



District of Innovation Application Packet

Submit Application
by December 3, 2019
to
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District of Innovation Application

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City Name: Tupelo

Zip Code: 38804

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Date of Application: Post November 5, 2019 Board Meeting

Innovative Plan Component #1: *Innovative Plan Design*

School Name	Innovation Location	Facilities to be Used
Tupelo High School	4125 Golden Wave Dr., Tupelo, MS 38801	THS Campus, ICC Campus, NMMC Campus
Tupelo Career Technical Center	4125 Golden Wave Dr., Tupelo, MS 38801	TCTC Campus, WIOA Gateway In-Schools Program Sites
Structured Day Program	903 Filmore Dr., Tupelo, MS 38804	SDP Campus
Tupelo Middle School	1009 Varsity Dr., Tupelo, MS 38801	TMS Campus
Milam Elementary School	720 West Jefferson St., Tupelo, MS 38804	Milam Campus
Lawhon Elementary School	140 Lake St., Tupelo, MS 38801	Lawhon Campus
Lawndale Elementary School	1563 Mitchell Rd., Tupelo, MS 38801	Lawndale Campus
Pierce Street Elementary School	1008 Pierce St., Tupelo, MS 38801	Pierce Street Campus
Rankin Elementary School	1908 Forrest St., Tupelo, MS 38801	Rankin Campus
Carver Elementary School	901 North Green St., Tupelo, MS 38804	Carver Campus
Joyner Elementary School	1201 Joyner Ave., Tupelo, MS 38804	Joyner Campus
Parkway Elementary School	628 Rutherford Rd., Tupelo, MS 38801	Parkway Campus
Thomas Street Elementary School	520 South Thomas St., Tupelo, MS 38801	Thomas Street Campus
King Early Childhood Education Center	1402 North Green St., Tupelo, MS 38804	ECEC Campus

1. Explain the vision or broad goals for the district.

College and Career Readiness (CCR) as defined by Achieve (an independent, nonpartisan, nonprofit education reform organization dedicated to raise standards, improve assessments, and strengthen accountability) requires students to be prepared with the knowledge, skills, and dispositions to be successful in post-secondary coursework without the need for remediation, employment, and life (“What is College and Career Readiness?”). Achieve also published matching research studies based on survey data in 2004 and 2015 that revealed 78% of college faculty feel public high schools are not adequately preparing students for success after high school, which is an increase from 65% reporting the same sentiment in 2004 (“Views on High School Graduates’ Preparedness”). In the same two research studies, 62% of employers reported public high schools were not preparing students for their workforce needs, which was an even more alarming increase from the 38% who responded this way in 2004 (“Views on High School Graduates’ Preparedness”). Although these statistics could be seen as disheartening, the Tupelo Public School District team sees these as understanding the current context to set clear expectations and better set up students to flip the script on this current national reality.

The Tupelo Public School District (TPSD) is committed to prepare all students for college and careers in alignment with our mission to equip students to be successful in a global society. We are reinvigorating this mission through our District of Innovation application as we strive to put the appropriate support structures in place to support all students, inclusive of subgroups of students that have been perennially underserved. Additionally, we are committed to starting our work to best meet the needs of all students from day one in our pre-kindergarten programs and to increase the level of rigor and career focus every step of the way.

In order to structure our District of Innovation application, we are creating cohort specific priorities related to college and career readiness in the following groupings:

- **9th – 12th Grade** – Career Enhancement
- **6th – 8th Grade** – Career Exploration
- **Pre-K – 5th Grade** – Career Opportunities

Our goal with our District of Innovation model is to backwards plan to make sure students are able to engage in rich curriculum and career focused experiences in every phase of their educational journey. In order to best meet the needs of all our students, the TPSD team took the time from September 2018-January 2019 to host 14 stakeholder meetings and release a comprehensive needs assessment survey to capture feedback from our key stakeholders – students, parents, faculty/staff, and community members. The feedback from the key stakeholders, 893 participants in all, was synthesized into six prioritized needs and seven secondary needs that we are striving to address through innovative pathways.

A copy of the PowerPoint presentation that includes the synthesis of this work is included as Attachment B in this application, and you will see evidence of the six prioritized needs throughout the District of Innovation application. These prioritized needs include achievement gap closure, appropriate staffing, social emotional supports, career oriented pathways, increased focus on soft skills, and collaborative communication with the community and key stakeholders.

The TPSD’s District of Innovation plan is linked to both the district goals as set by the TPSD Board of Trustees and the greatest needs as identified by the almost 900 stakeholders who expressed feedback in our comprehensive needs assessment. Please see below for an outline of these sets of guiding roadmaps.

District Goals [DG]

1. Increase student achievement across the District
2. Provide a safe, secure and orderly environment in all schools
3. Attract and retain all stakeholders
4. Maintain sound financial stability
5. Develop a vision for college and career readiness

TPSD Greatest Needs [GN]

1. **Achievement Gap Closure** – Address the achievement gap of underserved students including students in poverty, EL, and SPED; Create targeted programs to meet all needs
2. **Staffing** – Revisit the staffing structure at the elementary level and class structure; Increase diversity of staff, Revisit EL staffing
3. **Social Emotional Supports** – Increase wrap around services; Utilize trauma informed care; Offer more counseling services; Address bullying / conflict resolution / character education
4. **Career Oriented Pathways** – Create clear career-oriented pathways; Educate students and parents on options; Increase organizational partnerships and opportunities; Focus on employability skills
- 4a. **Testing vs. Soft Skills** – Decrease focus on state standardized testing; Shift focus to ACT / AP exam prep; Create developmentally appropriate soft skill based curriculum at all grades
- 4b. **Communication and Community** – Strengthen public relations; Increase parent and family involvement through streamlined communication at school and grade levels; Share tools for parents to help students including videos and online links

District of Innovation Workstreams

- **9th – 12th Grade**
 - **Robust Dual Credit / AP Class Offerings** – DG 1/5, GN 1/4/4a

- **Career Academies** – DG 1/3/5, GN 1/4/4a
- **Project SEARCH** – DG 3/5, GN 1/4/4a
- **Middle College** – DG 3/5, GN 1/4/4a
- **WIOA Gateway In-Schools Program** – DG 1/5, GN 1/4/4a
- **English Learner Student Targeted Program** – DG 1/5, GN 1/4/4a
- **6th – 8th Grade**
 - **English Learner Student Targeted Program** – DG 1/5, GN 1/4/4a
 - **PACE Program** – DG 1/5, GN 1/4/4a
 - **PROVE** – DG 1/5, GN 1/4/4a
 - **Project Lead the Way** – DG 1/5, GN 1/4/4a
- **Pre-K – 5th Grade**
 - **Project Lead the Way** – DG 1/5, GN 1/4/4a
 - **EL Students** – DG 1/5, GN 1/4/4a
 - **CHAMPS** – DG 1/3/4/5, GN 1/3/4a
 - **Career Fair** – DG 1/5, GN 4/4a/4b
 - **Computer Coding in Technology Labs** – DG 1/5, GN 4/4a
 - **Early Childhood Program Expansion** – DG 1/5, 1/4b
 - **TPSD Discovery** – DG 1/3/5, GN 1/4/4a

2. Describe the proposed innovative model. Explain how the innovation supports a larger vision or goal.

9th – 12th Grade – Career Enhancement

- **Career Enhancement Overarching Focus** – By the time a student reaches Tupelo High School, the goal is to match a student’s interest with their aptitude and create an individualized pathway for that student via career academies, accelerated courses, Career and Technical Education pathways, and work experience. We have identified programs for all students (Robust Dual Credit / AP Class Offerings and Career Academies), targeted programs to best meet the needs of subgroups of students (Project SEARCH – Special Education, Middle College – Motivated and Accelerated Pathway, WIOA Gateway In-Schools Program with TCTC Partnership – Nontraditional students, and EL students), and support structures to support all students participating in the comprehensive or targeted programs (YouScience, Career Coaches, ACT Supports, and Senior Projects).
- **Robust Dual Credit / Advanced Placement Class Offerings** – The TPSD team is committed to making sure students have a range of accelerated pathways including providing a robust offering of dual credit and Advanced Placement (AP) classes available to the full student body. Please see below for the current 2019-2020 offerings at Tupelo High School related to dual credit and AP classes:
 - **Dual Credit**
 - **Delta State University Partnership [7 Teachers]** – College Algebra, Trigonometry, Biology and Human Concerns, English Comp I, English Comp II, Experiencing Music, World History, U.S. History I, U.S. History II, Business Calculus, and Statistics
 - **Itawamba Community College Partnership [1 Teacher]** – British Lit I and British Lit II
 - **Advanced Placement**
 - **14 Teachers** – Art History, Studio Art Drawing, Studio Art Design Portfolio, Biology, Chemistry, Calculus, Statistics, Physics I, Physics II, Spanish Language, English Language and Composition, English Literature and Composition, U.S. Government, Macro Economics, U.S. History, Psychology, and World History
 - **Dual Credit / Advanced Placement Bundled Courses**
 - AP Calculus / DC Business Calculus
 - AP Statistics / DC Statistics
 - AP Literature and Composition / DC British Lit I and British Lit II

- AP U.S. History / DC U.S. History I and II
- **Career Academics** – The Tupelo High School team would like to transition to a Career Academics model to make sure a student can design his or her high school experience to best meet their post-secondary goals. During the 2019-2020 school year, logistical discussion will take place about the overarching career academy focus areas and ways to restructure the high school into smaller learning communities. As a part of this discussion, there needs to be an emphasis on potential restructuring of curriculum, teacher units, etc. as well as a focus on how the CTE programs could integrate with the academic programs. During the 2020-2021 school year, decisions will be made about the physical restructuring and marketing of these career academies so students are best equipped to choose the career academy aligned with their career ambitions. The 2023-2024 school year will be the first year of implementation of the career academy model with the tentative goal to add one career academy a year until all identified career academy options are implemented. The timeline for implementation will be contingent on the number of academies chosen as a part of the planning process.
- **Project SEARCH** - Project SEARCH is a program for young people with significant cognitive disabilities designed for success in integrated, competitive employment. This organization was founded in 1996 at Cincinnati Children’s Hospital and has expanded to become an international program in over 400 sites worldwide. The TPSD version of this model involves a partnership with the Mississippi Department of Rehabilitation Services (MDRS), North Mississippi Health Services (NMHS), and the Tupelo Public School District (TPSD). Logistically, special education students with severe significant cognitive disabilities (SCD) will finish their high school career onsite at the North Mississippi Medical Center with the support of a teacher and the opportunity to participate in internships at the hospital that would ideally turn into viable employment opportunities. The Project SEARCH program has eight students for the 2019-2020 school year, and Susan Dudley, a TPSD employee, is the Project SEARCH Teacher / Transition Coordinator. The district still provides transportation, technology, and food service for each of these students, and they are provided with individual support based on each of their own Individual Education Plans (IEPs). The program can grow to have 12 students with one teacher and two job coaches, and our school district could choose to expand to two teachers and four job coaches if there is enough eligible and interested students in future years. Statistically, the Project SEARCH program has an 80% employment rate with completion of this school year program whereas students with severe significant cognitive disabilities nationally are employed at a rate under 20%.
- **Middle College** – The Tupelo Public School District team implemented an enhanced dual credit accelerated pathway for Tupelo High School students in partnership with Itawamba Community College starting in the 2019-2020 school year with a cohort of 11 students. Middle College students must meet the dual credit eligibility requirements as outlined by the state and must have completed Algebra II as an additional requirement set by the TPSD team. Based on the implementation timeline for the first year, there was limited time to recruit students and support them in becoming eligible; however, the team plans to target students who are lower socioeconomic status and support them starting with the 2020-2021 school year. This program offers high school students a wide range of dual credit and dual enrollment classes in alignment with the state regulated eligibility requirements for dual credit and graduation requirements. The core goal of this program is to accelerate a student’s pathway to college and/or career by allowing the participating students to graduate high school with a high school diploma and an Associate of Arts or Associate of Applied Science degree. The participating students will take four or five classes a semester at the Tupelo campus of the Itawamba Community College while also taking one class, either dual credit or an elective, at Tupelo High School. In terms of the course of study options, Itawamba Community College has been able to facilitate the opportunity for these students to pursue an Associate of Arts degree or an Associate of Applied Science degree in specific tracks [Business & Marketing Management Technology, Computer Programming Technology, Early Childhood Development Technology, Hospitality Management Technology, Law Enforcement Technology, Paralegal Technology, and Public Health Technology]. Food service is offered at the Tupelo High

School campus for both breakfast and lunch for participating students, and transportation is provided by bus to and from the community college campus. Students who opt to drive themselves are able to sign a travel waiver in alignment with TPSD Board Policy EDAE – Use of Private Vehicles for School Purposes. The students in the program are supported by the Middle College / Secondary Counselor who drives the bus and offers structured planning and support over this program, inclusive of each student’s individualized course of study. Additionally, the Middle College / Secondary Counselor ensures the students are prepared for their course of study by facilitating industry visits, college visits, and other college and career related activities. All of these participating students will graduate from high school meeting the ACT Mississippi standards so they can receive scholarships to four year universities, if they so choose, and will earn the appropriate college credits to expedite their pathway to their future college or career.

- **WIOA Gateway In-Schools Program Partnership with Tupelo Career Technical Center** – The WIOA Gateway In-Schools Program allows at-risk students to receive real career experience while still in school to expand their horizons. The TPSD, ICC, and Three Rivers teams will pilot during the 2019-2020 school year a program for at-risk students in the Tupelo Career Technical Center in one of the four high demand work sectors - (1) Logistics/warehouse/transportation, (2) Advanced manufacturing, (3) Information technology, and (4) Healthcare. In addition to targeting these students in the in-schools program, the TPSD team would like to partner with the ICC team to share with the participating students about the apprenticeship program offerings at ICC so that students could participate in a pathway from the in-school program to ICC. This program would be a win-win for our sector as at-risk students will have additional support structures and an identified pathway in conjunction with their interest areas. Based on the existing pathways at the Tupelo Career Technical Center and the Itawamba Community College campus, the decision has been made to prioritize the logistics/warehouse/transportation and advanced manufacturing routes with a goal of identifying and including 10-20 students. The pathways will be set up as follows:
 - **Logistics/warehouse/transportation**
 - **TCTC Offering** - Automotive Service Technology / Collision Repair Technology
 - **ICC Aligned Apprenticeship Offering** – Transportation Sector - Automotive apprenticeship in Diesel Technology, Automotive, Collision Repair
 - **Advanced manufacturing**
 - **TCTC Offering** – Welding
 - **ICC Aligned Apprenticeship Offering** – Advanced Manufacturing Sector – Welding, Industrial Maintenance, Precision Machining
- **English Learner Student Targeted Program** – Our English Learner population in the Tupelo Public School District is increasing, and the number of newcomers who are coming to TPSD with limited to no English proficiency is also on the rise. In order to address this opportunity for growth, the TPSD plan is to target middle and early high school English Learner students, with an increased emphasis on newcomer students, with intensive English and core academic support in a structured environment. We will utilize iLit in conjunction with structured wholistic units and offer transition support between the grade levels and post-secondary education. This plan helps to target one of the five major EL groups of students as follows as our district works to develop additional initiatives in the future to address all subgroups:
 1. **Prioritized Group for District of Innovation: Newcomers** – Students who are with-in 3 years of residing in the US.
 2. **SLIFE** – Students with limited or interrupted formal education.
 3. **Migrants** – Students who travel with the crops based on work.
 4. **EL** – They are in the middle of the 5 year period to achieve English proficiency.
 5. **EL Long-term** – Students who have been identified and served for 6 years or more based on not testing out of the program.

- **Support Structures**

- **YouScience** – YouScience provides actionable career guidance via a simple 90 minute assessment that allows students to understand their aptitudes and connect with in-demand careers. At its core, this program eliminates bias from the aptitude identification process and helps give students the confidence and data they need to make informed decisions about their career pathways. The YouScience platform will be rolled out at THS full scale during the 2019-2020 school year as it was piloted with some sophomore students during the 2018-2019 school year.
- **Career Coaches** – Tupelo High School is fortunate to have two career coach positions that are funded through the Toyota Wellspring Education Fund. These positions play a critical role in making sure that students have the opportunities to understand their career opportunities and to match up their aptitudes with potential career pathways. The prioritized goals for the career coaches for the 2019-2020 school year are as follows:
 - Target 10th grade students (all 514) by giving them the YouScience Assessment tool as a launch to begin seriously planning for after high school.
 - Present to classrooms of all grades about possibilities available for all students after graduation, both college and career- including how to start the search with resume writing, applications for scholarships and jobs, interviewing skills. and important soft skills.
 - Offer links for jobs, networking, field trips, summer camps, shadowing, etc. to give career exploration support.
 - Bring professionals on campus at THS to speak about our local workforce, available jobs, and how to prepare for those occupations. Speakers will come as short-term mentors giving assistance on workforce expectations and preferences as well as how students can meet these expectations and preferences.
 - Offer 1-on-1 support sessions as guidance.
- **ACTAcademy** – The ACTAcademy is a free, comprehensive educational repository featuring instructional videos, homework assignments, lesson plans, and more to support students in their preparation for the ACT. The content on this site is pulled from other accounts including the Smithsonian, Khan Academy, PBS, Crash Course, GeoGebra, and BrainGenie. The TPSD team would like to share information on this resource as a part of our parent and community engagement work so that students and their respective families can take advantage of these valuable and free resources for ACT prep.
- **ACT in 10th grade** – In order to expand options for all students at THS, the TPSD team would like for all 10th grade students to take the ACT in their spring semester. The act of taking the ACT will give valuable test taking experience to all students, and the ACT opens doors related to accelerated options inclusive of AP classes, dual credit classes, and the Middle College program. The implementation of this plan in the 2019-2020 school year will allow for more accelerated pathway students as early as the 2020-2021 school year.
- **Senior Projects** – Tupelo Public School District instituted a required senior project in 2006 that has evolved to focus on community service. The leadership team would like to continue with the senior project to promote leadership and community involvement, and we will consider transitioning this into the college and career readiness course as a part of the community service module. In addition, this project will include a direct career component.

6th – 8th Grade – Career Exploration

- **Career Exploration Overarching Focus** – By the time a student reaches Milam Elementary for 6th grade, the goal is to start tailoring the focus on careers to the four key economic development sectors in our area and to allow students to start to form their own pathways. The four sectors related to the most on-demand jobs in our part of the state are as follows: (1) Logistics/warehouse/transportation, (2) Advanced manufacturing, (3) Information technology, and (4) Healthcare.

- **English Learner Student Targeted Program** – Our English Learner population in the Tupelo Public School District is increasing, and the number of newcomers who are coming to TPSD with limited to no English proficiency is also on the rise. In order to address this opportunity for growth, the TPSD plan is to target middle and early high school English Learner students, with an increased emphasis on newcomer students, with intensive English and core academic support in a structured environment. We will utilize iLit in conjunction with structured wholistic units and offer transition support between the grade levels and post-secondary education. This plan helps to target one of the five major EL groups of students as follows as our district works to develop additional initiatives in the future to address all subgroups:
 6. **Prioritized Group for District of Innovation: Newcomers** – Students who are with-in 3 years of residing in the US.
 7. **SLIFE** – Students with limited or interrupted formal education.
 8. **Migrants** – Students who travel with the crops based on work.
 9. **EL** – They are in the middle of the 5 year period to achieve English proficiency.
 10. **EL Long-term** – Students who have been identified and served for 6 years or more based on not testing out of the program.
- **Positive Alternatives for Continuing Education [PACE] Program** – The PACE program was created based on the significant number of overage and under credited students at Tupelo Middle School. Students in the PACE program have an assigned instructor that offers structured support to help with the Apex Learning, Inc. program so that students can receive Carnegie unit credits in advance of transitioning to the high school. Ideally, these students would be given the opportunity to take core classes so they are more successful on the EOC tests at the high school with a prioritization on English, Math and Science at the middle school level. The initial year of implementation of this program took place in the 2018-2019 school year. One of the key takeaways of this program was the need to have active involvement from the English Learner (EL) and Special Education staff. Additionally, there was a need to only move students at the end of a semester rather than at a nine weeks and to actively involve the 9th grade team at the high school to offer structured help and support once students transition to the high school. Ideally, this program will be refined to make sure there are additional supports between the middle and high school and pathways created for these students. Our goal would be to reduce the number of students by 20% each year who are in need of this program by earlier identification of students who are two years or more behind starting at the 3rd-5th grade schools. Another long term goal starting in the 2020-2021 school year is to make sure PACE students are earning enough credit to be considered sophomores at the high school level and are able to participate in the CTE program.
- **PROVE** – The PROVE program is aptly named to “Provide Rigorous Opportunities Via Engagement” with the end goal of creating a cohort of students in underrepresented subgroups to long term increase participation in accelerated pathways (AP classes, Dual Credit / Dual Enrollment, and Middle College). This targeted cohort of students started at Milam Elementary in the 2019-2020 school year with structured support for students in the 3a/3b range that are on the cusp of proficiency. These students are all clustered in an advanced pod, and many of these students are proficient in one content area (i.e. ELA or math) but not the other content area. Therefore, they have been given a guided study for an extended block in the content area that they have not yet shown proficiency. The focus of the guided study lab is to build on the foundational skills they are currently missing based on test data. For example, students could be working on nonfiction text writing in their EL class, and they would work in the guided study EL class on sentence structure, suffixes and affixes, sentence diagrams, etc. to support their grammar and writing development. Additionally, they are receiving structured support to build stamina related to assessments as a common problem among this group as revealed by test data is that they miss a significant number of questions in the last portion of the test. The students have structured reading and math fluency time with added incentives from the teachers to bolster their engagement and motivation. The full plan for these students is to offer targeted staff support, iReady curricular support, additional

enrichment opportunities, and summer opportunities, potentially in partnership with the University of Mississippi summer camps.

