping to get them ready. Exposure to career options while in school is key to allow students to investigate and explore.

Students who participate in career academies are more likely to graduate with their high school diploma. These students can set goals early and narrow down what they would like to pursue at the postsecondary level.

Students will have the opportunity to compete in career organizations on a variety of levels. These organizations teach students leadership, self-discipline, and motivate them to work toward their goals.

The implementation of career academies at Terry High School enhances our ability to serve and prepare our students for their next steps.

Sincerely,

[Signature]

Stacy Michel, NCC, NCSC
Professional School Counselor
Terry High School
To Whom It May Concern:

Health education in schools is very important, not only does it teach students about health but it also provides skills that students can use the rest of their lives. With increasing health problems on the rise and with the rate of obesity and the number of death related to health education, it is important that we educate students. What is health education? Health education is any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes. Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It also motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors.

Health education and instruction help students learn skills they will use to make healthy choices throughout their lifetime. If students are educated on health, the results could have a positive change in behavior that lower student risks around alcohol, tobacco, and other drugs, injury prevention, mental and emotional health, nutrition, physical activity, prevention of diseases and family life. Health education can also be linked to a better understanding for students in the classroom, healthy students learn better. Numerous studies have shown that students have higher attendance, better grades, and perform better on tests. I hope from this letter you can better understand why health education is vital for preparing students to be health conscious adults, who will make decisions as teens that will have a direct impact on the rest of their lives.

Sincerely,

Mrs. Constance Belcher
Family Dynamics Instructor
Terry High School
To Whom It may Concern:

As an art educator, we see a definite need for Career Academies. Career academies are set up as schools within schools. We think that this is a direct correlation with how universities are set up. This fact adds an extra validity to the need for a system like this in our public schools. If our true intention is to prepare students for both college and career, then spending time in a specialized group of like minded students who share your interests and future goals should certainly be a priority.

The area specific, workplace learning styles of a career academy prepare students in many ways. They are responsible for courses that they are invested in, since they are courses in a concentration of their choice. This same situation arises in college. Opportunities for work field experience offer career readiness and good reference opportunities for students who wish to directly enter the workforce. Meanwhile, college bound students have the opportunity to form connects and bonds with other students who will be in the same field, and possibly even the same school or program.

The arts are a wonderful place to start with this concept. Most careers in the arts start out with very similar basic concepts and goals and branch off to touch almost every single industry in our workforce today. Built on the basics of creative thinking, art career Academies encompass Arts, Media/Digital Media, Photography & Marketing. These areas of great thinkers create so many different career opportunities from Brand Managers, Museum Curators, or even Major Media Outlet Producers. Fields in this academy can be so vast and widely in demand that narrowing down our pool of students in the arts to students who actually want to be there and are committed to creating more college and career opportunities would create an environment where there would be no limit to what could be accomplished.

Art, Media and Marketing Career Academies could include courses such as Design Basics, Creative Writing, Photography, Graphic Design, Web Design, Marketing, Journalism and so many more. Schools can benefit by utilizing the students and their talents to create blogs of school events, social media campaigns, positive community relations, podcasts/broadcasts productions, etc. This opportunity to create positive impact on the school and community is a vastly untapped resource.

We also think this opportunity comes at a very uniquely appropriate time as the Mississippi Department of Education has just recently unveiled their new Art Core standards for not only the Visuals Arts but the Media Arts as well. These guidelines and stages of learning can definitely be applied in such a way that they set up an appropriate flow of courses to ensure maximum student success.

We know that it is hard for many people to imagine a practical application of a degree or career in art; but as a closing thought, we ask you to think of your day to day routine and try to imagine a world without those careers. Advertisements, package designs, publications, websites, movies, the clothing you wear and even your phone applications, an artist has put work into them all.
After you begin to think about this, you can see how the world we live in would be a vastly different place without professionals in this career field. My idea of course offerings in this specific academy at Terry High School would include:
- Basic Drawing
- Studio Design (Art 1, 2, 3 & AP)
- 2D Design Basics
- 3D Design Basics
- Graphic Design
- Web Design/App Design
- Ad Design/Visual Marketing
- Photography/Digital Photography/Phonography/Videography
- Digital Journalism/PhotoJournalism
- Portfolio (and Self Promotion for College and Career Readiness)
(Of course students would benefit from a basis in drawing, computer skills and common knowledge of visuals concepts prior to entering the program.)

Sincerely,

Alanna Lawrence and Rebecca Wilkinson
November 16, 2017

To Whom It May Concern:

As assistant principal of Terry High School, I am pleased with our direction of developing career academies at Terry High School. The Terry Career Academy (TCA) will allow students to explore career options early in their high school career and work toward goals on their chosen pathway. This will better prepare students to leave high school with necessary tools for success in the 21st century workforce. We strongly believe this direction is important in our mission of better preparing all of our students for postsecondary academic and professional success.

Participating in an academy at TCA will help students develop their leadership, communication, and academic skills as they look to moving to the next level in their educational pursuits. Students will explore career pathway options and have the opportunity to earn recognized industry credentials.

Terry High School is excited to move in this direction for our students. We want our students to know that all academy pathways lead toward graduation and increased opportunities. We look forward to developing stronger partnerships with our community, and business leaders to better serve our students.

Sincerely,

[Signature]

Tracey Gregory
Assistant Principal
Terry High School
November 16, 2017

To Whom it May Concern,

I am in my eighth year of teaching at Terry High School in the Hinds County School District. I love my school and I love my students even more. In the years at Terry and in Hinds County, I’ve seen many students become bored with the same curriculum year after year. We have fewer and fewer classes and specifically, electives, that pique their interest and prepare them for the future college courses they will take.

With our Career Center located in Raymond, our students spend nearly 45 minutes just traveling back and forth. How much instruction time are our students are missing out on? How much of a scheduling conflict are we placing on our school administrators? How much money are we spending on fuel to get our students back and forth? I believe the solution to these problems is to begin Career Academies at Terry High School.

Career academies will provide our students with numerous benefits. They receive a focused education—an education that will keep them motivated and prevent burnout and avoid the dreaded question, “When will I need this in my life after high school?” Our students gain an understanding of the career path they have chosen and give them real-life experience. They receive targeted instruction in a smaller environment and will build positive relationships with their peers who will have similar interests. Students also gain knowledge and skills at a college level.