- **Project Lead the Way** – Project Lead the Way (PLTW) is a nonprofit organization that develops STEM curriculum focused on three pathways – engineering, computer science, and biomedical science. The TPSD team would like to leverage PLTW as a career focused, project based learning experience that will be slowly incorporated into the school district. PLTW at the middle school level is called Gateway and consists of 9 week or semester long classes in each of the targeted pathways. The implementation plan with specific courses for the middle school level are currently being developed with a proposed plan recommended below with the following phases of PLTW implementation:
 - **6th Grade (2020-2021)** – Medical Detectives as 1st semester course coupled with a 2nd semester course of Design and Modeling to create a Carnegie Unit. The initial plan for implementation is that we would implement this curriculum with an estimated 175 students.
 - **6th Grade (2021-2022)** – We will consider expanding the implementation to build out across the entire school and/or make adjustments in the courses selected if needed.
 - **7th Grade or 8th Grade (2022-2023 school year or later)** – In the future, we would consider implementing PLTW at Tupelo Middle School. This could look like building out the Robotics and Automation coupled with either the App Creators or Computer Science for Innovators and Makers to create a Carnegie Unit. It could also look like coupling the Robotics and Automation with the existing Robotics class. However, you will not see this currently tracked as a part of the first three years of the implementation plan and budget as this has not yet been finalized.
 - **Reminder** – The Cyber Foundations course is currently offered in 7th grade, so it might be that this should only be offered in 8th grade as an elective option. The 8th grade takes the science MAAP, so we would not consider replacing the existing science curriculum with the Project Lead the Way implementation.
- **Support Structures**
 - **Imagine the Possibilities** – Imagine the Possibilities is a Career Expo hosted by the CREATE Foundation as a part of the Toyota Wellspring Education Fund. This three day career fair provides the opportunities for all eighth grade students in the seventeen Mississippi counties in the CREATE Foundation service area. There are eighteen career pathways highlighted in this fair including Aerospace; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Energy; Engineering; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, & Security; Manufacturing; Marketing; and Transportation, Distribution & Logistics. Students get real time experience to learn about available jobs, the necessary training and education required, and the potential pay scale. The placement of this opportunity in advance of high school allows students to develop a better idea going into high school. Although the Imagine the Possibilities has been in place for five years, the Toyota Wellspring Education Fund planning team is constantly working to expand the impact. During the 2019-2020 school year, all eighth grade students will be given a YouScience Snapshot that is a 45 minute assessment rather than a 90 minute assessment at the high school level. This Snapshot will help identify the three sectors of jobs that the students should target in visiting the Imagine the Possibilities so they have a plan upon arriving at the Bancorp South arena.
 - **PreACT8** – ACT offers a PreACT that is a practice ACT experience and also predicts ACT composite and subject area score ranges. Educators can receive student score reports, item-response analysis, and aggregate educator reports. The TPSD team would like to implement the PreACT8 as a way to measure student preparation for the ACT in advance of entering high school for all eighth grade students.
 - **College Field Trips** – The Tupelo Public School District team is committed to making sure

students have access to college experiences. Based on this priority, students in 6th grade have the opportunity in November every year to visit Itawamba Community College for a field trip to see the facilities, learn about the programs, and learn about potential careers. This helps to expand all student understanding, especially for students that have parents that did not continue their own post-secondary education. Additionally, Tupelo Middle School students have previously had the opportunity in 7th grade to visit the University of Mississippi and in 8th grade to visit Mississippi State University. The district team would like to work to restart these trips at the middle school level to continue to increase awareness and opportunities to learn about college options.

Pre-K – 5th Grade – Career Opportunities

- **Career Opportunities Overarching Focus** – Students from the youngest age need to be able to learn about career opportunities in an engaging fashion at an age appropriate level. While focusing on the foundation literacy and math development skills is a prime focus in this age range, the Tupelo Public School District is striving to raise the bar across cohort schools and make sure that all students have the opportunity to learn about a broad base of careers with an added focus on the four sectors related to the most on-demand jobs in our part of the state – (1) Logistics/warehouse/transportation, (2) Advanced manufacturing, (3) Information technology, and (4) Healthcare.
- **Project Lead the Way** – Project Lead the Way (PLTW) is a nonprofit organization that develops STEM curriculum focused on three pathways – engineering, computer science, and biomedical science. The TPSD team would like to leverage PLTW as a career focused, project based learning experience that will be slowly incorporated into the school district. PLTW at the elementary level is called Launch, and it consists of modules that are 10-20 hours’ worth of classroom work time. The TPSD implementation plan involves one PLTW Launch module in all gifted classes in the four 3rd-5th grade schools in the fall of 2019. During the spring semester of 2020, the implementation is another PLTW Launch module in either the STEM lab, technology lab or media center as a part of the specials rotation. In the 2020-2021 school year, the goal is to push up PLTW to the 6th grade level and to continue to expand in future years by adding additional pathways at this level or expanding up or down.
- **EL Student Teacher Support** – The TPSD team would like to increase the number of English Learner certified teachers to best meet the needs of students at our lower elementary level. Ideally, we are working to create a plan so that we can target a specific cohort of teachers each year and work to build the capacity at the school level. These identified teachers would have targeted PD with our district level English Learner Coordinator as well as the opportunity to participate in trainings. In order to officially become EL certified, a teacher needs to work through a Praxis study guide book that would be taught by our EL Coordinator in order to be prepared to take the official test. They would then have to take and pass the Praxis test to be able to have this endorsement.
- **CHAMPS** – The CHAMPS program was implemented with a soft launch in the 2018-2019 school year and a full implementation in the 2019-2020 school year across all of the Pre-K through 5th grade schools. CHAMPS is an approach to positive classroom management and is based on the following principals: structuring the classroom for success, teaching behavioral expectations to students, observing and supervising student behavior, interacting positively with students and correcting students fluently (positively, consistently, and immediately). The CHAMPS acronym stands for the following: (1) C - Communication, (2) H – Help, (3) A – Activity, (4) M – Movement, (5) P – Participation, and (6) S – Success. This program comes out of the Safe and Civil schools training which supports teachers and students in living up to clear behavior expectations and developing soft skills needed for college and career readiness. District level and school level trainings have taken place to support this implementation, and there are school specific champions for this work to make sure this program is set up for success.
- **Career Fairs** – The Kindergarten through 5th grade schools will plan career fairs to offer students a preview at possible careers. Ideally, these career fairs will target the four high demand job sectors in our

area including the following: (1) Logistics/warehouse/transportation, (2) Advanced manufacturing, (3) Information technology, and (4) Healthcare. These fairs should also include examples of skilled workers so that students have an awareness of roles including but not limited to plumbing, HVAC repair, welding, construction, etc.

- **Computer Coding in Technology Class** – Computer Coding classes have been built into the specials rotations at the Kindergarten through 5th grade schools to provide students with computer science opportunities beginning at a young age. The school leaders are committed to making sure that all students are prepared with the knowledge and skill sets needed to be successful in our technology driven 21st century environment.
- **Early Childhood Program Expansion** – The Tupelo Public School District is committed to supporting early childhood learning opportunities regardless of whether the state makes this mandatory and/or provides funding. The King Early Childhood Education Center during the 2019-2020 school year has 17 teachers, 17 assistant teachers, 1 music teacher, and 1 speech teacher for a total of 36 teachers that serves 280 students. The building has the capacity to open up two more classrooms if the district leadership will commit to adding an additional two teachers, which would allow for another 50 students to participate in the program. The district team is committed to making this move starting in the 2020-2021 school year.
- **TPSD Discovery** – The TPSD Discovery program is a summer program designed for children who have not previously been to a structured educational environment leading up to kindergarten. This early childhood programming targeted students to bolster their academic knowledge and behavior expectations in advance of starting kindergarten, and there was a concerted effort to target EL students by translating the registration form into Spanish and Arabic. After the deadline to register had passed, teachers from the King Early Childhood Education Center worked to identify students in the bottom 25% who would benefit from additional enrichment over the summer and worked to get them registered for the program.
- **Support Structures**
 - **Instructional Coaches** – The TPSD team includes two instructional coaches for the Pre-K through 2nd grade schools as well as four instructional coaches (one per school) for the 3rd-5th grade schools. These coaches offer targeted curricular and delivery support to all of the teachers in their buildings. Additionally, they are explicitly supporting the programs being implemented at the lower elementary levels, inclusive of the CHAMPS implementation, Career Fairs, and Computer Coding in the technology classrooms.
 - **Early Childhood Coalition Collaboration** – The Early Childhood Coalition is the umbrella organization for the Read First and Excel by Five organizations in Northeast Mississippi. This program is housed under the United Way, and it strives to address key focus areas of ensuring that all children are entering school ready to learn and reading on grade-level by the end of 3rd grade. The Tupelo Public School District is a key partner in this work and is committed to strengthening partnership moving forward to best meet the early childhood needs in our area. As a part of this program, the following activities are currently taking place:
 - Collaboration with daycare communities and school districts
 - Data analysis of MKAS, the state’s Kindergarten readiness assessment
 - Professional Development and Collaboration
 - Access to digital tools
 - Research-based curriculum and interactive resources
 - Parent training and resources / community awareness
 - Focus on School Attendance
 - Focus on Summer Learning

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

• 9th – 12th Grade – Career Enhancement

- **Robust Dual Credit / AP Class Offerings** – The robust dual credit / AP class offerings do not differ from our current model, but we have included this to show this as an accelerated pathway that is available for all eligible students. Additionally, we are hopeful that our innovative programs such as the PROVE and EL newcomer programs as well as our support structure of pushing down the ACT to 10th grade will expand opportunities for more students to take advantage of these accelerated pathways.
- **Career Academies** – The Career Academies differs from a traditional school setting by creating career focused pathways for students related to their career of interest and allowing students to take classes targeted for this pathway. A significant benefit of this program versus a traditional school model is the integration of the Career and Technical Education classes with core curriculum.
- **Project SEARCH** – Project SEARCH takes students with severe significant cognitive disabilities (SCD) and allows them to learn and develop skills directly linked to career pathways. These students are still afforded all supports (transportation, food service, technology, staffing, etc.) like a traditional high school student; however, they are based at the North Mississippi Medical Center and participate in internships with the goal of long term employment.
- **Middle College** – The Middle College program allows a student to receive both a high school diploma and an associate’s degree while still in high school. This is an accelerated and innovative pathway with structured support from the high school.
- **WIOA Gateway In-Schools Program** – The WIOA Gateway In-Schools program pilot is a clear example of developing career pathways from the high school to the community college to the workforce in alignment with community economic development needs. This program is the first of its kind according to the Three Rivers planning team that would like to pilot this at THS and consider expansion across other schools with-in their foot print. Ideally, this partnership provides stackable scholarships with direct pathways for at-risk students.
- **English Learner Student Targeted Program** – The English Learner program prioritizes the needs of EL students, with a prioritization on newcomer students, rather than relying on the status quo related to seat time. Students participating in this program will be better equipped to tackle their grade level specific content when they have a grasp of the English language and have developed content area specific vocabulary.

• 6th – 8th Grade – Career Expansion

- **English Learner Student Targeted Program** – See above.
- **PACE Program** – The PACE program differs from the traditional model as it strives to expedite a student whose current trajectory has left them over age and under credited based on being retained prior to middle school. This program will offer structured support through staff and curriculum to set these students up for success at the high school level.
- **PROVE** – The PROVE program is an innovative approach to target students on the cusp of proficiency to try to make sure they are on track to take advantage of accelerated classes starting at the middle school level.
- **Project Lead the Way** – The Project Lead the Way curricular and career focus is innovative in the courses framing and structure. The focus on engineering, biomedical science and computer science allows for students to engage in project based learning and real world career connections in preparation for competing for careers in this 21st century environment.

• Pre-K – 5th Grade – Career Opportunities

- **Project Lead the Way** – See above. The PLTW modules at the 3rd-5th grade levels allow students to have a brief experience related to engineering and biomedical science.

- **EL Student Teacher Support** – The EL students at the lower elementary level will be targeted through additional certified EL staff. The TPSD team believes further professional development and training will set up a network of EL staff at each school to best support these students.
- **CHAMPS** – Prior to the CHAMPS implementation, there was not a common positive classroom management system across all schools. There was variability between schools and teachers, so this implementation helped to streamline the process and allow for students to have clear expectations even with a transient student population. This implementation allows teachers between schools and grade levels to discuss, monitor, and improve teacher behavior with-in a common structure to positively impact student outcomes. CHAMPS also provides strategies and techniques to support teachers in the classroom.
- **Career Fair** – Our school district feels strongly about offering career opportunities in advance of the large Career Expo in 8th grade. Additionally, the targeted focus of this career fair allows students to learn about non-traditional pathways rather than just doctor, lawyer, teacher, etc. getting their minds to think about these opportunities.
- **Computer Coding in Technology Labs** – The computer coding in a technology lab is an addition to the structured technology curriculum from previous years. The program the students are utilizing is code.org, and the teachers have been trained and utilize a training manual with specific lesson plans that integrate this work with reading strategies – Computer Science Fundamentals Curriculum Guide 2018-2019 – as a part of the Computer Science for Mississippi program (CS4MS).
- **Early Childhood Program Expansion** – Early childhood is not required or funded in Mississippi; however, our team feels strongly we need to maximize structured early childhood options to make sure students have enriching academic and social experiences early and often. We are committed to continuing to expand this program to better meet the needs of the children in our area.
- **TPSD Discovery** – The TPSD Discovery program targets students who have not had any structured day care experience. This two week program offers a lower teacher to student ratio with additional support staff to best meet the needs of students with disabilities and EL students participating in the program.

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

● **9th – 12th Grade – Career Enhancement**

- **Robust Dual Credit / AP Class Offerings** – The robust dual credit / AP class offerings does not differ from our current model, but we have included this to show this as an accelerated pathway that is available for all eligible students. These accelerated classes push students academically to be best prepared for college
- **Career Academies** – The Career Academy model is focused on creating a targeted pathway for all students related to college and or career prep. The integration of the content area classes with corresponding CTE classes allows students to have more authentic and real world learning experiences in their field of interest.
- **Project SEARCH** – Project SEARCH affords special education students with severe cognitive disabilities with a structured curriculum focused on job skills and structured internships with the support of a teacher and two job coaches to set these students up for success. Additionally, the national track record of this program with an 80% employment rate for students who complete the program speaks for itself related to setting students up for success with their individual career paths.
- **Middle College** – The Middle College program offers an accelerated pathway focused on both college and career prep. Students are afforded the opportunity to take college level classes as they work to receive an Associate of Arts degree before transferring to a four year university or an Associate of Applied Science degree as they pursue a career pathway.

- **WIOA Gateway In-Schools Program** – The WIOA Gateway In-Schools program pilot is focused on career-readiness skills as this program targets at-risk students and gives them the opportunity to work for 60 hours in their field of interest. The additional partnership with ICC to allow these students to ideally transition from high school to ICC in an apprenticeship program shows the clear connection for college success and long term career success.
- **English Learner Student Targeted Program** – The EL program strives to allow students to more quickly grasp the foundational knowledge of English that they need in order to tackle grade level specific content. Long term, we would like to work for these students to be prepared and equipped to also be able to pursue CTE classes focused on career paths of interest.
- **6th – 8th Grade – Career Expansion**
 - **English Learner Student Targeted Program** – See above.
 - **PACE Program** – The PACE program is focused on targeting over age and under credited students to bolster their ability to grasp foundational skills while also gaining Carnegie unit credits to expedite their high school experience. The shift in the 2019-2020 school year to focus on core content area Carnegie unit credits is a clear example of the leadership at TMS’s commitment to best meeting the needs of these students.
 - **PROVE** – The PROVE program targets students in the 3a/3b range in ELA or math that are on the verge of proficiency. The goal of this program is to best set these students up for advanced classes starting at Tupelo Middle School so that they will be best set up for college and career readiness.
 - **Project Lead the Way** – The Project Lead the Way implementation at the upper elementary level will allow students to see real world career connections in engineering, biomedical science, and computer science, depending on the class pathways selected.
- **Pre-K – 5th Grade – Career Opportunities**
 - **Project Lead the Way** – The Project Lead the Way implementation at the elementary level affords elementary students the opportunity to engage in project based, group learning experiences with their peers. They will gain valuable experience in engineering and biomedical science pathways while learning about careers.
 - **EL Student Teacher Support** – The lower elementary targeted program will focus on making sure teachers are best trained and equipped to meet the needs of EL students at this level.
 - **CHAMPS** – Students at the lower elementary level need to be equipped with foundational skills related to math, literacy, and social skills. The CHAMPS program is a key part of making sure students are developing a clear understanding of acceptable behavior skills and interactions. Additionally, this program helps equip teachers to be informed about how their behaviors impact student engagement and academic success in the classroom. The CHAMPS approach structures classrooms in a manner that purposefully promotes positive behavior, reduces misbehavior and increases overall student learning.
 - **Career Fair** – The career fair in and of itself is geared towards providing an authentic opportunity for students to learn about potential careers offered in Northeast Mississippi. The district staff and school leaders are committed to making sure all lower elementary students have the opportunity to experience a career fair in advance of the Imagine the Possibilities Career Expo offered at the 8th grade level.
 - **Computer Coding in Technology Labs** – Information technology is one of the four high demand job sectors in our area and across the country. The opportunity for students to engage in computer coding at the elementary level sets them on a path for potential success in this industry field of choice. Additionally, this could open doors to work in advanced manufacturing or in high interest fields.
 - **Early Childhood Program Expansion** – Research supports that 90% of a child’s brain develops by age 5, so it is critical we work as early as possible to set students up with foundational skills in the content areas and social skills for positive advancement.

- **TPSD Discovery** – The TPSD Discovery program is geared at helping students who have never been in a school setting previously to understand the behavior expectations and be set up with foundational literacy and math skills to set them up for success. These students take a pre- and post- test, and we are actively working in the 2019-2020 school year to follow up and track their kindergarten readiness data to see the long term benefits of participating in this program coupled with quantitative data from their kindergarten teachers.

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

• 9th – 12th Grade – Career Enhancement

- **Robust Dual Credit / AP Class Offerings** – The robust dual credit / AP class offerings does not differ from our current model, but we have included this to show this as an accelerated pathway that is available for all eligible students. The extracurricular exploratory, co-curricular, and experiential activities would be dictated by the teacher of these individual classes.
- **Career Academies** – The additional activities will need to be created in alignment with the career academies and their specific focus areas.
- **Project SEARCH** – The Project SEARCH experience for students is focused on experiential activities as these students have a structured curriculum paired with ten week internships in three departments at the hospital. These students will be building their resumes while in school, developing skills that make them more competitive with other employers, and strengthening relationships with potential departments at North Mississippi Medical Center where they could be employed after completion of the program and graduation from high school.
- **Middle College** – The Middle College / Secondary Counselor would like to plan additional extracurricular, exploratory, and experiential activities for the time period at the end of each semester when ICC has finished and THS is still in session. The plan is for these to be based on the long term career goal interest and YouScience profiles of the students participating in the Middle College program and to give all students additional insights into their potential career paths of choice. For example, the founding cohort is comprised of students interested in medicine, architecture, law, engineering and undecided. Therefore, a wide range of industry tours, panel discussions, etc. could be utilized in December and May to expand opportunities for these participating students in a structured environment with the support and oversight of the Middle College / Secondary Counselor.
- **WIOA Gateway In-Schools Program** – The WIOA Gateway In-Schools program pilot program is focused on exploratory and experiential activities where students in the targeted sector pathways will be able to get 60 hours of paid work experience at a job linked to their potential pathway. Additionally, these students will participate in tours and parent engagement sessions at ICC to learn about the apprenticeship options post graduating from high school.
- **English Learner Student Targeted Program** – The EL student targeted program’s focus is on building the foundational English skills for these students with a long term goal to help these students be able to participate in the CTE program. The TPSD EL Coordinator has purchased welding I, welding II, and carpentry texts in Spanish to support the CTE program for Spanish speakers. There are community member volunteers that currently offer support with our EL students, and we would like to work to expand this program and enhance by building in career connections related to these partnerships. Additional, expanded opportunities will be added for students after this program exists.