With the career academies, students gain real life experience working with and learning from professionals in various careers within that path. Health and Human Science Academy students will be able to shadow and work with nurses, doctors, physical and occupational therapists, sports medicine professionals; STEM Academy students with scientists, engineers, computer scientists, chemists, architects; Arts and Business Academy students with entrepreneurs, marketing professionals, accountants, and individuals in charge of arts and entertainment ventures within our state. These are all just a few of the professionals our students could learn and gain experience from.

Career academies will give our students an advantage in college and their career. I know that one day our students will become doctors, lawyers, business owners, engineers, and scientists and they’ll be able to look back and know that it was the career academy that started and solidified their path to success.
In closing, I want to remind you of the mission of Hinds County School District: Providing an engaging, empowering environment that ensures excellence. Career academies at Terry High School is a turn in the right direction of engaging and empowering our students and ensuring their excellence. They WILL graduate high school ready for college and their future career.

Thank you for taking the time to consider this option for Terry High School. I am eager to become a part of the exciting times coming to our school. Like I said in the beginning of my letter, I love my school and I love my students even more. Their success is my success... OUR success.

Respectfully,

[Signature]

Brandi Cockrell
Terry High School
Business/Technology Department
November 16, 2017

To Whom It May Concern:

As a new assistant principal of Terry High School, I am excited with our direction of developing career academies at Terry High School. In my educational experience, I have seen how the implementation of career academies increases options and exposure for the student body. Students see real world connections early in their high school career. The Terry Career Academy (TCA) will allow students to explore career options early in their high school career and work toward goals on their chosen pathway. This will better prepare students to leave high school with necessary tools for success in the 21st century workforce. We strongly believe this direction is important in our mission of better preparing all of our students for postsecondary academic and professional success.

Participating in an academy at TCA will help students develop their leadership, communication, and academic skills as they look to moving to the next level in their educational pursuits. Students will explore career pathway options and have the opportunity to earn recognized industry credentials. Students will be able to complete their high school endorsement areas in any chosen area. Students who participate in a career academy will be better prepared to compete in today’s society.

Terry High School is excited to move in this direction for our students. We want our students to know that all academy pathways lead toward graduation and increased opportunities. Students will learn that exploring career options early does not limit your options but increases them. We look forward to developing stronger partnerships with our community, and business leaders to better serve our students.

Sincerely,

John Douglass
Assistant Principal
Terry High School
November 28, 2016

Dr. Delesicia Martin
Hinds County School District
1305 Highway 18
Raymond, MS

Dear Dr. Martin,

I am writing this letter of support for Hinds County Schools' District of Innovation Grant. This grant will further enhance the programs at Hinds County Career and Technical Center and districtwide with the incorporation of Project Lead the Way, Launch, and Student Technology Exchange Program (S.T.E.P). This grant will assist the District to further strengthen the relationships between business and industry thereby affording our students the opportunity for job shadowing, internships, and to become College and Career Ready. It is amazing that the students will have the opportunity to earn twelve to eighteen college credits. I fully support your endeavor and believe this will assist us in becoming a “Premier” School District.

Sincerely,

[Signature]

Patricia Ashmore, Director
Hinds County Career and Technical Center

http://www.hinds.k12.ms.us/careercenter
November 27, 2017

To Whom It May Concern,

I am writing this letter of support for Hinds County Schools' District of Innovation proposal. This opportunity will further enhance the programs at Raymond High School and districtwide with the incorporation of other programs such as ACT Prep. Being a District of Innovation will assist the Hinds County School District with strengthening the relationships between business and industry thereby affording our students the opportunity for job shadowing, internships, and to become College and Career Ready. I support Career Academies because students will have the opportunity to earn twelve to eighteen college credits while in high school. I fully support Career Academies and look forward to the opportunities this proposal brings.

Sincerely,

[Signature]

Lorenzo L. Grimes, Principal

Raymond High School
November 27, 2017

Dear Sir or Ma’am,

This letter is in support of forming academies for our students. One important goal of these academies will be to provide great opportunities for students to broaden their knowledge of careers and to interact with other students who have a shared interest.

There are several reasons why the establishment of academies is important. Academies can…

…allow students to cultivate their interest in different careers in a more hands-on environment.

…reinforce the relevance of careers.

…introduce students to the possibility of future study or employment in different careers.

…offer students early opportunities in their choice of career study.

…offer students the opportunity to serve their community.

…expand students’ leadership skills by conducting demonstrations or any hands-on activities.

Academies will provide our students with several benefits. Their participation will give them access to many resources and materials; hence, connecting and networking them with jobs, colleges, and universities. Therefore, I fully support the academies.

Please feel free to contact me with any questions you may have.

[Signature]

Regards,
Sharone Harris, Ph.D., Counselor
November 27, 2017

To whom it may concern:

I’m writing to voice my explicit support for the formation of academies here at Raymond High School. Academies are a great tool and resource to further the education of students and guide them towards college and career readiness. According to the research of James Kemple and Jason Snipes, “The Career Academy approach is one of the oldest and most widely established high school reforms in the United States. Career Academies have existed for more than 30 years and have been implemented in more than 1,500 high schools across the country. The durability and broad appeal of the Academy approach can be attributed, in part, to the fact that its core features offer direct responses to a number of problems that have been identified in large comprehensive high schools. Career Academies attempt to create more supportive and personalized learning environments through a school-within-a-school structure.” These benefits can be deeply useful to our students. I therefore, without reservation, add my voice to those of my colleagues in support of academies here and Raymond High School. Feel free to contact me should you need any additional information.

Sincerely,

[Signature]

Lakesha V. Harmon

Raymond High School
14050 Hwy. 18
Raymond, MS 39154
Phone: 601-857-8016
Fax: 601-857-2007
Detailed Budget Projection

The following budget lists the expenditures needed to fund the career academies, associated programs, associated activities, and associated costs in the Hinds County School District.

<table>
<thead>
<tr>
<th>Description and Associated Costs</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>▪ 1 teacher to teach Biomedical and Raymond High School.</td>
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<tr>
<td>▪ 1 teacher to teach Computer Science at Terry High School.</td>
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</tr>
<tr>
<td>▪ 1 position to use in order to satisfy needed career academy teaching positions.</td>
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<td></td>
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</tr>
<tr>
<td>3 teachers@50,000.00 including fringe benefits.</td>
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<td></td>
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</tr>
</tbody>
</table>

*$150,000.00 is allotted annually (next 5 years) to pay for personnel for career academies. The HCSD will seek grants and use district funds to cover these costs. HCSD is financially committed to being a District of Innovation.

<table>
<thead>
<tr>
<th>ACT Mastery</th>
<th>$29,000.00</th>
<th>$29,000.00</th>
<th>$29,000.00</th>
<th>$29,000.00</th>
<th>$29,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students learn exactly what they need to boost their scores.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>▪ Mastery Prep is the fastest-growing ACT prep program in the nation.</td>
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</tr>
<tr>
<td>▪ Mastery Prep provides best-in-class Aspire prep curricula, workbooks, online courses, testing and analysis, workshops, and teacher training: everything a school needs to provide top-notch prep to its students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*$29,000.00 is set aside for associated licenses.
## Detailed Budget Projection

<table>
<thead>
<tr>
<th>Professional Development for Career Academies</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
<th>$64,800.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SREB Professional Development for the next three years,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Travel expenses to visit current successful career academies in state and out of state,</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>- Attendance to national conferences,</td>
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</tr>
<tr>
<td>*$64,800.00 is set aside for the aforementioned activities and other opportunities that will help ensure effective implementation of career academies in the HCSD.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Participation Fees for PLTW and Career Academies</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>*$12,000.00 is allotted for fees associated with career academies and PLTW.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and Supplies for Career Academies</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
<td>$11,000.00</td>
</tr>
<tr>
<td>*$11,000.00 is allotted for cost associated with the implementation of the career academies and related activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Macbooks and Smart Boards</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>*One million set aside for the 1:1 initiative.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Technology PD</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>*$15,000.00 set aside for technology training and PD to ensure proper 1:1 rollout.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Expenditure Totals</td>
<td>$1,281,000.00</td>
<td>$1,281,000.00</td>
<td>$1,281,000.00</td>
<td>$1,281,000.00</td>
<td>$1,281,000.00</td>
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</table>
Grant Agreement

<table>
<thead>
<tr>
<th>Grantee:</th>
<th>Bolton Edwards Elementary Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Amount:</td>
<td>$17,500</td>
</tr>
<tr>
<td>Purpose of Grant:</td>
<td>To offset the costs associated with the implementation of the PLTW Gateway program.</td>
</tr>
<tr>
<td>Award Date:</td>
<td>5/16/2016</td>
</tr>
<tr>
<td>Grant Period:</td>
<td>6/1/2016 – 5/31/2018</td>
</tr>
<tr>
<td>Payment Schedule:</td>
<td>Year 1 - Start Date: 6/1/2016 End Date: 5/31/2017 Total: $7,500</td>
</tr>
<tr>
<td></td>
<td>Year 2 - Start Date: 6/1/2017 End Date: 5/31/2018 Total: $10,000</td>
</tr>
</tbody>
</table>

This grant is awarded by Project Lead The Way, Inc. (PLTW) and is subject to the PLTW Terms and Conditions, and the following additional terms and conditions:

A. This grant may be used only for the implementation of the PLTW Gateway program. The program is a sequence of units. Grantee is required to implement two PLTW Gateway units within 2 years.

B. This grant may be used during the period stated above; however, each subsequent year of funding is contingent upon meeting the requirements of the grant. Funds may be carried over to subsequent years, but must be spent by the end date of the final grant year. Any unspent funds will need to be returned to PLTW.

C. The allowable expenses of the grant are as follows: PLTW participation fees, Core Training and related expenses, required computers and/or tablets, and program required equipment and supplies.

D. The unallowable expenses of the grant are as follows: meals, salaries and benefits, stipends, infrastructure, renovations, equipment designated as optional, and other expenses unspecified as allowable.

E. Grantee will provide PLTW grant reports by April 15 of each grant year. The annual reports include a program, financial, and data collection report. The reports are to be submitted electronically to grants@pltw.org and can be accessed on the PLTW website - Grant Reporting. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW grantees must also be in good standing in order to receive any future grant funding. A reporting schedule is also included in the action items below.

F. Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this
grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding, and shall be made consistent with any applicable federal or state laws relating to the provision of such information.

G. PLTW reserves the right to discontinue or withhold any payments to be made under this grant award or to require a total or partial refund of any grant funds if Grantee has not fully complied with the terms and conditions of this grant.

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee’s behalf.

Authorized Signing Official: Delescia Martin
Printed Name: Delescia Martin
Title: Superintendent
E-mail Address: dmartin@hinds.k12.ms.us
Date: 9/3/16

Check Payable: Hinds County School District
Attention: Tiffany Greer

The following action items should be completed and/or received prior to Year 1 installment payment:

☐ If your district is new to PLTW, visit the PLTW Registration page to register your district and school.

☐ If your district is a current PLTW District, contact Schoolsupport@pltw.org to request the PLTW Terms and Conditions if it is not received within 5 business days of receiving your grant agreement. All existing districts will be required to sign the new PLTW Terms and Conditions which has replaced the PLTW Agreement and PLTW Program Requirements.

☐ Complete Readiness Training and register for Professional Development.

☐ Obtain a copy of the W-9: Request for Taxpayer Information Identification Number and Certification Form.

☐ Review and sign the Grant Agreement and submit along with the copy of the W-9 to grants@pltw.org.
Grant Agreement

<table>
<thead>
<tr>
<th>Grantee:</th>
<th>Utica Elementary Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Amount:</td>
<td>$17,500</td>
</tr>
<tr>
<td>Purpose of Grant:</td>
<td>To offset the costs associated with the implementation of the PLTW Gateway program.</td>
</tr>
<tr>
<td>Award Date:</td>
<td>5/16/2016</td>
</tr>
<tr>
<td>Grant Period:</td>
<td>6/1/2016 – 5/31/2018</td>
</tr>
<tr>
<td>Payment Schedule:</td>
<td>Year 1 - Start Date: 6/1/2016 End Date: 5/31/2017 Total: $7,500</td>
</tr>
<tr>
<td></td>
<td>Year 2 - Start Date: 6/1/2017 End Date: 5/31/2018 Total: $10,000</td>
</tr>
</tbody>
</table>

This grant is awarded by Project Lead The Way, Inc. (PLTW) and is subject to the PLTW Terms and Conditions, and the following additional terms and conditions:

A. This grant may be used only for the implementation of the PLTW Gateway program. The program is a sequence of units. Grantee is required to implement two PLTW Gateway units within 2 years.

B. This grant may be used during the period stated above; however, each subsequent year of funding is contingent upon meeting the requirements of the grant. Funds may be carried over to subsequent years, but must be spent by the end date of the final grant year. Any unspent funds will need to be returned to PLTW.