• 6th – 8th Grade – Career Expansion

- **English Learner Student Targeted Program** – See above.
- **PACE Program** – The PACE program students have wrap around, group counseling services provided by the TMS counselor on a weekly basis. The counselor provides short and long term rewards for these students as they work to accomplish set goals. In terms of exploratory and experiential activities, the students participate in the “Imagine the Possibilities” Career Expo. The

THS career coaches work with them to prepare them for the career expo, transitions to THS, and additional follow-up support. Additionally, the PACE teacher plans guest speakers to come meet with the students with the first guest speaker of the 2019-2020 school year being Mr. Cooperwood on September 13. Other guest speakers and activities are planned for these students throughout the year. Parents will also be involved in the PACE program by being invited to tour the PACE program during open house and learn about the program. Additionally, the TMS team is partnering with the Big Brothers and Big Sisters program to provide mentors for these students. During the 2019-2020 school year, the focus is on the female students, but we would like to expand in future years.

- **PROVE** – The PROVE program students will have targeted support during the school year, but the team would like to investigate potential extracurricular activities during the summer to combat summer lag and keep students focused on college and career readiness opportunities. The University of Mississippi offers a variety of summer camp options, and there is an option to tailor a program to meet the needs of our PROVE students. We are exploring options for this program inclusive of the pre-college offerings, engineering focused courses, and leadership development opportunities.
- **Project Lead the Way** – The Project Lead the Way Gateway program at the upper elementary and middle school level will be focused on two of the following pathways – engineering, biomedical science, and computer science. The curriculum has built in career connections, but we would like to leverage our community partners to bring in potential guest speakers and additional experiential activities, including potential field trips, to see careers in action. This area will be fleshed out more as the exact curriculum is determined.

- **Pre-K – 5th Grade – Career Opportunities**

- **Project Lead the Way** – The Project Lead the Way modules at the lower elementary level are currently focused on the engineering and biomedical modules. The gifted and specials teachers have been challenged to think through ways to incorporate career experiences with the existing curriculum and/or ways to create parent engagement opportunities. There has been a prioritization of planning a parent engagement event in the spring for the 5th grade Infection Detection module based on experiences in other school districts. Ideally, there would be a career experience and/or a parent engagement opportunity with every module that is implemented at the lower elementary level.
- **EL Student Teacher support** – The targeted EL student program at the lower elementary will be focused on preparing teachers to best meet the needs of EL students through additional PD and training. The focus on lower level foundational skills for EL students will expand all the extended opportunities to these students that may or may not currently be available. Additional, expanded opportunities could be added for students after this teacher training program has been developed.
- **CHAMPS** – Ideally, the CHAMPS culture infiltrates all teacher and student interactions at the school level in the classroom and beyond.
- **Career Fair** – The career fair is an extracurricular and exploratory activity.
- **Computer Coding in Technology Labs** – The computer coding is currently done in the technology lab, but we would like to pursue other opportunities to expand this work in the future.
- **Early Childhood Program Expansion** – The TPSD early childhood program strives to address academic and social needs prior to students starting kindergarten. The administrator and teachers at this school work to go above and beyond with enriching activities, arts integration, field trips, and community partnerships to make sure students are afforded every opportunity to engage and grow.
- **TPSD Discovery** – The TPSD Discovery program is an extracurricular opportunity as it is offered for two weeks in the month of July to eligible students. This program targets students that have not previously had a structured day care or child care experience to prepare them for the start of kindergarten. The program is fully staffed by lead teachers, certified teachers, assistant teachers, and special education support teachers. Transportation, food service, supplies, and relevant needs are all addressed as a part of this program.

Innovative Plan Component #2: Annual Reporting of Performance Measures

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

The Tupelo Public School District is committed to accountability and transparency related to our results in an effort to focus on continuous improvement. Our overall goal is that all students are college and career ready when they graduate from Tupelo High School, and we would like to set annual student and school performance targets to make sure we make progress towards this goal.

Annual Student and Performance Targets DRAFT

Accountability Category	18-19SY Data	Year 1 Target [2020-2021]	Year 5 Target [2024-2025]
Graduation Rate	88.2%	90%	92%
ACT Score Composite from Junior Administration	17.9 [17.6 – State]	18.5	21
ACT 30 Students	39 students	45 students	60 students
WorkKeys	9% Pass [There were only funds for at-risk students, so there were 34 students who took this assessment] 3 Silver, 17 Bronze, 14 No Score	49% Pass	50% Pass
CPAS	66.7% Proficient-Advanced [2017-2018SY]*	66.9% Proficient-Advanced	69% Proficient-Advanced
Certifications – National Center for Construction Education and Research [NCCER], Automotive Service	24.04% Pass on First Time Attempted	25% Pass on First Time Attempted**	28% Pass on First Time Attempted

Excellence [ASC], and ProStart [Culinary Arts]			
Accelerated Pathway Success Metrics – Middle College Student High School Graduation	No program	100%	100%
Associate of Arts Completion and Continuation of 4 Year Degree	No program	90% of successful completers continue on to a 4 year degree	90% of successful completers continue on to a 4 year degree
Associate of Applied Science Completion and Employment	No program	No target – No students in the founding cohort are pursuing an Associate of Applied Science Degree	90% employment
Accelerated Pathway Success Metrics –Project SEARCH Graduation	No program	100%	100%
Project SEARCH employment rate post-program completion	No program	90% employed	90% employed
Dual Credit and Advanced Placement Demographics	See Three Year Trend Data Chart Below [Career Technical Education Data included as a comparison]	Close the majority / minority percentage gap by 10%	Close the majority / minority percentage gap by 20%

*The CPAS official accountability information is not released until the spring; therefore, the data shared in this chart is for the 2017-2018 school year.

**We will align with the MDE state requirement due to the Perkins X federal guidelines.

Key for District Difference

- **Red +** – The red + represents that the percentage is greater than the district average.
- **Blue -** -- The blue – represents that the percentage is less than the district average.

2017-2018 School Year Data

2017-2018 Tupelo Public School District Overall Demographics	
Race/Ethnicity	Percentage
African American	52%
White	37%
Hispanic	8%
Asian	2%
American Indian/Pacific Islander	1%

2017-2018 Advanced Placement Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	354	71% (+34)
Black or African American	71	14.2% (-37.8)
Hispanic or Latino (including Spanish origin)	30	6% (-2)
Asian	15	3% (+1)
American Indian/Pacific Islander	4	0.8% (-0.2)
Other	25	5%
Total	499	

2017-2018 Dual Credit Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	377	72.9% (+35.9)
Black or African American	105	20.3% (-31.7)
Hispanic or Latino (including Spanish origin)	15	2.9% (-5.1)
Asian	20	3.9% (+1.9)
Total	517	

2017-2018 Career and Technical Education Program Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	226	34.6% (-2.4)
Black or African American	367	56.1% (+4.1)
Hispanic or Latino (including Spanish origin)	44	6.7% (-1.3)
Asian	17	2.6% (+0.6)
Total	654	

2018-2019 School Year

2018-2019 Tupelo Public School District Overall Demographics		
Race/Ethnicity	Total Students	Percentage
African American	3592	52.1%
White	2567	37.3%
Hispanic	547	7.9%
Asian	180	2.6%
American Indian/Pacific Islander	4	0.1%
Total	6890	

2018-2019 Advanced Placement Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	547	75% (+37.7)
Black or African American	111	15.2% (-36.9)
Hispanic or Latino (including Spanish origin)	34	4.7% (-3.2)
Asian	37	5.1% (+2.5)
Total	729	

2018-2019 Dual Credit Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	504	76.3% (+39)
Black or African American	112	17% (-35.1)
Hispanic or Latino (including Spanish origin)	18	2.7% (-5.2)
Asian	26	3.9% (+1.3)
Total	660	

2018-2019 Career and Technical Education Program Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	255	39.7% (+2.4)
Black or African American	325	50.5% (-1.6)
Hispanic or Latino (including Spanish origin)	43	6.7% (-1.2)
Asian	20	3.1% (+0.5)
Total	643	

2019-2020 School Year

2019-2020 Tupelo Public School District Overall Demographics		
Race/Ethnicity	Total Students	Percentage
African American	3674	52.3%
White	2540	36.2%
Hispanic	633	9.0%
Asian	170	2.4%
American Indian/Pacific Islander	7	0.1%
Total	7024	

2019-2020 Advanced Placement Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	387	72.2% (+36)
Black or African American	84	15.7% (-36.6)
Hispanic or Latino (including Spanish origin)	37	6.9% (-2.1)
Asian	28	5.2% (+2.8)
Total	536	

2019-2020 Advanced Placement Demographics				
Race/Ethnicity	Total Students	Percentage	Year 1 Target	Year 5 Target
Majority (White)	387	72.2%	67.2%	52.2%
Minority (African American, Hispanic, & Asian)	149	27.8%	32.8%	37.8%
Total	536			

2019-2020 Dual Credit Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	721	76.6% (+40.4)
Black or African American	139	14.7% (-37.6)
Hispanic or Latino (including Spanish origin)	43	4.6% (-4.4)
Asian	38	4.0% (+1.6)
Total	941	

2019-2020 Advanced Placement Demographics				
Race/Ethnicity	Total Students	Percentage	Year 1 Target	Year 5 Target
Majority (White)	721	76.6%	71.6%	66.6%
Minority (African American, Hispanic, & Asian)	220	23.4%	28.4%	33.4%
Total	941			

2019-2020 Career and Technical Education Program Demographics		
Race/Ethnicity	Total Students	Percentage (District Difference)
White (including Middle Eastern origin)	244	35.5% (-0.7)
Black or African American	381	55.4% (+3.1)
Hispanic or Latino (including Spanish origin)	50	7.3% (-1.7)
Asian	13	1.9% (-0.5)
Total	688	

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

The TPSD team will monitor and report interim achievement and progress during the school year in alignment with the timeline appropriate for each annual student performance targets. Overall, the district is committed to submitting an annual report in the fall semester with a comprehensive picture of all targets from the previous year with all annual student and performance targets as well as the interim statistics.

The performance targets and progress will be reviewed and revised as needed during the annual report to MDE as per regulations for approval, renewals, and to highlight successes due to the programs and support structures implemented based on the TPSD’s District of Innovation plan. Report updates can also be given upon request from MDE.

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

Data Source	Rationale for Selection of Data Source	Expected Outcomes
TWEF Career Coaches – YouScience Implementation	Career Coach ROI 19-20: YouScience 10 th Grade Tracker – Enrollment, School Completion #, and School Review #s This resource will be utilized to track progress and overall fulfillment of the YouScience goal.	The career coaches plan to target 10 th grade students (514 for the 2019-2020 school year) to make sure they all take the Youscience aptitude assessment. The expected outcome is that 100% of students complete the assessment by the end of the school year.
TWEF Career Coaches – Classroom Support	YouScience Tracker – College and Career Opportunities [Resume writing, scholarship and job applications, interview skills, and soft skills]	The 2019-2020 school year will be used as a baseline for tracking the college and career opportunities. Expected outcomes will be set in future years.
TWEF Career Coaches – Career Exploration Support	Career Coach ROI 19-20: Career Connections (on & off-site) will be tracked. The reviews of the YS reports will be tracked, which would address resumes, interview topics, soft skills. Additionally, Get on the Grid to address links for jobs and networking for certifications and college options.	The 2019-2020 school year will be used as a baseline for tracking the on & off-site career connections. Expected outcomes will be set in future years.

TWEF Career Coaches – Internship Support	Career Coach ROI 19-20: Internships Formal and Informal will be tracked.	The 2019-2020 school year will be used as a baseline for tracking the workforce development priorities and speakers. Expected outcomes will be set in future years.
WIOA Gateway In-Schools Program	The WIOA Gateway In-Schools Program’s goal is to make sure at-risk students have the opportunity to get real world experience with an employer in the area of their interest. This additional support structure will ideally make them more likely to complete school and enter successfully into the work force. We would ideally like to track successful completion of the 60 hour work experience.	<p>The 2019-2020 school year will be a baseline year for the program. Three Rivers has committed to fund 15 students, and the current target is for us to have 12 students in the program.</p> <p>The Tupelo Career Technical Center tracks secondary school completion and secondary placement for all students in their program. The secondary school completion target for the 17/18 school year was 93.5%, and the actual completion for the TCTC program was 96.2%. The secondary placement in either continuing education or entering field related training target for the 17/18 school year was 89.5%, and the actual placement rate was 99.1%.</p> <p>Ideally, we would have 90% successful completion of the 60 hours work experience and 80% continuing on in their identified pathway either by moving to ICC for their apprenticeship program of going directly into the workforce.</p>
English Learner Student Targeted Program	<p>The Tupelo Public School District team is committed to tracking all 6th-12th grade EL students with a longer term data view.</p> <p>Specifically, we will track Carnegie unit credit completion, passage of high school end of course assessments, Las Links screener across all four language domains – reading, writing, listening, and speaking for all students up to three years.</p>	<p>The district will emphasize this data in the 2019-2020 school year.</p> <p>The overall target is for students who are EL and/or formerly EL to successfully graduate from high school. The EL graduation rate for the 2018-2019 school year was 88%, and we are currently researching this rate inclusive of former EL students to set a baseline. We will set an attainable target after establishing a baseline.</p>

<p>PACE – Positive Alternatives for Continuing Education</p>	<p>The goal of the PACE program is to allow students that are over age and under credit to catch up with their peers.</p> <p>The two most important data points are the number / percentage of students that transfer to the high school and successfully graduate.</p>	<p>The target is for 60% of students to graduate.</p> <p>The initial cohort of students from the 18-19 school year transferred to THS, and there will not be baseline graduation data until the completion of the 21-22 school year.</p>
<p>PROVE – Provide Rigorous Opportunities Via Engagement [Feedback provided by Dr. English, Request feedback from Mr. Moton]</p>	<p>The core intent of the PROVE program is to make sure students scoring a 3a/3b in ELA or Math are able to reach proficiency prior to moving to Tupelo Middle School.</p> <p>Benchmark assessments will be used during the course of the school year to measure student progress, but the data source that should be utilized is the end of year 6th grade MAAP assessment in ELA and Math.</p>	<p>The 2019-2020 school year is the first year of implementation of this program and will be used as a baseline to see the number / percentage of the 68 students in the founding cohort that reach proficiency.</p> <p>Ideally, the expected outcome for the baseline year is 60% of growth for math (3a students move to 3b and 3b move to 4 from the previous year) and 40% growth for ELA(3a students move to 3b and 3b move to 4 from the previous year). We can then re-evaluate the program and set targets to increase this percentage in future years.</p>
<p>EL Teacher Support Program</p>	<p>EL students take both MAAP and Las Links. We would like to cross reference the comparison of scores across these two assessments.</p>	<p>There will be an item analysis of the Las Links starting with the 2019-2020 school year as well as a comparison to the MAAP. The 2019-2020 school year will be used as baseline data with the goal of setting attainable targets after reviewing.</p>
<p>CHAMPS Data</p>	<p>The TPSD team is utilizing the CHAMPS system to track for two key areas:</p> <p>CHAMPS vs. Daily Reality Rating Scale – The core of this data point is how well teachers are implementing CHAMPS with fidelity and how students are responding</p> <p>Ratio of Interactions – This goal is to measure positive to negative behavior interactions between teachers and students.</p>	<p>The overall goal is that TPSD sets baseline data for the 2019-2020 school year in order to set growth targets for teachers in the 2020-2021 school year.</p> <p>The target for ratio of interactions should always be 3 positive interactions for every 1 negative interaction.</p>

Third Grade Reading Gate Assessment	The third grade reading gate assessment provides information about reading proficiency by third grade.	<p>TPSD’s third grade reading gate passing rate for the 18-19 school year was 83.9%. This represents students that scored at a level three or higher. We would like to see this passage rate increase by 1% annually with a 5% increase by year 5 to 88.9%.</p> <p>The ten highest districts in the state for the 18-19 school year scored between 87.7-94.1%. The district would like to become one of the ten highest scoring with a focus on continually increasing our passing percentage every year.</p>
Kindergarten Readiness Assessment	<p>The kindergarten readiness assessment provides information related to early literacy across all students. TPSD administers this assessment three times a year – August, January, and March.</p> <p>TPSD tracks the kindergarten readiness score across the following groups – students at ECEC, Not ECEC (private or public day care), repeaters, and no structured care.</p>	<p>The kindergarten readiness target score for August is 530. The average scale score for the district in fall 2018 was 512.</p> <p>The kindergarten readiness target score for the end of the year is 681. The average scale score for the spring of 2019 was 714 with a scale score gain of 202.</p> <p>Our school district’s goal is to increase the number of transitional readers (675-774). During the spring of the 18-19 school year, the percentage of students who were transitional readers was 36% with 32% of students scoring as a probable reader with a scale score of 775-900. Therefore, there were 32% of students who scored below this targeted range.</p>
TPSD Discovery	<p>The TPSD Discovery program prioritized preparing students behaviorally and academically for kindergarten. During July 2019, students were tested on letter names and sounds, rhyming, shapes, counting, numbers 1-10, writing name, and writing numbers. The goal is to track the students who participated in this program to follow their kindergarten readiness scores throughout the course of their kindergarten year.</p> <p>During July 2020, we plan to administer the STAR early literacy assessment to the TPSD Discovery students so there is a better comparison point for tracking student data throughout the year.</p>	<p>The 2019-2020 school year will be a baseline year for kindergarten readiness scores. The 498 score is mandated by the state for the end of Pre-K, and the Tupelo Public School District strives to be at a 515 score by the end of Pre-K.</p> <p>As of the time of the District of Innovation application submission, the TPSD Discovery student had taken the initial MKAS assessment in August. The score range was from 388-708 with an average of 507. There were 13 of the 25 [5 students not tested] tested students that scored above the 498.</p>

Innovative Plan Component #3: Students

Project SEARCH							
School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
Tupelo High School [19-20SY – Year 1]	Elem: 0	Middle: 0	High: 8 students	SES: Free Lunch – 5 students [63%]	Race/Ethnicity: Black – 5 students [63%] White – 3 students [37%]	Gender: Male – 2 students [25%] Female – 6 students [75%]	Disability: 8 students [100%]
Tupelo High School [20-21 SY – Year 2]	Elem: 0	Middle: 0	High: Target of 12 students	SES: No priority.	Race/Ethnicity: No priority.	Gender: No priority.	Disability: Target 12 students [100%]

1. 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.

Project SEARCH is a program focused on allowing students with significant Severe Cognitive Disabilities (SCD) the opportunity to finish out their high school eligibility off-site from the high school with the structured support of a teacher and job coaches. The first determining factor is that the students have an SCD diagnosis and are in their last year of high school between the ages of 18-21.

Once these eligibility criteria have been met, students follow a structured application process similar to what they would experience when applying for a job:

- Attend an informational session about the Project SEARCH program to learn about the requirements and process
- Submit an official application to the Project SEARCH teacher
- Work with a Career Coach at Tupelo High School to prepare for the formal interview
- Participate in a formal interview with the TPSD, MDRS, and NMHS staff. This interview involves both question and answer session as well as tasks designed to determine fit for working in the hospital setting.

As a benchmark, there were 9 students who applied, interviewed, and were accepted into the 2019-2020 founding Project SEARCH cohort. One male student decided on the first day of orientation to not participate in the program, so there were 8 students that were all included.

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

Each student participating in Project SEARCH has an IEP and an open VR case through the Mississippi Department of Rehabilitation Services to make sure they are supported. Additionally, they have the Project SEARCH teacher, 2 job coaches, and additional MDRS staff support to make sure they are set up for success coupled with support from the department head at each internship site.

The only discussed removal from the Project SEARCH program has been for health reasons that necessitate not participating in the program. However, if there was an egregious violation of any of the Tupelo Public School District policies or the North Mississippi Health Services employment policies, then the steering committee would meet to discuss and make a recommendation if needed to the TPSD school board to remove.