C. The allowable expenses of the grant are as follows: PLTW participation fees, Core Training and related expenses, required computers and/or tablets, and program required equipment and supplies.

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grant, for the purpose of financial reviews, verifications, or program evaluations as may be
dehemed necessary by PLTW. Any such information, reports, documents or access shall be limited
to the evaluation of the PLTW Program and the grant funding, and shall be made consistent with
any applicable federal or state laws relating to the provision of such information.

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award or to require a total or partial refund of any grant funds if Grantee has not fully complied
with the terms and conditions of this grant.

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant,
and hereby certify my authority to execute this agreement on Grantee’s behalf.

Authorized Signing Official: __________________________
Printed Name: Delesicia Martin __________________________
Title: Superintendent __________________________
E-mail Address: dmartin@hinds.k12.ms.us __________________________
Date: 8/3/16 __________________________
Check Payable: Hinds County School District __________________________
Attention: Tiffany Price __________________________

The following action items should be completed and/or received prior to Year 1 installment payment:

☐ If your district is new to PLTW, visit the PLTW Registration page to register your district and school.

☒ If your district is a current PLTW District, contact Schoolsupport@pltw.org to request the PLTW
Terms and Conditions if it is not received within 5 business days of receiving your grant
agreement. All existing districts will be required to sign the new PLTW Terms and Conditions
which has replaced the PLTW Agreement and PLTW Program Requirements.

☒ Complete Readiness Training and register for Professional Development.

☒ Obtain a copy of the W-9: Request for Taxpayer Information Identification Number and
Certification Form.

☒ Review and sign the Grant Agreement and submit along with the copy of the W-9 to
grants@pltw.org.
PROJECT LEAD THE WAY, INC.
Hinds County School District:
74150 Grant Expenses: Grants to Schools Ulica Elementary Middle School
74150 Grant Expenses: Grants to Schools Bolton Edwards Elementary Middle School

10080 Old National - Grants

15,000.00

8/18/2016

Fifteen thousand and 00/100

Tiffany Grice
Hinds County School District
13192 Highway 18
Raymond MS 39154

MEMO

OLD NATIONAL BANK
714 S. EPPERSON
INDIANAPOLIS, IN 46202

8/18/2016

$15,000.00
MISSISSIPPI DEPARTMENT OF EDUCATION
GRANT FOR SPECIFIED SERVICES

This Grant made by and between the MISSISSIPPI DEPARTMENT OF EDUCATION, Jackson, Mississippi, an agency of the State of Mississippi, (hereinafter referred to as MDE) and Hinds County School District of 13192 Highway 18 West; Raymond, MS 39154, (hereinafter referred to as GRANTEE).

In consideration of the mutual benefits to be derived from this Grant, the parties hereto covenant and agree as follows:

1. MDE hereby enters into a Grant with GRANTEE to provide funds for the following Specified Services, to wit: Implementation of a PLTW project to provide quality educational activities to increase the percentage of students graduating from high school and to provide career opportunities that offer growth potential.

2. GRANTEE hereby agrees to utilize funds in accordance with the Specified Services herein described in Paragraph 1 above in a proper, workmanlike, and dignified manner; warrants that GRANTEE is able to and will perform such Specified Services in a manner acceptable to MDE; and agrees to make all additions, deletions and/or changes that may be required by MDE, as a condition precedent to the acceptance of such Specified Services by MDE.

3. As full consideration for the Specified Services to be performed under this Grant, and for all rights, properties, and privileges vested in MDE by the terms of this Grant, including the release of MDE, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this Grant in perpetuity, MDE agrees to pay GRANTEE:

An Amount Not to Exceed $28,602.72, shall be paid on a reimbursement basis. A Request for Funds form should be submitted to request reimbursement. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

4. Based upon the Internal Revenue Code, the GRANTEE has been classified as an independent grantee and assumes all responsibility for reporting any earnings to Federal and State authorities where required by law and paying such taxes as may be required thereon. The GRANTEE shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the GRANTEE with respect to third parties shall be binding on the MDE.

5. GRANTEE agrees that all new materials or processes developed, all inventions, new instructional concepts, techniques, scripts and/or work products created, devised, or produced under, or in the performance of, this Grant shall be and are the exclusive property of MDE, in perpetuity.

6. GRANTEE retains the right to materials used in the performance of the Grant, which was developed by GRANTEE with non-MDE funds. The MDE is granted non-exclusive license to copy the materials for use within the State of Mississippi.

7. GRANTEE hereby expressly releases MDE, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors from any liability from any and all claims, defamation of other claims, demands, injuries, damages and losses of whatsoever nature and character alleged to be caused by or arising out of, directly or indirectly, the matters, acts, circumstances and participation covered by this Grant.

8. If, for any reason, GRANTEE fails to perform the Specified Services described above to the satisfaction of MDE, MDE may terminate this Grant immediately on written notice to GRANTEE and GRANTEE shall be entitled to receive just and equitable compensation for any Specified Services completed or performed prior to termination of this Grant, as determined by MDE. Furthermore, MDE or the GRANTEE may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof.

9. This Grant shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this Grant, and must be confirmed in writing through MDE grant modification procedures.
10. The GRANTEE agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this Grant, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of GRANTEE related to GRANTEE's charges and performance under this Grant. Such records shall be kept by GRANTEE for a period of five (5) years after final payment under this Grant, unless the MDE authorizes their earlier disposition. The GRANTEE agrees to refund to the MDE any over-payments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

11. The GRANTEE shall comply with any and all applicable laws, statutes, ordinances, rules, regulations, policies, procedures and directives of the United States, the State of Mississippi and any political or administrative subdivision thereof, including, but not limited to: the American with Disabilities Act, the Rehabilitation Act and any other requirements that may affect the performance of the obligations under this agreement. The GRANTEE assures that it possesses legal authority to apply for and receive funds under this agreement.

12. GRANTEE shall undertake and complete performance of the Specified Services referred to in Paragraph 1 hereof, within the period beginning January 1, 2017 and ending no later than June 30, 2017.

13. It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

The GRANTEE agrees to carry out Specified Services outlined in this Grant in accordance with all provisions included herein.

MISSISSIPPI DEPARTMENT OF EDUCATION

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Kim S. Benton</td>
<td>Title: Chief Academic Officer</td>
</tr>
</tbody>
</table>

GRANTEE

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Delesicia Martin</td>
<td>Title: Superintendent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Donna Hales</td>
<td>Title: Director, Office of Procurement</td>
</tr>
</tbody>
</table>
1. Grantee's Name and Address
Hinds County School District
13192 Hwy 18 West
Raymond, MS 39154

2. Grantee's Contact Person and Telephone No.
Marvin Gray, 601.857.5222

3. CFDA No. N/A

4. Title of Federal Program N/A

5. Federal Award No. N/A

6. Grant Beginning and Ending Dates
When all parties have signed – June 30, 2018

7. The following funds are obligated:

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>FEDERAL/OTHER FUNDS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,000</td>
<td></td>
<td>$15,000</td>
</tr>
</tbody>
</table>

8. The grantee agrees to carry out tasks outlined in this grant in accordance with all provisions of this grant included herein. The following sections are attached and incorporated into this agreement:

- [X] Statement of Work
- [X] Budget Summary
- [X] Budget Narrative
- [X] Standard Terms and Conditions
- [X] Reporting Requirements
- [X] Special Condition
- [X] Travel Policy
- [_] Other: _______

9. Approved for Mississippi Department of Education

[Signature]
Name: Kim S. Benton, Ed.D.
Title: Chief Academic Officer

[Signature]
Name: Delesicia Martin
Title: Superintendent

10. Approved for Grantee

[Signature]
Name: Kim S. Benton
Title: Chief Academic Officer

[Signature]
Name: Delesicia Martin
Title: Superintendent

[Signature]
Name: Monique Corley
Title: Director, Office of Procurement
INTRODUCTION

The grant agreement between the Mississippi Department of Education (hereinafter referred to as the "MDE") and Hinds County School District (hereinafter referred to as the "Grantee") is for the purpose of providing quality educational opportunities that will increase the percentage of students graduating from high school and provide career pathways that offer advancement and growth potential. The time period of the grant will be when all parties have signed to June 30, 2018.

STATEMENT OF WORK

The grantee, Hinds County School District, will fulfill all terms and conditions as outlined in the documents listed below. In the event of conflict between the documents, the terms contained in the later document will prevail over the terms contained in the earlier documents.


Attachment 2: Proposal submitted by Hinds County School District for Career Academy Implementation Project.

The above documents, as well as written interpretations and grant negotiations, will govern this grant.

The statement of work is outlined in detail in the attached Request for Proposal and the proposal. The grantee is expected to perform all specified tasks unless otherwise notified by the department or mutually agreed upon by the grantee and the Mississippi Department of Education.

- To provide quality educational opportunities that will increase the percentage of students graduating from high school, provide career pathways that offer advancement and growth potential, and help students make successful transitions to postsecondary education.
- To help industries hire highly skilled workers and to improve the earning prospects of students,
- To align with other efforts to ensure youth and adults have the skills and credentials our economy demands, and benefit the future of Mississippi.
- To implement over a one-year period all components of the Career Academy project using the ten (10) National Standards of Practice (NSP) listed below:
  1. Defined Mission and Goals
  2. Academy Structure
  3. Host District and High School
  4. Faculty and Staff
  5. Professional Development
  6. Governance and Leadership
  7. Curriculum and Instruction
  8. Employer, Higher Education, & Community Involvement
  9. Student Assessment
  10. Cycle of improvement

The grantee is expected to perform all specified tasks unless otherwise notified by the department or mutually agreed upon by the grantee and the Mississippi Department of Education.

PROGRAM REPORTING, COMPENSATION AND FINANCIAL REPORTS

The Mississippi Department of Education will grant Hinds County School District an amount not to exceed $15,000 for the purpose of providing quality educational opportunities that will increase the percentage of students graduating from high school and provide career pathways that offer advancement and growth potential. Payment shall be made to the grantee upon completion of the terms specified in the grant and upon receipt of invoice within ten days of the completion of the work.
STANDARD TERMS AND CONDITIONS

Availability of Funds

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Changes

This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorized their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five year period, the records shall be retained until
completion of the action and resolution of all issues which arise from it.

Laws

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

Copyrights

The Grantee: (i) agrees that the MDE shall determine the disposition of the title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee's opinion be likely to become, the subject of any infringement claim or suit, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, the employees of grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

Surrender of Equipment

On termination or expiration of this agreement, grantee shall restore all equipment furnished under this agreement to the Mississippi Department of Education in the same condition as when originally made available to grantee, reasonable wear and tear expected. Grantee and the Mississippi Department of Education shall jointly conduct a closing inventory and grantee shall replace or repair all equipment lost, damaged, or destroyed to make up any deficiency between opening and closing inventories.
Assignment

Grantee shall not assign or subcontract in whole or in part, its rights of obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent will be void and of no effect.

Property, Equipment and Supplies

Property, equipment and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee. In addition, please note that the intent of the program is to ensure that materials are purchased for the teachers’ use during professional development, as well as upon their return to the school district. Property, equipment and supplies are not to be purchased for school districts.

Performance Bond

Prior to commencement of services under this agreement, the grantee shall provide the MS Department of Education with a Performance Bond in the Amount of this agreement, which bond shall be maintained for the prompt and faithful performance of all the grantee’s obligations under this agreement by a surety or sureties that are acceptable to the MS Department of Education.

Mississippi Ethics

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

BUDGET NARRATIVE

The Mississippi Department of Education will pay Hinds County School District an amount not to exceed $15,000 using the breakdown of expenses below. Travel expenses will be documented in accordance with the attached travel policy.
MISSISSIPPI DEPARTMENT OF EDUCATION  
GRANT BUDGET SUMMARY  
P. O. BOX 771  
JACKSON, MISSISSIPPI 39205

1. Grantee's Name and Address | 2. Grantee's Contact Person and Telephone No.  
Hinds County School District | Marvin Graver, 601.857.5222  
13192 Hwy 18 West |  
Raymond, MS 39154 |  

<table>
<thead>
<tr>
<th>COST CATEGORY</th>
<th>TOTAL FUNDS</th>
</tr>
</thead>
</table>

1. Salaries, Wages, Fees, and/or Fringe Benefits | 1. ____________ |
2. Travel (see travel policy)  
a. in-state | 2. ____________  
b. out-of-state |
3. Contractual Services  
a. ____________  
b. ____________  
c. ____________  
4. Commodities | 4. ____________ |
5. Equipment  
a. ____________  
b. ____________  
c. ____________  
6. Subsidies, Loans, & Grants (SL&G) Cost | 6. $15,000 |

GRAND TOTAL | $15,000
MISSISSIPPI DEPARTMENT OF EDUCATION
TRAVEL POLICY

The following travel policies are established for the use by individuals who are required to travel in-state and out-of-state on official Mississippi Department of Education government business. These policies are based on the guidelines established by the State Department of Finance and Administration (formally the State Fiscal Management Board) in accordance with Section 25-3-41, Mississippi Code Annotated (1972).