3. Describe how the innovation will impact student achievement.

The Project SEARCH program takes a student who is not on track to graduate on the traditional diploma route, but rather a certificate of completion, and allows them to develop the life skills, social skills, and employability skills necessary to be eligible for competitive employment with a salary and benefits to have their own independence. This program allows our students to achieve the ultimate goal of long term employment in the community providing them with the means to accomplish their post-secondary goals.

4. Describe how the program will address student achievement gaps.

Our special education students need to be afforded the opportunity to be seen as beneficial employees who can give back to a company or industry. Although this gap is not tested on a standardized test in our state, the employment rates for Project SEARCH participants speak for themselves in terms of the value of this program and the closure of the achievement gap between special education student and their non-identified peers related to their long term success and rate of employment.

Project SEARCH has an employment rate after completion of the year long program at 80%. The first Project SEARCH site in Mississippi, Rankin County / MDRS / UMMC, had a 100% employment rate. We look forward to having similar statistics in our program and showing what is possible for students with disabilities to be set up for success with their long term goals.

Middle College							
School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
Tupelo High School [19-20SY – Year 1]	Elem:	Middle:	High: 11 Students in Cohort 1	SES: Free / Reduced Lunch – 3 students [27%]	Race/Ethnicity: White – 7 students [64%] Middle Eastern – 2 students [18%] Hispanic – 2 students [18%]	Gender: Male – 5 students [45%] Female - 6 [55%]	Disability: 0 students
Tupelo High School [20-21 SY – Year 2]	Elem:	Middle:	High: Cohort II - Target of 20 students Cohort I - 11 student retention	SES: We would like to increase the percentage up from 27%.	Race/Ethnicity: No prioritization	Gender: No prioritization	Disability: No prioritization

1. 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.

The Middle College program eligibility criteria is based on MDE’s mandated dual credit requirements. Specifically, a student must be a junior in standing (14 or more Carnegie units obtained) with a 3.0 or higher GPA. Additionally, a student must have received on the ACT a sub score of 17 in ELA and reading and a 20 in Math. The TPSD team added an additional requirement that the student has completed Algebra II as another measure of preparedness for more advanced math options at the community college level.

Based on the 2019-2020 school year implementation, the TPSD team sent a letter to 136 students who met the requirements of having completed Algebra II and attaining a 3.0 or higher GPA. Additionally, we hosted an open community meeting and individual parent meetings to gauge student interest. Interested and eligible students were accepted in the program (eight originally), and there were four interested students who did not meet the eligibility criteria that took the residual ACT at ICC. There were three of these students who successfully met the requirements.

In future years, the TPSD team will share information about the program starting in the fall semester with all eligible sophomore students and will target spreading the word at the middle school level so students are on track with the math requirements. We would also like to push down the U.S. History class to second semester of sophomore, and we plan to work to obtain funding for all sophomore students to take the ACT to increase their eligibility for accelerated programs inclusive of Middle College, dual credit, and Advanced Placement classes.

The commitment to this recruitment effort is evident in the ground work started for the 2020-2021 school year. There were 197 letters sent at the end of September to invite potentially eligible students (high school sophomores, 3.0 or higher GPA, currently enrolled or soon to be enrolled in Algebra II) and parents to come to an information

presentation on October 17. After this meeting, there were 10 interested and potentially eligible students that Tyler Philley, the Middle College / Secondary Counselor, will meet with prior to the Thanksgiving break. Additionally, Mr. Philley cross referenced the initial 197 student list and identified 37 students with free and reduced lunch status to target as a part of the recruitment effort, and he is working to set up individual meetings with these students and their parents on the same timeline. In order to make sure we weren't missing out on other subgroups of students, Ms. McMillan met with Dr. Tanisha Smith, the Director of the Structured Day Program, to see if there were students at the alternative school that might be a good fit for the Middle College. There was one student who was not enrolled in Algebra II who meets the target population who Dr. Smith is committed to supporting so he will be eligible.

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

If a student were to drop from a class at ICC, then the handbook outlines the student would drop from the Middle College program and return to Tupelo High School to complete the rest of his or her high school career. Middle College students must stay on track to graduate with both a high school diploma and an associate's degree.

3. Describe how the innovation will impact student achievement.

The Middle College experience provides an accelerated pathway to expedite students towards their long-term college and career goals by allowing them to graduate high school with a high school diploma and an Associate's degree.

Additionally, the structured support of the Middle College / Secondary Counselor allows these students another staff to make sure they are developing the appropriate skills to be successful in college. Mr. Philley has already shared thus far in the initial cohort implementation that there are some drastic gaps in the students' writing abilities to make sure they are set up for success in Comp I due to their lack of focus in school on sentence structure and grammar. He is finding additional resources (inclusive of utilizing a Monday – Wednesday writing support at ICC) as well as teaching students about sentence diagramming and support structures to set them up for success. He also brainstorms with the students related to additional available supports at both THS and ICC.

4. Describe how the program will address student achievement gaps.

Achievement gaps occur when one group of students outperforms another group and the difference in average scores is statistically significant. The accelerated pathway of the Middle College strives to serve students who want to expedite their learning experience, and we would like to prioritize first generation college students as well as underserved student populations inclusive of, but not limited to, African American, Hispanic, and Arabic students. In the founding cohort of 11 students, there are two students who are first time college students and three students (including the previously stated first two) who will be the first to complete a degree of any kind upon completion of the Middle College program.

The Innovation Program Facilitator, Middle College / Secondary Counselor, and Tupelo High School Leadership are actively working to identify and eliminate barriers to students who fit these benchmarks participating in the Middle College program. The greatest barrier for the first year of implementation was the ACT as students at THS do not have a free opportunity to take the ACT until their Junior year. The TPSD team is committed to working to make sure starting in the 2019-2020 school year that all students take the ACT in the spring of their sophomore year to open the doors for all accelerated pathways – AP classes, dual credit, and Middle College. Additionally, we are working to find ways that athletics and other extracurriculars will not be a limiting factor for Middle College students. Finally, clear communication about this program early and often is a target for the 2019-2020 school year. Ideally, communication about the Middle College program would start as early as 6th grade so that students can prepare and make sure they are taking the required math classes, making the appropriate GPA, and taking the ACT to meet the minimum eligibility requirements for the program.

WIOA Gateway In-Schools Program							
School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
Tupelo High School [18-19SY – Year 1]	Elem: 0	Middle: 0	High: 8 students	SES: 100% Low SES	Race/Ethnicity: Black – 6 students [75%] White – 2 students [25%]	Gender: Male – 6 students [75%] Female – 2 students [25%]	Disability: 5 students [63%]
Tupelo High School [19-20 SY – Year 2]	Elem: 0	Middle: 0	High: Target of 15 students	SES: Target 100% Low SES	Race/Ethnicity: No priority	Gender: No priority	Disability: No priority
Tupelo High School [20-21 SY – Year 3]	Elem: 0	Middle: 0	High: Target of 10-20 students	SES: Target 100% Low SES	Race/Ethnicity: No priority	Gender: No priority	Disability: No priority

1. 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.

WIOA Gateway In-Schools Program students are required to meet the eligibility criteria as set by the federal WIOA Gateway program guidelines. Please see below for the Gateway In-School Youth Eligibility:

- High School Students (targeting Juniors and Seniors) interested in Career Tech fields in one of the target sectors
- Low-Income as defined by WIOA Law (includes free & reduced lunch, SNAP, and TANF recipients)
- Have one or more of the following barriers:
 - Basic Skills Deficient
 - English Language Learner
 - Offender
 - Homeless or Runaway
 - Foster Child
 - Pregnant or Parenting
 - Youth with a Disability

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

WIOA Gateway In-Schools Program students must comply with all THS policies as well as any policies set in place by the employer for the work experience. The only current plan for dismissal from the program is if a student fails a drug test, which did happen during the first cohort of students in the 2018-2019 school year.

3. Describe how the innovation will impact student achievement.

This program targets students who are at-risk to be a drop out and allows them to gain valuable work experience to help them solidify a career pathway and see value in their education. Students will be participating in real world job experience through non-certified apprenticeships in the pathway that matches with their long term goals. Ideally, this program will motivate students to be able to graduate high school and pursue their career pathway of choice by attending Itawamba Community College in their corresponding apprenticeship pathway.

4. Describe how the program will address student achievement gaps.

The WIOA Gateway In-Schools program specifically targets students who come from lower socio economic status, which is one of the demographics where a statistically significant achievement gap has perennially existed. This program will work to identify these at-risk students, offer them a mentor support, provide a real world work experience, and increase their motivation to perform at school.

PACE							
School Name	Total Number of Students by Grade			Total Number of Students in Special Populations Group			
Tupelo Middle School [18-19SY – Year 1]	Elem:	Middle: 8 th Grade – 13 students [62%] 7 th Grade - 8 Students [38%] 21 Total Students	High:	SES: Free Lunch – 21 Students [100%]	Race/Ethnicity: Hispanic – 2 Students [9%] White – 5 Students [24%] Black – 14 Students [67%]	Gender: Male – 16 Students [76%] Female – 5 Students [24%]	Disability: Special Education – 7 Students [33%]
Tupelo Middle School [19-20SY – Year 2]	Elem:	Middle: 8 th Grade – 13 students [76%] 7 th Grade - 4 Students [24%] 17 Total Students	High:	SES: Free Lunch – 16 Students [94%]	Race/Ethnicity: Hispanic – 3 Students [18%] Black – 14 Students [82%]	Gender: Male – 12 Students [71%] Female – 5 Students [29%]	Disability: Special Education – 7 Students [41%]
Tupelo Middle School [20-21SY – Year 3] *Ideally, our team would like to work to decrease the number of students participating in the PACE program long term by starting earlier identification in the 3 rd -6 th grades. However, we also see an influx of students at the middle school level, so we think there will always be a need for this option.	Elem:	Middle: Target 20 students annually based on purchasing 20 Apex Learning licenses Projected 8 th grade students for 20-21 – 10 Students	High:	SES: Target that 90% of students are free or reduced lunch	Race/Ethnicity: No priority	Gender: No priority	Disability: No priority

1. 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.

The PACE program was founded to address the number of students who were overage and under credited by the

time they reached Tupelo Middle School due to being retained at a previous grade level. Students are selected for this program based on being in 7th grade and at least one year behind grade level or 8th grade and two years behind grade level.

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

The PACE students participate in this program until successful completion and transfer to Tupelo High School. The dismissal from this program is actually a positive as they are being dismissed based on receiving Carnegie unit credits to set them up for success with transitioning to a more age appropriate school setting.

3. Describe how the innovation will impact student achievement.

The students who participate in the PACE program are students who have previously been identified as behind grade level, and the goal of this program is to provide them with a structured opportunity to catch up to their similar aged peers. PACE students work on the online Apex Learning, Inc. platform with the help of a teacher to be able to complete Carnegie unit credits. In the first year of implementation, the goal was for students to work on elective credits; however, a shift has occurred during the 2019-2020 school year so that these students are focused on both electives and content area credits to set them up for success in high school. Additionally, the students are given structured support to help set them up for success related to the EOCs at the high school level (Algebra I, English II, U.S. History, and Biology).

4. Describe how the program will address student achievement gaps.

The target population of students is students that have been retained one or more years at the elementary level, and the first two cohorts of students have been predominately made up of African American male students that fall within the lower socioeconomic status group. The PACE program provides targeted support with a teacher and structured curriculum to help these students gain Carnegie units and prepare in advance of taking the EOCs at the high school level.

English Learner District Level Data						
	Total EL Students	Increase from Previous Year	Monitored EL Students	Increase from Previous Year	Active EL Students	Increase from Previous Year
2019-2020SY*	507	14.2%	140	33.3%	367	8.3%
2018-2019SY	444	11.8%	105	69.4%	339	1.2%
2017-2018SY	397	2.8%	62	63.2%	335	-3.7%

*The data for the 19-20SY is based on mid-October data. The data for the other school years is based on end of May.

English Learner Student Targeted Program							
School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
	Elem:	Middle:	High:	SES:	Race/Ethnicity:	Gender:	Disability:
Milam [18-19SY Data – No program implemented]	21 Students			Free / Reduced Lunch - 16 students [76.1%]	Hispanic – 16 students [76.1%] Asian – 4 students [19.0%] White – 1 student [4.7%]	Male – 15 students [71.4%] Female – 6 students [28.5%]	6 students [28.5%]
Tupelo Middle School [18-19SY Data – No program implemented]		34 Students		Free / Reduced Lunch - 19 students [55.8%]	Hispanic – 23 students [67.6%] Asian – 5 students [14.7%] White – 5 students [14.7%] Black – 1 student [2.9%]	Male – 19 students [55.8%] Female – 14 students [41.1%]	4 students [11.76%]
Tupelo High School [18-19SY Data – No program implemented]			40 Students	Free / Reduced Lunch – 20 students [50%]	Hispanic – 33 students [82.5%] Asian – 6 students [15.5%] Black – 1 student [2.0%]	Male – 25 students [62.5%] Female – 15 students [37.5%]	1 student [2.5%]

Milam [19-20SY Data – No program implemented]	Elem: 15 students	Middle:	High:	SES: Free / Reduced Lunch – 15 students [100%]	Race/Ethnicity: Hispanic – 11 students [75.3%] Asian – 2 students [13.3%] Caucasian – 2 students [13.3%]	Gender: Male – 6 students [40%] Female – 9 students [60%]	Disability: 4 students [26.6%]
Tupelo Middle School [19-20SY Data – No program implemented]	Elem:	Middle: 41 students	High:	SES: Free / Reduced Lunch – 29 students [70.7%]	Race/Ethnicity: Hispanic – 30 students [73.1%] Asian – 10 students [24.3%] White – 1 student [2.4%]	Gender: Male – 27 students [65.8%] Female – 14 students [34.1%]	Disability: 8 students [19.5%]
Tupelo High School [19-20SY Data – No program implemented]	Elem:	Middle:	High: 49 students	SES: Free / Reduced Lunch – 35 students [71.4%]	Race/Ethnicity: Hispanic – 38 students [77.5%] Asian – 4 students [8.1%] White – 6 students [12.2%] Black – 1 student [2%]	Gender: Males – 30 students [61.2%] Females – 19 students [38.8%]	Disability: 3 students [6.1%]
Milam [20-21 SY – Year 1] Anticipated 8.3% growth (district average growth rate)	Elem: 16 students	Middle:	High:	SES: No target	Race/Ethnicity: No target	Gender: No target	Disability: No target
Tupelo Middle School [20-21 SY – Year 1] Anticipated 25% growth (school growth rate)	Elem:	Middle: 51 students	High:	SES: No target	Race/Ethnicity: No target	Gender: No target	Disability: No target
Tupelo High School [20-21 SY – Year 1] Anticipated 25% growth (school growth rate)	Elem:	Middle: 61 students	High:	SES: No target	Race/Ethnicity: No target	Gender: No target	Disability: No target

EL Newcomers							
School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
Milam [18-19SY Data – No program implemented]	Elem: 3 Students	Middle:	High:	SES: Free / Reduced Lunch - 0 students	Race/Ethnicity: Hispanic – 3 students [100%]	Gender: Male – 1 student [33%] Female – 2 students [67%]	Disability: 0 students
Tupelo Middle School [18-19SY Data – No program implemented]	Elem:	Middle: 11 Students	High:	SES: Free / Reduced Lunch - 6 students [55%]	Race/Ethnicity: Hispanic – 6 students [55%] Asian – 4 students [36%] Caucasian – 1 student [9%]	Gender: Male – 8 students [73%] Female – 3 students [27%]	Disability: 0 students
Tupelo High School [18-19SY Data – No program implemented]	Elem:	Middle:	High: 23 Students	SES: Free / Reduced Lunch – 16 students [70%]	Race/Ethnicity: Hispanic – 14 students [61%] Asian – 9 students [39%]	Gender: Male – 12 students [52%] Female – 11 students [48%]	Disability: 0 students
Milam [19-20SY Data – No program implemented]	Elem: 4 students	Middle:	High:	SES: Free / Reduced Lunch – 4 students [100%]	Race/Ethnicity: Hispanic – 4 students [100%]	Gender: Male – 2 students [50%] Female – 2 students [50%]	Disability: 0 students

Tupelo Middle School [19-20SY Data – No program implemented]	Elem:	Middle: 10 students	High:	SES: Free / Reduced Lunch – 5 students [50%]	Race/Ethnicity: Hispanic – 5 students [50%] Asian – 4 students [40%] White – 1 student [10%]	Gender: Male – 7 students [70%] Female – 3 students [30%]	Disability: 0 students
Tupelo High School [19-20SY Data – No program implemented]	Elem:	Middle:	High: 17 students	SES: Free / Reduced Lunch – 12 students [71%]	Race/Ethnicity: Hispanic – 13 students [76%] Asian – 3 students [18%] Black – 1 student [6%]	Gender: Males – 8 students [47%] Females – 9 students [53%]	Disability: 0 students
Milam [20-21 SY – Year 1]	Elem: Target 5 students	Middle:	High:	SES: Target 3 students, 60% Free / Reduced Lunch	Race/Ethnicity: No target	Gender: No target	Disability: No target
Tupelo Middle School [20-21 SY – Year 1]	Elem:	Middle: Target 15 students	High:	SES: Target 8 students, 53% Free / Reduced Lunch	Race/Ethnicity: No target	Gender: No target	Disability: No target
Tupelo High School [20-21 SY – Year 1]	Elem:	Middle: Target 20 students	High:	SES: Target 12 students, 60% Free / Reduced Lunch	Race/Ethnicity: No target	Gender: No target	Disability: No target

1. 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.

The English Learner student program will target EL students with an emphasis on those who have been in the United States 3 years or less and have limited to no English proficiency. The Home Language Survey will be used to identify these students followed by taking the steps to appropriately assess and confirm the EL status.

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

The English Learner student program will still follow all state accountability assessments – LAS Links, MAAP, and EOCs at the high school level. A student would be able to be dismissed from the EL Newcomers program if he or she were to reach the appropriate level of proficiency on all four components of LAS Links and proficiency on MAAP or the corresponding EOC assessment for that grade level. The EL teachers will still monitor and support these students if needed with transitions between the appropriate grade levels and schools.

3. Describe how the innovation will impact student achievement.

The goal of this program is to address the foundational English and vocabulary needs of these students so that they can be set up for academic success. Students who have limited to no English proficiency cannot effectively learn, retain, and showcase learning if they have no grasp of the English language. The TPSD team hopes through early identification and intervention these foundational skills can be developed in an expedited timeline.

4. Describe how the program will address student achievement gaps.

The English Learner student program targets the achievement gap between English Learners and their non English Learner peers. The 2017-2018 MAAP data showed the TPSD's math proficiency as a district was 56.6%, but the math proficiency by subgroup reveals that English Learners proficiency was 48%. The TPSD's English proficiency data for the 2017-2018 MAAP administration shows the English proficiency for the district was 47.6%, but the English proficiency by subgroup reveals English Learner proficiency was 20%. The goal of this program would be to develop the EL newcomers' language acquisition and knowledge to benefit proficiency and growth across all content areas.

In relation to accountability, EL students in their first year in the U.S. take the assessment as a baseline. In the second year, they are only required to show growth from the first to the second year. The third year EL students count in full accountability like all other students. Therefore, the data that is listed above does not include information on the true EL newcomers, and it could be hypothesized based on their lack of English proficiency that the proficiency rate would be significantly lower for this subgroup of students.

PROVE [Provide Rigorous Opportunities Via Engagement]

School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
	Elem:	Middle:	High:	SES:	Race/Ethnicity:	Gender:	Disability:
Milam Elementary [19-20 SY – Year 1]*	68 students			Free / Reduced Lunch – 43 students [63%]	White – 21 students [31%] Black – 35 students [52%] Hispanic – 9 students [13%] Asian – 3 students [4%]	Female – 34 students [50%] Male – 34 students [50%]	25 students [37%]
Milam Elementary [20-21 SY – Year 2]*	Target all 3a/3b students [Ideally a cohort of 50-75 students]			The target is to have at least 50% free and reduced lunch.	The target is to have a wide representation of ethnic groups with a specific target of having at least 40% African American students.	The target is to have a representative group of both male and female students.	The target is to have at least 30% of these students be students with disabilities

**Students at Milam Elementary are all in the 6th grade. The breakdown for the total number of students has been included in the elementary bucket.*

1. 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.

The PROVE program is based on the goal of moving students on the cusp of proficiency to proficiency to make sure these students are prepared with the foundational skills to be on an advanced pathway from Tupelo Middle School forward. Additionally, our team is committed to expanding opportunities specifically for subgroups of students like special education.