Receipts
Please refer to the specific areas within this section for details and exceptions concerning when receipts are required to be reimbursed for travel expenses. The procedures for recording and documenting expenses are also provided throughout this section. Generally, receipts are required for the following items:

Receipts are required for:
- Lodging
- Business Telephone Calls
- Registration Fees
- Rental Cars
- If over $10.00:
  1. Taxi,
  2. Gasoline (Rental Car)
  3. Parking Fees
     a. Hotel
     b. Airport
     c. Tolls
     d. Other Fees

Tips
- Meals - The actual amount of tips paid up to 20% of the daily actual or allowed meal amount, whichever is less, will be reimbursed.
- Taxis/Shuttles - Tips shall not exceed 20% of the fee.
- Baggage Handling - Tips should be limited to a reasonable amount ($1.00 per bag).

In-State Meals
Receipts are not required for meals. To be reimbursed for meals, an overnight stay (Hotel/Motel or Relative) is required. If you depart from your duty station prior to 6:00 a.m., please state "Early Departure" to obtain breakfast amount. If you arrive back at your duty station after 8:00 p.m., please state "Late Arrival" to obtain dinner amount. Each employee must pay for his/her meal costs and then request reimbursement. Meal costs within the employee's duty station are not reimbursable. Report actual amounts spent on each meal (breakfast, lunch, dinner).

Please refer to the Federal Per Diem Converted Rates link on the next page for travel reimbursement amounts. If the in-state location you are looking for is not included in the table, then the reimbursement amount is $41.00

The high cost areas for Mississippi are:

- Oxford (Lafayette County) $51 a day
- Southaven (DeSoto County) $46 a day
- Starkville (Oktibbeha County) $46 a day

Meal reimbursement requests that are not associated with overnight stay will not be reimbursed.
Out-of-State Meals
Individuals will be reimbursed for the actual cost of meals not to exceed the DFA approved rate for the destination of travel. (Click the link below to see the Domestic Meal Reimbursement Rate Table)

The attached link to DFA's website will direct you to the updated Domestic Meal Reimbursement Rates for high cost areas in each state. If you cannot find the city you are looking for, locate the county and use the amount listed in the far right column of the table. If neither the city nor county is listed, the maximum state reimbursement is $41.00 a day.

http://www.dfa.ms.gov/media/4571/2017-converted-rates.pdf

Lodging
Reimbursement for overnight lodging will be made when travel circumstances prevent departure and return travel in one day. Reimbursement for lodging expenses will be made for the amount actually paid, when supported by a receipt. When an individual has a choice, good judgment should be exercised in selecting the lodging to avoid unreasonable charges. General government rates should always be requested at the time the reservation is made or confirmed and again when checking into the hotel. If unacceptable motel accommodations are available at the work destination, the Mississippi Department of Education may approve travel to the nearest town where acceptable accommodations are available. If the nearest town is out-of-state, no out-of-state travel form will be required; however, approval must be obtained. An individual may elect to stay overnight with friends or relatives within a 30 to 40 mile radius of the worksite. Such lodging is not a reimbursable expense; however, travel to and from the lodging site and the work site in lieu of a motel expense shall be allowable.

All reimbursable expenses for lodging should be billed to the individual and not the Mississippi Department of Education. Lodging expense will not be reimbursable without a receipt, which is marked paid, showing a zero balance or accompanied by a credit card receipt. Only standard single room rates are allowable. If the individual utilizes or requires a rate other than the single occupancy rate, the hotel must certify the current rate for a single unit on the paid receipt. If two or more individuals share a motel room, separate invoices should be obtained which reports each individual's pro-rata share of the room costs. If the individual chooses to extend his or her stay for pleasure, he or she must note the leisure dates and hotel rate not authorized as official state business on the paid receipt. Lodging within the city of the individual's official place of residence is not an authorized expense.

Private Automobile Travel
Actual mileage shall be calculated from the official place or residence and back or actual miles traveled, whichever is less. The most direct route to a destination should be claimed for reimbursement purposes. The travel voucher must indicate if any intermediate stops were made. Specific sites visited must be noted on the voucher in lieu of "Vicinity Travel" if actual mileage claimed exceeds the map mileage. All actual and necessary travel will be reimbursed at the rate of $0.535 cents per mile. Travel from a motel to a restaurant and back to the motel is not a reimbursable expense.

Travel Voucher
All travel vouchers for in-state travel should be prepared in ink or typed and should be delivered to the Mississippi Department of Education. Only actual expenses shall be claimed on the travel voucher. Any claims above actual expenditures constitute fraud. In addition, any claim for reimbursement of an expense when the expense was actually paid by another constitutes fraud.

Travel vouchers must be submitted in the individual's name and signed with legal name. Vouchers will not be accepted with signature of nickname or other than legal name. Travel vouchers must show individual's Federal Identification Number, if applicable, or Social Security Number.
Sample

Advancing

A CULTURE OF

Success

IN THE HINDS COUNTY SCHOOL DISTRICT
CAREER ACADEMIES

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

ARTS AND BUSINESS

HEALTH AND HUMAN SCIENCES
FAST FACTS | CAREER ACADEMIES

- Each senior will be enrolled in a senior project class, and/or complete a career-related Capstone Project relevant to the academy focus.
- Each high school will have the opportunity to earn between twelve (12) and eighteen (18) college credits through dual enrollment and career and technical education (CTE) courses at no cost prior to graduation.
- Students can graduate with a diploma and an industry credential in the following career pathways:
  - Automotive Service Excellence certification (ASE)
  - National Center for Construction Education and Research certification (NCCER)
  - Microsoft IT
  - Internet Core Competency Certification (IC3)
  - Adobe Certified Expert (ACE) Credential
  - National Emergency Management System and Community Engagement Response Team

*CRT*
Course Description: Engineering I

Engineering I allows students to explore the history of engineering and the careers associated with the field. Through this course, students will learn the foundations and fundamentals of engineering and materials, the engineering design process, and the steps to successful design planning. Students will also be introduced to the advanced concepts of 3-D sketching, modeling with CAD software, the field of robotics in engineering, and several fields of engineering specialization.

Year 1: Engineering I

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>UNIT NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation, Ethics, and Safety</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Design Process, History, and Careers</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Industrial Engineering Focus</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Civil Engineering Focus</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Sketching and Modeling</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to Robotics</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>Environmental Engineering Focus</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Electrical Engineering Focus</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>Computer Engineering Focus</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>280</td>
</tr>
</tbody>
</table>

Course Description: Engineering II

Engineering II is a comprehensive course that focuses on electrical, fluid, mechanical, and thermal systems. Through this course, students will be introduced to flexible manufacturing systems and how robotics and drafting work together to create products. Students will also learn advanced robotic concepts and valuable workforce readiness skills to prepare them for jobs in the field of engineering.

Year 2: Engineering II

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>UNIT NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The Four Systems: Electrical Systems2</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>The Four Systems: Fluid Systems2</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>The Four Systems: Mechanical Systems2</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>The Four Systems: Thermal Systems2</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>Flexible Manufacturing System (FMS)2</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>Advanced Robotics2</td>
<td>120</td>
</tr>
<tr>
<td>16</td>
<td>Workforce Readiness</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>280</td>
</tr>
</tbody>
</table>

Agricultural Environmental Science Technology

The Agricultural Environmental Science Technology program introduces students to the sciences, technologies, and applied practices of the progressive agricultural and agriscience industries. Students will be immersed in an active learning environment enriched with technology and science-based applications. The program focuses on preparing students for further study and launching them into successful careers in the agricultural industry.

Course Description: Concepts of Agriscience

Concepts of Agriscience introduces students to the sciences, technologies, and applied practices of the progressive agriculture/agriscience industry. Students will be immersed in active learning environment enriched with technology and science-based applications. The course serves as the entry-level course for other courses in agriculture, including horticulture and forestry. The overall focus of the course is to prepare students for further study leading to successful careers in the agricultural industry.

Year 1: First Semester-Concepts of Agriscience

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>UNIT NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Agricultural and Environmental Science and Technology*</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Leadership and Human Relations*</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Supervised Agricultural Experience*</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Science of Agricultural Animals</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Science of Agricultural Plants</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Science of Agricultural Environment</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Science of Agricultural Mechanization</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>
Course Description: Science of Agricultural Environment

Science of Agricultural Environment will help students develop valuable skills in environmental areas related to the use and management of natural resources in the food and fiber systems. Students will be introduced to new technologies being used to enhance human capabilities to monitor and protect with an overall focus on maintaining and protecting resources to assure quality human life. This course also covers important relationships of living organisms to land and soil, water, the atmosphere, waste management, forestry, and energy management, and significant stress is placed on understanding global environmental issues and developing appropriate attitudes of environmental stewardship.

Year 2: Second Semester-Science of Agricultural Environment

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>UNIT NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Science of Agricultural Environment*</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Experiential Learning (SAE)*</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Living Organisms and Ecology</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Land and Soil Management</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Water Quality Management</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>The Atmosphere and Environmental Quality</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Forestry and the Environment</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Wildlife and the Environment</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Environmental Stewardship</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Issues in a Global Environment</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

*Note: These units are not tested by MS-CPAS2

Examples of Career Pathways: Veterinarian, Agri-Scientist, Park Ranger, Wildlife Conservation Officer, Agriculture Teacher, Business Owner, Landscape Architecture or Manager, Greenhouse Manager.
Business and Marketing

The Marketing Management program will help students foster and hone the analytical and creative skills to develop products and services that solve people's problems and meet emerging needs. Student's will gain an in-depth understanding of modern business and marketing, including the core areas of market research, market planning, new product and service development, customer behavior, branding, logistics, personal selling and sales management, direct marketing, retailing, advertising, promotion, public relations, pricing, and distribution.

This option consists of four courses that should be completed in the following sequence:

Introduction to Marketing includes basic business skills including introduction to business, communication and interpersonal skills, professional development, and economics. Business Management, Law, and Operations provides opportunities for students to apply management and entrepreneurship skills. Marketing Essentials encompasses introductory marketing concepts. Sales and Distribution provides advanced marketing skills.
Simulation and Animation

The Simulation and Animation program explores the design, development and implementation of a broad range of projects in the fast growing field of game design and development. Students will be introduced to the techniques and tools used in game and creative design. The program focuses on the basic areas of ethics, character development, audio and video production, and design using visualization software. Students will learn these skills through the completion of performance-based units that require students to develop their own gaming environment, and each student will gain practical experience toward developing a portfolio of work.
HEALTH AND HUMAN SCIENCES (HHS)

Health Science Core

The Health Science program will introduce students to the basic health sciences, preparatory health career skills, and a range of healthcare careers. Students will have the opportunity to explore legal and ethical health issues, medical terminology, and body systems. The program's primary focus is engaging students in advanced skills while helping them gain an in-depth knowledge of health care careers through job shadowing experiences in health care facilities.
Law and Public Safety

The Law Enforcement & Public Safety program focuses on the history of law and legal systems in the United States. Students will learn the importance of personal health and safety in the work environments associated with law and public safety. The program will also introduce students to the emergency services found in local communities, including opportunities to learn about emergency management and essential workplace skills.

Course Description: Law and Public Safety I

Law and Public Safety I focuses on the history of law and legal systems in the United States. Students will leave the classroom with a firm foundation of knowledge in these areas and learn the importance of personal health and safety in the work environments associated with law and public safety. Through this course, students will be introduced to the emergency services found in local communities and focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Year 1: Law and Public Safety I

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>UNIT NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation and Ethics</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Personal Health and Safety</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>History of Criminal Law</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Legal Systems in the United States</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Corrections</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Police and Highway Patrol</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Public and Private Security</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>Specialized Law Enforcement Agencies</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Presidential Youth Fitness Program Training</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>271</strong></td>
</tr>
</tbody>
</table>
WHAT IS PLTW?

Project Lead The Way (PLTW) is the nation's leading provider of STEM (science, technology, engineering and math) programs. This innovative program creates an engaging, hands-on classroom environment and empowers students to develop in-demand knowledge and skills they need to thrive. PLTW also provides teachers with training, resources, and support they need to engage students in real-world learning.

We are thrilled to be able to offer PLTW programs to our elementary and middle school students through our partnership with Entergy Mississippi. The PLTW program will help us reimagine the classroom experience by introducing pathways in computer science, engineering, and biomedical science that engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges; and inspire them to reimagine how they see themselves.