The Milam leadership will review all MAAP proficiency data for the previous school year in June and select all students who have met the 3a/3b score. These students will then be included in an advanced pod with other advanced students rather than a lower pod. The PROVE students will then also have to take a guided study lab related to the subject area they scored below proficiency.

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

The core of the PACE program is that a student who is on the cusp of proficiency is placed in a higher pod rather than a lower pod. Therefore, there is not a need to remove a student from this program as they will not be moved down to a lower pod during the course of the school year. However, a student could show proficiency earlier than the end of the school year if based on their benchmark assessments they are showing proficiency in the previously lacking content area. The only action that would correspond with this development would be for the student to be removed from the guided study class with the option of adding an elective class in place of guided study.

3. **Describe how the innovation will impact student achievement.**

The goal of this program is for all PROVE students to successfully meet the proficiency targets for 6th grade in both ELA and Math so they are on track to take advanced classes at Tupelo Middle School in advance of transitioning to Tupelo High School. The staff support, structured guided study, and additional enrichment opportunities will help to support the foundational knowledge of each of these students.

4. **Describe how the program will address student achievement gaps.**

Student achievement gaps across a variety of subgroups will be addressed with the PROVE program. The leadership at Milam has specifically made a commitment to target special education students to make sure they represent around 30% of the makeup of the cohort. Additionally, they would like to make sure that African American students make up at least 40% of the cohort group.

As a reminder, the exact makeup of the group will be determined on an annual basis in the summer based on the 3a/3b MAAP proficiency scores for 5th grade ELA and Math.

Innovative Plan Component #4: Funding

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

The funds utilized to support the District of Innovation plan will come from district funds, federal funds, grant funds, and industry partner support. In the plan below, we breakdown the funds that will be utilized from already confirmed district, federal, and grant funds. We plan to seek out additional grant funds and industry partners, inclusive of support for the Middle College program. The funding outline is preliminary as all budgets will come before the TPSD board of trustees for official approval as a part of our official budgeting process.

2. 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.).

Funding Source Key	
Blue	TPSD State and Local Funds
Yellow	Federal Funds or Other Grant Sources
Green	Combination of State and Local / Federal and Other Grant

District of Innovation Funding Roll Up				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Project SEARCH	\$98,220.52	\$94,070.52	\$94,070.52	\$94,070.52
Middle College	\$129,732.45	\$206,355.13	\$241,398.80	\$242,422.48
WIOA Gateway In-Schools Program	\$13,120	\$13,120	\$13,120	\$13,120
EL Student Targeted and Teacher Programs	\$21,779.80	\$2,880	\$2,880	\$17,880
PACE Program	\$69,337.47	\$67,531.61	\$68,410.81	\$69,288.75
PROVE Program	\$53,700	\$56,250	\$56,250	\$56,250
Project Lead the Way Launch [3 rd -5 th Grade]	\$58,388.36	\$38,128.40	\$28,098	\$28,098
Project Lead the Way Gateway – Medical Detectives [6 th Grade]	No Budget	\$16,750	\$44,989	\$21,717
Project Lead the Way Gateway – Design and Modeling [6 th Grade]	No Budget	\$18,669.47	\$50,409.47	\$17,508
CHAMPS	\$92,643.81	\$38,300	\$10,400	\$10,400
Early Childhood Program Expansion	No Budget	\$128,894.27	\$130,650.15	\$132,408.54
TPSD Discovery	\$21,577.37	\$25,377.69	\$25,377.69	\$25,377.69
TOTAL	\$558,499.78	\$706,327.09	\$766,054.44	\$728,540.98

Project SEARCH				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Project SEARCH / Transition Teacher Salary*	\$33,632	\$33,632	\$33,632	\$33,632
Project SEARCH / Transition Teacher Benefits*	\$10,853.26	\$10,853.26	\$10,853.26	\$10,853.26
Project SEARCH / Transition Teacher Salary*	\$33,632	\$33,632	\$33,632	\$33,632
Project SEARCH / Transition Teacher Benefits*	\$10,853.26	\$10,853.26	\$10,853.26	\$10,853.26
Project SEARCH / Transition Teacher Travel	\$3,000	\$3,000	\$3,000	\$3,000
Parent Engagement	\$1,600	\$1,600	\$1,600	\$1,600
Classroom Supplies	\$500	\$500	\$500	\$500
Classroom Technology**	\$4,150	No additional cost	No additional cost	No additional cost
Student Technology	No additional cost due to the district already providing all students with Chromebooks	No additional cost due to the district already providing all students with Chromebooks	No additional cost due to the district already providing all students with Chromebooks	No additional cost due to the district already providing all students with Chromebooks
Food Service	TPSD provides food service in alignment with USDA regulations	TPSD provides food service in alignment with USDA regulations	TPSD provides food service in alignment with USDA regulations	TPSD provides food service in alignment with USDA regulations
Transportation	Project SEARCH / Transition teacher drives the bus to transport the students	Project SEARCH / Transition teacher drives the bus to transport the students	Project SEARCH / Transition teacher drives the bus to transport the students	Project SEARCH / Transition teacher drives the bus to transport the students

*The Project SEARCH Transition Teacher Salary and Benefits are covered 50% by TPSD and 50% by federal funds through MDRS.

**This technology is for the interactive board [\$2,700], Laptop Charger Cart [\$950], and Printer [\$500].

Middle College				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Middle College / Secondary Counselor	\$58,798	\$59,613.40	\$60,429.60	\$61,245.80
Middle College / Secondary Counselor Benefits	\$19,554.45	\$19,761.73	\$19,969.20	\$20,176.68
Middle College / Secondary Counselor National Boards	\$6,000	\$6,000	\$6,000	\$6,000
Middle College / Secondary Counselor Travel	\$3,000	\$3,000	\$3,000	\$3,000
Parent Engagement	\$300	\$300	\$300	\$300
Classroom Supplies	\$500	\$500	\$500	\$500
Classroom Technology	No additional cost	No additional cost	No additional cost	No additional cost
ICC Student Tuition	\$31,900 [11 students]	\$89,900 [31 students]	\$116,000 [40 students]	\$116,000 [40 students]
ICC Student Associated Fees – Registration, Course Material, ID Badge, Technology, Online Course Fee	\$9,680 [11 students]	\$27,280 [31 students]	\$35,200 [40 students]	\$35,200 [40 students]
Student Technology	No additional cost due to the district already providing all students with Chromebooks	No additional cost due to the district already providing all students with Chromebooks	No additional cost due to the district already providing all students with Chromebooks	No additional cost due to the district already providing all students with Chromebooks
Food Service	TPSD provides food service in alignment with USDA regulations	TPSD provides food service in alignment with USDA regulations	TPSD provides food service in alignment with USDA regulations	TPSD provides food service in alignment with USDA regulations
Transportation	Middle College/Secondary Counselor drives the bus to transport the students	Middle College/Secondary Counselor drives the bus to transport the students	Middle College/Secondary Counselor drives the bus to transport the students	Middle College/Secondary Counselor drives the bus to transport the students

WIOA Gateway In-Schools Program

Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Teacher Stipend / Travel	\$5,500	\$5,500	\$5,500	\$5,500
Student Hourly Payment for 60 Hours of Work*	\$4,950	\$4,950	\$4,950	\$4,950
WorkKeys Assessment and Retest	\$500	\$500	\$500	\$500
Student Travel	\$970	\$970	\$970	\$970
Student Incentives / Ceremony	\$1,200	\$1,200	\$1,200	\$1,200

*The WIOA Gateway In-Schools Program covers an hourly rate of \$8.25. All estimates are for a 10 student cohort.

EL Student Targeted and Teacher Programs

Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
iLit	No program – iLit was purchased this year for a 3 year term at a rate of \$20,339.80 for 80 student subscriptions.	No projected cost	No projected cost	We will need to repurchase iLit. The estimated cost is \$15,000 moving forward on a 3 year rotation.
Praxis Study Guide Book	\$360*	\$720	\$720	\$720
English to Speakers of Other Languages [ESOL] Praxis Test	\$1,080**	\$2,160	\$2,160	\$2,160

*The cost of one Praxis Study Guide Book is \$40. ** The cost of one ESOL Praxis is \$120.

PACE Program

Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
PACE Teacher Salary	\$44,208	\$44,908	\$45,609	\$46,309
PACE Teacher Benefits	\$15,829.47	\$16,023.61	\$16,201.81	\$16,379.75
PACE Teacher Travel	No budget	No budget	No budget	No budget
Classroom Supplies	School supply budget	School supply budget	School supply budget	School supply budget
Classroom Technology*	\$2,700	No additional cost	No additional cost	No additional cost
Apex Learning	\$6,600	\$6,600	\$6,600	\$6,600

*This cost is for the interactive board purchased during the 19-20 school year.

PROVE Program				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
PROVE Teacher Salary [2 FTEs]	These are teachers included in the normal school plan. This is not additional FTEs.	These are teachers included in the normal school plan. This is not additional FTEs.	These are teachers included in the normal school plan. This is not additional FTEs.	These are teachers included in the normal school plan. This is not additional FTEs.
PROVE Teacher Benefits [2 FTEs]	These are teachers included in the normal school plan. This is not additional FTEs.	These are teachers included in the normal school plan. This is not additional FTEs.	These are teachers included in the normal school plan. This is not additional FTEs.	These are teachers included in the normal school plan. This is not additional FTEs.
PROVE Teacher Travel	No budget	No budget	No budget	No budget
Classroom Supplies	School supply budget	School supply budget	School supply budget	School supply budget
Classroom Technology	\$2,700*	No additional cost	No additional cost	No additional cost
University of Mississippi Summer Camp Enrichment	\$51,000**	\$56,250***	\$56,250	\$56,250

*This cost is for the interactive board purchased during the 19-20 school year.

**The cost per residential student for the University of Mississippi summer camp programs is \$650. We are envisioning an estimated cost of \$750 per student to take into account travel and funding to bring 2-3 teachers to participate in the program.

**The future year budget are based on a target of a maximum of 75 students in a cohort.

Project Lead the Way Launch [3rd-5th Grade]				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Annual Participation Fee*	\$3,000	\$3,000	\$3,000	\$3,000
Initial Teacher Training**	\$9,500	\$3,000	\$3,000	\$3,000
Train the Teacher Training***	\$10,030.40	\$10,030.40	No budget	No budget
Equipment and Supplies / Consumables****	\$26,857.96	\$17,098	\$17,098	\$17,098
Storage	\$6,000	\$2,000	\$2,000	\$2,000
Parent Engagement Night	\$3,000	\$3,000	\$3,000	\$3,000

*Annual Participation Fee is \$750 per school.

**Training cost for 24 participants for the 19-20 year as hosted by TPSD. In future years, we will budget to purchase materials and keep the training in house with the teachers trained to train others.

***Estimated cost for registration, travel, and food for 8 teachers over the next 2 years.

***Cost of implementation of 2 modules at each of the 4 3rd-5th grade schools.

Project Lead the Way Gateway – Medical Detectives [6th Grade]				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Annual Participation Fee*	No program implementation	\$750	\$750	\$750
Teacher Training**	No program implementation	\$6,800	\$20,800	\$3,400
Equipment and Supplies / Consumables	No program implementation	\$6,450	\$16,689	\$15,817
Storage***	No program implementation	\$2,000	\$6,000	\$1,000
Parent Engagement Night	No program implementation	\$750	\$750	\$750
Technology****	Medical Detectives is Chromebook compatible starting in the 2019-2020 school year.	Medical Detectives is Chromebook compatible starting in the 2019-2020 school year.	Medical Detectives is Chromebook compatible starting in the 2019-2020 school year.	Medical Detectives is Chromebook compatible starting in the 2019-2020 school year.

*Annual Participation Fee is \$750 per school. The fee does not increase based on the number of students participating. We envision rolling out with 2 pods the first year for an estimated 175 students and moving up to all 500 students in the second year. Year 3 will be the first year to reach the sustaining cost of the program.

**Gateway teacher training spans for Medical Detectives is \$1,200 for the registration for 5 days of training. Travel and food need to be budgeted with Dallas and Atlanta being the closest teacher training locations. The plan is to train 2 teachers implementation year 1, 6 teachers implementation year 2, and plan for 1 teacher turnover annually.

***Storage materials budgeted at \$1,000 per teacher for the first two years of implementation with slight budget for replacement if needed after these first two years.

****This budget does NOT include additional technology purchases for the Gateway modules.

Project Lead the Way Gateway – Design and Modeling [6th Grade +]				
Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Annual Participation Fee*	No program implementation	\$750	\$750	\$750
Teacher Training**	No program implementation	\$5,500	\$16,500	\$2,750
Equipment and Supplies / Consumables	No program implementation	\$9,669.47	\$26,409.47	\$12,258
Storage***	No program implementation	\$2,000	\$6,000	\$1,000
Parent Engagement Night	No program implementation	\$750	\$750	\$750
Technology****	Design and Modeling is not currently Chromebook compatible, but they are rolling out an update for the 2020-2021 school year. We will have to revisit closer to the time of implementation.	Design and Modeling is not currently Chromebook compatible, but they are rolling out an update for the 2020-2021 school year. We will have to revisit closer to the time of implementation.	Design and Modeling is not currently Chromebook compatible, but they are rolling out an update for the 2020-2021 school year. We will have to revisit closer to the time of implementation.	Design and Modeling is not currently Chromebook compatible, but they are rolling out an update for the 2020-2021 school year. We will have to revisit closer to the time of implementation.

*Annual Participation Fee is \$750 per school.

**Gateway teacher training for Design and Modeling is \$750 for the registration for 3 days of training. Travel and food need to be budgeted with Dallas and Atlanta being the closest teacher training locations. The plan is to train 2 teachers implementation year 1, 6 teachers implementation year 2, and plan for 1 teacher turnover annually.

***Storage materials budgeted at \$1,000 per teacher for the first two years of implementation with slight budget for replacement if needed after these first two years.

****This budget does NOT include additional technology purchases. We will need to revisit in the official budget process to confirm if there is a need to budget for PCs or Macs based on the requirements for Design and Modeling in particular.

CHAMPS – Safe and Civil Schools

Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Safe and Civil Schools Training for Principals, Assistant Principals, CHAMPS coaches, and District Staff [Portland, OR]	\$77,953.64	\$27,900*	\$0	\$0
Professional Development for Consultant Training	\$10,400	\$10,400	\$10,400	\$10,400
Professional Development Resources	\$4,290.17	\$0	\$0	\$0

*There is a tentative plan to send an instructional coach and/or a teacher per school building to the national training.

TPSD Discovery

Program Budget Components	Pre-Year [2019-2020]*	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Staff [Lead Teachers, Certified Teachers, and Assistant Teachers]	\$13,040	\$14,748.59	\$14,748.59	\$14,748.59
Staff Benefits	\$3,291.66	\$3,749.10	\$3,749.10	\$3,749.10
Food Service	\$2,600	\$3,100	\$3,100	\$3,100
Transportation	\$864.53	\$2,180	\$2,180	\$2,180
Consumables	\$581.54	\$600	\$600	\$600
Parent Engagement	\$750	\$1,000	\$1,000	\$1,000

*The Pre-Year budget for TPSD Discovery is based on the actual expenditures from July 2019.

Early Childhood Collaboration

Program Budget Components	Pre-Year [2019-2020]	Year 1 [2020-2021]	Year 2 [2021-2022]	Year 3 [2022-2023]
Staff Salary	No program	\$95,422	\$96,822	\$98,224
Staff Benefits	No program	\$33,472.27	\$33,828.15	\$34,184.54

*The staff salary and benefits estimate is based on an AA10 instructional staff survey schedule set to 189 days.

Year 4 & 5 – Sustainability Plan

The Tupelo Public School District team is committed to making sure the innovative programs are accounted for from a financial perspective with an eye towards sustainability and long term planning. The district plans currently to fully fund the Project SEARCH, EL Newcomer and Teacher Program, PACE program, PROVE program, CHAMPS, and Early childhood expansion solely off district maintenance funds. As you can see in the outlined initiatives above, there are small staffing increases taken into account each year, but the programs reach the predominately sustainable

cost in year three of our planning.

In terms of the Middle College, WIOA Gateway In-Schools Program, Project Lead the Way, and TPSD Discovery, we will work to fund these initiatives through district and grant funds. Specifically, we will continue to pursue grant funds through the Toyota Wellspring Education Fund and other initiatives to support these programs on top of a district commitment to develop state and federal funds to make sure these initiatives are set up for success. Our district has been able to receive \$102,000 in STEAM related funds, \$20,000 in professional development funds, \$20,000 in early childhood funds, and \$15,000 in WorkKeys related funds to support these initiatives. These funding allocations will remain the same for the 2020-2021 school year, and they will then be revised for the next three years after this. We look forward to leveraging these funds to support our innovative initiatives as we also pursue additional grant funding sources, inclusive of but not limited to WIOA Gateway funds, Toyota USA grant funds, TVA Stem Grant funds, Lowe's funds, and Association of Excellence in Education grant funds.

The Middle College program requires an investment of school district resources related to staffing, transportation, food service, technology, communication, etc., and the district is committed to paying for the registration and course material fees for all students in alignment with the dual credit policy. However, the district team is working to identify alternative funding sources through community partnerships to fund the student tuition as this program grows. The Innovation in Education Endowment at the CREATE Foundation has been identified as one funding source, and we look forward to adding other endowments or community business partners to this list to make sure cost is not a prohibitive factor for all interested and eligible students.

The Career Academies is the only portion of the core plan that does not involve a current budget section. We look forward to utilizing the next year to start our three year planning process related to this implementation. We understand the switch to Career Academies will involve staff and community planning and buy-in as well as potential physical restructuring of our classrooms at Tupelo High School. There would also be the potential need to build on our existing campus. Our team looks forward to planning for this implementation and would like to involve the Mississippi Department of Education team in this process.

Innovative Plan Component #5: Staffing

Position Title	Number of Positions	Role of Position	Required Qualifications for the Position
Innovation Program Facilitator	1	Oversee the District of Innovation Planning Process, Implementation, and Necessary Monitoring	Classified Position
Middle College / Secondary Counselor	1	Oversee the Middle College program inclusive of student scheduling, support, etc.; Organize college and career experiences for these students; Oversee all graduation requirements inclusive of senior project and College and Career Readiness course that are in addition to the dual credit requirements	Mississippi Educator License with appropriate endorsement; Bus Driver Certification
Vice President of Instructional Services / Instructional Coordinator	2	Provide guiding oversight of the course of study options for the Middle College Programs	Qualifications established by ICC
Dual Credit Instructors at THS	Multiple depending on courses selected	Teach college credit hour bearing courses on the THS campus for Middle College and Dual Credit students	Mississippi Educator License with appropriate endorsement; Certified college instructors
Dual Credit / Dual Enrollment Instructors at ICC	Multiple depending on courses selected	Teach college credit hour bearing courses on the ICC campus for Middle College students	Certified college instructors
Advanced Placement Instructors at THS	Multiple depending on courses selected	Teach Advanced Placement courses on the THS campus for AP students	Mississippi Educator License with appropriate endorsement; Certified college instructors
Project SEARCH / Transition Teacher	1	Oversee the Project SEARCH program	Mississippi Educator License with appropriate endorsement; Bus Driver Certification

MDRS Job Coaches	2	Provide skill development and job training support for the Project SEARCH students; Provide on the job support when internships begin	Qualifications established by MDRS team
TCTC Teacher	1	Oversee the WIOA Gateway In-Schools Program	Mississippi Educator License with appropriate endorsement
EL Teachers	TBD	Oversee the EL Newcomer Program	Mississippi Educator License with appropriate endorsement
PACE Teacher	1	Oversee the PACE Program	Mississippi Educator License with appropriate endorsement
PROVE Teachers	2	Oversee the PROVE Program; Provide targeted support related to guided study	Mississippi Educator License with appropriate endorsement
PLTW Launch Gifted Teachers	12	Oversee the PLTW engineering module implementation in the gifted classrooms at the 3 rd -5 th grade schools	Mississippi Educator License with appropriate endorsement
PLTW Launch Specials Teachers	8	Oversee the PLTW biomedical science module implementation in the specials classrooms at the 3 rd -5 th grade schools	Mississippi Educator License with appropriate endorsement
PLTW Gateway Science Teachers	2	Oversee the PLTW Gateway implementation at Milam	Mississippi Educator License with appropriate endorsement
CHAMPS Coach	9	Support the implementation of the CHAMPS program at the Pre-K through 5 th grade schools	Mississippi Educator License with appropriate endorsement

TPSD Discovery Lead Teachers	2	Oversee all planning, assessing, and logistical support of the TPSD Discovery program	Mississippi Educator License with appropriate endorsement
TPSD Discovery Certified Teachers	2	Oversee the direct instruction of the 2 TPSD Discovery classrooms	Mississippi Educator License with appropriate endorsement
TPSD Discovery Assistant Teachers	4	Support the TPSD Discovery Certified Teachers in delivering instructional content	No required Mississippi Educator License
Early Childhood Expansion Program Staff	2	Provide the official planning and teaching of the early childhood program; Support parent engagement work	No required Mississippi Educator License

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

The District of Innovation plan requires both top down and bottom up buy-in from all staff across the Tupelo Public School District and partnership entities related to this implementation. In order to make sure there is clear ownership and support of the District of Innovation workstreams, there are also key staff members aligned with each District of Innovation workstream who are the first point of contact to oversee program implementation. Additionally, the teachers involved with each innovative workstream will have autonomy to oversee the day to day needs of the program and offer leadership to make adjustments as needed in the best interest of students. The clear evidence of support listed below showcases the level of commitment from the teachers across the district involved in this implementation.