FAST FACTS | PROJECT LEAD THE WAY

- Students will be introduced to the career clusters and various career options in their 7th grade year. This sets the stage for the development of a career pathways and assist with implementation and proper placement into one of the four career academies.
- Seventh-grade students will be eligible to earn one Carnegie Unit for this course. Eighth-grade students will be eligible to earn one Carnegie Unit for Health and PE.
- All 7th grade students will select a program of study and develop an individual career and academic plan (ICAP) with input from counselors, mentor teachers, and parents. Each student's ICAP will be continually monitored and updated to ensure graduation with a career credential or transferable college credit.

WHAT PROGRAMS DO PLTW OFFER?

Each program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. As students engage in hands-on activities in computer science, engineering, and biomedical science, they become creative, collaborative problem solvers ready to take on any challenge.

WHAT DOES THAT LOOK LIKE?

Launch for K-6 students

The PLTW Launch program (K-6) taps into students' exploratory nature, engages them in learning that feels like play, and encourages them to keep discovering through activities like designing a car safety belt or building digital animations.

Each PLTW Launch module engages students in cross-disciplinary activities that spark a lifelong love of learning and build knowledge and skills in areas including computer science, engineering, and biomedical science. In addition, each module empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.
Stability and Motion: Forces and Interaction

Stability and Motion: Forces and Interaction allows 3rd grade students to explore simple machines such as wheels and axles, levers, the inclined plane, and more. They investigate the effects of balanced and unbalanced forces on the motion of an object. Students then apply their knowledge of forces and devise a way to rescue a heavy zoo animal while keeping it safe throughout the process.

Variation of Traits

Variation of Traits allows 3rd grade students to investigate the differences between inherited genetic traits and traits learned or influenced by the environment. They explore the phenomena that offspring may express different traits than parents as they learn about dominant and recessive genes and also investigate how predicted outcomes compare to experimental results.

Programming Patterns

Programming Patterns introduce 3rd grade students to the power of modularity and abstraction. Starting with computer-free activities and progressing to programming in a blocks-based language on a tablet, students learn how to think computationally about a problem.

Energy Conversion

Energy: Conversion helps 4th grade students identify the conversion of energy between forms and the energy transfer required to move energy from place to place. They also identify and explain how energy can be converted to meet a human need or want.

Input/Output: Computer Systems

Input/Output: Computer Systems allows 4th grade students to explore how computers work by encouraging them to make analogies between the parts of the human body and parts that make up a computer. Students investigate reaction time as a measure of nervous system function.

Input/Output: Human Brain

Input/Output: Human Brain allows 4th grade students to discover how signals passing from cell to cell allow us to receive stimuli from the outside world, transform this information to the brain for processing, and then send out a signal to generate a response. Inspired by this design problem, students work as part of a team to design, plan, and create a video or podcast to educate children about identifying and preventing concussions.
/* Menu */

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  float: right;
  margin: 11px 28px 0px 0px;
  max-width: 800px;
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  list-style: none;
  margin: 0 0 0 -0.8125em;
  padding-left: 0;
  z-index: 999999;
  text-align: right;
}

#access li {
  display: inline-block;
  text-align: left;
}
**Biomedical Science Program**

The Biomedical Science program allows students to explore realistic situations like investigating the death of a fictional person and analyzing prevention, diagnosis, and treatment of disease. The program’s collaborative, hands-on explorations inspire students to discover the diversity of biomedical science careers and empower them to develop the knowledge and skills to make their life-changing ideas a reality. This program is organized in a sequence of full-year courses.

This program will have a sequenced implementation, starting with Principles of Biomedical Science followed by Human Body Systems, Medical Interventions, and Biomedical Innovation. In this scenario, students would take all four courses in sequence by taking one course per year or two courses concurrently.

**Principles of Biomedical Science**

Principles of Biomedical Science is the introductory course of the PLTW Biomedical Science program. During this course students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**Human Body Systems**

The Human Body Systems course allows students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis.

**Medical Interventions**

Medical Interventions is the third course offered in the program, and allows students to follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**Biomedical Innovation**

Biomedical Innovation, the Capstone and final course of the PLTW Biomedical Science sequence, allows students to build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.
WHAT IS AN ACT WORK READY COMMUNITY?

The American College Testing (ACT®) Work Ready Communities (WRC) program is designed to empower states, regions and counties with data, process and tools that drive economic growth. The primary goals of the program are to leverage the National Career Readiness Certificate (NCRC™) to measure and close the skills gap and build common frameworks that link, align and match local workforce development efforts. More than 200 Mississippi businesses are currently supporting NCRC, and seventeen Mississippi counties, including Hinds County, are involved in the program.

The NCRC will benefit our schools and our communities by:

- Provides essential, verifiable workplace skills
- Matches individuals to jobs based on skills
- Links workforce development to education
- Aligns with the economic development needs of the community

WHY ARE WE PARTICIPATING?

As an ACT® Work Ready Community, we will be working together to ensure we are:

- Strengthen students reading, mathematics and problem solving abilities
- Communicating with business and industry leaders to understand the foundational skills required for a productive workforce
- Developing a prepared and productive workforce by ensuring students understand the skills employers are seeking and helping students prepare for postsecondary career and academic success
- Using cutting-edge technology that facilitates economic development through the use of on-demand reporting tools to market the quality of the workforce

WHAT DOES THIS MEAN FOR K12?

This effort underscores our goal of ensuring every student graduates high school ready for college and a career by supporting:

- Remediation through ACT Career Ready 101
- NCRC Assessment for second year CTE students and pilot academy students at local schools
- Increased proficiency rate on Acceleration Component of Accountability Model
- Potential College Credit for Industry Certification
- Stronger communities and workforce
Ignite Nation is supporting our district wide and school goals of creating a positive school culture where all students can achieve by focusing on two core areas:

- Working with adults and school and district leadership to improve communication and advance a positive school culture
- Building student leadership capacity through a year-long peer driven mentoring initiative to support student transition

We believe that all students can and want to learn. We are committed to creating a culture of excellence that provides every student an opportunity to reach his or her potential.

**ADULT FOCUS**

Individual schools throughout the district are collaborating with Ignite Nation to develop shared beliefs, improve collegiality, and define a healthy campus culture. School leadership teams are engaged in a process that will lead to an action plan to institutionalize positive change built on best practices from successful schools and research groups across the country.

Teachers will also be working to develop a classroom compact with students to establish expectations where students and the classroom teacher agree to do their best work and do this work with respect and care. We anticipate these compacts serving as tools for improved classroom behavior and student achievement.