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

The Tupelo Public School District is committed to recruiting and retaining high quality educators to best meet the needs of our students in the school district. Our goal as a part of our District of Innovation process has been to be transparent and involve all key stakeholders as we identified our greatest needs and worked to develop our innovative plans. Please see below for key focus areas to address retention and recruitment across the district.

Once an offer of employment is made to a teacher, the district offers structured training and support to set up teachers for success. All employees attend a new hire orientation training at the district level, and new hires made prior to the start of the school year participate in the school wide training in August. This training is tailored to identified needs at the school district and school building levels. Furthermore, the district instructional staff work in partnership with the Northeast Mississippi Education Consortium to offer Continuing Education Unit (CEU) credit hours for district PD that can be utilized to meet a teacher's licensure requirements

with some of these coming at no cost to the teacher. Finally, new teachers to the district are paired with a mentor teacher for support during their first year.

The Tupelo Public School District is committed to helping teachers advance their educational opportunities as a part of our retention efforts. For example, the district offers bank credit hours through the University of Mississippi for advanced degrees. Teachers can apply to get funding to go towards their tuition and are awarded on a first come, first serve basis. In the fall of the 2019-2020 school year, all teachers that applied for this funding received the full tuition for one, three hour credit class at a rate of \$1,452.75.

The district has strong partnerships with the North Mississippi Health Services to positively impact the health and wellness of our employees and their families as another priority for retention and transitioning over to recruitment. Specifically, the school district has a partnership with the North Mississippi Medical Center Wellness Center that allows all full time employees and their family members to go for free after an initial \$50 assessment payment. Additionally, the TPSD team implemented two employee health clinics in the fall of 2017 to serve the TPSD employees when they are sick or need their annual physicals.

The Tupelo Public School District has district level support to aid in our teacher recruitment efforts across our Pre-K through 12th grade schools. We host an annual on-campus recruitment fair which pulls candidates from Mississippi, Tennessee, and Alabama with an average attendance of over 100 teachers with a small shortfall for the 2019-2020 school year of about 65 teachers. Additionally, our Human Resources team attends recruitment fairs at all colleges and universities in Mississippi as well as some schools in Tennessee and Arkansas. We also house and place University of Mississippi and Mississippi State University student teacher candidates. As a general rule, we have about 10-15 student teacher candidates in a year.

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

The Tupelo Public School District staff and stakeholders have been a part of the District of Innovation planning process from the fall of 2018 with the greatest needs development. The following groups were explicitly targeted to garner feedback in the greatest needs development:

- **Stakeholder Meetings**
 - TPSD Principals and Directors
 - TPSD Board
 - TPSD Teacher Advisory
 - TPSD Counselor Advisory
 - TMS Student Council
 - THS Student Council
 - TPSD Parent Advisory
 - TPSD Curriculum Coaches
- **Comprehensive Needs Assessment Survey**
 - The Faculty / Staff at all 14 TPSD schools and District Office were allowed to provide feedback on the comprehensive needs assessment survey, and there were 10-53 individuals at each site that provided feedback in this process.

Please find included as Attachment D the letters of support from TPSD board members, faculty/staff members, and students inclusive of **137 letters of support**.

- **Board of Trustees – 2 Letter of Support**
 - Joe Babb, Treasurer
 - Sherry Davis, President
- **District Office – 29 Letters of Support**

- Dr. Rob Picou, Superintendent
- Kimberly Britton, Deputy Superintendent
- Andy Cantrell, Assistant Superintendent
- Dr. Brock English, Assistant Superintendent
- Rachel Murphree, Finance Director
- Betty Goolsby, Finance District Office
- Dr. Melissa Thomas, Secondary Curriculum Director
- Amy Ferguson, Elementary Curriculum Director
- Stewart McMillan, Innovation Program Facilitator
- Kit Stafford, Arts Integration Facilitator
- Gregg Ellis, Communications Director
- Ryan Coon, Communications District Office
- Corlis Curry, Federal Programs Director
- Pamela Traylor, Student Support Services Director
- Paige Tidwell, District Test Coordinator
- Genna McAlpin, Special Education Director
- Karen Logan, Special Education District Office
- Holly Rakestraw, Special Education District Office
- Brenda Meriweather, Technology Director
- Teresa Hollingsworth, Technology District Office
- T.J. Higgins, Technology District Office
- Julie Connolly, Technology District Office
- Misty McRae, Technology District Office
- Juli Nobile, Human Resources District Office
- Lashunda Buggs, Human Resources District Office
- Shannon Snowden, School Psychometrist
- Heather Justice, School Psychologist
- Amy Rhyne, Dyslexia Coordinator
- Willie Harmon, Transportation Director
- **TPSD Schools – 106 Letters of Support**
 - Tupelo High School – 12 Letters of Support
 - Art Dobbs, Tupelo High School Principal [Letter sent directly to Jackson rather than included in the application]
 - Dr. Ryan Curry, Tupelo High School Assistant Principal
 - Missy Lunceford, Tupelo High School Career Coach
 - Tyler Philley, Middle College / Secondary Counselor
 - Susan Dudley, Project SEARCH Teacher
 - Christy Weir, Tupelo High School Community Liaison
 - Tierney Porter, Tupelo High School Teacher
 - Dr. Kelly Blanton, Tupelo High School Teacher
 - Amy Dabbs, Tupelo High School Teacher
 - Lara Chism, Tupelo High School Teacher
 - Chelsey Wilson, Tupelo High School Teacher
 - Teresa Ware, Tupelo High School Teacher
 - Tupelo Career and Technical Center – 4 Letters of Support
 - Evet Topp, Tupelo Career Technical Center Director
 - Brooks Prince, Tupelo Career Technical Center Marketing Teacher
 - Jeannie Miller, Tupelo Career Technical Center Health Science Teacher
 - Kim Boyer, Tupelo Career Technical Center Teacher

- Students – 19 Letters of Support
 - Adrianna Hill, Tupelo Career and Technical Center
 - Gregory Johnson, Tupelo Career and Technical Center
 - DJ Shelton, Tupelo Career and Technical Center
 - Grant Jenkins, Tupelo Career and Technical Center
 - Hayleigh Carbone, Tupelo Career and Technical Center
 - Jakeivion Patton, Tupelo Career and Technical Center
 - Jasmine Wren, Tupelo Career and Technical Center
 - Kolton Hudson, Tupelo Career and Technical Center
 - William Bradley, Tupelo Career and Technical Center
 - Kylie Harris, Tupelo Career and Technical Center
 - Koby Smith, Tupelo Career and Technical Center
 - Tatyanna Washington, Tupelo Career and Technical Center
 - Decartavis Walton, Tupelo Career and Technical Center
 - Brandon Clark, Tupelo Career and Technical Center
 - Jaylen Craddieth, Tupelo Career and Technical Center
 - Auston Payne, Tupelo Career and Technical Center
 - Michael Ward, Tupelo Career and Technical Center
 - Seoanna Spratt, Tupelo Career Technical Center
 - Quon Williams, Tupelo Career and Technical Center
- Structured Day Program – 6 Letters of Support
 - Dr. Tanisha Smith, Structured Day Program Director
 - Tanya White, Structured Day Program Teacher
 - David Schuch, Structured Day Program Teacher
 - Amy Wade, Structured Day Program Teacher
 - Roxanne Tucker, Structured Day Program Teacher
 - Matthew Young, Structured Day Program Teacher
- Tupelo Middle School – 5 Letters of Support
 - Mark Enis, Tupelo Middle School Principal
 - April West-McIntosh, Tupelo Middle School Assistant Principal
 - Summer Allen, Tupelo Middle School Coordinator
 - Landon Morse, Tupelo Middle School Assistant Principal
 - Crystal Wilson, Tupelo Middle School Teacher
- Milam Elementary School – 6 Letters of Support
 - Paul Moton, Milam Principal
 - Anthony Golding, Milam Assistant Principal
 - Dr. Stephanie Norwood-Wayne, Milam Teacher
 - Kim Fandel, Milam Teacher
 - Shuwnda Edwards, Milam Teacher
 - Laura Sheffield, Milam Teacher
- Lawhon Elementary – 3 Letters of Support
 - Ian Shumpert, Lawhon Principal
 - Kimberly Burkley, Lawhon Teacher
 - Ali Ballard, Lawhon Teacher
- Lawndale Elementary – 4 Letters of Support
 - Talina Knight, Lawndale Elementary Principal
 - Christy Jordan, Lawndale Elementary Assistant Principal
 - Courtney Wilemon, Lawndale Elementary Teacher
 - Annette Akins, Lawndale Elementary Teacher

- Rankin Elementary – 5 Letters of Support
 - Heather Cartwright, Rankin Elementary Principal
 - Taylor Sparks, Rankin Assistant Principal
 - Sunni Brown, Rankin Elementary Teacher
 - Connie Buse, Rankin Elementary Teacher
 - Anna Hamilton, Rankin Teacher
- Pierce Street Elementary – 2 Letters of Support
 - Amy Barnett, Pierce Principal
 - Katie Pannell, Pierce Street Assistant Principal
- Carver Elementary - 30 Letters of Support
 - Christy Carroll, Carver Principal
 - Anthony Key, Carver Family and Community Engagement
 - Jamie Vowell, Carver Counselor
 - LaShundra McClendon, Carver Data Entry
 - Jane Stanford, Carver Speech Language Pathologist
 - Daytra Riley, Carver Elementary Teacher
 - Carole Elliott, Carver Elementary Teacher
 - Andrea Watson, Carver Teacher
 - Kelly Hutcheson, Carver Teacher
 - Jessica Monroe, Carver Teacher
 - Kate Harvey, Carver Teacher
 - Katherine Dendy, Carver Teacher
 - Olivia Nunnelee, Carver Teacher
 - Carolyn Beasley, Carver Teacher
 - Leigh Taylor, Carver Teacher
 - Michelle Powell, Carver Teacher
 - Debbie Dilworth, Carver Staff
 - Beth Stone, Carver Teacher
 - Kristin Hayes, Carver Teacher
 - Jessica Pilgrim, Carver Teacher
 - Sandy Corkern, Carver Teacher
 - Courtney Campbell, Carver Teacher
 - Clarissa McFarland, Carver Teacher
 - Barbara Buchanan, Carver Assistant Teacher
 - Anna Clark, Carver Teacher
 - Whitney Greer, Carver Teacher
 - Erica Keltz, Carver Teacher
 - Cindy Ellis, Carver Teacher
 - Bridget Chism, Carver Teacher
 - Lauren Hall, Carver Teacher
- Parkway Elementary – 3 Letters of Support
 - Carmen Gary, Parkway Principal
 - Theresa Winter, Parkway Teacher
 - Dawn Ver Hey, Parkway Teacher
- Thomas Street Elementary – 1 Letter of Support
 - Candi Moore, Thomas Street Principal
- Joyner Elementary – 1 Letter of Support
 - Kimberly Foster, Joyner Elementary Principal
- King Early Childhood Education Center – 1 Letter of Support

- Haley Stewart, King Early Childhood Education Center Principal
- Instructional Coaches and Other Staff – 5 Letters of Support
 - April Gray, Instructional Coach
 - Anita McGraw, Instructional Coach
 - Celeste Ellis, Instructional Coach
 - Susan Hankins, Instructional Coach
 - Ada Cayson, Part Time tutor

Additionally, you can find included as Attachment E the letters of support from community members related to our District of Innovation application inclusive of **48 letters of support**.

- Mayor Jason Shelton, City of Tupelo
- Senator Chad McMahan, MS Legislator
- Glenn McCullough, Jr., Mississippi Development Authority [Original letter mailed directly to Jackson]
- Amy Tate, Tennessee Valley Authority
- Lewis Whitfield, CREATE Northeast Mississippi Community Foundation
- Mike Clayborne, CREATE Northeast Mississippi Community Foundation
- David Rumbarger, Community Development Foundation
- Shane Homan, Community Development Foundation
- Dr. Jay Allen, Itawamba Community College
- Dr. Michele Sumerel, Itawamba Community College
- Dean Barry Emison, Itawamba Community College
- Dr. Joe Lowder, Itawamba Community College
- Dan Rollins, Bancorp South Bank
- Miekko Kikuchi, Renasant Bank Japanese Liaison
- Jim Anthony, Fusion Furniture
- Melinda Tidwell, United Way
- Shawn Brevard, Past TPSD Board of Trustees 2005-2009
- David Brevard, B&B Concrete
- Jack Reed, Jr., R. W. Reed Co., Inc.
- Paul Mize, Jr., Ross & Yerger
- Jessica Ridgeway-Barnes, Association of Excellence in Education Board Member
- Deepika Dey, Endocrine & Metabolic Disorders Institute, PLLC
- Charlotte Wolfe, Daily Journal
- Sandra Blanch, Family Resource Center
- Sharon Petty, Family Resource Center Children's Advocacy Center
- Liria Frerer, Family Resource Center Children's Advocacy Center
- Takiva Bell, Family Resource Center Children's Advocacy Center
- Ashley Privett, Family Resource Center Children's Advocacy Center
- Susan Hill, Family Resource Center Children's Advocacy Center
- Juli Palmer, Family Resource Center Children's Advocacy Center
- Mollie Moore, Family Resource Center Children's Advocacy Center
- Marie Frison, Conscious Healing Therapies
- Martha Ann Wilson, Tupelo Ballet
- Carol Pitts, Tupelo Ballet
- Tami Young, English Learner Parent
- Lesley Tackitt, PTO at Rankin / PTA at Joyner
- Helen Boerner, Former Parent of the Year

- Debbie Gibbs, Retired 38 Year TPSD Teacher
- Josephine Mark, Retired 23 Year TPSD Teacher
- Rainy Carr, Retired TPSD Teacher
- Derick Pitts, THS Alum
- Scooter Carr, Community Member
- Glenn and Mary Thomas, Community Members
- Dennis Bond, Community Member
- Charles Penson, Community Member
- Fred Pitts, Community Member
- Dierdre Berry, Community Member
- Catherine Reed Mize, Community Member

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

- **9th – 12th Grade**

- **Robust Dual Credit / AP Class Offerings** – Teachers who teach Dual Credit and Advanced Placement classes will be afforded the opportunity to participate in trainings for their specific focus area. Dual Credit teachers are able to attend trainings at Delta State and Itawamba Community College based on the partnership with these entities as the dual credit provider, and Advanced Placement teachers are able to attend College Board trainings for AP certification.
- **Career Academies** – The professional development plans for teachers participating in the Career Academies at the high school level will be developed as the implementation plan is developed.
- **Project SEARCH** – The Project SEARCH program has an annual training provided in late July, and the Mississippi branch also provides a state based training in the spring semester. The Project SEARCH teacher will be expected to annually participate in both of these professional development opportunities in order to learn about changes to the program and network with other sites. Additionally, funding has been budgeted to allow the Project SEARCH teacher to seek out other opportunities that would set her/him up for success in working with students with disabilities and/or developing a better understanding of career pathways for these students.
- **Middle College** – The Middle College / Secondary Counselor needs to be kept apprised of dual credit / dual enrollment requirements and opportunities for the Middle College students. Additionally, the identification of clear pathways from Itawamba Community College to four year universities or career pathways for these students should be of priority. A professional development budget has been created for this staff person so that he/she can seek out opportunities to best meet professional development needs and goals.
- **WIOA Gateway In-Schools Program** – The WIOA Gateway In-Schools program is directly linked with Itawamba Community College and the industry needs in Northeast Mississippi. The staff person offering support of this program will be able to take advantage of the college and career fairs at ICC as well as partnership opportunities with our local Community Development Foundation and CREATE Foundation.
- **English Learner Student Targeted Program** – During the 2019-2020 school year, Tupelo Middle and Tupelo High School EL teachers will be trained on the iLit EL curriculum. In future years, the EL Newcomer teachers will receive a comprehensive professional development plan from a variety of sources including consultants, MDE EL specialists, conferences, and book studies.

- **6th – 8th Grade**

- **English Learner Student Targeted Program** – During the 2019-2020 school year, Tupelo Middle and Tupelo High School EL teachers were trained on the iLit EL curriculum. In future years, the EL teachers will receive a comprehensive professional development plan from a variety of sources including consultants, MDE EL specialists, conferences, and book studies.
- **PACE Program** – The PACE teacher has received targeted professional development related to the Apex software and YouScience. Additionally, this teacher has participated in history PLC's and worked with consultants. The current plan is to continue with these tailored professional development opportunities.
- **PROVE** – The teachers involved in supporting the PROVE students in the guided study labs received tailored professional development from ELA and math consultants. Additionally, they participated in The Winning Culture training as administered by the Flippen Group. The current plan is to continue with these tailored professional development opportunities.
- **Project Lead the Way** – The Project Lead the Way program at the upper elementary and middle school level is the Gateway program that consists of 9 week to semester long courses, and all Project Lead the Way teachers must participate in PLTW led trainings in order to receive certification and access to all curricular resources and materials. The teacher training for the Gateway program takes place over three full days of training. The plan is to train two teachers for the first year of implementation at Milam Elementary for 6th grade and potentially increase up to all 8 science teachers in year two. The next professional development step would be to look at Tupelo Middle School if implementation is extended up to the 7th through 8th grade and to create a plan to train these teachers.
- **Pre-K – 5th Grade**
 - **Project Lead the Way** – The Project Lead the Way program at the lower elementary level is called Launch, and it consists of 10-20 hour long modules. The training for a PLTW Launch teacher consists of two full days of training, and all Project Lead the Way teachers must participate in PLTW led trainings in order to receive certification and access to all curricular resources and materials. The Tupelo Public School District hosted a District of Transformation training at the Toyota Blue Springs plant in May 2019 to keep the training local rather than having teachers travel, and we trained 22 PLTW Launch teachers. In the future, these teachers will be able to implement a module, pursue a “train the teacher training”, and train our other Pre-K through 5th grade teachers. As an interim, PLTW teachers that have not yet been trained will be sent to a PLTW training to make sure they have the necessary certification to fully implement during the 2019-2020 school year.
 - **EL Student Teacher Program** – The TPSD EL Coordinator will offer targeted professional development for the founding cohort of EL teachers in the 2019-2020 school year. In future years, the cohort will consist of two teachers for every Kindergarten through 5th grade school. They will also receive a comprehensive professional development plan from a variety of sources including consultants, MDE EL specialists, conferences, and book studies.
 - **CHAMPS** – In the initial CHAMPS implementation in the fall of 2018, there was a training with the Pre-K through 5th grade certified teachers. The training was led by two trainers from Safe and Civil Schools, and the ½ day training focused on an initial introduction to the CHAMPS approach. This training equipped teachers with an understanding of the CHAMPS acronym, skills to incorporate in their classroom, and a CHAMPS book to enrich their understanding of this approach. The next training was in February 2019, and another trainer from Safe and Civil Schools came and trained a CHAMPS coach at each building on the data collection component. In July 2019, the district sent the principal, assistant principal, CHAMPS coach, and additional district leadership to Portland, OR to participate in their national week long Safe and Civil Schools conference. This conference had intensive sessions to support all staff in more deeply implementing the CHAMPS approach and in moving forward with

collecting and analyzing teacher data. Additionally, all participating schools received DVD resources to enhance their knowledge and support internal professional learning communities, staff meetings, professional development opportunities, etc.. The instructional coaches and one other staff person per Pre-K through 5th grade school received additional training in October 2019 to support the data collection work. There will be an ongoing focus on making sure all staff at the participating schools have the knowledge and support to successfully implement CHAMPS. The district CHAMPS lead is also committed to making sure there is new teacher training on CHAMPS as a part of our new teacher training process.

- **Career Fair** – We plan to leverage the Career Coaches at Tupelo High School to provide guidance to the Pre-K through 5th grade schools during professional development time about a successful career fair. We would also like for the principals to discuss what they already have been doing in their buildings to share best practices.
- **Computer Coding in technology labs** – The teachers received CMS4MS training to implement the computer coding in the technology labs. The resource the teachers utilize is coding.org.
- **TPSD Discovery** – The TPSD Discovery program is run by King Early Childhood Education Center teachers. These teachers participate in the district and school specific professional development throughout the school year.
- **Early Childhood Collaboration** – The Early Childhood Coalition currently offers professional development opportunities to daycare facilities in Northeast Mississippi. For example, local day cares send staff members to the King Early Childhood Education Center so that these staff can observe the TPSD staff members in action. There are also other partnerships, such as with the Link Centre Artist Residency, where professional development has been offered with a visiting artist free of charge. The Early Childhood Coalition is piloting in the 2019-2020 school year a focus on arts integration, which is allowing local artists to partner with ECEC and day cares to provide on the ground arts integration training for early childhood educators.

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

District of Innovation Greatest Needs Development [September 2018 – January 2019]

- The TPSD team hosted 14 stakeholder meetings in order to capture the greatest needs for the district as seen by stakeholders and released a comprehensive needs assessment (CNA) survey that was active from **October 22, 2018** through **November 16, 2018**. The synthesis of the greatest needs development was shared out at a community meeting on **January 22, 2019**. Please see the Daily Journal articles about this meeting - https://www.djournal.com/news/tpsd-to-host-public-presentation-of-needs-assessment/article_200f6d51-f319-594d-a554-bf12ef9c90a1.html, https://www.djournal.com/news/tupelo-schools-address-needs-during-public-meeting/article_15a61c93-bd30-5dcd-81e5-b5dc6479e1f5.html. Please see the breakdown of these meetings below as well as the breakdown of the stakeholder groups that contributed to the survey:

Stakeholder Group	Meeting Date	Attended [Invited]
TPSD Principals and Directors	September 26, 2018	23 participants [26 invitees]
TPSD Board	October 30, 2018	10 participants [5 invitees]
TPSD Teacher Advisory	November 2, 2018	13 participants [14 invitees]
TPSD Counselor Advisory	November 29, 2018	13 participants [18 invitees]
TMS Student Council	November 30, 2018	6 participants [12 invitees]
Community Meeting I	December 4, 2018	32 participants [57 invitees*]
Community Meeting II	December 5, 2018	27 participants [57 invitees*]
THS Student Council	December 11, 2018	17 participants [24 invitees]
Faith-based Community Meeting	December 14, 2018	4 participants [23 invitees]
Parent Advisory	December 14, 2018	8 participants [19 invitees]
TPSD Curriculum Coaches	December 14, 2018	6 participants [8 invitees]
Community Meeting III	December 19, 2018	11 participants [*]
EL Advisory	January 11, 2019	7 participants [50 invitees]

*All participants that did not attend Community Meeting I and II were invited to Community Meeting III.

Comprehensive Needs Assessment Survey Participation by Stakeholder Group

School	Faculty/Staff Member	Parent	Student	Community Member	TOTAL
King Early Childhood Educc	14	14	0		28
Carver Elementary	18	9	1		28
Thomas Street Elementary	31	35	0		66
Parkway Elementary	18	16	0		34
Joyner Elementary	28	21	0		49
Lawhon Elementary	16	20	1		37
Pierce Street Elementary	35	14	0		49
Lawndale Elementary	19	10	0		29
Rankin Elementary	18	15	0		33
Milam Elementary	34	15	0		49
Tupelo Middle School	28	26	1		55
Tupelo High School	53	71	40		164
Tupelo Career - Technical C	10	0	0		10
Fillmore	18	0	0		18
TPSD District Office	24				24
TOTAL	364	266	43	55	728

Additionally, the Tupelo Public School District team was committed to making sure the District of Innovation plan was shared and vetted by the community with a focus on the alignment of the innovative workstreams with the identified greatest needs. The community meetings to present the District of Innovation application and allow for constructive feedback and questions took place at the following dates and times in an attempt to provide opportunities for individuals on all work schedules to attend:

- **Thursday, September 12 at 1:00 pm**
- **Friday, September 13 at 8:00 am**
- **Friday, September 13 at 3:00 pm**
- **Monday, September 16 at 5:30 pm**

The District of Innovation plan entails all TPSD Leadership, Administrators, Directors, and Support staff. Our Innovation Program Facilitator works to share timely updates with the TPSD Board of Directors and all related staff during the monthly meetings as well as the regularly occurring principal and director cohort meetings. This process will be continued throughout the duration of all upcoming school years.

Finally, the specific District of Innovation workstreams have both internal TPSD staff and key partners that have collaborated to bring all these workstreams to fruition. Please see the Section 9: Timeline of Activities for a breakdown of the internal and external collaboration and feedback received in our district's work to become an official District of Innovation.

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

The Tupelo Public School District is committed to continuing our work to keep the community and all key stakeholders apprised of our District of Innovation work. We will also continue to leverage our local media – the Daily Journal, WTVA, WCBI – to help spread the word and communicate directly with all key stakeholders about innovative programs taking place in our schools. Additionally, our school district has worked to highlight the District of Innovation work through our Your Story, Our Purpose, One Heartbeat videos released to our community.

Daily Journal District of Innovation Media Communications – August 2018 – October 2019

1. TPSD hires innovated programs director – August 18, 2018
2. Tupelo schools installs new behavior strategy – August 20, 2018
3. ROB PICOU: Students are more than a test score – August 31, 2018
4. Tupelo High students examine surgery up close – September 25, 2018
5. Lesson with apples shows real-world connections – September 28, 2018
6. Cooper Tire visits Tupelo High – October 20, 2018
7. Tupelo to seek District of Innovation flexibility – October 26, 2018
8. OUR OPINION: Innovation attempt keeps Tupelo sharp – October 30, 2018
9. Tupelo Schools look to innovate English Learner program – November 8, 2018
10. ROB PICOU: School success requires great urgency – November 11, 2018
11. Humanities Council brings race-focused conversation series to Tupelo – November 29, 2018
12. Tupelo Schools and ICC hold preliminary talks about middle college – December 12, 2018
13. Giving Them Some Hope – In Tupelo’s PACE classroom, students put themselves back on track – December 16, 2018
14. Toyota internships offers high schoolers glimpse into future – January 19, 2019
15. Tupelo Schools address needs during public meeting – January 23, 2019
16. Real World Experience – Tupelo Career-Tech Center spotlights its offerings – February 6, 2019
17. Language Barrier – English learners face challenges on state tests – February 24, 2019
18. New science learning experience to launch in Tupelo elementary schools – March 1, 2019
19. AEE luncheon grants funding toward Tupelo teachers’ projects – April 27, 2019
20. King early childhood center focuses on summer learning for rising kindergarteners – May 2, 2019
21. Milam Elementary team wins nationwide stock market game – May 31, 2019
22. TPSD, ICC announce ‘historic’ middle college partnership program – July 30, 2019
23. Local state partnership brings special needs job training program to Tupelo - August 5, 2019
24. DR. ROB PICOU: State testing only a portion of the whole picture – September 8, 2019
25. TPSD to host community meetings for District of Innovation insight, support – September 12, 2019
26. OUR OPINION: We support TPSD’s District of Innovation efforts – September 18, 2019
27. Tupelo Schools’ District of Innovation application moves forward, school board will vote next month – October 9, 2019

Your Story, Our Purpose, One Heartbeat

1. Episode 3 – CHAMPS: <https://www.youtube.com/watch?v=bii1MTOA-D8>
2. Episode 7 – PACE: https://www.youtube.com/watch?v=-y4eD_qMwM
3. Episode 12 – Innovation Programs: https://www.youtube.com/watch?v=iZFjLSH_qFY
4. Episode 15 – Innovative Programs Part II: <https://www.youtube.com/watch?v=3013n1Y1cvU>
5. Segment 1: One Single Heartbeat with Dr. Picou: <https://www.youtube.com/watch?v=cfXVuU1yrZU>
6. Segment 2: One Single Heartbeat with Stewart McMillan: https://www.youtube.com/watch?time_continue=1&v=dzIj9XVSLf0

7. Segment 4: One Single Heartbeat with Project SEARCH:
https://www.youtube.com/watch?time_continue=1&v=SV1ZK4NKVgg
 8. Segment 5: One Single Heartbeat Middle College:
https://www.youtube.com/watch?time_continue=4&v=f8SvCiCtGfM
3. **Attach documentation (partner agreements, memoranda of understanding, and other legal agreements) for implementation of the innovative school or district.**

Please see below for all the existing program implementation documentation, and you can find each of these resources included in Attachment F.

Existing Programs with Implementation Documentation

- **9th – 12th Grade**
 - **Robust Dual Credit / AP Class Offerings – DG 1/5, GN 1/4/4a**
 - **Dual Credit and Middle College Agreement between Itawamba Community College and Tupelo Public School District**
 - **Delta State University Dual Credit Memorandum of Understanding with Tupelo Public School District**
 - **Career Academies – DG 1/3/5, GN 1/4/4a**
 - **No existing program – No resources attached**
 - **Project SEARCH – DG 3/5, GN 1/4/4a**
 - **Memorandum of Understanding Between Mississippi Department of Rehabilitation Services, North Mississippi Health Services, Inc., and Tupelo Public School District**
 - **Middle College – DG 3/5, GN 1/4/4a**
 - **See ICC/TPSD MOU outlined above**
 - **Middle College Handbook 19-20**
 - **WIOA Gateway In-Schools Program – DG 1/5, GN 1/4/4a**
 - **WIOA Gateway In School Program Grant Agreement**
 - **English Learner Student Targeted Program – DG 1/5, GN 1/4/4a**
 - **iLit Quote and Letter Documentation**
- **6th – 8th Grade**
 - **English Learner Student Targeted Program – DG 1/5, GN 1/4/4a**
 - **iLit Quote and Letter Documentation**
 - **PACE Program – DG 1/5, GN 1/4/4a**
 - **Apex Learning Price Quote; Attachment A - Purchasing Apex Learning Digital Curriculum and Services**
 - **PROVE – DG 1/5, GN 1/4/4a**
 - **No official resources currently in place. There will be official agreements related to enrichment programs that are currently being discussed.**
 - **Project Lead the Way – DG 1/5, GN 1/4/4a**
 - **No existing program at upper elementary / middle school – No resources attached**
- **Pre-K – 5th Grade**
 - **Project Lead the Way – DG 1/5, GN 1/4/4a**
 - **Project Lead the Way Confidentiality / Nondisclosure Agreement**
 - **PLTW Terms and Conditions**
 - **PLTW Grant Agreement – Lawhon**
 - **PLTW Grant Agreement – Lawndale**

- **PLTW Grant Agreement – Pierce**
 - **PLTW Grant Agreement – Rankin**
 - **PLTW District of Transformation Training Agreement**
- **EL Students – DG 1/5, GN 1/4/4a**
 - **No agreements based on this implementation only involving internally driven professional development**
- **CHAMPS – DG 1/3/4/5, GN 1/3/4a**
 - **Safe & Civil Schools Agreement to Provide Services**
- **Career Fair – DG 1/5, GN 4/4a/4b**
 - **No agreements based on this implementation only involving internal staff**
- **Computer Coding in Technology Labs – DG 1/5, GN 4/4a**
 - **No agreements based on this implementation involving internal staff and free software**
- **TPSD Discovery – DG 1/3/5, GN 1/4/4a**
 - **TPSD Discovery Proposal**
 - **Early Childhood Summer Programming Funding Confirmation**
- **Early Childhood Program Expansion – DG 1/5, 1/4b**
 - **No existing expansion program – No resources attached**

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

The TPSD Board-School Superintendent Relations policy BBD outlines that one of the most important functions of the Board is the legislation of policy while the execution of policy is the responsibility of the superintendent and staff. The delegation of the executive powers of the Board to the superintendent provides freedom for the administration to manage the school district within the policies of the Board and allows the Board to devote its time to policy making and appraisal functions.

The TPSD Board of Trustees, a five member board appointed by the Tupelo Mayor, and the current five member board is made up of the following individuals:

- Sherry Davis, President
- Kenneth Wheeler, Vice President
- Joe Babb, Secretary
- Paul Mize
- Eddie Prather

The Innovation Program Facilitator of the school district provides an Executive Summary at all monthly board meetings on the District of Innovation workstreams, and all MOUs and funding are brought before the board for review. This is the process we have utilized in the development of the District of Innovation plan, and we intend to continue to use the same process.

Principals are given the authority to manage the programmatic, instructional, and staffing support of the District of Innovation programs. The Principals have been a critical part of designing this plan and will work to bring the programs with-in their school buildings to fruition.

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

The Tupelo Public School District team was committed to creating an Advisory Board of the District staff and community leaders to provide insight and constructive feedback on the District of Innovation application. This group has been carefully crafted to include the TPSD leadership that will oversee the District of Innovation and to garner community feedback and support from individuals connected to key programs as a part of the application. Please see below for the advisory board participants:

- TPSD Team
 - Dr. Rob Picou – Superintendent
 - Ms. Kim Britton – Deputy Superintendent
 - Mr. Andy Cantrell – Assistant Superintendent
 - Dr. Brock English – Assistant Superintendent
 - Ms. Amy Ferguson – Elementary Curriculum Director
 - Dr. Melissa Thomas – Secondary Curriculum Director
 - Ms. Stewart McMillan – Innovation Program Facilitator
- Community Members
 - Kristy Luse [CREATE / Previous TPSD staff member]
 - Tami Young [ELL parent]

- Takiva Bell [Family Resource Center – Children’s Advocacy, MS Humanities Council community dialogues participant]
- Bradley Gates [ICC – Dissertation on career coaches and career academies]
- Shane Homan [CDF – Child considered Middle College]

The key District of Innovation workstreams will have advisory groups or steering committees that will meet to monitor the progress and report updates to the board in the Innovation Program Facilitator Executive Summaries.

- **Project SEARCH**

- **Steering Committee Members** – Josh Woodward [MDRS], Faye Culpepper [MDRS], Heather Collums [MDRS], Melanie Hickman [MDRS], Keely Green [MDRS], Kasey Lunceford [MDRS], Cora Paulson [NMHS], Susan Dudley [TPSD], Karen Logan [TPSD], Genna McAlpin [TPSD], Stewart McMillan [TPSD]

- **Middle College**

- **Steering Committee Members** – Jay Allen [ICC], Tyler Camp [ICC], Michele Sumerel [ICC], Brandi McCraw [ICC], Rilla Jones [ICC], Barry Emison [ICC], Denise Gillespie [ICC], Melissa Haab [ICC], Mande Miller [ICC], Nina Strother [ICC], Rob Picou [TPSD], Andy Cantrell [TPSD], Brock English [TPSD], Charles Laney [TPSD], Greg Ellis [TPSD], Art Dobbs [TPSD], Evet Topp [TPSD], Stewart McMillan [TPSD]

- **Project Lead the Way**

- **Steering Committee Members** – Kim Britton, Amy Ferguson, Susan Hankins, Janet Tubb, Celeste Ellis, Latonya Slater, April Grey, Anita McGraw, and Stewart McMillan [Steering Committee will expand to include secondary support staff based on implementation plans]

Additional steering committees will be created as needed, inclusive of a Career Academy cohort comprised of teachers, leaders, and community members vested in the secondary level success.

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

The Tupelo Public School District Leadership, Curriculum, and Innovation teams will offer oversight, support, professional development, and reporting and monitoring.

Team Member	Title	Responsibility
Dr. Rob Picou	Superintendent	Oversee all District of Innovation program and initiatives; Ensure the TPSD Board of Trustees is informed of all programs and necessary actions with the support of the Instructional and Operational Directors and Principals
Kim Britton	Deputy Superintendent	Leads all Pre-K through 5 th Grade District of Innovation initiatives and curriculum, Testing/Accountability, Arts Integration, Federal Programs, EL, MTSS/Dyslexia, Instructional Coaches, Homeless Liaison and Special Education
Andy Cantrell	Assistant Superintendent	Leads all Tupelo Career Technical Center initiatives, Child Nutrition, Technology, Discipline Grades K-12, Maintenance/Operations, Safety/Security, Transportation and Athletics
Dr. Brock English	Assistant Superintendent	Leads all 6 th through 12 th Grade District of Innovation initiatives and curriculum, Communications, Innovative programs and Instructional Technology

Amy Ferguson	Elementary Curriculum Director	Manages all Pre-K through 5 th Grade Curriculum and Professional Development for the District, Oversees MTSS/Dyslexia, and Gifted
Dr. Melissa Thomas	Secondary Curriculum Director	Manages all 6 th through 12 th Grade Curriculum and Professional Development for the District
Lee Ann Dunklee	English Learner Coordinator	Oversees all EL programs and student support across the district
Stewart McMillan	Innovation Program Facilitator	Manages the District of Innovation plan collaboration and development across all departments, Supports all post-award activities and requirements with support from other TPSD staff
Art Dobbs	Tupelo High School Principal	Responsible for all management and oversight of Tupelo High School, Oversight of programs inclusive of Robust Dual Credit / AP Courses, Career Academies, Project SEARCH, and Middle College, etc.
Missy Lunceford	Career Coach	Offers targeted support of College and Career Readiness priorities at Tupelo High School
Erica Golden	Career Coach	Offers targeted support of College and Career Readiness priorities at Tupelo High School
Dr. Tanisha Smith	Structured Day Program Principal	Offer targeted support of the College and Career Readiness priorities across all schools that provide students into the SDP program
Mark Enis	Tupelo Middle School Principal	Responsible for all management and oversight of Tupelo Middle School, Oversight of all programs inclusive of PACE, PROVE, Carnegie units at TMS etc.
Paul Moton	Milam Elementary Principal	Responsible for all management and oversight of Milam, Oversight of programs inclusive of PROVE and Carnegie units at Milam
Ian Shumpert	Lawhon Street Principal	Responsible for all management and oversight of Lawhon, Oversight of programs inclusive of PLTW and CCR Initiatives
Talina Knight	Lawndale Principal	Responsible for all management and oversight of Lawndale, Oversight of programs inclusive of PLTW and CCR Initiatives
Amy Barnett	Pierce Street Principal	Responsible for all management and oversight of Pierce Street, Oversight of programs inclusive of PLTW and CCR Initiatives
Heather Cartwright	Rankin Principal	Responsible for all management and oversight of Rankin, Oversight of programs inclusive of PLTW and CCR Initiatives
Christy Carroll	Carver Principal	Responsible for all management and oversight of Carver, Oversight of programs inclusive of all CCR Focused Initiatives
Kimberly Foster	Joyner Principal	Responsible for all management and oversight of Joyner, Oversight of programs inclusive of all CCR Focused Initiatives
Carmen Gary	Parkway Principal	Responsible for all management and oversight of Parkway, Oversight of programs inclusive of all CCR Focused Initiatives
Candi Moore	Thomas Principal	Responsible for all management and oversight of Thomas, Oversight of programs inclusive of all CCR Focused Initiatives
Haley Stewart	ECEC Principal	Responsible for all management and oversight of ECEC, Oversight of all programs inclusive of CCR Focused Initiatives, TPSD Discovery, Early Childhood Coalition

Innovation Plan Component #8: *Waivers and Exemptions*

1. Using the table below, identify all requests for waivers of any state or local policies, requirements or restrictions including rationale for the waiver that is connected to the proposed innovation.

Process Standard	Waiver(s) from State or Local Policies, Requirements, or Restrictions	Rationale for Waiver Request
<p>Standard 2</p>	<p>2 - All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the <i>Elementary and Secondary Education Act (ESEA)</i>. Miss. Code Ann. § 37-9-7 7, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and ESEA, and Federal Code.</p> <p>2.2 - With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.</p>	<p>The College and Career Readiness course is a graduation requirements for all students starting with the 2018-2019 freshman. There is not a specific certification endorsement for this role; however, this does have to be a certified teacher. Our district would like to receive a waiver from this requirement so that we could identify and hire FTEs for this course who are individuals from industry and/or retired and committed educators that no longer have an active license. This would guarantee we have the right teachers to offer this targeted support to make sure students are all set up for success.</p>

<p>Standard 14/26/27</p>	<p>14 - The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.1-36.4, State Board Policy Chapter 36, Rules 36.1 through 36.4.</p> <p>26 - The curriculum of each high school at a minimum consists of required and approved courses that generate at least 33 1/2 Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. See Appendix B, Miss. Code Ann. § 37-1-3(2), and Miss. Admin. Code 7-3: 28.2 and 278.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.</p> <p>27 - The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. Miss. Code Ann. §§ 37-1-3(2) and 37-13-134.</p>	<p>The district would like to expand student options so students are able to take advantage of Tupelo Career and Technical Center offerings and Accelerated Pathways without having to compromise on their interests based on Carnegie unit requirements.</p> <p>Specifically, we would like to leverage the STEAM focus starting at the 6th grade level to count for high school credit through the Project Lead the Way curriculum in conjunction with Cyber Foundations:</p> <ul style="list-style-type: none"> • Request for 1 Carnegie Unit Credit at Milam – Project Lead the Way with a Biomedical Science (1) Medical Detectives for first semester paired with Engineering (2) Design and Modeling for second semester • Request for 1 Carnegie Unit Credit at Tupelo Middle School – Project Lead the way with Engineering (1) Automation and Robotics paired with Computer Science (2) Computer Science for Innovators and Makers and App Creators or (2) Robotics. • Existing Carnegie Unit Credit at TMS – Cyber Foundations, Algebra I, Spanish I, Art I, and MS Studies <p>https://mdek12.org/sites/default/files/Offices/MDE/OAE/SEC/Course%20Codes/2019-2020 approved courses for the secondary schools of mississippi.pdf - MDE has approved many of the PLTW Engineering & Biomedical classes with Carnegie Unit Credit as a Science or Advanced Elective (see pg. 30 of attachment).</p>
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<p>Standard 26</p>	<p>26 - The curriculum of each high school at a minimum consists of required and approved courses that generate at least 33 1/2 Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. See Appendix B, Miss. Code Ann. § 37-1-3(2), and Miss. Admin. Code 7-3: 28.2 and 278.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.</p>	<p>The district has worked to implement a Middle College program in partnership with Itawamba Community College as another accelerated pathway for students. In designing this program, we have followed the Procedures Manual for the State of Mississippi Dual Enrollment & Accelerated Programs that states on pg. 10 of the Fall 2019 manual - https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/m_s_de_and_accelerated_programs_procedures_manual_fall_2019.pdf - that (5) Early College High Schools and Middle College Programs are exempt from the approved course offering list and (6) Dual credit Career Technical Courses are determined by the individual postsecondary institutions.</p> <p>Our district would like to offer Associate of Applied Science tracks that require courses not currently articulated in the approved Secondary Course list in the following courses of study – Business & Marketing Management Technology, Computer Programming Technology, Early Childhood Development Technology, Hospitality Management Technology, Law Enforcement Technology, Paralegal Technology, and Public Health Technology. Future tracks may be added in subsequent years.</p>
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1. Explain the planning activities that have taken place up to this point.

District of Innovation Innovative Program Development

- Based on the identified greatest needs and the overarching focus on college and career readiness, the Tupelo Public School District team has worked diligently to research and implement innovative programs. Please see below for a breakdown of meetings related to innovative workstreams:
 - **Project SEARCH**
 - **November 12, 2018** – NMHS and TPSD Meeting Initial Interest Meeting
 - **November 14, 2018** – TPSD Meeting with the MDRS / UMMC / Rankin County Project SEARCH teams
 - **January 16, 2019** – MDRS, NMHS, and TPSD Planning Meeting
 - **February 5, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **February 19, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting; Stakeholder meeting with potential students and parents for Project SEARCH implementation
 - **March 7, 2019** – Deadline for students to submit applications
 - **April 1, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **April 3-4, 2019** – Project SEARCH Mississippi Training
 - **April 9, 2019** – Project SEARCH student interview date
 - **April 30, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **June 5, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **July 15, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **July 25, 2019** – Project SEARCH Presentation at MDRS Quarterly Advisory Meeting
 - **July 29-August 2, 2019** – Project SEARCH staff national training
 - **August 5, 2019** – Project SEARCH Press Conference
 - **August 5-6, 2019** – Project SEARCH Student Orientation at NMMC
 - **September 4, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **October 2, 2019** - MDRS, NMHS, and TPSD Steering Committee Meeting
 - **November 14, 2019** – National Project SEARCH Representative Meeting
 - **November 2019** – Potential Interested and Eligible Student and Parent Presentation
 - **Middle College**
 - **December 18, 2018** – ICC and TPSD Planning Meeting re: Potential Middle College Partnership
 - **January 15, 2019** – ICC and TPSD Middle College Planning Meeting
 - **February 21, 2019** - ICC and TPSD Middle College Planning Meeting
 - **March 1, 2019** – ICC Dual Credit Retreat
 - **March 1, 2019** - ICC and TPSD Middle College Planning Meeting
 - **March 28, 2019** – TPSD Middle College Planning Meeting
 - **April 9, 2019** – TPSD Board Meeting Presentation
 - **April 12, 2019** – TPSD Planning Meeting
 - **April 15, 2019** – TPSD Planning Meeting
 - **April 24, 2019** – TPSD / ICC Communications and Community Relations Planning Meeting
 - **April 25, 2019** – TPSD Counselors Planning Meeting
 - **May 2, 2019** – TPSD Presentation of Middle College to Business Leaders and Elected Officials [CDF, CREATE, Lee County Board of Supervisors, Tupelo City Council, Shane Aguirre, and Chad McMahan]
 - **May 13, 2019** - TPSD / ICC Communications and Community Relations Planning Meeting

- **May 14, 2019** – TPSD / ICC Dual Credit and Middle College MOU Finalized at TPSD Board of Trustees Meeting
- **May 21, 2019** – TPSD Trip to Gulfport to visit Collegiate Academy
- **June 5, 2019** – TPSD Planning Meeting
- **June 11, 2019** – Middle College Handbook First Read on TPSD Board of Trustees Meeting
- **June 24, 2019** – Middle College Eligible Student Presentation
- **July 8-16, 2019** – Interested and Eligible Individual Student Meetings
- **July 17, 2019** – Middle College Meeting to Confirm Interested and Eligible Students
- **July 30, 2019** – Middle College Handbook Final Approval at TPSD Board of Trustees Meeting
- **July 30, 2019** – Press Conference and Press Release re: Middle College Partnership
- **August 7, 2019** – Middle College Students Day 1
- **August 8, 2019** – Middle College Students Orientation at ICC
- **August 12, 2019** – Middle College Students First Day with ICC and THS Classes
- **October 17, 2019** – Middle College Potentially Eligible Student and Parent Presentation for the 2020-2021 School Year
- **October 28-November 22, 2019** – Interested and Potentially Eligible Interested Student Meetings for the 2020-2021 School Year
- **Career Academies**
 - **February 28, 2019** – Hanover Research Call re: Best Practices in K-12 Grading report and Research Action Plan; Next Research Study will Focus on Alternative Models for CTE
 - **April 25, 2019** – Hanover Research Call re: Alternative Models for K-12 Career and Technical Education (CTE); Next Research Study will Focus on CTE Implementation Practices – Career Academies, Wall to Wall Models, and Apprenticeship Models
 - **May 21, 2019** – TPSD Trip to Gulfport to see District of Innovation in action, inclusive of Middle College, Career Academies, and JROTC program
 - **July 22, 2019** – Hanover Research Call re: CTE Implementation Practices – Career Academies, Wall to Wall Models, and Apprenticeship Models
 - **August 22, 2019** – Hanover Research Study Shared re: CTE Implementation Practices – Career Academies, Wall to Wall Models, and Apprenticeship Models
 - **September 9, 2019** - Hanover Research Study Debrief Call re: CTE Implementation Practices – Career Academies, Wall to Wall Models, and Apprenticeship Models
- **PACE**
 - **2018-2019 Meetings** – Initial planning meetings with Dr. Picou and Dr. English to implement first cohort of PACE students
 - **February 11, 2019** – PACE Support Team Debrief re: Year 1 Implementation
 - **August 28, 2019** – PACE Support Team Planning re: Year 2 Implementation
- **PROVE**
 - **October 22, 2018** – MS Humanities Council planning meeting re: Education Topic Focused on Race
 - **November 12, 2018** – MS Humanities Council planning meeting re: Community Dialogues entitled The Story of Us: Confronting What Divides our Communities
 - **November 28, 2018** – MS Humanities Council planning meeting with Daily Journal to Publicize Community Dialogues
 - **January 8, 2019** – MS Humanities Council planning meeting with facilitators re: The Story of Us: Increasing Access to AP Classes
 - **January 14, 2019** – MS Humanities Council Community Dialogue re: Increasing Access to AP Classes – Define the problem.
 - **January 16, 2019** – Meeting re: Potential TPSD Version of the ANSEP Program [Alaska

- Native Science and Engineering Program]
- **January 28, 2019** – MS Humanities Council Community Dialogue re: Increasing Access to AP Classes – Build historical context.
- **February 11, 2019** – Follow up Meeting re: TPSD Version of the ANSEP Program – PROVE [Provide Rigorous Opportunities Via Engagement]
- **February 11, 2019** – MS Humanities Council Community Dialogue re: Increasing Access to AP Classes – Identify potential solutions.
- **February 25, 2019** – MS Humanities Council Community Dialogue re: Increasing Access to AP Classes – Create a preamble and commitment for future action.
- **April 15, 2019** – MS Humanities Council Community Dialogue re: Increasing Access to AP Classes – Follow up on preambles and commitment to action.
- **July 29, 2019** – MS Humanities Council Debrief with THS and Secondary Leadership and Action Plan Creation for 2019-2020 school year
- **Project Lead the Way**
 - **October 24, 2018** – PLTW Grant Training
 - **October 25, 2018** – Grenada School Visit re: PLTW implementation
 - **October 30, 2018** – PLTW Meeting with Curriculum Coaches
 - **November 16, 2018** – PLTW Meeting with Curriculum Coaches
 - **January 28, 2019** – PLTW Presentation to 3rd-5th grade Principals
 - **January 29-February 1, 2019** – PLTW Presentations to the 3rd-5th grade Gifted Teachers
 - **April** – School Specific Presentations at Staff Meetings and PLCs re: PLTW
 - **April** – PLTW meetings with 3rd-5th grade Specials Teachers re: implementation plan and support
 - **May 28-29, 2019** – District of Transformation Training for all 22 TPSD staff participating in the PLTW implementation
 - **August 15, 2019** – Gifted Teachers Planning Day
 - **October 11, 2019** – Gifted and Specials Teacher Planning Day
 - **November 9-12, 2019** – Project Lead the Way National Summit

District of Innovation Application Development Process

• Completed Actions

- **June 20** – Strategic planning meeting for the Principals and Assistant Principals; Focus on college and career readiness across every level and the direct connection with the 5th TPSD board goal
- **July 16** – Advisory group strategic planning meeting with Dr. Picou, Mr. Cantrell, Dr. English, Dr. Thomas, and Ms. McMillan [Ms. Britton and Ms. Ferguson at CHAMPS]
- **July 22-26** – English and Thomas meet with Secondary principals re: District of Innovation feedback
- **July 26** – Strategic planning meeting with Ms. Britton and Ms. Ferguson
- **August 8-13** – Initial District of Innovation Plan Writing Time
- **August 16** – Advisory meeting re: District of Innovation draft plan
- **August 21-22** – District of Innovation draft presentation at both Principal cohort meetings
- **August 23-August 30** – District of Innovation updates writing time
- **August 31** – Letter of Intent submitted to MDE
- **September 2** – TPSD board submission with draft application and presentation
- **September 10** – District of Innovation plan initial presentation to the TPSD school board
- **September 12 at 1:00 pm** – Community presentation and feedback phase of District of Innovation process; Request and Collect Community Letters of Support
- **September 13 at 8:00 am** – Community presentation and feedback phase of District of Innovation process; Request and Collect Community Letters of Support

- **September 13 at 3:00 pm** – Community presentation and feedback phase of District of Innovation process; Request and Collect Community Letters of Support
- **September 16 at 5:30 pm** – Community presentation and feedback phase of District of Innovation process; Request and Collect Community Letters of Support
- **September 27** – Advisory meeting re: District of Innovation finalized plan
- **September 30** - TPSD board submission with final application and presentation
- **October 2-3** - District of Innovation final presentation at both Principal cohort meetings
- **October 8** –District of Innovation plan application presentation at the TPSD school board meeting for review and questions in advance of action item to approve at the November board meeting
- **November 5** –District of Innovation plan final application presented at the TPSD school board meeting for approval [Board approval required for submission]
- **December 3** – District of Innovation plan submission deadline
- **Upcoming Actions**
 - **December 2019** – District of Innovation interview with the MDE team
 - **February 2020** – District of Innovation application considered at the MS State Board of Education meeting
 - **March 2020** –District of Innovation status announcement at the MS State Board of Education meeting

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

Our District of Innovation planning process is a collaborative process that impacts our TPSD Board of Trustees, Principals, Operational Directors, and Instructional Directors at the TPSD. Therefore, we plan to have continuous updates on these workstreams provided during the scheduled meetings for each of these cohorts as well as specific project based meetings for all key initiatives. Please see below for the currently scheduled meetings:

- **Principal Cohort Meetings** – Utilize meetings to keep respective principals updated on any District of Innovation workstreams that impact their individual schools or cohorts. Utilize the full team meetings to make sure all staff are aware of vertical priorities.
 - **December 4, 2019** – Pre-K – 5th Grade Cohort Meeting
 - **December 5, 2019** – Secondary Cohort Meeting
 - **December 18, 2019** – Pre-K – 5th Grade Cohort Meeting
 - **December 19, 2019** – Secondary Cohort Meeting
 - **January 8, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **January 9, 2020** – Secondary Cohort Meeting
 - **January 22, 2020** – All Principals Meeting
 - **February 5, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **February 6, 2020** – Secondary Cohort Meeting
 - **February 19, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **February 20, 2020** – Secondary Cohort Meeting
 - **March 4, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **March 5, 2020** – Secondary Cohort Meeting
 - **April 1, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **April 2, 2020** – Secondary Cohort Meeting
 - **April 15, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **April 16, 2020** – Secondary Cohort Meeting
 - **April 29, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **April 30, 2020** – Secondary Cohort Meeting
 - **May 13, 2020** – Pre-K – 5th Grade Cohort Meeting
 - **May 14, 2020** – Secondary Cohort Meeting

- **May 29, 2020** – All Principals Meeting
- **Director Meetings** – Utilize meeting format to make sure Directors can support the initiatives planned as a part of the District of Innovation planning process.
 - **December 11, 2019** – Instructional Director Meeting
 - **December 12, 2019** – Operational Director Meeting
 - **January 15, 2020** – All Director Meeting
 - **February 12, 2020** – Instructional Director Meeting
 - **February 13, 2020** – Operational Director Meeting
 - **March 17, 2020** – All Director Meeting
 - **April 8, 2020** – Instructional Director Meeting
 - **April 9, 2020** – Operational Director Meeting
 - **May 6, 2020** – All Director Meeting

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

The Tupelo Public School District is committed to continual monitoring and providing progress updates to the TPSD Board of Trustees as the overall governance entity for the District of Innovation and all corresponding innovative work streams. The Innovation Program Facilitator is committed to providing updates to the Board via an Executive Summary at all board meetings. Although the board meeting schedule for January 2020 through December 2020 are not set until the November 5, 2019 board meeting, the continual monitoring by the board can be anticipated on the first or second Tuesday of every month.

The District of Innovation Advisory Group has been integrally involved in the District of Innovation planning process. This group, comprised of TPSD leaders and community members, is committed to meeting on a quarterly basis to check-in on the implementation and keep updated on any potential focus areas.

Finally, there are some of the District of Innovation workstreams that have their own advisory or steering committee meetings. Please see below for the already confirmed support entities and confirmed meeting dates:

- **Project SEARCH**
 - **Steering Committee Members** – Josh Woodward [MDRS], Heather Collums [MDRS], Melanie Hickman [MDRS], Keely Green [MDRS], Kasey Lunceford [MDRS], Cora Paulson [NMHS], Susan Dudley [TPSD], Karen Logan [TPSD], Genna McAlpin [TPSD], Stewart McMillan [TPSD]
 - **Meeting Cadence** – The steering committee meetings will take place at the NMMC building on the first Wednesday of every month at 1:00 pm.
- **Middle College**
 - **Steering Committee Members** – Jay Allen [ICC], Tyler Camp [ICC], Michele Sumerel [ICC], Brandi McCraw [ICC], Rilla Jones [ICC], Barry Emison [ICC], Denise Gillespie [ICC], Melissa Haab [ICC], Mande Miller [ICC], Nina Strother [ICC], Rob Picou [TPSD], Andy Cantrell [TPSD], Brock English [TPSD], Charles Laney [TPSD], Greg Ellis [TPSD], Art Dobbs [TPSD], Evet Topp [TPSD], Stewart McMillan [TPSD]
 - **Meeting Cadence** – A modified group of the full steering committee will meet at the end of each semester to debrief. As the potential to expand the Middle College with additional course of study options, there will need to be implementation meetings with the corresponding ICC departments.
- **Project Lead the Way**
 - **Steering Committee Members** – Kim Britton, Amy Ferguson, Susan Hankins, Janet Tubb, Celeste Ellis, Latonya Slater, April Grey, Anita McGraw, and Stewart McMillan [Steering Committee will expand to include secondary support staff based on implementation plans]
 - **Meeting Cadence** – The PLTW team will meet at the end of each semester to debrief the implementation for that semester. Additionally, planning for the upcoming year’s implementation will gear up in the late fall so that decisions can be made in alignment with the budgeting process.

1. Describe the plan for the sharing of data between the district and any participating postsecondary partners (or any relevant participating partners).

The Middle College program through the Tupelo Public School District and Itawamba Community College is an example of a postsecondary partnership that requires clear processes related to data sharing. This focus is evident with student information sharing with parents and district staff.

In relation to data sharing with parents, the Middle College Handbook [board approved at the July 30 TPSD board of trustees meeting/ shared with each Middle College student as a draft prior; finalized version shared on August 7] clearly outlines the following on pg. 9:

- Any student participating in the Middle College will adhere to the Family Educational Rights and Privacy Act of 1974 statement provided in the ICC Student Guidebook on page 61. A student will be given the opportunity to sign a FERPA waiver for parental access to any student records through the ICC Registrar's office. It is a violation of FERPA for ICC professors to discuss a student's progress with anyone other than the student.

Additionally, the Tupelo Public School District team knows it is critical to have a clear process related to attendance and grades in order to set the Middle College students up for success. Based on the implementation in the fall of 2019, we are midway through one semester with following the agreed upon processes as outlined.

Unlike the other Middle College programs in the state, the Tupelo Public School District hired a Middle College / Secondary Counselor who drives the bus to the ICC Tupelo campus every day and is present to make sure students are on campus and attending class. Additionally, the physical Middle College classroom is located in the same building as the Director of Advising / Tupelo Campus Director. The TPSD and ICC staff work closely to make sure the students are present and no discrepancies arise between tracking in both the TPSD and ICC systems. The Middle College students' attendance is tracked in SAMS by the Middle College / Secondary Counselor to make sure the students are meeting the seat time requirements and count for ADA purposes.

The TPSD and ICC teams carefully reviewed the school calendars prior to the start of the year to align on grade submission deadlines and midterms. The ICC mid-term grades were not finalized until the day progress reports for THS were printed, so the Middle College student progress reports were sent out on the official day of release with only the THS classes listed, and the follow up complete progress report was shared out at the end of the corresponding week. The ICC team shared the letter grades for all students with the Middle College Counselor who then inputted this information into SAMS. Similar to the student information requirements as outlined above, the Middle College Handbook outlines an ICC to THS Grading Equivalency chart that is included on pg. 8 of the handbook since ICC only releases a letter rather than a numeric grade. Please see this breakdown below and note that no dual credit classes are weighted:

- **A** – 100
- **B** – 89
- **C** – 79
- **D** – 69
- **F** – Below 65
- **Note** – If ICC changes their policy to give a numeric grade instead of a letter grade, then THS will count the numeric grade provided instead of this grading equivalency.

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 § 37-13-91 and 37-13-92;
- c. ensure that high school course offerings meet or exceed the minimum required under § 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 § 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 § 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 § 37-9-17;
- g. comply with open records and open meeting requirements under § 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 § 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.

Superintendent

Date

Chair, Board of Education

Date

Table of Contents for District of Innovation Attachments

Attachment A – Board of Trustees Meeting Agenda from November 5, 2019 Meeting

Attachment B – TPSD Greatest Needs Comprehensive PowerPoint 1.22.19

Attachment C – TEEFAC Strategic Goal Chart 3-26-19

Attachment D – Letters of Support from TPSD Board of Trustees, Faculty / Staff, and Students

Attachment E – Letters of Support from Community Members

Attachment F – Partner Agreements, Memoranda of Understanding, and Other Legal Agreements Table of Contents and Corresponding Resources

Attachment G – Works Cited